Teachers Perception On Online Learning In Teaching English At Junior High School

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Abstract
This study aimed to identify the teacher’s perception of the implementation of online learning in teaching English and the objective is to know the challenges and advantages faced by the teachers on the implementation of online learning in teaching English at junior high school. The study employed a descriptive qualitative design. The participants involved in this study were 6 teachers from two junior high schools in Malang. The instruments used in this study were interviews. The process of data analysis included data condensation, data display, and conclusion drawing and verification. The data gathered were then verified by an expert validator. The result of this study showed that teachers had a positive perception toward the implementation of online learning. teachers experienced many benefits from implementing online learning. However, the teacher needs to make several adaptations, including those related to how to utilize the program, how to adapt to the learning materials, and how to apply learning. Teachers also acknowledged that there were numerous challenges associated with online learning, such as network limitations, which decreased the effectiveness of learning. The findings of this study suggested that school stakeholders need to evaluate the implementation of English online learning as recommended in the findings.

Keywords: English Teacher; perception; Online Learning.

INTRODUCTION
The growth of the COVID-19 outbreaks, which has affected 215 nations worldwide since March 2020 and has become a global pandemic, poses unique issues for educational institutions, particularly in junior high schools. The government has instructed all schools, from elementary to tertiary, to do online learning instead of face-to-face instruction through the Ministry of Education and Culture (Tanjung & Utomo, 2021). Teachers must modify their lesson plans to accommodate entirely online learning outside of the classroom in place of face-to-face instruction (Agung et al., 2020). Since instructors, particularly those who teach grades 7-9 at junior high schools, may have differing opinions on online learning, this is an issue worth talking about.
Pei & Wu (2019) state that online learning is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning. Online learning is a program for organizing online learning classes to reach a broad and massive group of students. Online learning refers to the use of internet-based technology features, which are highly dependent on the availability of information technology. Hergüner et al. (2020) proposed the characteristics of online learning as follows: Constructivism, Social interaction, Inclusive community of learners, Computer-based Learning, Digital classroom, Interactivity, Independence, Accessibility, and Enrichment.

The emergence of technology is among the most consequential thing that happened to humanity; affecting the size of the world population, life expectancy, education, living standards, the workforce, communication, health, war, and the ecosystem (Toffoli & Sockett, 2015). Apart from that, technology has also affected many things including the governance of the countries, entertainment industries, relationships, moral development, and knowledge development of human beings. In line with Toffoli & Sockett’s statement, Lin & Zheng (2015) stated that the world of education is also currently going through a massive transformation due to the digital revolution to cater to the current needs of the learners in allowing them to decide on what to learn, when to learn, where to learn, and how to learn.

Learning English is very important for all educators from kindergarten to college, in this case, researchers will focus on Junior High School (Louwrens & Hartnett, 2017). Learning English is compulsory in Indonesian schools starting from the Junior High School level. Hence, teachers are expected to have an essential role in the teaching-learning process (Dhawan, 2020; Giatman et al., 2020). With the COVID-19 pandemic, this has become a challenge for teachers, especially in Junior High Schools, in teaching English. Therefore, teachers will face a challenge in exploring and fully implementing online learning.

Online learning is certainly very useful for teachers in teaching English to students. Akuratiya & Meddage (2020) list some benefits of online learning, namely, supporting higher student cognition levels, fostering learner reflection and information processing, and leveling the playing field between participants. Besides, Cook et al. (2017) mention some of the online learning advantages from the learner’s point of view such as convenience, time savings, and reduced cost are hailed as significant positive aspects that push them towards adoption and continued use of e-learning. Furthermore, Rahayu & Wirza (2021) mentions some advantages of online learning for learners: no time zones, location, and distance, in asynchronous online learning, students can access the online materials anytime, while synchronous online learning provides real-time interaction between students and teacher. The students can use the internet to access up-to-date and relevant learning materials and can communicate with experts in the field, in which they are studying.

Naah (2020) finds that the instructional media that teachers most often used were learning videos, which were either downloaded from YouTube or learning videos that teachers had created amid the COVID-19 Pandemic. Besides video, WhatsApp, Google Forms, Classroom, YouTube, and Zoom also served as media for delivering learning material. Teachers sent lesson material using
WhatsApp, Google Forms, and Worksheets to students’ parents, which were subsequently given to the students. Based on the explanation above, teachers and students hope that they may use these applications effectively in the online learning process. However, Mukhtar et al. (2021) mention that there are weaknesses in the online learning process, namely not supervising students’ online learning properly. Weak network signals and High quota fees pose challenges for online learning, especially for those living in rural areas. Most of them use the WhatsApp application to support the implementation of learning because the signal is stronger.

The application of online learning is not always smooth and effective. During the COVID-19 outbreak, high schools quickly implemented online learning. Facts among the public show that this online distribution system creates several difficulties and problems. A study conducted by Mukhtar et al. (2020) found a phenomenon that EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. In listening sessions, for instance, the ICT equipment used by teachers to train students who are in separate and distant places is often ineffective. Teachers also cannot maximally supervise students when giving listening exams. In speaking courses with distance or online learning, students also find problems in imitating the way of speaking exemplified by their teacher, and the teacher cannot optimally train the students to speak.

Another problem is the unpreparedness of teachers for online learning. The transition from conventional learning systems to online systems occurred suddenly because the COVID-19 pandemic was not preceded by mature preparation (Pei & Wu, 2019). Several teachers do not have ICT skills so they are unable to adapt to the change, namely technology and information-based learning. Even though, it is inevitable for teachers to use technology to support their teaching. Especially during the COVID-19 pandemic, like or not, is ready or not, ICT-based learning must be implemented so that the learning process can keep running (Dube, 2020).

Problems in online learning continue to be a problem for teachers because they cannot be effective in delivering material. This is in line with Toffoli & Sockett (2015) who state that they saw one of the main challenges as the “disconnect between the way teachers were taught to teach”, and how the course content must be delivered in an effective online classroom. Although this is not a new thing, it still causes problems because many teacher educations have not followed the development of the environment in online teaching. This is in line with another challenge outlined by Lin & Zheng (2015) is the almost non-existence of institutional expectations for their online courses. These include the expectations of teachers, students, courses, and staff. Without clear guidelines and expectations for faculty members to follow, there is no way to assess the effectiveness of these online courses. Further Louwrens & Hartnett (2017) explain that the feedback they received from students seldom helped them in adjusting their teaching as they would in a face-to-face class.

Several studies related to online learning have been conducted by several researchers. The first study was conducted by Aydin et al. (2016) entitled “Online Learning in Vocational School: focus on Students’ Perceptions”. The result of this study showed that communication between students and teachers has a basic effect on shaping students’ perceptions and approaches to online
learning. Also, they have some negative ideas about using and implementing technology in lectures. Included in this finding is that the meaning assigned by students to any technological material used in lectures is directly connected with the way this material is implemented. Another important finding is that the planning of courses, assessments, and curriculum plays a basic role in students concentrating on lectures and success in online learning.

The second research was conducted by Naah (2020) entitled “Pre-Service Teachers’ Perception of Online Teaching and Learning during the COVID-19 Era”. The result of the study showed that most of the pre-service teachers had an idea of the units taught for the semester. Pre-service teachers expressed a great need for lessons to be delivered using video and audio as it makes lessons real and also see their tutor even though it requires much data to access the video. The pre-service teachers expressed great interest in tutors using trial questions and quizzes to assess them and responses from assessment should be submitted through the What's Up platform. With all the challenges pre-service teachers encountered during online teaching and learning they appreciated the tutor-learner relationship and interactions as cordial, collaborative, and done in a form of discussion.

The third research was conducted by Yang (2020) entitled “Teachers’ Perceptions of Large-Scale Online Teaching as an Epidemic Prevention and Control Strategy in China”. The result of this study showed that the majority of teachers support online teaching programs as an epidemic prevention and control initiative. With the support and organization of various departments, teachers were provided with immediate training in online teaching and platforms. However, certain difficulties remain. The results of this study also show that domestic platforms support the implementation of large-scale online teaching in China. While the surveyed teachers were generally positive about the effects of online teaching, there were some concerns.

The fourth study was conducted by Craig et al. (2018) entitled “Perceptions of Roles and Responsibilities in Online Learning: A Case Study”. The outcomes of the research suggest that different cohorts of students have different expectations. These expectations are informed by their mode of study and also by their perceptions of how staff engage with online teaching. The teacher-maintained bias against online learning at the city campuses also needs to be addressed. This is hurting students’ online learning experience. A major thrust of the University to ensure students graduate with lifelong learning skills is likely to be jeopardized if students are not encouraged to participate fully in the online learning experience.

The last study was conducted by Lin & Zheng (2015) entitled “Teaching Practices and Teacher Perceptions in Online World Language Courses”. Online teachers generally used more non-content-related teaching practices than content-related teaching practices in online language courses, and instructors in Chinese – the only language course that offered weekly synchronous sessions – exhibited more frequent use of content-related teaching practices than teachers of other world languages. The study also sheds light on teachers' adjustment to the online environment, which impacts their management, social, and pedagogical roles. Lastly, our analysis of the research that teachers felt they needed, as against what they received, underscores the need for more research in the areas of online course design and content-related technology integration.
The results of several studies above show that there are differences in findings related to teacher perceptions. Moreover, the research subjects used are also different. Thus, the resulting data is also inconsistent. Therefore, it is necessary to conduct more in-depth research on teacher perceptions related to online learning. In contrast to the previous studies, this study will examine the perceptions of teachers in secondary schools about online learning. The results of this study are expected to enrich the scientific repertoire of teachers’ perceptions of online learning.

**METHOD**

In this study, the researcher used descriptive qualitative research to analyze the teacher’s perception of the implementation of online learning in teaching English at junior high school. The researcher used descriptive qualitative analysis since the researcher only examines the teacher’s perception of the implementation of online learning in teaching English at junior high school. The analyst had little influence over the variables. The researcher recorded only what happened or learned.

This study was conducted at two junior high schools in Malang which include: SMP N 1 Bululawang and MTs Sunan Ampel Ketitang, and used all the English teachers of those schools as the subject of the study. There were 6 teachers in those two schools, of which 3 are from SMP N 1 Bululawang and 3 are from MTs Sunan Ampel Ketitang. The reason for choosing those 6 English teachers was that all the English teachers had taught English using online learning and were believed to be able to represent the condition of online learning in those two schools. Therefore, the total number of subjects in this study was 6.

This study was conducted at two junior high schools in Malang which include: SMPN 1 Bululawang and MTs Sunan Ampel Ketitang. It was conducted for one week with several 6 participants. Before collecting data, there were some steps of data collection procedures. In the first step, the researcher asked permission from the headmaster of those two schools which include: SMPN 1 Bululawang and MTs Sunan Ampel Ketitang. It was done to conduct the study. After getting the permission, the researcher contacted several English teachers at each school. After that, the researcher asked the teachers about the time to conduct the interview. The following figure depicts in detail the data collection procedure of this study.

![Figure 2.1 Data collection procedure](image_url)
Data Source
The data were taken from 6 English teachers from two junior high schools in Malang which include: SMP N 1 Bululawang and MTs Sunan Ampel Ketitang. The data were taken through interviews. The researcher in this study interviewed all of the teachers of those two schools. The interview was done through face to face. The purpose of using interviews was to find deeper information regarding the teacher's perception of the implementation of online learning in teaching English at junior high school.

Research Instrument
To get data, the researcher interviews as instruments in this study. The instrument used in this study is the interview. This instrument was the main data of the study. The purpose of using this instrument in this study was to get deeper information about the teachers' perception of the implementation of online learning in teaching English at junior high school. The interview used in this study was in the form of an open-ended interview. The questions of this instrument were in the form of semi-structured questions. The participants of the interview were 6 English teachers. The researcher took all the teachers of each school. The question of the interview was based on the four aspects of the Technology Acceptance Model (TAM) which include: perceived usefulness, perceived ease of use, behavioral intention, and the tendency of system use.

Data Analysis
The data collected through interviews were analyzed using a data analysis framework developed by Miles, Huberman, & Saldana (2014). There were three steps of data analysis, those were; data condensation, data display, and data conclusion drawing and verification. The steps of data analysis are presented in the following Figure 2.2:

![Figure 2.2 Components of Data Analysis: (Miles et al., 2014)]
RESULT AND DISCUSSION

The data of this study was taken through interviews. The question of the interview was based on the four aspects of the Technology Acceptance Model (TAM) which include: perceived usefulness, perceived ease of use, behavioral intention, and the tendency of system use. The following was the result of the study based on the four aspects of the Technology Acceptance Model (TAM) explored:

Perceived Usefulness

The first aspect explored in this study was the perceived usefulness of online learning. This aspect reviews teacher perceptions about how useful online learning is in learning English.

The statement showed that online learning provided more experiences for teachers. Teachers admitted that through online learning, teachers could understand the use of technology and the use of certain applications so that in teaching English, teachers could package it in a more varied way. Teachers who usually taught English conventionally without the help of technology, teachers could combine learning with technology. In addition, teachers could also teach more efficiently both in terms of time and learning materials.

The results of the first aspect related to the perceived usefulness of online learning showed that teachers experienced many benefits from implementing online learning. Teachers understood how to use technology and learning applications, so they became more creative in teaching English. In addition, teachers were also able to improve their performance in teaching English.

Perceived Ease of Use

The second aspect explored in this study was the perceived ease of use of online learning. This aspect explored how teachers perceive the ease of implementing online learning. Teachers admitted that they feel a lot of convenience in implementing online learning. Even so, they did not deny that at the beginning of implementing online learning, teachers experienced many difficulties. Therefore, teachers had to learn a lot, especially about online learning applications. In addition, teachers had to adjust a lot to the conditions of online learning. However, a number of these problems could be overcome by the teacher.

The teachers admitted that in learning English, the implementation of online learning was quite easy. However, the teacher must make many adjustments such as; how to use the application, how to adjust to learning materials, and how to apply learning. In addition, teachers admitted that many obstacles must be faced in online learning, but over time, these obstacles could be overcome.
The result of the second aspect related to the perceived ease of use of online learning showed that the implementation of online learning was quite easy. However, the teacher needs to make several adaptations, including those related to how to utilize the program, how to adapt to the learning materials, and how to apply learning. Teachers also acknowledged that there were numerous challenges associated with online learning, but that these challenges might be solved with time.

**Behavioral Intention**

The third aspect explored in this study was the behavioral intention of online learning. This aspect explored teachers' behavioral intentions related to the implementation of online learning.

The teacher admitted that even though online learning was easy to implement, they did not recommend implementing online learning on an ongoing basis. Teachers admitted that the implementation of online learning had many obstacles and required adjustments. Teachers found it difficult to monitor student progress and activities. However, if online learning is used as a supporting method, it is very good. Because it will make learning more interesting.

Teachers stated that they did not recommend using online learning because there were more drawbacks. Online learning was considered time-consuming because of the constraints it faced. In addition, it was claimed that teachers and students find it difficult to communicate intensely, making it difficult for teachers to monitor student progress. The teachers also admitted that they had limitations in monitoring student learning.

The result of the third aspect related to behavioral intention showed that although the teacher acknowledged that online learning was simple to deploy, they did not advise doing it frequently. The teachers acknowledged that there were numerous challenges and adaptations needed for the introduction of online learning. It was challenging for teachers to keep an eye on students' activities and progress.

**Tendency of System Use**

The third aspect explored in this study was the tendency of system use of online learning. This aspect explored how teachers interact in online learning. The following was the teacher's response related to the tendency of system use of online learning.

Teachers said that they often interact online with students. However, in practice, teachers experienced many obstacles, such as network constraints, which made learning less effective. Therefore, teachers preferred to use chat applications to interact with students. The teacher believed that chat applications helped the teachers relate to questions and answers or about assignments. Teachers also said that the use of chat applications helped them convey learning material to students.
The teacher stated that in learning, both online and offline, interaction was needed. However, teachers claimed that interactions in online learning were difficult to do because there were many obstacles, especially the internet network and time management. The teachers admitted that it was difficult to convey the material as a whole, so the material delivered by the teacher was not optimal and the interactions that were built during learning did not go well.

The result of the last aspect related to the tendency of system use showed that the teachers frequently communicated with students online. Nevertheless, in reality, teachers encountered numerous challenges, such as network limitations, which decreased the effectiveness of learning. As a result, teachers chose to communicate with students through chat applications. The teacher thought that chat programs aided teachers in discussing questions and responses or assignments.

**DISCUSSION**

This chapter presents a discussion of the findings to answer the research question concerning the teacher's perception of the implementation of online learning in teaching English at junior high school.

**The Teacher’s Perception of the Implementation of Online Learning**

The result of this study showed that teachers had a positive perception toward the implementation of online learning. Teachers experienced many benefits from implementing online learning. Teachers understood how to use technology and learning applications, so they became more creative in teaching English. In addition, teachers were also able to improve their performance in teaching English. In line with the current study, Aydin et al. (2016) mention that teachers had positive perceptions of the implementation of online learning. Online learning, of course, is very useful and profitable for teachers. This is in line with Agung et al. (2020), note that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions’ needs.

Online learning is certainly very useful for teachers in teaching English to students. Akuratiya & Meddage (2020) list some benefits of online learning, namely, supporting higher student cognition levels, fostering learner reflection and information processing, and leveling the playing field between participants. Besides, Cook et al. (2017) mention some of the online learning advantages from the learner's point of view such as convenience, time savings, and reduced cost are hailed as significant positive aspects that push them towards adoption and continued use of e-learning.

Furthermore, Rahayu & Wirza (2021) mention some advantages of online learning for learners: no time zones, location, and distance, in asynchronous online learning, students can access the online materials anytime, while synchronous online learning provides real-time interaction between students and teacher. The students can use the internet to access
up-to-date and relevant learning materials and can communicate with experts in the field, in which they are studying.

Other than that, teachers also mentioned that the implementation of online learning was quite easy. However, the teacher needs to make several adaptations, including those related to how to utilize the program, how to adapt to the learning materials, and how to apply learning. Teachers also acknowledged that there were numerous challenges associated with online learning, but that these challenges might be solved with time. Yang (2020) argues that certain difficulties remain in the implementation of online learning. Therefore, teachers needed to provide immediate training in online teaching and platforms.

Although the teacher acknowledged that online learning was simple to deploy, they did not advise doing it frequently. The teachers acknowledged that there were numerous challenges and adaptations needed for the introduction of online learning. It was challenging for teachers to keep an eye on students' activities and progress. According to Yang (2020), there are some disadvantages of teaching online: the learners undergo contemplation, remoteness, as well as lack of interaction or relation, less effective than the traditional method of learning because of the offer of explanations, as interpretations. The learners though might have excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others, and it is difficult to control or regulate sinful activities like cheating on the test for assessment, being misled into piracy, and plagiarism (Aydin et al., 2016). Deteriorating the role of the instructor, purely scientific fields that include practical cannot be properly studied through e-learning, and the heavy use of any websites brings about unanticipated costs both in time and in money.

The teachers frequently communicated with students online. Nevertheless, in reality, teachers encountered numerous challenges, such as network limitations, which decreased the effectiveness of learning. As a result, teachers chose to communicate with students through chat applications. The teacher thought that chat programs aided teachers in discussing questions and responses or assignments. Communication between students and teachers has a basic effect on shaping teachers' perceptions and approaches to online learning (Aydin et al., 2016). Another important finding is that planning of courses, assessments, and curriculum plays a basic role in student's concentration on lectures and success in online learning.

Mukhtar et al. (2021) said that there are weaknesses in the online learning process, namely not supervising students' online learning properly. Weak network signals and High quota fees pose challenges for online learning, especially for those living in rural areas. Most of them use the WhatsApp application to support the implementation of learning because the signal is stronger. The application of online learning is not always smooth and effective. During the COVID-19 outbreak, high schools quickly implemented online learning. Facts among the public show that this online distribution system creates several difficulties and problems. A study conducted by Mukhtar et al. (2020) found a phenomenon that EFL
learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied.

CONCLUSION
The result of this study shows that teachers have a positive perception toward the implementation of online learning. The teachers experience many benefits from implementing online learning. However, the teacher needs to make several adaptations, including those related to how to utilize the program, how to adapt to the learning materials, and how to apply learning. Teachers also acknowledge that there are numerous challenges associated with online learning, such as network limitations, which decrease the effectiveness of learning.

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