EFL TEACHERS' PERCEPTIONS ON THE USE OF ONLINE MEDIA IN TEACHING ENGLISH DURING THE COVID-19 PANDEMIC AT JUNIOR HIGH SCHOOL 22 PADANG

NAME

1. Winda Sebriani
2. Dr. Arwemi, M. Pd
3. Yuhardi, M. Pd

AFFILIATION

SMP Negeri 22 Padang
UIN Imam Bonjol Padang
UIN Imam Bonjol Padang

EMAIL

1. Windasebriani752@gmail.com
2. arwemi.mpd@gmail.com
3. yuhardi@uinib.ac.id

*corresponding author

ABSTRACT

Due to the general COVID-19 pandemic, all teaching and learning must take place online. Geschool, Zoom meetings, and WhatsApp are examples of online learning media. The objective of this research was to discover how EFL teachers preceive online learning, to discover about the obstacles that EFL teachers confront while implementing online English learning, and to identify solutions to problems encountered during the implementation of online English learning. The study employed qualitative method and a case study research as a design technique since it was comparable to gathering data from English teachers' perspectives and conducting interviews. The information was gathered by interviewing four English teachers who use Geschool as an online English learning medium. According to the findings of this research, English teachers at Junior High School 22 Padang have a negative perception about the use of online media in online English Learning. Students' grievances about problems accessing online learning, such as unstable signal, limited internet quotas, not having a smartphone, not being able to access Geschool links, and lack of students understanding of the materian, were some of the problems faced by teachers as they implemented online learning. The solution for the teacher to these problems is that they can discuss learning using online media with other teachers to improve teacher competency so that they can take advantage of online learning media during this pandemic, so that learning is varied and not monotonous. The solution to these problems is for students to become more active in their studies.
(248 Words)

KEYWORDS

Online Learning, Teachers Perception, Online Learning Media

INTRODUCTION

In early 2020, the corona virus (Covid-19), which has struck the world, surprised us. The first corona virus occurred in Wuhan, China, in November 2019. The corona virus is a group of Orthocronavirinae viruses of the Coronaviridae and Nidoviral families (Yunus and Rezki, 2020). The corona virus was confirmed to enter Indonesia on March 2, 2020. Out of the data recorded on 1 June 2020, there were 26.940 confirmed cases with 17.662 active cases spread across 416 districts and cities in 34 provinces in Indonesia.6 Due to its rapid spread, the Director General of UN, Dr. Tedros Adhanom Ghebreyesus, conveyed the determination of Covid-19 as a global pandemic (Wahyuni, 2022).

With the submission of this decree, the Indonesian Government announced a new policies to prevent the spread of Covid-19. This policy is in the form of the implementation of the Health Protocol by maintaining Social Distancing (Wahyuni, 2022). As a result of this policy, all activities that we normally do outside the home must be restricted and carried out from home in order to break the chain of corona virus transmission.These activities include economic, tourism, social, political and educational activities. In the field of education, all teaching and learning activities routinely carried out in schools must be carried out at home. This is done in accordance with the Circular of the Minister of Education and Culture No. 4 of 2020 on the implementation of education policies during the emergency phase of Coronavirus Desease (Covid-19).

In response, teachers from schools in Indonesia must be able to find alternative, efficient online learning media to provide learning materials during the online learning process.In addition, the teacher must also reorganize the lesson plan, from face-to-face to online process learning plans, in which the learning methods used in the lesson plan must be effective and knowledge transferable (Mastura and Santaria, 2020).

Online learning is learning that cannot be performed face to face directly between teachers and students, using online platforms as a tool. According to the government, online learning is considered to be an effective way of learning during the current pandemic.Besides the effectiveness of online learning in preventing the spread of corona virus, online learning often has its own advantages and disadvantages. One of the advantages of online learning is that learning activities can be done anywhere and anytime (Putria, 2020). However, online learning causes a lack of interaction between teachers and students, which may slow down the progress of values in the learning process (Hadisi and Muna, 2012).

Online learning is carried out using WhatsApp, zoom meetings, video learning and Geschool. However, among these media, teachers at Junior High School 22 Padang often use Geschool to deliver materials and assignments to all subjects, including english Learning. The researcher tried to determine how English teachers perceived about the use of online media during the implementation of online English teaching during the Covid-19 pandemic. The tittle of this research is "EFL Teachers' Perception on the Use of Online Media in Teaching English During the Covid-19 Pandemic at Junior High School 22 Padang".

RESEARCH METHOD

Creswell, as quoted by Imam Gunawan, cites "the case study research method as one qualitative research strategy". The ability and intent of researcher to show in detail and thoroughly the object under examination necessitates the use of case study analysis methods (Gunawan, 2013).

A case study is an empirical investigation that examines phenomena in the sense of real life, where the distinctions between phenomena and contexts are blurred and various sources of evidence are used (Yin, 2008). A case study, as an investigation, does not have to be conducted over a long period of time, nor does it have to rely on ethnographic evidence or participant observation. A researcher may perform high-quality, valid case studies without leaving the literature, depending on the subject under review.

A case study is a detailed description of various aspects of an individual, researched community, organization, program, or social condition that is to be discussed as thoroughly as possible. (Yin, 2008). Case studies may also refer to in-depth study on an individual or a social unit over a specific time period. These cases were time and activity constrained, and the researcher collected full information using different data collection methods based on a time constraint (Cresswell, 2010). Thus, case study research can be defined as a research method used to explain phenomena in the sense of real life, which can take the form of aspects of an individual, community, organization, or even a program.

This research was conducted at Junior High School 22 Padang, Kec. Nanggalo, Padang, West Sumatera. This research was conducted from November to December 2021. Informants are people who provide information regarding online English learning via Geschool online media and have knowledge of the research background.

Data is a collection of information or material collected through a data collection system, which is then processed and analyzed to produce new findings. A data source is a data place holder obtained by specific methods such as humans, artifacts, or documents. Words and actions are the primary data sources of qualitative research; the others are secondary data sources such as records and others (Moleong, 2014). Data source logging through interviews or observations is the result of activities such as seeing, listening, and asking. The activities in a qualitative thesis are done consciously, directedly, and always with the aim of obtaining the required information.

Researcher uses data collection techniques to discover research findings based on research participants as a source of information. As a result, this study's data collection technique was an interview. Data will be collected by using interview guidelines that include various questions relating to the study objectives. The researcher categorizes each answer from the informants in order to determine the analysis's final results.

Data analysis is the process of discovering and systematically arranging data derived from interviews, field notes, and documentation, by categorizing data, identifying it into units, synthesizing, arranging into patterns, deciding which ones are relevant and which will be investigated, and drawing conclusions that are easily understood by oneself and others (Sugiyono, 2013).

In this study, researcher used data analysis with the Miles and Huberman model (Prastowo, 2012) through several processes, namely: (1) Data Reduction; the process of selecting, simplifying, abstracting, and transforming the initial data derived from field notes, (2) Data Display, during the data presentation stage, the researcher creates a description of the structured data in order to reach a conclusion and take action, (3) Conclusion; Researcher draw conclusions and check with look for the meaning of each symptom that has been obtained and draw conclusions from the data that has been concluded at the beginning match notes and observations made by researcher during research activities.

FINDINGS

The term "online learning media" refers to a method of delivering learning materials to students via the internet. Online media has been widely used in schools and universities, particularly during the Covid-19 pandemic, which necessitated online learning. Junior High School 22 Padang is an example of a school that uses online learning media. This school uses Geschool as its primary online learning platform, with Whatsapp and Zoom Meeting as secondary platforms.

The findings are presented in the form of responses from English teachers who were interviewed. Researcher used four indicators to determine this perception, including: 1) Teachers" Knowledge, (2) Teachers' Emotion, (3) Teachers' Behavior, and (4) Teachers' Motivation.

(1) Teachers' Knowledge; There are four sub-indicators in this indicator, including:

   (1.1) EFL Teachers' knowledge in using online learning media. The interview revealed that the use of online media is ineffective. This is due to a lack of learning time to complete practice questions and read the material, resulting in a reduction in student understanding.

   (1.2) EFL Teachers' skill in utilizing online learning media. The results of these interviews show that, based on the results of the teachers' experiences with online media, it is very helpful for teachers to convey learning material and to provide insight to teachers about the use of computers and technology. Furthermore, the material available at Geschool is quite good.

   (1.3) EFL Teachers' obstacles of online learning. According to the findings of these interviews, the most common obstacles that English teachers face when implementing online learning through Geschool online media are the lots of complaints from students who are unable to participate in online learning activities due to unstable signals in the student area, internet quotas that are insufficient to access online learning, and the problem with the Geschool link itself.

   (1.4) How EFL teachers deal with issues that arise as a result of online learning. According to the findings of these interviews, the best way to address the issues that arise as a result of online learning is to provide offline assignments that can be taken to school or give

assignments from the Student Worksheet book to students who are unable to access and complete online learning.

(2) Teachers' Emotion. Emotions are a set of states or perceptual outcomes that categorize human feelings toward external stimuli or events into the pleasant or unpleasant categories (Wang, 2007). Emotions, in other words, are the result of perception.

    (2.1) EFL teachers" Satisfaction about the Implementation of Online Learning During Covid-19 Pandemic. The conclusion drawn from the interview findings is that English teachers at Junior High School 22 Padang are dissatisfied with the implementation of online learning via online media because teachers are unable to monitor students and determine the extent to which they understand the material provided by the teacher.

    (2.2) Anxiety Among EFL Teachers Regarding the Use of Online Media During Online Learning. According to the findings of the interview, English teachers at Junior High School 22 Padang are concerned about the implementation of online learning because students do not understand the learning material and thus receive less knowledge than they should.

(3) Teachers' Behavior. The teacher's behavior can be interpreted as a teaching strategy or method used by the teacher in the classroom. The teacher's approach varies depending on how he perceives certain situations.

    (3.1) EFL Teachers' Online Learning Approaches. According to the findings of these interviews, before the pandemic, teachers used lecture, presentation, and discussion methods, as well as media such as infocus. However, due to a lack of media and time following the pandemic, teachers were unable to use the same method in online classes.

    (3.2) The Steps of Teaching Activity. Based on the findings of these interviews, it can be concluded that English teachers at Junior High School 22 Padang do not employ any special techniques when teaching online. The teacher only uploads subject matter from the MGMP to the class group at Geschool in this online learning.

    (3.3) Teaching Interaction. The results of these interviews show that there is less interaction between educators and students. Interaction is only possible through supporting media such as WhatsApp, and it can take the form of giving students instructions about the tasks they've been given, then asking questions about the obstacles they've encountered, and giving directions.

(4) Teachers' Motivation. There are two indicators in this teacher motivation: the teacher's willingness and readiness. The willingness of the teacher is defined here as the desire to use the same media during online learning.

(4.1) Teachers' Willingness. Teachers will continue to use Geschool, according to the findings of these interviews, because it is the principal's policy and the decision of the education office to do so.

(4.2) Teachers' Readiness. The interview revealed that the teacher creates his or her own online and offline lesson plans, and that the teacher obtains his or her material from Geschool.

DISCUSSION

1) How EFL Teachers Preceive Online Learning

The findings of interviews on English teachers' perceptions on the implementation of online learning during this pandemic show that three out of four teachers think that the implementation of online learning during this epidemic makes it difficult for students. The four teachers agreed that, in addition to making it harder for students, the implementation of online learning affected students' understanding of the learning materials supplied. Furthermore, because teachers and students cannot interact, teachers are unable to control students and determine how students have progressed in their learning.

This is proved by the findings of interviews with English teachers from junior high schools 22 Padang about online learning:

"Sebetulnya bagus, tetapi, ada tapi nya. Anak tidak terkontrol, kita tidak bisa melihat anak, apakah dia belajar atau tidak, atau sekedar dibuka aja, memahaminya sampai dimana begitu." (It's actually quite good, but there's a catch. The student is not controlled; we cannot observe if he is learning or simply opening it up to see how far he has progressed.)

Teachers find it difficult to directly control their students, regardless of whether they are learning well or not. During this pandemic, online learning presents a new challenge for teachers and students. Teachers and students must be able to master information and communication technologies in order for learning to continue to operate in a way. However, there are also drawbacks to using online media in online learning. Due to the lack of discussion forums, studying through Geshool does not allow for learning interactions between teachers and students. Teachers could only provide material to students, and students must understand the material on their own. Students that have a strong desire to study could definitely learn independently by grasping the material offered by the teacher. However, this will present issues for students who are less eager to study. As a result, these students will struggle to grasp the material, thus impacting their learning results. Moreover, teachers are not able to observe students at Geschool. This is not the same as learning through Zoom Meetings. Teachers may virtually monitor student activity in Zoom Meetings. The teacher cannot monitor the student's activities at Gecshool, whether he is studying or not.

Additionally, online learning causes students to understand less of the material presented by the teacher. This is due to a lack of available media and time, and lack of learning motivation. Moreover, at this Geschool, students frequently simply log in for a few seconds when provided the information by the teacher, so they do not read and do not understand the content.

Meanwhile, it is known that 3 out of 4 English teachers believe that using online media for online English learning is ineffective since it has an impact on students' understanding of learning material. Furthermore, while utilizing Geschool, the teacher is unable to communicate with students because the teacher only gives content without explaining it. Another example of a zoom meeting in which participants may engage virtually. As a result, in terms of interaction, the teachers at Junior High School 22 Padang agreed to utilize WhatsApp as a supportive media to become a forum for discussion on topics that students did not understand. This is evidenced by the following interview results:

> "Karena dia kalau Geschool kan gak bisa interaksi kan, nanti kami interaksinya lewat WA, WA grup." (Because it can't interact with Geschool, we'll interact with WA, WA groups.)

Although English teachers' perceptions of the usage of online media in online learning at Junior High 22 are negative, this Geschool has its own advantages, such as making it easier for teachers to distribute materials. Furthermore, this Geschool may be accessible at any time, allowing students to learn whenever and wherever they want.

2) Obstacles That EFL Teachers Confront While Implementing Online English Learning

According to the findings of interviews with EFL teachers on the obstacles they experience in online learning via Geschool online media, teachers frequently get grievance from students. Students frequently complain that the signal in their location is unstable and that they do not have an internet quota, preventing them from carrying out and completing online assignments. Furthermore, students occasionally complain about the inaccessible Geschool link. This implies that, in addition to signal issues and internet quotas, students may have difficulty accessing Geschool material due to problems with the Geschool operator itself. This is consistent with the findings of interviews with these teachers.

> "Kendalanya ya ini, kadang siswa, ada banyak pertanyaan dari siswa "Buk, kenapa kok saya tidak bisa membuka link Geschool, buk?". Kan itu kembali ke masalah jaringan internet atau operator dari Geschool itu sendiri, ya. (The problem is that students frequently ask, "Mom, why can't I open the Geschool link, Mom?" It everything comes down to the internet network or the operator of Geschool itself.)

The difficulties encountered in online learning at SMP Negeri 22 Padang include unstable signals for accessing online learning resources, limited internet quotas for students to access learning, not having a smartphone, and the understanding that students receive is not optimally accepted. The obstacles that are commonly faced in online learning at SMP Negeri 22 Padang are similar with Hutauruk and Sidabutar's research, which states that the obstacles encountered in online learning are fundamental obstacles that must be overcome, such as obstacles in the internet network, and limitations features of online learning applications. These limitations should be considered while using online learning.33 Problems should be solved so that the learning process is not disrupted, and students may learn properly even through online learning.

3) Solution To Dealing With Issues In Implementing Online Learning

Obstacles that are often faced during online learning affect the learning process. Obviously, the interruption in the learning process will have a significant impact on students' understanding of the learning content. Three out of four teachers provided the same answer to these challenges. They all agree that delivering additional tasks or giving offline homework to students who are having difficulty with online learning is the solution. This offline assignment can be obtained by picking up teaching materials at school, performing online assignments on the school computer, and completing tasks in the LKS. This is supported by the following interview findings:

> "Untuk anak yang tidak punya kuota internet, anak boleh datang ke sekolah. Anak-anak yang tidak mampu, memakai komputer sekolah." (Students who do not have internet quotas may attend school. Students who cannot afford to buy pc utilize school computers.)

According to the findings of this study, the solution to overcome the obstacles that frequently develop as a result of online learning is to provide offline tasks for students who are unable to access online learning. This offline assignment can be achieved via picking up assignments at school, performing online assignments on the school computer, or doing tasks from the Student Worksheet (LKS).

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes: English teachers at Junior High School 22 Padang have a negative perceptions toward online learning. This is because, with online learning, students find it more difficult to understand the learning content, which has an influence on their learning outcomes and knowledge.

The many grievances from students experiencing problems accessing online learning, such as unstable signal, inadequate internet quota, not having a smartphone, not being able to access links on Geschool, as well as students'

understanding of the material provided by the teacher, are the obstacles faced by English teachers at Junior High School 22 Padang.

The following are some solutions to obstacles that may develop as a result of online learning at Junior High School 22 Padang: Teachers can discuss about teaching the material using online media with other teachers to improve their competency and skills in using information and communication technology so that they can create various teaching material and teaching strategies to teach using online learning media. Since students do not understand the material adequately, learning is ineffective. According to the author, these obstacles may be solved by the teacher's innovation in creating learning videos that can be shared via WhatsApp or Telegram, as well as assigning homework to students so that they can watch and comprehend the learning videos thoroughly.

Students who are unable to access online learning due to unstable signal difficulties, restricted internet quotas, students who do not comprehend the subject, a lack of student enthusiasm to learn and understand the information, and other factors. The solution to these problems is for students to become more active in their studies. Parents have a critical role in overseeing their children in this situation. Furthermore, students must be attentive in their exploration of alternative learning resources outside of school apps, such as learning videos on YouTube and other applications, in order to expand their knowledge and understanding of learning materials.

SUGGESTION

Schools should pay attention to the problems that students and teachers have while studying English online and identify appropriate solutions to these problems so that teaching and learning activities can proceed effectively.

Teachers should be creative in order to make teaching and learning activities more enjoyable and interesting for students so that they do not become bored in online learning. Since learning using Geschool media restricts teachers and students from interacting virtually, it would be nice if the teacher was creative in using other supporting media, such as zoom meetings, WhatsApp and Telegram, which allowed for virtual face-to-face learning, so that the teacher could explain the learning material well.

REFERENCES

Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mix Method). Bandung: Alfabeta, 2013.

_____, Metode Penelitian Kombinasi (Mix Method). (Bandung: Alfabeta. 2015).

Wahyuni, Tristanti. Covid-19: Fakta-fakta yang harus kamu ketahui tentang Corona Virus. Malang: Pustaka Anak Bangsa, 2020. Print.

Wang, Yingxu. "On the Cognitive Process of Human Perception with Emotion, Motivations, and Attitudes". Int'l Journal of Cognitive Informatics and Natural Intelligence, Vol. 1. No. 4. 2007.

Yunus, Nur Rohim and Annissa Rezki. "Kebijakan Pemberlakuan Lockdown Sebagai Antisipasi Penyebaran Corona Virus Covid-19". Salam: Jurnal Sosial & Budaya Syar'i 7, no. 3 (2020): 227-238. http://journal.uinjkt.ac.id/index.php/salam/article/view/15083. (accessed January 12, 2021)

Mastura and Rustan Santaria."Dampak Pandemi Covid-19 terhadap Proses Pengajaran bagi Guru dan Siswa". Jurnal Studi Guru dan Pembelajaran 3, no. 2 (2020): 289-295. https://doi.org/10.30605/jsgp.3.2.2020.293. (accessed January 12, 2021)

Nurayati, Farida Keni, dkk. "Teacher's Perceptions Toward the Implementation of Curriculum 2013". 2nd English Language and Literature International Conference (ELLiC). Vol. 2. (2018). https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3487