TEACHERS PERCEPTION IN ONLINE ENGLISH TEACHING AT SENIOR HIGH SCHOOL SMA NEGERI 2 MAKASSAR

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ABSTRACT

The aim of this study was conducted to determine teacher perceptions of online English teaching. During the pandemic period related to the Covid-19 outbreak, teachers conducted long-distance teaching activities by online. Analysis of the data used to complete this study using observation and interviews method with a total sample of 3 respondents who were teachers at SMA NEGERI 2 MAKASSAR. The results showed that in the implementation of distance learning there are several dimensions that must be of primary concern. These dimensions include: material or teaching model, student interaction, and learning atmosphere. Therefore, this study focuses on teachers’ perceptions of the dimensions of implementing online English learning.

**Keyword:** online teaching, perceptions

INTRODUCTION

At the end of 2019 the emergence of a viral infection that spreads rapidly, the virus is called COVID-19. This virus was first discovered in Wuhan, China. COVID-19 is spreading massively in other countries. The World Health Organization (WHO) announced on March 11, 2020 that COVID-19 was declared a pandemic. To date, there are 215 countries that have contracted the corona virus, with reports of being infected as many as 12,768,307 infected cases (WHO, 2020). Indonesia is one of the countries affected by COVID-19. This virus has spread in Indonesia in March until today. The total positive case of COVID-19 in Indonesia was 72,347 (Indonesian COVID-19 Acceleration Task Force, 2020). The COVID-19 pandemic has an impact on all walks of life, especially education. As a result of the COVID-19 pandemic, schools from kindergartens to universities have been closed. COVID-19 made a test for the implementation of online education that was carried out in Bulk (Sun, Tang, & Zuo, 2020).
The corona virus (covid-19) outbreak that hit more than 215 countries in the world has presented its own challenges for educational institutions. In anticipating the spread of the outbreak, the government has issued various policies such as isolation, a clean and healthy lifestyle by always washing hands after doing activities, social and physical distancing, Large-Scale Social Restrictions (PSBB) to a new normal life order (new normal). This condition requires residents including students and educators to stay at home, work, worship and study at home (Jamaluddin, Ratnasih, Gunawan, & Paujiah, 2020).

Because to break the chain of the spread of COVID-19 requires the cooperation of all parties in overcoming it (Pikiran-Rakyat.com, 2020), such as the efforts made by the government that have been described above include not crowding in crowds, not going to markets, sports venues, cultural venues and so forth. As well as people who work in offices, it is endeavored to do work at home (Work From Home). Likewise in the field of education, learning is done at home (Learning From Home). Learning From Home is the first experience that is carried out en masse in Indonesia. Many students and teachers are not familiar with Learning From Home which is conducted online (KBRI Hanoi, 2020). Thousands of schools in other countries, including Indonesia, are closing schools in an effort to stop the spread of COVID-19 (CNN Indonesia, 2020). This condition certainly requires educational institutions to innovate in the learning process. One form of this innovation is by teaching online or online (in a network). UNESCO's response as an institution engaged in the field of education strongly approves the implementation of teaching using an online platform for distance learning efforts, so that learning can be reached by students wherever they are. This was then responded to by the Ministry of Education and Culture by issuing several Circular (SE) related to the prevention and handling of Covid-19. First, Circular Number 2 of 2020 concerning the prevention and handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit. Third, Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency of the Spread of Coronavirus Disease (Covid-19), which includes directions on the learning and teaching process from home (Arifa, 2020).
are the controllers in the learning process (Bao, 2020; Braisilaia & Kvavadze, 2020). The application of online learning is evidence of the industrial revolution 4.0, where access to technology is unlimited, thus enabling the implementation of online or distance learning (Verawardina & Jama, 2018).

In schools, where every day the activities of gathering and interacting between teachers and students can be a means of spreading Covid-19. In order to protect school residents from exposure to Covid-19, various regions have established learning from home policies. These policies range from preschool to higher education, both public and private. The home learning policy is implemented while still involving educators and students through Distance Learning (PJJ). Distance Learning (PJJ) is now the main choice due to this pandemic. Distance Learning (PJJ) is a learning approach that does not meet face to face in class, but through information technology using internet facilities. One form is the e-learning method. E-learning is an internet-based learning method. By integrating an internet connection, it is hoped that learning activities can facilitate the interaction between teachers and students even though they are not face to face. The learning system by integrating an internet connection with the teaching and learning process is known as the online learning system or virtual learning system (Bentley, Selassie, & Shegunshi, 2012). Meanwhile, the teaching system that integrates an internet connection with the teaching process is known as an online teaching system or virtual teaching system.

Online teaching is still considered a breakthrough or new paradigm in teaching activities where in the teaching process, educators no longer need to be present in the classroom. They only rely on an internet connection and supporting applications to carry out the teaching process and the process can be done from far away. Because of the ease and practicality of a virtual learning system or online learning, it is not surprising that many education units use an online learning system. Thus, online learning can be done from anywhere and at any time according to the agreed agreement between teachers and students (Adijaya & Santosa, 2018).

The development of information and communication technology in the Industrial 4.0 era has had a major influence on the teaching and learning process. Instructors have used easy access to technology to facilitate the learning process. Access to technology can also improve the quality of education. Since the discovery of internet technology, almost anything has been possible in the world of education. Currently students can learn not only anywhere but at once anytime with the existing electronic learning system facilities. E-learning is now increasingly recognized as a way to solve education and training problems, both in developed
countries and developing countries, especially Indonesia. Many people use different terms for e-learning. But, in principle, e-learning is learning that uses electronic services as a tool. As stated by Keengwe & Georgina in their research, it has been stated that technological developments provide changes to the implementation of teaching and learning (Keengwe & Georgina, 2012). Information technology can be accepted as a medium in carrying out the educational process, including helping the teaching and learning process, which also involves finding references and sources of information (Wekke & Hamid, 2013).

Delivery of material online can be interactive so that learning participants are able to interact with computers as a learning medium. As one example of students using electronic media learning or establishing relationships (browsing, chatting, video calling) through electronic media, in this case computers and the internet will later get more effective and better learning outcomes than conventional learning.

The use of instructional media in the teaching and learning process is an effort to increase the effectiveness and quality of the learning process which in turn can improve the quality of student learning outcomes. The use of instructional media in the teaching and learning process has several benefits including: (1) Teaching will attract more students' attention so that it can foster student motivation, (2) The teaching materials will be clearer so that students can understand and master the teaching objectives well, (3) Teaching methods will be more varied.

The characteristic of online or online learning is the integration of technology and innovation in it (Banggur & Situmorang, 2018). This is done from early childhood education to tertiary education. In several schools in Indonesia it is common to apply online learning methods, But on the other hand, there are also schools that are doing online learning for the first time. Educators who usually teach conventionally in class, suddenly have to teach in a medium. Coupled with the existence of a number of educators who are not technology literate. In online learning systems there are several benefits that are obtained by educators and students But there are also some obstacles that are felt to be less effective, such as the provision of learning materials by teachers, technological literacy from teachers and parents who will guide children, and the child's economic situation (Muhdi & Nurkolis, 2021). This is one of the challenges for educators in this pandemic. Several studies reveal that the online learning system provides a positive side. But, there are also disadvantages behind this (Taufik, 2019).
But the question is whether teaching activities in online teaching have the same nuances or at least are close to teaching activities in face-to-face learning. Based on previous research conducted by Fortune, Spielman, & Pangelinan (2011) there are several problems faced in online learning, including: teaching materials, learning interactions and the learning environment. Are the teaching materials used in online teaching in accordance with the needs of students? Are the instructions in the teaching materials used in online teaching easy to understand by students? and so forth.

Teaching interactions also play an important role in the teaching-learning process. Bonk, Magjuka, Liu, & Lee (2005) explain that interaction has an important role in the learning process. This is because in the teaching and learning process it is necessary to build a good relationship between the teaching staff and students so that the material being taught can be conveyed properly. The last is the learning environment. The learning environment has an important role in helping students feel comfortable and excited in the teaching and learning process.

Based on the description above, the researcher is very interested in trying to describe further information about the teacher's views on teaching English online at SMA NEGERI 2 MAKASSAR. In this study, the research question was "What is the teacher's perception of teaching English online?"

**REVIEW OF LITERATURE**

**Perception**

Perception is the process of giving meaning to the environment by an individual (Gibson & Donely, 1994: 53). In addition, perception is also understood as a process of receiving, selecting, organizing, interpreting, testing, and reacting to an object, event or problem (Linda, 1998: 248) Perception is the interpretation of things that we sense. Perception (perception) involves high level of cognition in interpreting sensory information. These sensory events are processed according to our knowledge of the world, according to culture, expectations, even according to the people who are with us at that time. These things give meaning to simple sensory experiences (Solso, Maclin & Maclin, 2007).

Perception is a complex series of processes by which we acquire and interpret sensory information. This interpretation allows us to perceive our environment in a meaningful way. Perceptual organization is the process of organizing the components of the scene into separate objects. This separation is important for the recognition of these objects (Ling &
Calting, 2012). Perception is a set of processes by which we recognize, organize and understand the sensory insights we receive from environmental stimuli (Epstein & Rogers, 1995; Goodale, 2000a, 2000b; Kosslyn & Osheron, 1995; Pomerantz, 2003; Sternberg, 2008). Psychologists who study perception have developed two main theories about how humans perceive the world. One theory, constructive perception, states that humans "construct" perceptions and actively select stimuli and combine sensations with memory. Another theory, direct perception, states that perception is formed from obtaining information directly from the environment (Solso, Maclin & Maclin, 2007).

**Online Teaching**

Online teaching in general is a teaching that is conducted online between students and teachers using electronic media and a network. In Indonesia in general, in various regions using this teaching method because seeing the pandemic conditions as well as the place where the author conducted the research.

In teaching English online, the teacher acts as a facilitator. According to Robin M and Frank R (2010: 14) that in online learning, teachers, lecturers, tutors, instructors become facilitators, guides, or even expert resource persons, and are no longer the only determinants of the student learning experience. When you become a facilitator, it is certain that the assignments of the teacher change. Teachers who are initially the main learning source while in online learning learning resources can be from anywhere. Then what are the duties of the teacher as a facilitator?. Actually, the task of teachers in online teaching is not much different from teachers in conventional teaching processes. The teacher as a facilitator provides and facilitates student learning activities. Where the teacher is in charge of preparing everything that can stimulate students to be able to learn independently.

In online teaching, teachers prepare subject matter to be accessible by students. In addition, teachers also design online learning from the beginning of the learning process such as making syllabus, lesson plans, preparing materials, assessments, discussions and others. In the online teaching process the teacher can still act as a teacher in general, namely interacting with students, it's just a different way. In the online teaching process, all interactions are carried out indirectly or face-to-face. Usually teachers when teaching online will create a discussion forum where students and teachers can interact. In the discussion forum, the teacher can assess all the activities and activeness of students. In addition, teachers in teaching English online have a duty to continue to straighten all student knowledge, equalize...
perceptions between each student, and straighten any knowledge acquired by students. To be able to carry out all tasks in online learning, some of the competencies needed by an online learning teacher can be analyzed. According to Hardianto, there are 8 competencies that online learning teachers must have, namely as follows:

**Mastering and Updating the Development of the Internet**

In this case the teacher must be able to take advantage of every technology that can support the student learning process. In addition, the teacher must understand and master every technology and internet. Do not let students understand more about technology and the internet than the teacher. So, if this happens, of course it will be difficult for the teacher when there are students who ask questions. Mastery of technology and the internet in online learning can be said to be important for a teacher because teachers are required to master and operate software and hardware which are the basics of online learning.

**Mastering More Basic and Companion Sciences**

A teacher of course must master the material to be delivered, as well as the material he writes in carrying out English teaching online. Mastery of this material is very important to equalize every perception that students have. In addition, mastery of the material is needed when there are problems in the learning process, so that it can be resolved with logic and knowledge that the teacher has. Apart from basic knowledge, other knowledge or accompanying knowledge is also needed. This companion knowledge is needed to solve questions outside the context of the subject matter.

**Creative and Innovative in Presenting Material**

Teachers are expected to be creative and innovative. This is necessary in making teaching materials so that the material created can attract students' attention and be meaningful to students. In addition, teachers need to come up with new innovations to minimize the boredom often experienced by students. With a creative and innovative way of teaching, it will attract more students' attention, when student interest is high, students' curiosity is high.

**Able to Motivate Students**

Online teaching is teaching conducted by teachers to students. And as a teacher, we need to continue to motivate students to continue learning. One of the things that teachers can do...
to motivate students is to provide additional points or scores to students who are more active in doing assignments or to students who are active in discussion forums even though it is only done using online-based technology.

**Ability in Online Teaching Design**

Teaching design is one of the stages considered important in the teaching process. Teachers must be able to sort and choose learning designs that are suitable for all students. The teaching design chosen must be able to activate students and generate high curiosity. That way students will be motivated to learn and carry out the online learning process happily.

**Ability to Manage Online Learning Systems**

In online learning, teachers are able to manage the systems used in online learning. This is to solve problems caused by system damage. Don't let students learn late because of a system error.

**Accuracy in the Selection of Online Teaching Teaching Materials**

Selection of teaching materials and assessment systems are also important in online teaching. Each existing teaching and assessment material must be in accordance with all kinds of student characteristics.

**Ability to Control the Learning Process**

Teachers need to control the course of the learning process. The teacher must be able to position himself as best as possible. At what times the teacher should help the students, and at what time the teacher should motivate the students. In the process of teaching English online the teacher must be able to control students to continue carrying out activities like students usually. Teachers must train students to continue to interact with other students. This is done so that the individualism of students does not stand out too much, because humans are social creatures. So, the teacher must continue to train the instinctive traits of students such as socializing, empathizing, caring, working together, and so on.

**METHOD**

**Respondents**

Researchers conducted interviews with 3 respondents in this study. Respondents of this study were English teachers who taught at SMA NEGERI 2 MAKASSAR. The population used in this study were three English teachers including Mr. M. Khairan Rahmat, S.Pd.,
M.Pd., Mrs. Susilawati Latief, Drs. Husain Abdi Lubis, M.Pd, who is at SMA NEGERI 2 MAKASSAR.

**Instruments**

In accordance with the research methods and problems that have been described previously, the method in this study uses a qualitative research approach. Qualitative research is research that does not use calculations or is termed scientific research that emphasizes the natural character of the data source. Meanwhile, qualitative research, according to Sukmadinata, is a study aimed at describing and analyzing phenomena, events, attitudes, social activities, perceptions, beliefs, thoughts of people individually or in groups. Gunawan (2013: 80) says that "research with a qualitative approach emphasizes the analysis of the process of thinking inductively related to the dynamics of the relationship between observed phenomena, and always uses scientific logic".

This type of research is a case study, because this research uses a qualitative approach and includes case study research, the results of this research are descriptive analysis, namely in the form of written or spoken words of observed behavior, especially related to how the teacher's perception of teaching English online.

This research was conducted at SMA NEGERI 2 MAKASSAR to be precise with several teachers who taught English. The research time is carried out in the odd semester of 2020/2021. The data collection techniques used were observation, interviews, documentation.

In quantitative research, the quality of research instruments is related to the validity and reliability of the instruments and the quality of data collection with respect to the accuracy of the methods used to collect data. Therefore, instruments that have been tested for validity and reliability may not necessarily be able to produce valid and reliable data, if these instruments are not used properly in data collection. Quantitative research instruments can be in the form of tests, interview guides, observation guidelines, and questionnaires.

In qualitative research, the research instrument or tool is the researcher himself. As according to Sugiyono (2008: 223) in qualitative research, "the researchers is the key instrument" so researchers are a key instrument in qualitative research. The research instrument is a data collector that is designed and made in such a way as to produce empirical data as it is (Margono S, 2007: 155). Therefore, researchers as an instrument must also be "validated" to what extent qualitative researchers are ready to conduct research which then goes to the field. Validation of researchers as an instrument includes validation of
understanding qualitative research methods, mastery of insight into the field under study, readiness of researchers to enter research objects, both academically and logistically. Qualitative researchers as a human instrument, function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions on findings.

Procedures

In the qualitative research method, data is collected with some procedures; interviews, observation, documentation, and focused discussion (focus group discussion).

Interview

According to Emzir in (iahpradiati.wordpress.com/2011/01/28/aplikasi-tehnik-pengumpul-data-riset-quantitative-dan-kualitative-dalam-metode-eksimental/) Interview is a process of communication or interaction to gather information by means of Question and answer between researchers and informants or research subjects With advances in information technology like today, interviews can be conducted without face to face, namely through telecommunications media. In essence, an interview is an activity to obtain in-depth information about an issue or theme raised in research. Or, it is a process of proving information or information that has been obtained through other techniques previously.

According to Byrne in (iahpradiati.wordpress.com/2011/01/28/aplikasi-tehnik-pengumpul-data-riset-quantitative-dan-kualitative-dalam-metode-eximental/) suggested that before choosing an interview as a data collection method, researchers must determine whether the research question can be correctly answered by the person selected as a participant. Hypothesis studies need to be used to describe a process the researcher uses to facilitate interviews.

According to Yunus in (iahpradiati.wordpress.com/2011/01/28/aplikasi-tehnik-pengumpul-data-riset-quantitative-dan-kualitative-dalam-metode-eximental/) because it is a process of proof, the interview results may be appropriate or different from the information previously obtained. In order for the interview to be effective, there are several stages that must be passed, namely: introducing yourself, explaining the purpose of the visit, explaining the interview material, and asking questions and I did interview technique through the WhatsApp application using a video call.

Data analysis
In analyzing the data used interactive analysis, where the activities in analyzing research data was carried out in an interactive way continuously with qualitative analysis methods. Data analysis activities is data reduction (data reduction), data presentation (data presentation) and data verification.

FINDING AND DISCUSSION

As of April 17, 2020, it is estimated that 91.3% or around 1.5 billion students worldwide cannot attend school due to the emergence of the Covid-19 pandemic (UNESCO, 2020). This number includes approximately 45 million students in Indonesia or around 3% of the total student population that is affected globally (Central Statistics Agency, 2020). The widespread spread of Covid-19 has forced the government to close schools and encourage distance learning at home. Various initiatives were undertaken to ensure learning activities continued even though there were no face-to-face sessions. Technology, more specifically the internet, smart phones and laptops are now widely used to support distance learning. One of the largest telecommunications service providers in Indonesia recorded a 16% increase in broadband flows during the Covid-19 crisis, due to the sharp increase in the use of distance learning platforms.

In some areas, the learning process from home has been going on since March 16, 2020 and has been extended by considering the situation in each region. In terms of human resources, teaching staff and students are already ready. But many are forced to be ready to face learning which is usually carried out face-to-face turning into an online distance learning system (Arifa, 2020). For schools that are accustomed to using technological devices in teaching and learning activities, they certainly do not face many obstacles. But this is not the case for schools that have never implemented distance education before, especially in areas with limited facilities both in terms of devices and networks (Purwanto et al., 2020).

The results of this study indicate that there are positive and negative experienced by teachers when teaching English online, especially at SMA NEGERI 2 MAKASSAR. The advantages of online teaching are that there are some teachers who feel challenged by this online teaching. Not only students need to learn But teachers also have to keep learning and there are also those who feel quite helped by the learning process from home so they can enjoy more time together, quality time with family, can work from home and can learn from home, create and create models of teaching materials that are easy for students to understand. Teaching time is also shorter, with easy access to teaching materials, educators have a shorter
time to teach, let alone teach at home, so they don't have to spend as much time going to school as usual. The shortcomings of teaching English online are the absence of infrastructure provided by the government to educators, bad networks and quotas that must be purchased at any time, and students' enthusiasm for learning has decreased since the existence of this online teaching. The online teaching system saves more time. But, not necessarily online teaching is more effective in accepting learning materials for students. Many students complain that how to learn online only provides piling up assignments, which adds to the stress of students at home and students at SMA NEGERI 2 MAKASSAR are quite bored undergoing this online-based learning process. Online teaching activities that have occurred in the past few months can be said to be quite successful, despite the "shock habit" among teachers. Regardless of whether or not the online teaching method is effective, at least this way of teaching can still fill the time of students and teachers while at home. As information, everything written above is the result of interviews with educators who have experienced it firsthand.

CONCLUSIONS

The process of learning from home through online teaching, which is a manifestation of distance education programs, although it cannot be said to be ideal, has had a fairly relevant impact on the importance of mastering and using information technology in education. Although it is realized that the challenges in the online teaching and learning process are more technical in nature, such as related to teaching materials, environmental conditions and interactions in the learning process. But on the other hand, the ability to foster meaningful learning is an urgent matter to be fulfilled. The fulfillment of all aspects that can support and form ideal students is certainly a must and an obligation for all of us in facing the increasingly strong current development of information and communication technology. In the end, all of that will lead to the formation of Long Life Learning Capacity, which is a future generation with literacy and numeracy skills who also have the awareness of being a rabbani generation.

REFERENCES


