

**TEACHERS AND STUDENTS' PERCEPTIONS TOWARD ONLINE ENGLISH
TEACHING AND LEARNING DURING A COVID-19 PANDEMIC AT SENIOR HIGH
SCHOOL IN TORGAMBA, LABUHANBATU SELATAN, SUMATERA UTARA**

THESIS

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**Teachers and Students' Perception toward Online English Teaching
and Learning During A Covid-19 Pandemic at Senior High School in
Torgamba, Labuhanbatu Selatan Sumatera Utara**

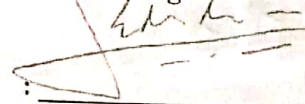
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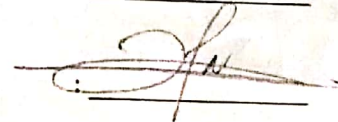
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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul Teachers and Students' Perception toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan Sumatera Utara benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRACT

Harahap, Puja Adelia (2021). *Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara.* Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research was aim to analyze how teachers and students' perceptions toward online English teaching and learning in the Covid-19 Pandemic at the Senior high school in Torgamba. In this research, the researcher used an online questionnaire that consisted of 15 statements for teachers and 27 for students. The participants were 8 English teachers and 140 ninth-grade students at SMAN 1 and SMAN 2 Torgamba. This study applied a descriptive quantitative design. The finding from the data analysis was most teachers gave a positive perception of online English teaching and learning with a mean score of 2.57. The process of learning English was easier with online during this pandemic but still, the teachers prefer conventional teaching in the future. Then, most students also gave a positive perception toward the online English teaching and learning with a mean score was 2.54. The process of learning English was easier and could foster students' independent learning attitudes but still, the students also found some problems in implementing this learning.

Keywords: *teachers' perception, students' perception, online teaching and learning*

ABSTRAK

Harahap, Puja Adelia (2021). *Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara*. Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mendeskripsikan persepsi guru dan siswa terhadap kegiatan belajar mengajar bahasa Inggris secara daring selama masa pandemi Covid-19 di SMA Negeri, kecamatan Torgamba, Labuhanbatu Selatan, Sumatera Utara. Dalam penelitian ini, peneliti menggunakan penelitian deskriptif dengan pendekatan kuantitatif. Dalam memperoleh data, peneliti menggunakan angket yang diberikan secara online kepada guru dan siswa. Sampel yang digunakan adalah 8 guru Bahasa Inggris dan 140 siswa kelas XI yang ada di SMAN 1 dan SMAN 2 Torgamba. Setiap guru diberikan 15 pertanyaan dan siswa 27 pertanyaan. Hasil penelitian menunjukkan bahwa guru memberikan persepsi yang positif terhadap kegiatan belajar dan mengajar Bahasa Inggris secara daring dengan nilai rata-rata 2.57. Meskipun pembelajaran dan pengajaran ini sangat mudah digunakan, tetapi guru-guru dominan lebih memilih mengajar dikelas. Disamping itu, kebanyakan siswa juga memberikan persepsi yang positif terhadap kegiatan ini dengan nilai rata-rata 2.54. Siswa menganggap hal ini mudah dan bisa meningkatkan kemandirian dalam belajar meskipun mendapatkan beberapa masalah dalam melakukan kegiatan ini.

Kata kunci: *persepsi guru, persepsi siswa, pembelajaran dan pengajaran daring*

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction. It consists of the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significance of the research, and definition of key terms.

A. Background of the Problem

For almost a year, the Corona Virus in Indonesia is a heartbreaking problem for all inhabitants of the earth. KemKes (2020) stated that Coronavirus Disease (COVID-19) is a new type of virus and can be transmitted between animals or humans. Because of that, the interaction of teaching and learning has changed immediately to cut the chain of the spread of this virus, from face-to-face shifted to online teaching and learning. The Minister of Education and Culture, Nadiem Anwar Makarim, issued the implementation of education in emergency Coronavirus with online (long-distance). For this issue, the implementation of learning and teaching for all schools must take place online (Kemdikbud RI, 2020).

Online teaching and learning system is different from traditional teaching and learning. These take place across distance and not in a traditional classroom (Stern, 2018). The main thing is that learners and teachers do not meet in the same place. Moreover, the students take responsibility in their

learning and online class, so the teacher is not the authority in the class (Solak & Cakir, 2014). The difference is also can be seen in students' motivation which they have high motivation than traditional teaching and learning because they are closer to technology like a laptop, smartphone, iPad, etc.

In Indonesia, especially in Torgamba, teaching and learning English during the pandemic is carried out online. Teaching and learning online is very beneficial for both student and teacher, especially in English subject. The researcher observed some English teachers and students at Senior High Schools in Torgamba. According to some of the teachers and students, from this teaching and learning, they can get the convenience of time and place and can connect with each other anytime and anywhere to gain a deeper understanding of knowledge. In addition, they can get the English material from natives that many websites or videos offered. This is supported as Cai (2012) said that online English learning is such the ease to access the information to learn English. Texts, images, sounds can be stored on their mobile phones. This learning offers both listening and reading materials in which the students are interested. Furthermore, Zhong (2008) stated emails and chat rooms between students and teachers could also enhance the writing skills of students in the English language. Multimedia technology provides the students with greater opportunities to communicate. Various technological tools stimulate the cognitive and communication abilities of the students and teachers in the target language (Hazarika, 2017).

Some teachers and students support this teaching and learning, but others find difficulties. According to the researcher's observation, when they

wanted to achieve the resources that delivered the information, they faced difficulty accessing it because of the internet network and appropriate facilities. Then, the activities seem difficult to practice their English skill such as listening, speaking, reading and writing alike in the classroom with the guidance of the teacher directly. It also challenges teachers to design suitable English material for them. In addition, the lack of knowledge or experience in implementing this learning become crucial since this is the first time they carried out this learning. This is supported by the research by Lestiyawati & Widyanoro (2020) that found some students who lived in a suburban area have a problem with less internet access and internet quota. She added that the students' economy is also contributing to this learning to have appropriate facilities. It influences students' performance even though they ever try their best in online classes during their limitations. In addition, in research by Atmojo & Nugroho (2020), he found the teachers faced difficulty in designing materials that are easy in an online setting since some teachers only use low technology applications. Moreover, he added that teaching moral values and giving personal feedback to the students are some of the problems in this teaching and learning.

Since the activities of English teaching and learning are carried out online, teachers and students said this brings many changes in the teaching and learning process because it is related to technology. Therefore, this condition brings different perceptions from students about this teaching and learning, as well as the teachers too. Perception is a process that individuals receive stimuli through sensory

devices (Walgito, 2013). Because of it, this study will try to investigate how teachers and students' perceptions toward online English teaching and learning.

Studies on student's perception toward online English learning during the Covid-19 pandemic have been studied by many researchers. First, Agung & Surtikanti (2020) who researched it in the English students of STKIP Pamane Talino. They found that students were not ready for online learning. Various reasons were identified into three factors that were availability and sustainability of internet connection, accessibility of teaching media, and compatibility of tools to access the media. Rifiyanti (2020) conducted a similar study with students in the Management and Informatics programs of Institut Bisnis & Informatika Kosgoro 1957. She found that the students assumed positively toward their online English learning because most lecturers are familiar with the technology so found it easy in conducting online platforms. Then, the learners thought that the most difficult skill to learn in their online English class was the listening section.

Another study that related to the teacher's perception toward online English teaching during the covid-19 pandemic was conducted by Todd (2020). He conducted with English teachers at King Mongkut's University of Technology Thonburi, Thailand. He found that stimulating suitable activities and marking student assignments are the big problems. Thus, Rusmiati et al. (2020) conducted a similar study with Primary school teachers from five provinces. They found they were ready with the technology and found it is determined with the national humanist curriculum and support or collaboration from all stakeholders.

All the topics above have a similarity in talking about teachers and students' perceptions toward online English teaching and learning during the Covid-19 pandemic. The topic is similar with this research. However, this research will conduct it in Senior High School. It is because few related studies conducted at the school level, especially in Senior High School. Furthermore, none of the researchers researched the related topic in suburban area, especially in Torgamba, Labuhanbatu Selatan, Sumatera Utara. Therefore, this will become my topic to analyze teachers' and students' perceptions toward online English teaching and learning during the Covid-19 pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara.

B. Identification of the Problem

Based on the background stated above, teaching and learning should carry out online during the Covid-19 pandemic. Certainly, teachers and students should use online English teaching and learning in their studies. However, some teachers and students find difficulties in carrying out this teaching and learning because of some reasons. First, English teaching and learning activities shifted from face-to-face to online settings. The next problem is related to the difficulty in accessing the online English teaching and learning. The last problem is related to the English material provided in the online setting. These conditions bring out different perceptions about online English teaching and learning for both teacher and student at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara.

C. Limitation of the Problem

Based on the problems stated above, the researcher will focus on analyzing the teachers' perception of the usefulness and ease of use toward online English teaching and learning during a covid-19 pandemic in Senior High Schools in Torgamba, Labuhanbatu Selatan, Sumatera Utara. Then, the researcher will focus on analyzing the students' perception of the practicality, activity, and material toward online English teaching and learning during the covid-19 pandemic in Senior High Schools in Torgamba, Labuhanbatu Selatan, Sumatera Utara.

D. The Formulation of the Problem

The problem of the research is formulated in the following question “How are teachers and students’ perceptions toward online English teaching and learning during Covid-19 pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara?”

E. Research Questions

The problem of this research is elaborated in the following questions:

1. How are the teachers’ perceptions toward online English teaching and learning during the Covid-19 pandemic?
2. How are the student’s perceptions toward online English teaching and learning during the Covid-19 pandemic?

F. Purpose of the Research

Based on the formulation of the problem described above, this research has the objectives as follows:

1. To know the teacher's perceptions of online English teaching and learning during the Covid-19 Pandemic.
2. To know the student's perceptions of online English teaching and learning during the Covid-19 Pandemic.

G. Significance of the Research

There are theoretically and practical benefits from this research as follows;

1. The theoretical benefit

This research can be useful as a source of reference for relevant research and as input for increasing knowledge about online English teaching and learning in the Covid-19 pandemic at Senior High School.

2. The practical benefit

- a) The English teachers can implement an efficient online English teaching and learning model in the future and help to facilitate students to get the learning outcomes.
- b) The students can add knowledge about online English teaching and learning.

- c) The researchers can increase the knowledge and information about online English teaching and learning during the Covid-19 pandemic.

H. Definition of Key Terms

To avoid ambiguity, the writer makes some key terms related to this research:

1. Teacher's perception is a form of teacher's thinking or view about online English teaching and learning.
2. Student's perception is a form of student's thinking or view about online English teaching and learning.
3. Online English teaching and learning is the English teaching and learning system by integrating an internet connection which no need to meet between teacher and student or between student and student.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and the suggestion. The conclusion will be explained based on the data analysis and findings of this study.

A. Conclusion

1. Teachers' Perceptions

Based on the data analyzed, it was found that the English teachers in senior high school in Torgamba, Labuhanbatu Selatan, Sumatera Utara perceived positively online English teaching and learning during the pandemic. Therefore, the teachers also found some obstacles in the usefulness of the online teaching but thought it was easy using the online English teaching and learning system.

2. Students' Perceptions

Based on the data analyzed, it was found that the students in senior high school in Torgamba, Labuhanbatu Selatan, Sumatera Utara perceived positively the online English teaching and learning during the pandemic. Students found some obstacles in the practicality of the online learning, meanwhile the activity and material were almost suitable for them in the online English learning. Moreover, it was also found that most of the students rated that they have bad internet networks. Still, most of them perceived positive with this learning.

B. Suggestions

There are some suggestions from the researcher to English teachers, students, and future researcher as follow:

1. For Teachers

It is suggested that teachers can consider the students' needs and difficulties or problems related to the activity, material or use of ICT (Information and Communication Technology) in online learning so that the learning process can run optimally to be conducted to achieve the learning outcomes.

2. For Students

It is suggested that students must take the advantage of learning resources as much as possible to support their ability in English learning. If the students find difficulties in understanding the use of technology tools and the online learning process, they must ask or discuss with the teacher. The last, students who have some problems such as lack of internet connection and quota must be able to handle these problems by themselves.

3. For Other Researchers

This research is expected to provide benefits for future researchers who will conduct the related field. It is suggested that the next researcher can conduct other aspects that are not included in this study. Also, because

the researcher had discussed perceptions from teachers and students, other researchers can also explore other points of view such as opinions from the principal or parents regarding the online English teaching and learning.

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