

**ENGLISH TEACHER'S PERCEPTION ON ONLINE  
TEACHING DURING COVID-19 PANDEMIC IN SMPN 3  
MAPPADECENG NORTH LUWU**

*A THESIS*

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher  
Training Faculty of the State Institute for Islamic Studies of Palopo in Partial  
Fulfilment of Requirement for S.Pd. Degree in English Education*



**Composed By:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

## THESIS APPROVAL

This thesis, entitled "English Teacher Perception on Online Teaching during Covid-19 Pandemic in SMPN 3 Mappadeceng North Luwu" written by Chairunnisa Pujianti M, Reg. Number 16 0202 0142, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Tuesday November 29<sup>th</sup> 2022 M, coincided with Jumadil-Ula- 5<sup>th</sup> 1444 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

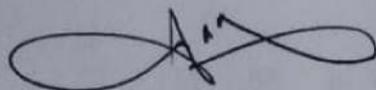
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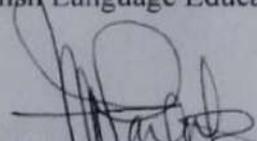
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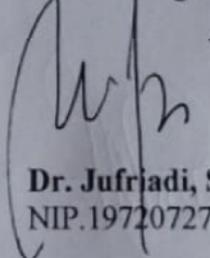
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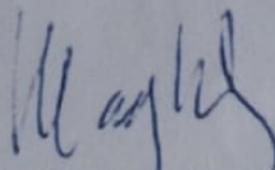
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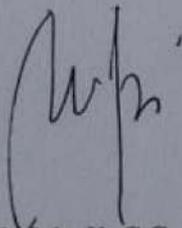
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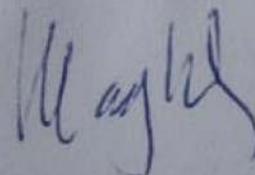
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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "*English Teacher's Perception on Online Teaching during Covid-19 Pandemic in SMPN 3 Mappadeceng North Luwu*", is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, Sept 21<sup>th</sup>, 2023

The Researcher



**Chairunnisa Pujianti M**  
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The researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

Palopo, 29 November 2022

The Researcher

**Chairunnisa Pujianti M**

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## ABSTRACT

**Chairunnisa Pujianti M, 2022.** *“English Teacher’s Perception on Online Teaching during Covid-19 Pandemic in SMPN 3 Mappadeceng North Luwu”*. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Supervised by Jufriadi and Magfirah Thayyib.

This thesis is about perception on online teaching during covid-19 pandemic in SMPN 3 Mappadeceng North Luwu. The research question in this research is "What is the English teacher’s perception on online teaching during the covid-19 pandemic in SMPN 3 Mappadeceng North Luwu?". The purpose of this research is to find out English teacher’s perception on online teaching during the Covid-19 pandemic in SMPN 3 Mappadeceng North Luwu. This study used a qualitative descriptive method that took one month to collect data using a questionnaire. The data were taken by using questionnaire given to the teacher. To determine the teacher's perception, the scores obtained from the questionnaire were converted into percentages to be analyzed and described. The results of this study indicate that the teacher gives a positive perception on the application of online teaching in English learning at SMPN 3 Mappadeceng North Luwu. The positive assessment of the respondent came from the teacher's experience in learning using the online teaching.

**Keywords:** P endemic, Online Teaching, Perception, Teacher.

# CHAPTER I

## INTRODUCTION

### A. Background

The covid-19 pandemic has disrupted learning process in a variety of institutions, especially in schools. In many countries, including Indonesia, typical face to face classes have to be suspended to ensure the safety of students and teachers. In Indonesia, “large-scale social restrictions” were adopted in March 2020 due to the increasing number of people infected with COVID-19. These were followed by other regulations in the form of working from home for workers, praying from home, and homeschooling for students ranging from the early childhood education level to higher education.<sup>1</sup>

Due to this pandemic problem, Ministry of Education and Culture was forced to instruct all schools to organize online teaching to provide a meaningful learning experience for students without being burdened with the demands of achieving all curriculum requirements. In this, School From Home (SFH) considers the health and safety of students, educators, education staff, and the community

As we can see that online teaching focuses on internet-based courses synchronously and asynchronously. Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chat. Meanwhile, asynchronous learning is a form of learning indirectly (not at the same time) using an

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<sup>1</sup> Regulation of Indonesian Government No.21, 2020, 2020).

independent learning approach. Some subject matter is designed and displayed on LMS on Moodle, or email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms.<sup>2</sup>

The solution offered by the government by conducting School From Home (SFH) through online of course brings some challenges for the stakeholders including the teachers. These challenges included learning how to interact with learners online, how to assess learners online, appropriate technological device to use, access to internet connectivity, funds for data and how the teacher will provide feedbacks to learners and vice versa. Teachers and students definitely have different points of view on online learning, in other words they might see it as something more challenging or complicated. They have to struggle and put a lot of efforts to maintain their teaching and learning. In a way they also need to be more active independently during the online teaching.

Based on the preliminary observation conducted by the researcher in SMPN 3 Mappadeceng, the process of online teaching was also conducted online including English teaching. That is why, the researcher is conducting a research in order to know what the English teacher's perception on online teaching during Covid-19 Pandemic in SMP N 3 Mappadeceng North Luwu". This research is important to do as information for the policy maker in various parties including education policy makers in conducting online learning.

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<sup>2</sup> Rasmitadila, et al. (2020). *The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia* Journal of Ethnic and Cultural Studies 2020, Vol. 7, No. 2, 90-109 <http://dx.doi.org/10.29333/ejecs/388>

Based on the above background, the research is interested in doing research and putting it in the form of a thesis with the title “**English Teacher’s Perception on Online Teaching during Covid-19 Pandemic in SMPN 3 Mappadeceng North Luwu**” It is hoped that the teacher will foster student interest in learning with a classroom atmosphere which is conducive and learning will be optimal.

### **B. Research Question**

Based on the background explained above, the research question is: What is the English teacher’s perception on online teaching during the Covid-19 pandemic in MP N Mappadeceng North Luwu?”

### **C. Objective of the Research**

The objective of the research is to find out English teacher’s perception on online teaching during the Covid-19 pandemic in SMPN 3 Mappadeceng North Luwu.

### **D. Significance of Research**

#### 1. Education Policy Maker

This research is expected to be one of the ways in evaluating the teacher’s perception as the information for the education policy makers in conducting online teaching and. This research also can be considered as a reference to recognize what the teachers have experienced in teaching English through online class by using any creation of online application.

## 2. Next Researcher

It is hoped that the result of this research can be considered as a useful reference for the next researcher who might have the similar interest in doing the research of the English teacher's perception on online teaching in order to provide better outcomes for the next research.

## **E. Scope of the Research**

The research is about English Teacher's Perception on Online Teaching during Covid-19 Pandemic in SMPN 3 Mappadeceng North Luwu. The research is limited on the English teacher's perception.

## **F. Operational Definition**

1. Online Teaching is the teaching processes which are implemented by the teachers virtually by using technology including internet and online application.
2. Teacher's Perception is how the teachers perceive the online teaching which is done by them during covid-19 pandemic.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

There are the previous studies in this research:

1. Fauzi I. and Khusuma I in their research under the title “*Teacher’s Elementary School in Online teachingof COVID-19 Pandemic Condition*”. The article aimed to explain in detail the perspectives of elementary school teachers about online teachingin a COVID-19 pandemic condition. This study used a quantitative approach. The subjects in this study were 45 teachers in Banten and West Java. The results of this study indicated that teachers understand the context of online learning, but in implementation there are various problems found, including 1) availability of facilities, 2) network and internet usage, 3) planning, implementation, and evaluation of learning, and 4) collaboration with parents. Online teachinghelp teachers in the COVID-19 pandemic period, but felt to be ineffective, even 80% of teachers feel dissatisfied thorough online learning.<sup>3</sup>
2. Rasmitadila. at all in their research under the title “*The Perceptions of Primary School Teachers of Online teachingduring the COVID-19 Pandemic Period: A Case Study in Indonesia*”. This study explores the perceptions of primary school teachers of online teachingin a program developed in Indonesia called School from Home during the COVID-19 Pandemic. Data were collected through surveys and semi-structured interviews with 67 class teachers in primary schools. Data

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<sup>3</sup>Fauzi I. and Khusuma I.2020.Teachers’ Elementary School in Online Learning of COVID-19 Pandemic Conditions.Jurnallqra’ :KajianIlmuPendidikan 5(1): 58-70. Volume 5, Number 1, June 2020

analysis used thematic analysis of qualitative data. The analysis results found four main themes, namely, instructional strategies, challenges, support, and motivation of teachers.<sup>4</sup>

3. Muhammad Riduan, “*The students’ perceptions of online learning during the covid-19 pandemic*”. This study aims to find out (1) what are the perceptions of third semester students at the IAIN Palangka Raya English Education Study Program for the 2020/2021 academic year in participating in online learning during the Covid-19 pandemic. The research used is descriptive qualitative. The results of this study indicate that most (1) student perceptions of participating in online learning during the Covid-19 pandemic are positive. Students feel that online learning is easy to follow anytime and anywhere. Besides that, some students have negative perceptions in participating in online learning during the Covid-19 pandemic, due to network problems and the absence of class interaction.<sup>5</sup>

4. Hasnidar, “*Students’ perception of using online learning materials (a descriptive qualitative research in muhammadiyah university of Makassar)*”. The objectives of the research to find out the students’ perceptions of using online learning materials at the seventh semester of english department in Makassar Muhammadiyah University in the year 2018/2019 from BG.VIIIJ. The researcher used a descriptive qualitative research as design method. The findings of the

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<sup>4</sup>Rasmitadila.at al. (2020). *The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia* Journal of Ethnic and Cultural Studies 2020, Vol. 7, No. 2, 90-109 <http://dx.doi.org/10.29333/ejecs/388>

<sup>5</sup> Muhammad Riduan. 2021, *The Students’ Perceptions of Online Learning During the Covid-19 Pandemi*, Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya

research showed that results of the students' interview showed that mostly the students gave good perception about online learning. They were improve their learning by online learning and got a new experience of the new media applied by lecturer in media online learning. Whereas, some students gave perception that online learning has obstacles that bad network, the quality of mobile phone of the student itself and the capacity of the application used in online learning.<sup>6</sup>

5. Mellasari Sulasmiati, "*teacher and students' perception in online teaching and learning english during corona pandemic*" The research aimed to know teacher and students' perceptions in teaching and learning English during corona pandemic. This research was conducted by using study case research. The result of this research showed that teacher has positive perception in online teaching English with personal and structural factor that influence the teacher perception and from the result of students' questionnaire showed that students have positive and negative perception with functional, structural and cultural factor that influence their perception in English online learning. From the result showed that teacher have been working on effective online learning in various ways. However, it is depended the students to learn.<sup>7</sup>

The difference between this study and the first study was that the results the results of this study indicated that teachers understand the context of online learning, but in implementation there are various problems found. while the

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<sup>6</sup> Hasnidar, 2019. *Students' Perception of Using Online Learning Materials (A Descriptive Qualitative Research in Muhammadiyah University of Makassar* Thesis of English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar

<sup>7</sup> Mellasari Sulasmiati, 2021, *Teacher And Students' Perception In Online Teaching And Learning English During Corona Pandemic*.

second study the analysis results found four main themes, namely, instructional strategies, challenges, support, and motivation of teachers, third research. The results of this study indicate that most student perceptions of participating in online learning during the Covid-19 pandemic are positive. fourth research that results of the students' interview showed that mostly the students gave good perception about online learning. fifth study the result of this research showed that teacher has positive perception in online teaching.

## **B. Some Pertinent Ideas**

### **1. Perception**

#### **a. The Nature of Perception**

Perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual, so that the individual can recognize himself and his surroundings. Through perception, individuals try to rationalize the environment and objects, people and events in it. Perception can be defined as an internal process to choose, estimate and establish stimuli from the external circumstances. Perception is the process by which we interpret the world around us, forming a mental representation of the environment.

Based on the definition above, it can be concluded that perception is a method of how a person is selecting, organizing and representing the idea inputs and the existing experiences and then interpreting them to formulate the entire description means.

#### **b. The Types of Perception**

After individuals interact with perceived objects the perception results can be divided into two, namely:

- 1) Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
- 2) Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object.<sup>8</sup>

It can be said that the perception both positive and negative will always affect a person in carrying out an action and the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

#### c. The Factors Affecting Perception

There are several factors that influence perception, namely as follows:

- 1) Perceived object

The object gives rise to a stimulus that hits the sense organs or receptors. Most of the stimulus can come from outside the individual who perceives it or comes from within the individual concerned.

- 2) Sense organs, nerves, and nervous system centers

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<sup>8</sup>Irwanto.(2002). PsikologiUmum. Jakarta: GramediaPustakaUtama

Sense or receptors are tools for receiving stimuli. The stimulus is transmitted by the sensory nerves to the central nervous system, namely the brain as the center of consciousness.

### 3) Attention

To realize or in making perceptions requires attention which is the main step as a preparation for making perceptions. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.<sup>9</sup>

## 2. Online Teaching

### a. Definition of Online Teaching

Online teaching as the delivery of learning programs, training, or education using electronic suggestions such as computers or other electronic devices in various ways to provide training, education, or teaching materials<sup>10</sup>. Meanwhile, online teaching as any teaching and learning that uses electronic networks (LAN, WAN, or internet) to deliver learning content, interaction, or guidance. There are also those who interpret elearning as a form of distance education conducted through the internet media.<sup>11</sup> The definition of online teaching during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology. The technology can be used like smartphone, laptop, i-pad, and tablets. Many platforms are offered for online

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<sup>9</sup>Walgito, B.(2004). *Pengantar Psikologi Umum*. Yogyakarta: ANDI.

<sup>10</sup>Carlner, S. (2004). *Overview of online learning*. Amherst, MA: Human Resource Development Press

<sup>11</sup>Anderson, T. (2008). *The Theory and Practice of Online Learning. Second Edition*. AU Press Canada. Athabasca University

teaching that can be integrated with the technology, such as Whatsapp, Google Classroom, Ruang Guru, Quipper, Zoom meeting, etc.

Online teaching is a learning system by utilizing internet. In conducting an e-learning system, it is highly interrelated with the notion of “internet” and “technology” as the support system. In this 4.0 era, the teachers have to master the internet and technology in teaching. Traditional face-to-face meetings are to be integrated with the blended learning system by using e-learning. Particularly in facing this COVID-19 outbreak, the e-learning system is to be held to accommodate the teaching and learning process from home, because this pandemic forces study from home system.<sup>12</sup>

Online teaching and learning is defined as learning experiences in synchronous or asynchronous environments using different devices such as mobile phones, laptops, etc. with internet access. In this process the learner can be anywhere to interact and learn with the teacher and other learners.<sup>13</sup> Furthermore online teaching and learning is defined as is a form of education that uses the Internet to convey some form of instruction to a learner or the learners is separated by time and or distance.<sup>14</sup> There are diverse forms of online teaching and learning, such as synchronous and asynchronous online teaching and learning. Synchronous online teaching and learning is time dependent and space

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<sup>12</sup> Jane. 2020..*Online Learning During Lockdown Period for COVID-19 in India*. International Journal of Multidisciplinary Educational Research, VOL 9, ISSUE 5(8)

<sup>13</sup> Singh, V., & Thurman, A. (2019). *How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018)*. American Journal of Distance Education, 33(4), 289–306.

<sup>14</sup> Dempsey, J. V., & Van Eck, R. N. (2002). *Instructional design on-line: Evolving expectation*. In R. A. Reiser, & J. V. Dempsey (Eds.), Trends and issues in instructional design and technology. Pearson Education Inc.

independent where as asynchronous online teaching means time independent and space independent online teaching.<sup>15</sup> Some online teaching and learning takes both synchronous and asynchronous forms.

#### b. Various Applications to Support Online Teaching

By looking at the COVID-19 pandemic situation, various educational institutions are required to carry out online teaching instead of face to face learning. To support the implementation of online learning, various applications can be used as learning media in the process of delivering learning materials. Applications that can support the online teaching process include Google Classroom, Zoom, Hangout, Google Duo, Google Meet, WhatsApp, Facebook, YouTube, etc.

In addition, the government also suggests that some learning applications to support other learning processes such as Ruangguru, SekolahMu, Quipper, KelasPintar, Zenius, etc.<sup>16</sup>. Based on the analysis conducted by Naserly, there have been three of the foremost dominant applications employed by the scholars and lecturer particularly Zoom, Google room, and WhatsApp<sup>17</sup>. Zoom could be a video conference application that may be employed by lecturers and students to perform interactive learning as a result of the Zoom application can show each

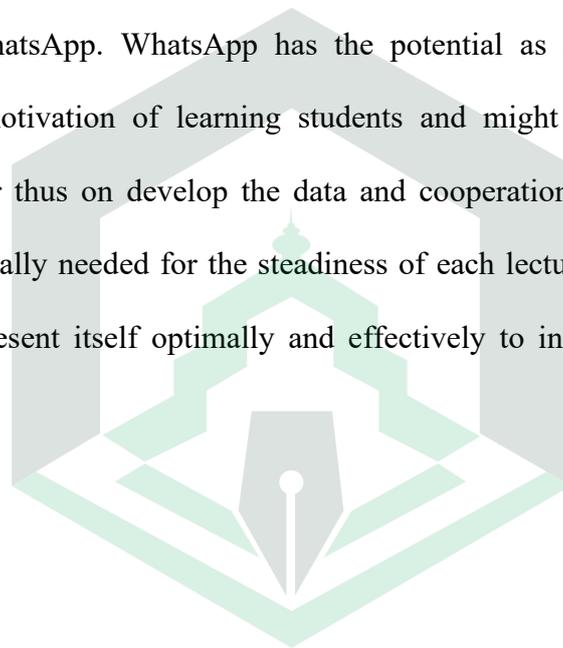
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<sup>15</sup>Cereijo, M. V. P., Young, J. & Wilhelm, R. W. (2001). *Factors facilitating student participation in asynchronous web-based courses*. *The Journal of Computing in Teacher Education*. 18 (1).

<sup>16</sup>Pakpahan, R., & Fitriani, Y. (2020). *Analisa Pemanfaatan Teknologi Informasi dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona COVID-19*. *Journal Information System, Applied, Management, Accounting and Research*, 4(2), 30–36.

<sup>17</sup>Naserly, M. K. (2020). *Implementasi Zoom, Google Classroom, dan Whatsapp Group dalam Mendukung Pembelajaran Daring (Online) pada Mata Kuliah Bahasa Inggris Lanjut*. *Jurnal AKSARA PUBLIC*, 4(2), 155–165.

subjects directly.<sup>18</sup> Zoom includes a sharing screen feature therefore it is used as a substitute facility for face to face learning between lecturers and students like standard learning.<sup>19</sup> Google room is Google's proprietary application designed to implement on-line learning wherever lecturers will function a cloth presenter to students.<sup>20</sup> Google schoolroom is capable of being employed as psychological feature lighter's learning learner. In its use, Google school room desires an honest association.<sup>21</sup> Another application that's most frequently utilized by academics and students is WhatsApp. WhatsApp has the potential as a media learning will increase the motivation of learning students and might be accustomed kind a learning cluster thus on develop the data and cooperation of learners.<sup>22</sup> On-line learning is actually needed for the steadiness of each lecturers and students, thus learning will present itself optimally and effectively to interchange face to face learning.<sup>23</sup>




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<sup>18</sup> Kusuma&Hamidah. 2020. *Perbandingan hasilbelajarmatematikadenganpenggunaan platform Whatsapp Group dan webinar Zoom dalam pembelajar anjarak jauh pada masa pandemik Covid 19*. Jurnal Ilmiah Pendidikan Matematika Volume 5 Nomor 1 P-ISSN: 2502-7638; E-ISSN: 2502-8391

<sup>19</sup> Naserly, M. K. (2020). *Implementasi Zoom, Google Classroom, danWhatsapp Group dalamMendukungPembelajaran Daring (Online) pada Mata KuliahBahasa InggrisLanjut*. Jurnal AKSARA PUBLIC, 4(2), 155–165.

<sup>20</sup> Nadziroh, F. (2017). *AnalisaEfektifitasSistemPembelajaranBerbasis E-Learning*. *JurnalIlmuKomputer Dan DesainKomunikasi Visual*, 2(1), 1–14.

<sup>21</sup> Rozak, A., &Albantani, A. M. (2018). *DesainPerkuliahanBahasa Arab melaluiGoogle Classroom*. *Arabiyat :JurnalPendidikanBahasa Arab Dan Kebahasaaraban*, 5(1), 83–102.

<sup>22</sup> Rozak, A., &Albantani, A. M. (2018). *DesainPerkuliahanBahasa Arab melaluiGoogle Classroom*. *Arabiyat :JurnalPendidikanBahasa Arab Dan Kebahasaaraban*, 5(1), 83–102.

<sup>23</sup> Nadziroh, F. (2017). *AnalisaEfektifitasSistemPembelajaranBerbasis E-Learning*. *JurnalIlmuKomputer Dan DesainKomunikasi Visual*, 2(1), 1–14

c. Advantages and Disadvantages of Online teaching Implementation

1) Advantages

Some advantages of online learning are flexible in time and place, provide opportunities for relations between learners by the use of discussion forum, helps eliminate barriers that have the potential of hindering participation, including the fear of talking to other learners, motivates students to interact with other, cost effective, takes into consideration the individual learners differences, permits each students to study at his or her pace and speed whether slow or quick.<sup>24</sup>

The advantage of implementing on-line learning policies was the flexibility of learning and therefore the increasing interaction between academics and students. on-line learning has time potency over the training analysis method in order that the training method will crop up easier and quicker.<sup>25</sup>

With on-line learning, students have a lot of learning opportunities and might relish a replacement learning atmosphere. New things and learning atmosphere are expected to extend student enthusiasm in learning. It is noted that on-line learning has varied options like visual, audio, and mixed learning

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<sup>24</sup>Marc, J. R. (2007). Book review: e-learning strategies for delivering knowledge in the digital age. *Internet and Higher Education*, 5, 185-188. Retrieved from <https://doi.org/10.1002/pfi.4140410512>

<sup>25</sup>Sriwihajriyah, N., Ruskan, E. L., & Ibrahim, A. (2012). *Sistem Pembelajaran dengan E-Learning untuk Persiapan Ujian Nasional pada SMA PUSRI Palembang*. *Jurnal Sistem Informasi*, 4(1).

modalities.<sup>26</sup> Online education tends to be more affordable, it is more cost-effective than traditional education.<sup>27</sup>

Some advantages of online teaching for learners: no time zones, location, and distance, in asynchronous online learning, students can access the online materials anytime, while synchronous online teaching 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 which they are studying. Also, the advantage of online teaching for instructors: tutoring can be done anytime, anywhere, online materials can be updated, and learners can see the changes immediately; when learners can access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs, online teaching systems can be used to determine learners' needs and to assign suitable materials for learners to select from, to achieve their learning goal.<sup>28</sup>

Based on the explanation above, the researcher can conclude that online teaching brings some advantages for both teachers and students.

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<sup>26</sup> Surjono, H. D. (2011). *The Design of Adaptive E-Learning System based on Student's Learning Styles*. International Journal of Computer Science and Information Technologies, 2(5), 2350–2353.

<sup>27</sup> Josep, G. (2020). 5 Reasons why online learning is the future of education. Retrieved, July 26, 2020 <https://www.educations.com/articles-and-advice/5-reasons-online-learning-is-future-of-education-17146>.

<sup>28</sup> Anderson, T. (2008). *The Theory and Practice of Online Learning. Second Edition*. AU Press Canada. Athabasca University

## 2) Disadvantages of Online Learning

Online teaching with the time of pandemic is quite emergency remote education and this practice is completely different from planned practices like distance education, online teaching or different derivations. Furthermore, this study provided a global outlook and picture; however, other countries survived to stay teaching and to learn throughout the Covid-19 pandemic the readiness of technology determined the success of online teaching virtually altogether of nations.<sup>29</sup>

Limited web access will impact the training method and not succeed learning objectives. The utilization of web access demands its users access capability through tools like gadgets, computers, or laptops in the middle of most signal convenience. The utilization of web access is additionally associated with value and payment issues, each the value of technology facilities and web access. Additionally to those shortages, there square measure barriers to the in operation skills of the technology and therefore the websquare measure lacking.<sup>30</sup>

There are some disadvantages of teaching online: the learners become undergo contemplation, remoteness, as well as lack of interaction or relation, less effective than the traditional method of learning because the offer of explanations,

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<sup>29</sup>Bozkurt, A., Ozbek, E., Yilmazel, S., Erdogdu, E., Ucar, H., Guler, E., Sezgin, S., Karadeniz, A., Sen-Ersoy, N., Canbek, N., Dincer, G., Ari, S., & Hakan, C. (2020). A global outlook to the interruption of education due to COVID-19 Pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), p. 1-126.

<sup>30</sup>Cook, D. A., & Thompson, W. G. (2014). *Comfort and Experience with Online Learning: Trends Over Nine Years and Associations with Knowledge*. *BMC Medical Education*, (14), 1–5. Cooper, D., & Higgins, S. (2015). *The Effectiveness of Online Instructional Videos in The Acquisition and Demonstration of Cognitive, Affective and Psychomotor Rehabilitation Skills*. *British Journal of Educational Technology*, 46(4), 768–779.

as well 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, it is difficult to control or regulate sinful activities like cheating in the test for assessment, misled to piracy and plagiarism, deteriorate the role of instructor, purely scientific fields that include practical cannot be properly studied through e-learning, the heavy use of some websites bring about unanticipated costs both in time and money.<sup>31</sup>

### 3. Online Teaching

English Online learning is just as effective as traditional classroom learning. How much or how well a student learns is determined by the quality of online instruction. If a course is well designed and implemented well, students will learn more than poorly designed course. In other hand, online learning is an open and distributed learning system using pedagogical tools (educational aids), mode possible through the internet and networkfe based technology to facilitate the formation of learning process and knowledge through meaningful action and interaction.<sup>32</sup>

Online learning is defined as “a learning experience in synchronous environment using different device, mobile phones, laptops, etc, with internet access. In this environment, students can be anywhere (independent) to learn and interact with instructors and other students Online learning is that students spend

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<sup>31</sup>Almosa, A. (2002). *Use of computer in education, (2nd ed)*. Riyadh: Future Education Library.

<sup>32</sup>Jaqobs, P. (2013). *The Challenges of Online Course for the Instructor. Research in High Education Journal*. (1) 2. 1-16. <https://www.aabri.com/manuscripts/131555.pdf>.

their time through online, working either directly through the internet or on computers connected to local intranets. Learners will be in control of when they learn, and their learning is required to connect online. This is related to online assessment.<sup>33</sup>

Face-to-face teaching and online teaching are both teaching, but qualitatively different. Online education begins when faculty move from traditional classrooms to online class. Furthermore, online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. Both approaches are similar in content, except in peace delivery. Rather than developing the courses from scratch, a company has emerged to take care of the course. Online system teaching is related to the use of technology in building system infrastructure with adequate performance. Online teaching is conducting a course in part or in full over the internet either on the Web or via a mobile app which allows one to manipulate elements of an online course. Thus, online teaching is a teaching process that is carried out on a virtual platform or media. This type of teaching involves live classes, video conferencing, webinars, and other online tools. The online application is developed and designed to facilitate easy learning and better understanding.<sup>34</sup>

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<sup>33</sup> Sari, Ima Fratika. (2020). *Online Learning for English Language Teaching*. *Jurnal Pendidikan dan Pembelajaran*. Institute Agama Islam Negri Ponogoro. [https://www.researchgate.net/publication/346476854\\_online\\_learning\\_for\\_english\\_language\\_teaching](https://www.researchgate.net/publication/346476854_online_learning_for_english_language_teaching)

<sup>34</sup> Bazan, Halina. Ostankowicz. (2016). *Learning and Teaching Online*. Wroclaw University of Science and Technology. [https://www.researchgate.net/publication/299280822\\_Learning\\_and\\_Teaching\\_Online](https://www.researchgate.net/publication/299280822_Learning_and_Teaching_Online).

#### 4. Problems in Teaching English via Online

The teachers may not be able to see your students' reactions as clearly as in a face-to-face classroom to see if they can understand what teachers are saying and the problems with connectivity might mean students miss parts of the instruction too. Without a friend sitting next to them to check what you've said, students could get lost quite quickly.<sup>35</sup>

The challenge to effectively transfer what is taught in the face – to – face classroom to online continue to be a problem. 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. This disconnect, while not new, does present a problem as many of the teacher education programs may not have yet caught up to the evolving online teaching environments.<sup>36</sup> Another challenge outlined by Anderson 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.<sup>37</sup> The feedback they

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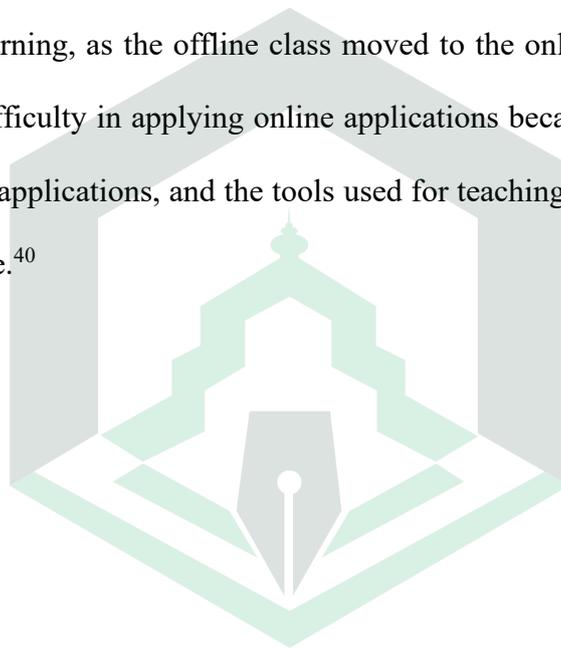
<sup>35</sup>Kellie and Ferguson. 2011. *Cost efficiency and Cost Effectiveness in E –Learning. Quality, Interoperability and Standards in E-Learning*. Trondheim, Norway:TISIP Research Foundation.

<sup>36</sup>Imdieke, and Standerford. 2011. *Expectation and Demand in Online Teaching, Practical Experience*. Information Science Publishing; New York.

<sup>37</sup>Anderson. 2011. *Learning Online to Teach Online. Chronicle of Higher Education, Journal of Human Social Science* Vol. 11,.

received from students seldom helped them in adjusting their teaching as they would in a face-to-face class.<sup>38</sup>

Lot of online teaching problems that occur during a pandemic, for example, students and teachers experience communication misunderstandings, inadequate facilities such as slow laptops, high internet costs, limited ability to use applications, students and lecturers were unfamiliar with online learning, so that it affects students' motivation in learning.<sup>39</sup> The pandemic of COVID-19 caused the high cost of learning, as the offline class moved to the online class; teachers and students had difficulty in applying online applications because there was no habit in using online applications, and the tools used for teaching and learning activities were inadequate.<sup>40</sup>



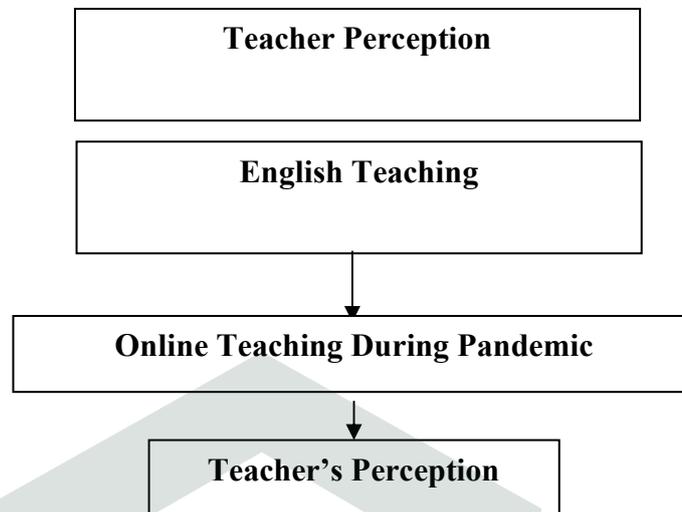
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<sup>38</sup>Anderson, T. (2008). *The Theory and Practice of Online Learning. Second Edition*. AU Press Canada. Athabasca University

<sup>39</sup>TuncayUzunboylu. 2012. *Online College Students: Comprehensive Data on Demands and Preferences*. Louisville, KY: The Learning House, Inc.

<sup>40</sup>Purwanto. 2020. *Introduction to Online Teaching and Learning*. Retrieved on June 20, 2020 from [http://www.wlac.edu/online/documents/online\\_tl.pdf](http://www.wlac.edu/online/documents/online_tl.pdf)

### C. Conceptual Framework



Based on the conceptual framework above, first, the teacher at SMPN 3 Mappedeceng focus on English Teaching, both studies limit the use of online teaching during the pandemic, especially google meet and google classroom, the researcher wants to know how teacher perceive English teaching while using online teaching during the covid-19 pandemic.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Method and Design**

In this research, the researcher used a descriptive qualitative method to analyze the English teacher's perception on online teaching during Covid-19 pandemic in teaching English at the tenth grade students of SMPN 3 Mappadeceng. That descriptive research is a kind of research method using the techniques of searching, collecting, classifying, and analyzing the data, and the objective is to describe the phenomenon and qualitative research is a type of research that does not include any calculation or enumeration.

#### **B. Time and Location of the Research**

a. Time

This research was conducted in April 2021.

b. Location

The research was conducted at SMPN 3 Mappadeceng. It is located at Mappadeceng which is located in North Luwu.

#### **B. The Instrument of the Research**

In this research the researcher used questionnaire to collected the data from the teachers. The questionnaire consisted of 10 statements which is divided into five points; they are teacher's perception on media and strategy used in online teaching activities. The questionnaire would given to teacher use a Likert scale 1 (strongly agree), 2 (disagree), 3 (unsure), 4 (agree), 5 (strongly agree).

### C. The Procedure of the Research

In collecting the data the researcher used some procedures below:

1. The researcher came to school and asked for permission from the head master as well as the English teacher.
3. The researche explained the purpose of the research and convinced the importance of the research to each respondent including explaining for the degree to which the research useful.
4. The researcher gave the questionnaire to the respondent.
5. After the respondent filled the questionnaire, the researcher collected it.

### D. The Technique of Data Analysis

After the collecting data, the researcher analyzed the data. Based on the following steps:<sup>41</sup>

#### 1. Reduction of the Data

The researcher categorizes data taken from the interview then those data will be gathered and translated into the target language. After that, the researcher conducts an interview with a video call. The researcher records the interview results via video call, the researcher then transcribes the data using change it in spoken form. Resume the result of the interview and also classify the result of the interview that suitable for the research needs. It means that the data which un-

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<sup>41</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Alfabeta. Bandung,2008).p.337

useful can be reduced. The result of the interview was changed to be a good language, then it was transformed into the note.

## 2. Display of the Data

The researcher displays interview data on students' perceptions of teaching online in SMPN 3 Mappedeceng and the researcher presented and described the data. Data display refers to show data that have been reduced in the form of narrative patterns. It benefits to help the researcher in understanding the data.

## 3. Verification of the Data

After described and interpreted, the researcher made a general view of the result of the interpretation. The conclusion was then made based on the general view. The conclusion of this study is a description of students' perceptions of teaching online in SMPN 3 Mappedeceng.

## 4. Presentation of Data

Data presentation is an assembly of information that enables research conclusions to be made. The data presentation can be in the form of images, matrices, tables or charts. To calculate the results of the questionnaire, the researcher uses the following formula to calculate the perceptions of the students.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The result is presented based on English teacher's perception of online teaching during the covid-19 pandemic at SMPN 3 Mappedeceng North Luwu, which can be seen as follows:

##### 1. Teacher Profile

The subject of this is an English teacher in the eighth and ninth grades of SMPN 3 Mappedeceng. The respondent is English teacher who was randomly selected. Here is the respondent data:

Name	: Nurhaeni, S.S
Place, and Date of Birth	: Soppeng, 30 Juni 1966
Educational Background	: SDN 153 Watampone Tahun 1980 SMPN 1 Takala Tahun 1983 SMAN 1 Watansoppeng Tahun 1984 Universitas Muslim Indonesia (UMI) Ujung Pandang Tahun 1994

Teaching at SMPN 3 Mappedeceng in 2021 until now.

## 2. The teacher perception responses toward online teaching

The researcher obtained data using questionnaire, to find out how teacher's responses about the use of online teaching during covid 19. The results of the data obtained are as follows:

Table. 4.1 The teacher perception responses toward online teaching

No	Statements	Classification				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Online teaching system makes my performance improves.		Agree			
2	Online teaching system makes learning effective.			Undecided		
3	Online teaching system makes teaching becomes easier.	Strongly Agree				
4	Online teaching system is useful for teaching.				Disagree	
5	The online teaching system makes me convenient in teaching.	Strongly Agree				
6	It is easy to operate an online teaching system.	Strongly Agree				
7	The interaction with the online teaching system is clear and understand able.	Strongly Agree				
8	The online teaching system is flexible to interact with.		Agree			
9	It would be easy to be competent in the use of the online teaching system.		Agree			
10	I consider that online teaching system is easy to use.		Agree			

Table 4.1 showed that teacher's that statement "Online teaching system makes my performance improves" chose (strongly agree), and statement "Online teaching system makes learning effective" said (undecided), and than statement

“Online teaching system makes teaching becomes easier” said (strongly agree), and that statement “Online teaching system is useful for teaching” and said (disagree). The statement “The online teaching system makes me convenient in teaching” said (strongly agree), the statement “It is easy to operate an online teaching system said” (strongly agree), the statement “The interaction with the online teaching system is clear and understand able” said (strongly agree), that statement “the online teaching system is flexible to interact with” said (agree). That statement “It would be easy to be competent in the use of the online teachingsystem” said (agree). And that statement “I consider that online teaching system is easy to use” said (agree). The average teacher's response is agree and strongly agree to positive statements.

## **B. Discussion**

Considering the findings, the researcher presents a discussion of the data. The findings describe the teacher perception of SMPN 3 Mappadeceng North Luwu in learning English using online teaching during the Covid-19 period.

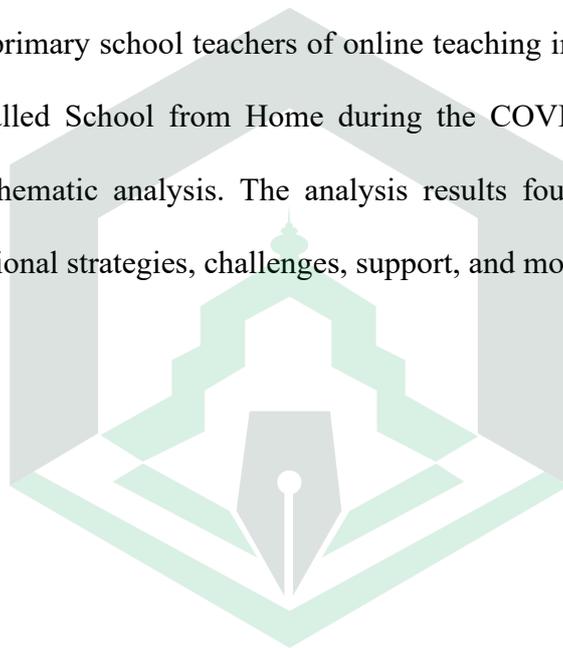
The results of the ten questionnaires show that respondents have a positive perception of the implementation of online learning related to COVID-19. Based on the results of the questionnaire, it shows that the online English learning process provides a display that is easily understood by students and teachers.. So our number 1 statement. It can be seen at SMPN 3 Mappadeceng North Luwu agree that the online teaching system has improved her performance. Statement number 2, it can be seen that the online teaching system makes learning effective. However, compared to agreeing and disagreeing, statement number 3 can be seen

that the majority of votes strongly agree that the online teaching system makes teaching easier. And we can also see that no one said they disagreed or strongly disagreed. statement number 4 it can be seen that most teachers choose not to agree that the online teaching system is beneficial for teaching. statement number 5, it can be seen that the teachers strongly agree that the online teaching system makes me comfortable in teaching.

During the Covid-19 pandemic, teacher has no other way to teach except online. Every day they spend a long time online teaching. They greeted the students, shared material, giving assignments, sharing announcements, and so on. At work time, online learning keeps the teacher on standby all the time because every time there is an announcement from the school, they should be shared with students, all the time they ask the teacher about assignments or assignments or turn in assignments. It keeps teachers engaged in all-time online learning system. The teachers Check students' online presence frequently. So the average teacher has agree and strongly agree in online teaching.

Teacher's perception of the success of teaching English, especially in online teaching is a case that is felt by the teachers causing students understand what the teacher explained because of students trustworthy and only focused on their phones. Students also focus on implementation of online learning because students concentrate on online learning for lessons, making it easy teacher to track the extent to which students understand the teaching. The student practice during elementary school is still often carried out at this time time.

The findings of this study are in relation to previous research on the perception of online English learning related to the findings of previous studies. The first previous research was conducted by Fauzi I. and Khusuma I (2020). The results showed that it showed that students obtained Online teaching during well in the teaching and learning process because. Online teaching during is an online teachingplatform that makes learning interesting. Moreover, it can save students time and money. Likewise, the findings of Rasmitadila, (2016) explores the perceptions of primary school teachers of online teaching in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. Data analysis used thematic analysis. The analysis results found four main themes, namely instructional strategies, challenges, support, and motivation of teachers.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The teacher's perception of the application of online English learning at SMPN 3 Mappadeceng North Luwu has a positive perception of the application of online English learning. Students also benefit from teachers because they can study anywhere as long as online learning is implemented.

#### B. Suggestion

##### 1. English Teacher

The result of this research can be implemented an online teaching that can make it efficient the online teaching.

##### 2. Future Researcher

Because this research focuses on online teaching applied by teachers in teaching English online teaching during the Covid-19 pandemic, it is suggested that future researchers conducted other research related to online learning. Future researchers can conduct research on online teaching in participating in online English learning.

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# ***APPENDICES***

