TEACHER AND STUDENTS' PERCEPTION IN ONLINE TEACHING AND LEARNING ENGLISH DURING CORONA PANDEMIC

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ABSTRACT

The research aimed to know teacher and students' perceptions in teaching and learning English during corona pandemic. This research was conducted by using study case research. The subjects of this research were one English teacher and IX-A grade of SMP N 5 Cepu, Blora academic year 2020/2021 which consisted 32 students. The objective of this research was to knew teacher's perception in teaching English online and the factor influence the perception and to reveals student's perception in English online learning and the factor influence their perceptions. This research was conducted by interview the teacher and questionnaires for students. The data were gathered through qualitative data. The result of this research showed that teacher has positive perception in online teaching English with personal and structural factor that influence the teacher perception and from the result of students' questionnaire showed that students have positive and negative perception with functional, structural and cultural factor that influence their perception in English online learning. From the result showed that teacher have been working on effective online learning in various ways. However, it is depended the students to learn.

Keywords: Positive Perception, Negative Perception

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi guru dan murid dalam mengajar dan belajar Bahasa Inggris secara online di masa pandemic. Penelitian ini dilakukan dengan metode penelitian studi kasus. Subjek penelitian ini adalah satu guru Bahasa Inggris dan siswa kelas 9A di SMP N 5 Cepu, Blora tahun pelajaran 2020/2021 dengan jumlah 32 siswa. Tujuan penelitian ini adalah mengetahui persepsi guru dalam mengajar Bahasa Inggris secara online dan factor yang mempengaruhi persepsi guru dan menyatakan persepsi siswa dan factor yang mempengaruhi persepsi mereka dalam belajar Bahasa Inggris secara online. penelitian ini dilaksanakan dengan mewawancarai guru dan menyebar angket untuk siswa. Data dikumpulkan melalui data kualitatif. Hasil penelitian menunjukkan bahwa guru mempunyai persepsi positif terkait dengan mengajar Bahasa Inggris secara online dengan faktor pribadi dan faktor struktural yang mempengaruhi persepsi guru dan dari hasil angket siswa menunjukkan bahwa siswa mempunyai persepsi positif dan negatif dengan factsor pribadi, srukktural dan factor kebudayaan yang mempengaruhi persepsi siswa. Dari hasil penelitian menunjukkan bahwa guru sudah berusaha membuat pembelajaran online mearik dan efektif untuk siswa. Tetapi, tergantung bagaimana siswa menanggapi pembelajaran tersebut.

Kata Kunci: persepsi positif, persepsi negatif

INTRODUCTION

The development of modern era has put English as an international language. English as the language of modern science and technology. The teaching and learning of English as a foreign language has been implemented in Indonesia. Learning is a system that aims to shape the teaching process, guide, train, and organize and facilitate various things for students so that they can learn to achieve educational goals. Teaching is not only conveying subject matter, but teaching is a process of changing student behavior according to the expected goals. Learning English at Junior High School is targeted students can reach the functional level, communicating orally and in writing to solve daily problems.

Along with the development of the modern technology era, e-learning was developed to facilitate learning English. The use of e-learning-based media has now become a necessity for the community in various aspects, as well as in education. The transition of the teaching and learning process from the conventional direct or face-to-face communication learning system to an online learning system certainly has a significant difference. But the question is whether teaching and learning English activities in online learning have the same nuances or at least are close to teaching activities in face-to-face learning. There are several problems faced. including teaching materials, learning interactions, and the learning environment. Teaching interactions also play an important role in the teaching-learning English process So that the perceptions of teachers and students need attention.

In English language teaching and learning, teachers' guidance is very important as they can combine language acquisition with primary socialization and enculturation (Gee, 2016). This is because when students acquire a new language, they feel that they are 'outsiders' and teachers play a role as cultural brokers that help students learn the language comfortably.

According to Kleinke (1978), perception is important for both teachers and students because it influences the teaching and learning process. Teachers are one of the most important people in the educational system that is in the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers" perceptions have been highlighted. perceptions result in how teachers deal with shortcomings in their teaching situations (Moloi, 2009). Teachers' perceptions of good English subjects occupy an important position and role for teachers in improving the implementation of teaching stated by Kulsum (2003).

The student's perception is really important for evaluating the teaching effectiveness. Students' perceptions are closely related to learning outcomes (Najichun and Winarso, 2017), (Marhent, 2015), (Saputra and Syafik, 2016), students who have good perceptions generally optimize the independent learning process which can improve their learning outcomes. Besides, perceptions can affect students' interest in making choices (Wardana, et al., 2018) and academic achievement (Remali, et al., 2015). Then after known students' perception, the teachers can understand better and built a good relationship and learning process between teachers and students. Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, a student's perception is very important not only for estimation but also for teaching development purposes.

Based on the background above, the problem of the research is divided into teachers and students. What are positive and negative

perceptions and factor did influence English teacher's perception in conducting online teaching during Corona Pandemic at SMPN 5 Cepu? What are positive and negative perception among students and factor did influence student's perceptions in conducting English online learning during Corona Pandemic at SMPN 5 Cepu?

Based on the research problem above, the researcher proposed to reveal the English teacher and students' positive and negative perception and the factor did influence their perception in conducting teaching and learning English during Corona Pandemic at SMPN 5 Cepu. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

The researcher trying to investigates the perceptions of teacher and students in Junior High School 5 Cepu regarding learning English during a pandemic. The objectives of this study to reveals the English teachers' positive and negative perceptions and the factors that influence teacher's perceptions in conducting online teaching during Corona Pandemic at SMPN 5 Cepu. The second objectives to reveals the students' positive and negative perceptions and the factors that influence student's perception in conducting English online learning during Corona Pandemic at SMPN 5 Cepu.

The researcher hope that this research finding would give benefit theoretically and practically. In theoretically this research can be used as a reference for further research on the perceptions of teachers and students in teaching and learning English online. In practically, hoped that this research benefit for teachers: the teacher can know the material delivered to students and can be used as input and evaluation of teacher

performance so that it can be useful in improving the quality of teaching English during the pandemic. for the students: students can understand the English learning process carried out by the teacher. For other researcher: For other researchers This research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

RESEARCH PROBLEM

This study investigates the perceptions of teacher and students in Junior High School 5 Cepu regarding learning English during a pandemic. Perception of teachers and students is a process of acceptance, interpretation of something that is received by the teacher or students in their brain through sensory organs which then the brain provides a response to an object and then interpreted according to the individual's ability to conclude as a reaction to the object. So, it can be said that perceptions between individuals vary depending on the level of emotion, enthusiasm, and suggestions from outside to the brain. Suggestions work in the brain so that information obtained from outside will be considered correct by the person. Therefore, positive and negative perceptions depend on the suggestions received by the brain.

The method in this research uses a case study with a qualitative approach. Case study research concentrates on stories that are interesting to address through a narrative and which can be generalized to a theoretical framework (Neale, Thapa, & Boyce, 2006). According to Cresswell (1994), A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

The research was conducted in SMPN 5 Cepu, it is located at Pemuda street number 6 Cepu, Blora, Central Java. The participants of this study are one English teacher and ninth-grade students in the academic year 2020/2021. In this study, the researcher chose class 9A that consist of 32 students as the sample. The researcher chose this class because this class is the prominent ninth grade class at SMPN 5 Cepu. They also have experienced face-to-face and online learning English.

To collect data, researcher interviewed English teacher related to perceptions of teaching English during corona pandemic. According to Subagyo (2011), an interview is an activity carried out to obtain information directly by revealing questions to the respondents. meaningful interviews face to face between the interviewer and the respondent, and the activities are carried out orally. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words

Then spread open-ended questionnaires from Google Form for students related to students' perceptions of learning English online during the Covid-19 pandemic. Open-ended questionnaires allow students to express what they think in their own words. This questionnaire enables students in as much detail as they like in their own words. The research questionnaire consisted of nine open questions that students' perceptions of English online learning in the pandemic. There were some questions ask students positive or negative perceptions and factors that influence their perceptions in online learning English.

This process and technique are known as purposive or judgement sampling in participants of students. The sampling process is carried out in several stages. First, the researcher distributes questionnaires based on Google Form on each sample class in this research. Then researcher gives 2 days to respondents to fill out the questionnaires. After 2 days, the online questionnaires will be closed by the researcher. From filling in these questionnaires, the researcher will see which student responses are interesting and different from others. then the researcher will summarize students' answer from the questionnaire.

The data will be qualitative data from interview and open-ended questionnaire. The researcher used three stages in analysis data. Data analysis is the process of simplifying data into a form that is easier to read and implement. The purpose of the data analysis carried out is so that the information collected is clear and explicit. Helaludin and Wijaya (2019: 123) describe several stages/techniques in analyzing qualitative data, as follows: (a) data reduction, the researcher making a summary, choosing a theme, making certain categories, and patterns so that data has meaning. Data will be selected and reduced so that only relevant data is used. (b) display data, the researcher arranged data systematically made easier for readers to understand the concepts, categories, and relationships, and differences of each pattern or category. (c) conclusion, the researcher arranged results of the study be able to provide answers the formulated problems. the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. To providing answers problem formulation, conclusions also produce new findings in the field of science that did not yet exist. The researcher used bar chart to presenting data open-ended questionnaire from students.

FINDINGS AND DISCUSSION

This part consisted the results and the discussion of the research. Results from interview and questionnaire from participants of this study. This research was conducted to investigate two research problems regarding teacher and students' perception towards teaching and learning English online in this pandemic.

In conducting data, the researcher interviewed an English teacher who taught in class IX-A, using Indonesian language to make it easier for teachers to answer questions given. So, for the presentation of the data, the researchers translated it into English. The questions in the interview contained teacher perception in teaching English online during the pandemic. The researcher presents interview data consisting of 18 basic questions that are slightly developed. Questions 1, 11, 12, 13, and 18 concerned with the teacher's perceptions. The other questions were related to the apps being used and kinds of activities in the online class.

The questions of the interview gained deep information on the teacher's perception of the English online teaching and learning during the Corona pandemic. The data of this research were the interview result which is analyzed qualitatively based on the teacher' opinion. It presented the teacher's opinion on related teaching online, how to teach, student improvement, teacher obstacles, and how to overcome and students respond according to the teacher.

The first research problem is revealing teachers' positive or negative perceptions related to conducting English online teaching during the Corona Pandemic. To answer the first research question, the researcher interviewed Mr. B, an English teacher who has experienced teaching English offline in the classroom and online. From the result of data analysis of interviewed English teacher. The researcher found English teachers respond positively about learning and teaching English online. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

The teacher responds positive when the interviewer asked him related to students responded or reacted in every online English learning activity during the pandemic. He argues the student's understanding depends on the student's responses in online English learning. He also motivates students who are lazy to do the task given. By reminding students and not giving assignment limits, the students can do any time. Mr. B also motivates students by sharing the scores of English assignments given through the WhatsApp group, so that students are excited and feel there is feedback from the teacher.

English teacher in this Junior High School experienced in a variety of learning conditions, experienced in dealing with a wide variety of student personalities, and also can adjust the learning model from offline in the classroom to online with a laptop or mobile media and the internet. Online learning is not limited but depends on the student in addressing it, appear that B also motivates students in online learning because he is aware that learning is very different from face-to-face in the classroom. So, that B responds to online learning with positive perceptions.

The next research problem is to know the factor that influences the teacher's perceptions in online teaching English during Corona pandemic. From the results of interview conducted by the researcher to Mr. B. He responded positively related to teaching English online in the pandemic. The positive perception is a valuable present that prepares the self-confidence and power to catch the world, endure crises, and focus outside oneself. It increases the construction of relationships and giving to others. There are several factors why the teacher has positive perceptions related to learning. According to Rakhmat (2009), some factors influencing perception are functional/personal, structural, and cultural factors.

The first factor that influences teacher's perception is the personal factors related to the situation, online English learning in pandemic time adapted to the condition of students and

schools, Mr. B as much as possible adjust online learning to the personality of students in class. So, he makes learning that can be followed and effective for students.

The second personal factor that affects a teacher's positive perception is related to needs. Mr.B participated in some online learning training held outside the school or inside the school. During the training, he learned how technology and the internet facilitate online Learning English in this pandemic. The apps he used in sending materials or creating tasks are Microsoft 365 and the Sway App. Sway application can be filled in multiple formats.

The third personal factor that influences a teacher's perception is emotion, from the interview conducted by the researcher to Mr. B, it seems that he has experience in teaching English in various situations and conditions so that he can adjust online learning using online platforms, face a variety of problems and find solutions to online learning.

The fourth personal factor that influences a teacher's perception is related to attention. According to Mr. B, students' understanding of English lessons depends on the student's reaction to learning. He stated that students who diligently follow the learning, try to understand the materials, and do the tasks given by the teacher would quickly understand.

The next factor that affects a teacher's perception is the structural factor. It consists of the intensity of the stimulus and the quantity of the stimulus. During teaching English online, Mr. B routinely motivates in doing tasks. Motivation is reminding students to immediately doing their assignments, and sometimes the students' scores are shared in the group class. So, students feel there is feedback from the teacher. He also visited the homes of students who have not done any assignments during five meetings and met with parents. After the home visit, the students used to do the assignment because their parents had known about their perception.

The second research problem revealed to students positive or negative perceptions related to conducting English online learning during Corona Pandemic. To answer the second research problem, the researchers disseminated an online questionnaire in class IX-A related to their perception of Online English learning. From the analyst data obtained, that there are students who have a positive perception and some have negative related to learning in the pandemic.

Table 1: Student's perception about English online learning
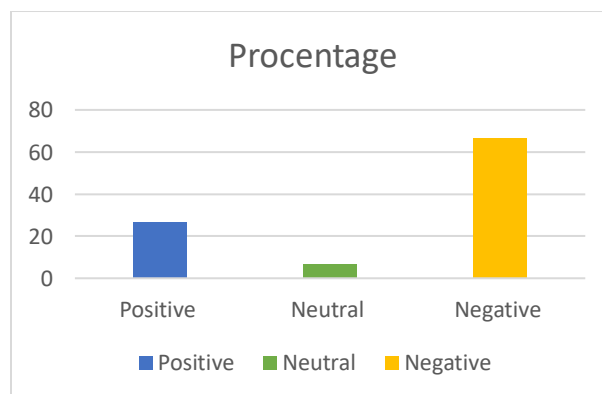
Students who have a positive perception argue that online English learning is flexible, materials can be accessed anywhere and anytime. Furthermore, students who have negative perceptions related to English learning in the Pandemic period. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth. The students who have negative perception argues that learning in times of pandemic is difficult to understand the material. Students argues that online learning does not improve his understanding of English lessons and he feels offline or classroom learning is more effective than online learning.

From the results of the questionnaire collected by the researcher, some students have positive perceptions with several factors that influence that perception. The first factor is functional/personal factors related to the learning situation in the pandemic. Students who argue positively say that online learning same as offline learning in the classroom. The difference is in class listen to explanations from the teacher while online can learn by themselves using internet access.

The second functional factor is related to emotion, students who argue positively say that English online learning for them effective and understand, they also stated that online learning can be accessed anywhere and anytime. The third personal factors are related to needs, students who have a positive perception can use applications or platforms on the internet when they do not understand the learning materials or English vocabulary that is difficult to understand. Students can search in an online dictionary or Google Translate was is complete compared to dictionary books. Students can also search for interesting video material on Youtube, so that they can easily understand. Then, the material can

be full, detail, and understandable for the students.

The second factor is structural factors related to the stimulus provided in online English learning. Teacher provide materials or links to assignment from Google Form that students work on through Google Classroom or WhatsApp groups. Students who argue negatively feel that online material is lacking in detail and difficult to understand and find it difficult to do English assignments.

The second factor that affects the students' perception is cultural factors related to individual life. Students who argue positively said unstable connection as an obstacle faced in learning English online in the pandemic. Students who argue positively live in urban or town areas. So, it is easy to overcome the problem of poor connections. Search for Wifi or waiting a few minutes until the internet connection is smooth again.

From the results of the questionnaire collected by the researcher, and has filled by respondents. Some students have negative perceptions with several factors that affect the perception. The first functional/personal factor related to the learning situation in the pandemic, students who argue negatively said that online learning is very different from face-to-face learning in the classroom. During the pandemic, the students learned by themselves at home with online materials and assignments submitted by the teacher. Those who argue negatively say that online learning in a time of pandemic difficult for students to understand the materials and also difficult work on online assignments.

The second functional factor related to emotion, students who have negative perception stated that online learning in the pandemic is ineffective and does not improve their understanding of English lessons. They also said

that the material provided by the teacher is not detailed and difficult to understand because there is no direct explanation from the teacher. The third personal factor is related to experience and attention, students who argue negatively feel the need to get a material explanation from teachers same as offline learning in the classroom before the pandemic occurs. So, they rely on explanations from the teacher and do not take the initiative to search for English material on the internet. So, it is difficult for them to learn to understand the materials provided for themselves.

The second factor is structural factors related to the stimulus provided in online English learning. Teachers provide materials or links to assignments from Google Form and then shared Google Classroom or WhatsApp groups. Students who argue negatively feel that online

CONCLUSION

The objectives of the research to reveals teacher and students positive or negative perception and the factors that influence their perception in conducting teaching and learning English during corona pandemic at SMPN 5 Cepu. Based on data result, the researcher concluded that there is a positive perception from a teacher in teaching English online in SMPN 5 Cepu. factors that influence teacher's positive perception is personal and structural factor.

Teacher have been working on effective learning and are expecting to improve students' understanding, by created interesting materials that display images or videos related to learning. Teachers are also included in WhatsApp Groups in each class taught to make it easier for students to communicate or ask questions about English learning.

There are two different perceptions conveyed by the students who are positive and negative perceptions. The positive perception is about the student enjoys doing online learning because while studying at home, students feel

material is lacking in detail and difficult to understand and find it difficult to do English assignments.

The third factor that influence student perception are cultural factor related to individual life. Many students who argue negatively live in the village area, so unstable connections and no one they asked for English lessons become obstacles they face. In addition, students also said that full storage memory, do not have an internet quota, and do not have a personal mobile phone are also their obstacles in learning English online during the pandemic. To overcome these obstacles, they have asked or discussed with friends, borrowed their parents' mobile phones, and asked the teacher to give them an extension of time due to English assignments.

helped by the existence of English learning applications or platforms on the internet, such as Brainly, Duolingo, youtube, and others. Their opinion that online learning is effective and can improve students' understanding of English subjects during the Pandemic, learning can be easily accessed through mobile phones wherever and whenever students have time.

The negative perception is about the trouble and complicated. Some students feel that English online learning makes it difficult for students to handle learning materials because the material is not explained directly by the teacher, students learn to understand themselves at home with materials that the teacher settles in Google Classroom or Group WhatsApp classes. So, they think online learning is ineffective and the improvement of students' understanding of English lessons is minimal. Students who argue negatively also feel confused and have difficulty answering the English question given.

Teachers have been working on effective learning and are expecting to improve students'

understanding, by created interesting materials that display images or videos related to learning. Teachers are also included in WhatsApp Groups in each class taught to make it easier for students to communicate or ask questions about English learning. However, it is depended the students to learn. If the student has positive perception, then the learning will be easy to do and then the material delivered can be understood easily. When the student has negative perception, then online English learning will be difficult to do and make it difficult for students to understand the material and work on the tests given by the teacher. So, it all depends on the student's response to online English learning during this pandemic.

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