

## **TEACHERS' PERCEPTION ON ENGLISH LANGUAGE TEACHING AND LEARNING THROUGH E-LEARNING**

Siti Raudhatun Najah <sup>\*1</sup>, Salwa Chaira<sup>2</sup>, dan Hijjatul Qamariah<sup>3</sup>  
<sup>1,2,3</sup>Universitas Bina Bangsa Getsempena

### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan persepsi guru dalam pembelajaran bahasa Inggris online di SMA 1 Darul Imarah, Aceh Besar. Hal ini dilakukan untuk mengetahui apa saja yang dialami guru selama mengajar bahasa Inggris, seperti penerapan dari apa yang diterapkan guru, serta masalah dan solusi yang dihadapi dalam pelaksanaan proses belajar mengajar bahasa Inggris melalui e-learning. Metodologi yang digunakan dalam penelitian ini adalah metode kualitatif. Subjek penelitian adalah lima guru bahasa Inggris di SMA 1 Darul Imarah. Data dikumpulkan melalui wawancara tatap muka dengan guru bahasa Inggris. Data yang dianalisis yang digunakan adalah kualitatif yang terdiri dari alur kegiatan yang terjadi secara bersamaan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dalam proses belajar mengajar bahasa Inggris melalui e-learning pada saat pandemi COVID-19 guru mengalami kesulitan dalam mengoperasikan teknologi seperti WhatsApp Group, Googleform, ZoomApps, dan e-mail. Mereka tidak memiliki pengalaman dalam berurusan dengan pembelajaran online. Baik guru maupun siswa memiliki masalah koneksi yang sama karena tidak ada akses internet dan kuota. Dengan demikian siswa tidak merespon pembelajaran online dengan baik sehingga guru harus mengunjungi mereka di rumah mereka.

**Kata Kunci:** Covid-19, E-Learning, Pengajaran Bahasa Inggris, Persepsi Guru

### **Abstract**

*This study aims to describe the perceptions of teachers in teaching English online at SMA 1 Darul Imarah, Aceh Besar. This is done to find out what the teacher experiences while teaching English, such as the application of what the teacher applied, as well as the problems and solutions faced in the implementation of the English teaching and learning process through e-learning. The methodology used in this study is a qualitative method. The research subject was, five English teachers at SMA 1 Darul Imarah. The data were collected through face-to-face interviews with the English teachers. The analyzed data used is qualitative consists of the flow of activities that occur simultaneously, namely data reduction, data presentation, and concluding. The results showed that in teaching and learning English through e-learning during pandemic COVID-19, the teachers had difficulties in operating technology such as WhatsApp Group, Google form, Zoom Apps, and e-mail. They had no experiences in dealing with learning online. Both the teachers and the students had the same connection problem because of having no internet access and quota. Thus, the students did not response to online learning well so then teachers had to visit them at their houses.*

---

\*correspondence Address  
E-mail: sitinajah90@gmail.com

**Keywords:** COVID-19, E-Learning, English language teaching, Teachers' perceptions

## **INTRODUCTION**

Education is an effort made by individuals in a conscious and planned manner to realize an effective learning process with the aim of educating students in their own developing potential. Ellisafny, et. al., (2019:13) English is the spoken language used by many people in this era of globalization and has an impact on several aspects of life, one of which is in the cultural and educational aspects. Currently, learning methods in educational institutions are not always held face to face. There are other learning models that can be used by teaching staff as a medium for delivering knowledge, namely bold learning and mixed learning (a combination of two learning methods, namely face-to-face and courageous learning), (Chairiyaton, et, al., 2020:38).

The Industrial Revolution 4.0 that is currently happening has little influence on various fields, one of which is the world of education, with the internet of things as a sign of the presence of an industrial revolution, so inevitably the world of education must find a way so that the learning system is not out of date, where previously met face to face is a must, so now online learning is a solution to implementing the internet of things in the world of education (Nugroho, et. al., 2019:56). In connection with the COVID-19 outbreak in early 2020, the government then issued an appeal to carry out learning activities from home. This is done in order to break the chain of spreading the virus and maintain the security and safety of students and educators. With this appeal, the learning process is carried out from home by utilizing internet technology and media, (Sadikin & Hamidah, 2020).

Several high school schools that previously carried out face-to-face learning in their respective schools, now have to adapt the e-learning learning model or what is commonly called online learning. Online learning provides benefits for both parties, both teachers and students, (Astini, 2020:15). Students can be relied on by teachers using several applications such as Googleform, telephone or LiveChat, Zoom or via WhatsApp groups. With the COVID-19 outbreak and the application of online learning from the government, the learning process at SMA Negeri 1 Darul Imarah, Aceh Besar can be called electronic learning (e-learning).

E-learning is electronic learning or the learning process is carried out online. In practice, e-learning uses information technology as a learning tool. The teaching and learning process in e-learning can be done by anyone, anywhere, anytime. Pusvyta (2015:25) states that e-learning is a general term that includes many different approaches

such as distance learning, classroom-based online learning, and self-access learning which have the same use of information and communication technology as media in learning. The learning method will be more efficient when accustomed to traditional learning (Hameed, et. al., 2008) the purpose of this study is to investigate teachers' perceptions of English teaching and learning through e-learning applied in SMA Negeri 1 Darul Imarah, Aceh Besar during the COVID-19 quarantine period. In addition, a few researchers have been conducted within this field making this study is significant to the contribution of literature as well as practical use for the teachers.

Tanra (2016:122) perception is stimulation sensed by individuals, organized then interpreted so that people are aware of and understand what is sensed. Ridwan (2018:194) states that, with the perception, an individual can be aware of and be able to understand the state of the environment around it and also about the state of the individual concerned. Simamora (2015:22) states that human perception is constantly in contact with their environment. The form of perception in a person that is in the form of interpretation, reaction or response, beliefs, and expectations from the use of the internet to be applied in English learning. So it can be concluded that the perception of teachers and students is a process of acceptance, interpretation of what is received by the teacher or student in his brain through the sense organ then the brain gives a response to something object and then interpreted according to ability individuals to conclude as a reaction to objects.

Online learning is education that takes place over the Internet. Hidayat (2020:176) online learning for most students a new learning method and without planning. Online learning can also develop a mindset also creativity and add insight, knowledge in all fields that are handled while at school (Khoirunisa, et. al, 2018:124). The development of computer systems through networks is increasing. The internet is a public network. It is existence very necessary both as a medium of information and communication which is done freely. Mutia (2015:283) states that this concern is increasingly recognized by online learning providers, and many are working hard to ensure that students' needs are met in all fields.

During the COVID-19 pandemic, teachers organized online learning strategies. Online learning is in need of a wide range of strategies, either a strategy for drawing on a learning approach to students online or a strategy for making online and distance learning effective. Sunarsi, et. al., (2020:55). There are several strategies in learning the English language according to Ayuningtyas, et. al, (2017:608) first, they used code-switching because they did not know the word in English and also how to make phrases

in English. Second, they also avoided misunderstanding during their explanation. Third, they used time-gaining strategies to help them gain time, and then they used “appeal for help” strategies because they had difficulties in vocabulary in English and they did not know the word in English that they should use, so they asked their friends directly and indirectly.

Besides teachers also must keep in mind the capability and capacity of students. Effective teaching of a language is based on certain principles, supported by Khusna (2019:12). The purpose of teaching English is the motivation for students to explore English language insight on a further level, (Setiyowati 2018: 31-32).

Chandra (2015:2) e-learning is an educational system that uses electronic applications to support teaching and learning using the Internet, computer networks, and standalone computers. Ghana (2015:36) added that e-learning involves the use of digital tools for teaching and learning. Leonard (2013:282) there are several advantages of e-learning, first, reducing costs, by using e-learning, we support time and money to reach a learning place. With our e-learning can access from various locations and places, then the flexibility of time, place, and speed of learning. By using e-learning, teachers can determine the time to study anywhere and students can learn according to their respective abilities. In contrast to study in class, where all student learning and stop at the same time. Second, standardization and improvement of learn. E-learning always has the same quality every time it is accessed and does not depend on the mood of teachers.

## ***RESEARCH METHOD***

This type of research is a descriptive qualitative method. The research was conducted at SMA Negeri 1 Darul Imarah which is located on Soekarno Hatta Street KM.3117 Lampeuneurut Ujong Blang, Subdistricts Darul Imarah, Aceh Besar. The data source in this study is teachers' teaching English language, the totals of 5 English teachers, the participant selection technique is purposive sampling. The researcher used an structured interviews as the instruments of this particular study, the interview was designed with open-ended questions to investigated information about the perception of English language teaching and learning online at SMA 1 Darul Imarah, Aceh Besar.

Data collection techniques are used to collect data according to research procedures to obtain the required data. It was aimed at collecting qualitative data related to their perceptions. In this case, the researcher collects the data by giving the respondents some questions related to the used e-learning in teaching the English language

systematically and objectively. The given questions also include the teachers' perception of learning the English language online. To keep credibility, the researcher prepared an audio recording those functions to record the results of the interview.

Johan (2015:46-48) state that activities in data analysis namely data reduction, data display, and conclusion drawing/verification, namely, after the data is collected and recorded all, then it is reduced, namely classifying, decipher, get rid of unnecessary, and organizing so that later it is easy to conclude. Data display that has been reduced is a set of information that is then compiled or proposed to give the possibility of concluding and taking action. Thereafter the data is presented, then draw conclusions or verification.

## ***RESULTS AND DISCUSSION***

Based on the results of interviews with 5 respondents seen that, they had difficulty during the implementation of teaching and learning English through online because not all students respond to online learning and deficiency technology facilities, and and other constraints. In the research finding, the researcher explains the results of data interviews with five teachers' who teach English at SMA 1 Darul Imarah, Aceh Besar.

### ***Perception of teaching and learning online***

Related to the research finding of perception of teaching and learning online, almost all teachers at SMA 1 Darul Imarah said that they are very difficult to teach online such as what stated by informant V argued that:

“Because students cannot go to school and the teaching and learning process in schools is not the same manually.”

As for the other teachers are on perception about learning English through online, namely informant II, she said that:

“While teaching online, many students do not have internet quota and android cellphones. So those teachers find it difficult in learning English through online.”

From the opinion above has explained that teachers' perceptions during online teaching and learning, many difficulties experienced, because there are no complete facilities from students like not having an android cellphone and are not used to learning without face to face. So a lot of teachers find it difficult during the online learning process.

### *The method use in teaching English language online*

It can be concluded that the results of the interview from five teachers teaching English about the methods they used while teaching English was online system. Almost all teachers gave the same answer, that they were online methods namely, learning through application technology, such as WhatsApp, Googleform, Quipperschool, and so on.

The teacher said that they were an online method, actually what the teacher means here is an approach. Thus, the researcher will name this term as approach, not method. They also mentioned applications used during online learning. Then when students were given material online, not all of them responded. So that teachers should visit the student's home and that is what is meant by the home visit method.

### *Teaching language online is effective or not*

Most of the teachers argued that learning English during the pandemic period was both effective and ineffective. The informant IV, said that:

“It is effective because the students can still learn during this pandemic. However they must adjust to a stable network in order that the teaching and learning process runs smoothly.”

While, the last teacher as informant V, she said that:

“Thought it is not effective because learning online did not meet in person between the students and teachers directly, which results in a lack of communication or interaction with students. Because they did not meet face to face, It is hard for them to explain the material, provide examples etc.”

According to the above opinion, the researcher argues that Although the online study was not effective, the school ought to run the teaching and learning process. This is because existing government rules to keep running the teaching and learning process in pandemic conditions.

### *Material delivery*

All the teachers gave the same answer that is, about how teachers share English learning materials online. The teachers shared material via the WhatsApp group or e-mail application, then they also learn to teach using Google form and other applications. It is all the teacher's way to share the materials during the pandemic condition. They should

share through online groups, however there are students who did not respond so that teachers contact them personally.

### *Students' participation in online learning*

Regarding the students' participation in online learning, Almost all teachers said that, to invite the students to actively join, the teachers gave an interesting material. If his student does not respond, then the teacher contacted the student personal to finish homework given. So that the online learning process becomes active. Almost all teachers have the same opinion.

The researcher agree with the results of the teachers answers, because if the teacher provides material according to the contents of the textbook, then students will feel bored and creates a feeling lazy. Moreover, if the teacher gives additional material that is interesting to students, then they will be more active in carrying out the learning process English through online.

### *Students' achievement when studying online*

In answering the question about students' achievement, almost all teachers stated that one of the ways to examine the students during learning online by distributing the assignment through applications like WA, Googleform, link, e-mail etc. Then the students did the assignment and sent back to their teachers, so the teachers could determine the score based on their effort.

### *The problems of teaching and learning the English language online*

The teachers said that the students faced some problems especially with there learning facility. Many students did not have Android gadget because they come from underprivileged families and sometimes were hardly afford the internet quota. Besides, unstable network also became a huge problem to delay the learning. Not only that, several students did not enjoy nor understand the English subject. From the interview question, it can be concluded that all teachers find it difficult when doing the teaching and learning process online. The process of teaching and learning is impeded and it affect the students' grades. The fact shows that when they were learning face to face (before covid appeared to Indonesia), those students got high scores.

### *The approach used when teaching and learning English language online*

Regarding the problems mentioned in point 7 above, the teachers formulated an approach to facilitate the students to maintain the learning during the pandemic condition. The teachers as informants V admit that, they accomplish "home visit" to students' houses to proceed the teaching and learning process. In addition, they inquire the students personally to know what problems they have during the visit. However, some teachers contacted the students on phones and did not accomplish home visit.

### *Students' progress or achievement during online learning*

Regarding the question about the progress or achievement during online learning English online, informant IV said that:

"So far, the students are now more sophisticated in using the technology. It is because they learned manually so they hardly really understood of how to utilize the technology."

This online learning as they were doing in this period made them be familiar with various types of technology. In addition, the students could be more active in online learning.

### *Suggestions about teaching and learning English language online*

All teachers expect the government or the school to provide a complete facility to the teachers and students so the teaching and learning process could endure effectively. The school could not prepare the new facility well in this unfamiliar condition so that becomes an obstacle in the teaching and learning process for the school, teachers and students. Their expectation was that the government provide internet quota and android (smartphones) for underprivileged families. As a result, the teachers and students could be more active in using technology, and they could increase their knowledge in using the online learning devices. Besides, they would have new experiences during this pandemic COVID-19, being advanced in the utilizing the devices during online learning.

### **CONCLUSION AND SUGGESTION**

Based on the research result and discussion of this study, it can be concluded that teachers and students carried out the teaching and learning process using e-learning so that students continued to learn in such pandemic COVID-19, the government confirmed



that all places of education in Indonesia especially, must implement an online learning system because of deadly COVID-19.

This virus is a new coming disease that has become a pandemic COVID-19, this disease should be avoided because the transmission spreads relatively fast and it high a mortality rate. On that basis, then the government of the Republic of Indonesia through the Ministry of Education and Culture conducted the distance learning as an prevention effort to avoid the COVID-19 virus.

In general, there are strengths and disadvantages in learning online. The advantages of online learning support students in enriching the material on the internet access. Online classes are also more flexible and not limited by time and space. While the distance, online classes that apply internet application is may sometimes cause problems and interrupt students' concentration online classes can hardly hold in-depth discussions due to limited time, and internet quota.

In addition, the students cannot receive learning material as a whole both verbally and nonverbally. For example, the teacher's expression is hardly while teaching so visualised the learning seems boring and not all students respond. Then, the school management must be able to guarantee the continuity of the learning process and receive support from the government of Indonesia.

Based on the above conclusions, the authors provide some suggestion for the English teachers, for the school, and other researchers namely:

Fisrtly, the English teachers should be creative and able to create an interesting online learning atmosphere. They can use many applications that support learning English, for example, the duo lingo. This application assist English teachers' to teach English to students in online learning activities through intermediaries Google Meet, Jitsi Meets, and so on. English teachers can also use the Word Puzzle Application for teaching vocabulary and many other supporting applications. The use of such learning application very much support the teaching and learning process like that should be more developed especially during the pandemic COVID-19.

Secondly, the school should find out what the difficulties experienced by students and teachers. Then the school carried out a further process, such as asking for help to the government, or emphasize teachers to be more creative in teaching so that students respond to the learning process, and schools must also understand the conditions of underprivileged students.

Thirdly, for other researchers who want to concentrate on the matters related to

this thesis, it is allowed use research this as a guideline. Besides, they are strongly advised to examine the gaps included in this thesis.

## DAFTAR PUSTAKA

- Akhmad, K. A. (2015, September 1). Pemanfaatan Media Sosial bagi Pengembangan Pemasaran UMKM. *IX*, 43-53. STMIK Duta Bangsa Surakarta.
- Astini, N. K. S. (2020) Pemanfaatan Teknologi Informasi dalam Pembelajaran Tingkat Sekolah Dasar pada Masa Pandemi Covid-19. *Jurnal Lampuhyang Lembaga Penjaminan Mutu*, 11(2).
- Chairiyaton, Nabila H. Z., & Yenny E. (2020) Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran Selama Masa Karantina COVID-19. *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4(1).
- Dasrun, H. N. (2020, Januari-Juni 2). Pengalaman Komunikasi Siswa Melakukan Kelas Online Selama Pandemi Covid-19. *Jurnal Ilmu Komunikasi Efek*, 172-182. Bandung
- Ellisafny, Asmarani & Hadiyanto. (2019, December 06). Learning Folklore Using English Language Teaching (ELT) Materials for Students, 13-17. *Journal of Cultural, Literary, and Linguistic Studies*, 3(1).
- Hamidah, A., & Sadikin A. (2020) Online Learning in the Middle of the Covid-19 Pandemic. *Jurnal Ilmiah Pendidikan Biologi*, 6(2).
- Harahap, S. R. (2020, Juni). Student Studying Habits During the Covid-19 Pandemic. *Jurnal Pendidikan*, Vol. 10, No. 1, 30-35. Medan.
- Hasanah, S. P. (2018, Juny 1). Integrasi Teknolgi Digital dalam Pembelajaran di Era Industri 4.0. *Jurnal Pemikiran dan Penelitian Pendidikan*, 42-54.
- Heryana, A. (2018, Desember 1). Informants and Selection in Qualitatif Research Informants. 1-14.
- Khoirunisa, A. dkk. (2020, Desember 2). Pengaruh Gamifikasi pada Idu (Ilearning Eduction) dalam Meningkatkan Motivasi Belajar Mahasiswa, 3(2), 120-124. Tangerang.
- Mutia, I. (2013). Kajian Penerapan E-Learning dalam Proses Pembelajaran di Perguruan Tinggi. *Faktor Exacta* , 6(4), 278-289. Universitas Indraprasta PGRI.
- Ridwan. (2017, Desember). Proses Persepsi Diri Mahasiswi. *Jurnal An-nida'* ,V ol. 41 No. 2, 198-201. Universitas Riau.
- Sari, P. (2015, September). Memotivasi Belajar dengan Menggunakan E-Learning. *Jurnal Ummul Qura*, VI, 21-35.
- Simamora. (2015). Pengaruh Persepsi Siswa tentang Kompetensi Pedagogik Guru dan Kebiasaan Belajar Siswa terhadap Prestasi Belajar Matematika. *Jurnal Formatif*, 4(1), 21-30. Universitas Indraprasta PGRI Jakarta
- Tanra, I. (2015, Mei 1). Persepsi Masyarakat tentang Perempuan. *Jurnal Equilibrium Pendidikan Sosiologi*, Volume III No. 1, 116-125.

Wibawa, J. C. (2015). Aplikasi E-Learning di SMP Negeri 46 Bandung. *Program Studi Sistem Informasi*, Vol 2. (1-11)

Zhafira, N. H. (2020). *Persepsi Mahasiswa terhadap Perkuliahan Daring sebagai sarana Pembelajaran Selama Masa Karantina Covid-19*. *Jurnal Bisnis dan Kajian Strategi Manajemen*, Volume 4 Nomor 1, 37-45. Universitas Teuku Umar