TEACHERS AND STUDENTS' PERCEPTION IN LEARNING ENGLISH THROUGH DISTANCE ONLINE LEARNING IN THE COVID-19 PANDEMIC ERA AT SMP NEGERI 1 BANYUASIN I

A Thesis

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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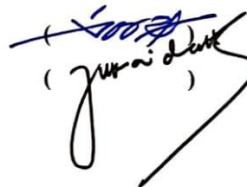
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DECLARATION

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Certify that the thesis entitled *"Teachers and Students' Perception in Learning English Through Distance Online Learning in The Covid-19 Pandemic Era at Smp Negeri 1 Banyuasin I"* is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, 04th April 2022

The Undersigned

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DEDICATION

This thesis is dedicated to:

My beloved and lovely parents, my mother and my father who always had confidence, believe, and offered me the encouragement and supports in all my journeys. Thank you for being such a supportive, caring, and loving family.

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Indralaya, 04th April 2022
The Writer

Salsabila Nurhaliza

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ABSTRACT

Delivery of classes through online medium has been a recent modification brought out by the education system in Indonesia in the wake of the current pandemic situation. Online learning becomes a new challenge for the students and teachers in this pandemic situation. Thus, the aim of the research was to explore the teachers and students' perception in learning English through distance learning in the covid-19 pandemic era at SMP Negeri 1 Banyuasin I and to find out the obstacles faced in learning English through distance online learning. The subjects of this research were English teachers and students in SMP Negeri 1 Banyuasin 1. The data for this study were collected through questionnaires and interviews. Qualitative method was used in conducting this study. The questionnaires result showed that face- to- face learning was perceived more positively than online learning in term of social presence, interaction, satisfaction and overall quality. There were obstacles faced in learning English through distance online learning, namely the limited adaptability and mastery of information technology by teachers and students, inadequate signals, lazy to do assignments, not enthusiastic, and also misunderstandings between teachers and students.

Keywords: *Teachers' perception, students' perception, distance learning, online learning, covid-19 pandemic, English learning.*

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CHAPTER I

INTRODUCTION

This chapter introduces the background, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

The policy of restricting physical access to public services is not only prevalent in Indonesia; almost all countries affected by COVID-19 are confronted with the most difficult challenge for school administrators: balancing the important task of balancing the health of students, teachers, and patients with environmental care while also changing policies at the local or national level, among other things (Iyer et al., 2020). Because of the possibility that this dangerous virus can be transmitted to other people through a variety of different types of physical contact ranging from touch to droplets in the air, individuals must maintain social distance from one another (also known as physical distancing) in order to avoid spreading it (Nasruddin & Haq, 2020).

The emergence of the COVID-19 pandemic in Indonesia has ramifications for people from all areas of life, particularly those in the education sector. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2020), Public health emergencies close schools in several countries. School closures were later shown to be one of the most efficient methods of reducing the transmission of the virus among children and adolescents. Implementing the learning process at home by employing different types of supporting facilities that assist with the process is suggested as a solution to the problem (Herliandry et al., 2020). Every nation is forced to work extra hard in order to discover solutions that will allow kids to continue studying and to fulfill their educational rights. According to Pangestu (2020), The education industry is particularly vulnerable when it is practiced in the midst of a corona virus pandemic because teaching and learning typically occur in settings that involve a large number of people in the same room and utilize a face to face

(meeting) system between teachers and students at school or college (covid-19). The government has determined that learning in schools will continue, but that it will be done via distance learning, which will be based on both offline and online learning methods. The purpose of distance learning that is based on offline learning is to allow students who do not have access to internet learning to complete their studies without interruption. During distance learning that is based on offline learning, students are given books and tasks to complete at their home, while an instructor visits the student's home in order to assess the progress of the student's growth. In this study, the researcher selected to investigate remote learning via the use of online learning platforms. Both teachers and students are finding it challenging to adapt to the recent shift toward online education, as both groups are striving to become proficient in the new method of instruction (Nambiar, 2020). Online learning is a kind of learning activity that may be completed from any location as long as there is an internet connection. When it comes to online education and learning, there are a variety of aspects that may either aid or hinder its success. Another major barrier is the lack of preparation on the part of all stakeholders in education; a shift from face-to-face or offline (outside of the network) to online (within the network) teaching and learning requires the readiness of all stakeholders, beginning with government and schools and progressing to teachers and students and their families. It is acknowledged that the government has loosened the school evaluation system to make it more responsive to crises, as long as learning can continue without being burdened by the need to demonstrate proficiency. So many instructors take use of the technology that is already available.

It is important for teachers to understand that in this online mode of learning, their presence does not transfer their knowledge; rather, teachers serve as facilitators in learning. The presence of machines is not a competition for teachers in teaching; rather, teachers must master technology so that technology and teachers can work together to create very effective learning innovations. Klapproth also supports this, Klapproth et al. (2020) who recommend that instructors improve their digital abilities. School systems should thus provide

students with the required computer hardware and software to encourage their desire to utilize online instructional technologies. Some topic content is developed and exhibited on LMS on Moodle, or email systems, blogs, online conversations, Wikipedia, videos, articles, and other platforms, while other subject matter is designed and displayed on other platforms (Ko & Rossen, 2017). Students have access to the teachers in a variety of ways, including synchronously, asynchronously, and both (Richardson et al., 2020). The online learning system (in the network) is a learning system in which there is no direct face-to-face contact between instructors and students, but instead all learning is done online via the use of the internet. Teachers must guarantee that teaching and learning activities continue even when kids are away from the school building.

There have been a number of studies conducted on online learning in the context of pandemic. In 2020, an essay with the title "Online Learning in the Covid-19 Outbreak" was released in which the researcher noted that obstacles in online learning included inadequate monitoring of pupils, a lack of strong signals in rural places, and the high cost of quotas. Another benefit of online learning is the increase in learning independence, curiosity, and drive, as well as the bravery to communicate thoughts and queries, among other things. A recent study conducted by Sofyana and Rozak (2019) which found that 69% of students believed that conventional learning was less effective, 89% believed that online learning was more effective than conventional learning, and 78% believed that it was more effective in its application than conventional learning.

In spite of the fact that online learning is still being studied extensively, there are numerous studies investigating online learning. This is especially true in this time of social distancing caused by the Covid-19 outbreak, when online learning is increasingly being studied by many people around the globe. The fact that online learning includes hurdles and impediments to adoption is a topic of current research that is unexpected given the prevalence of such studies. In order to determine the description of the implementation of online learning, it is necessary to conduct this research because if online learning is perceived

negatively by teachers, it will have an impact on learning in that it will not be able to achieve learning objectives and will not provide meaningful learning opportunities for students, and it may even result in a decrease in the overall quality of learning.

1.2 The Problems of the Study

From the background described above, the problems of this study are formulated into the following questions.

1. How are teachers and students' perception in learning English through distance online learning in the covid-19 pandemic era at SMP Negeri 1 Banyuasin I?

2. What are the obstacles teachers and students faced in learning English through distance online learning in the covid-19 pandemic era at SMP Negeri 1 Banyuasin 1?

1.3 The Objectives of the Study

In relation to the problems above, the objectives of this study are to:

1. find out how English teachers and students perceive learning English through distance online learning in the covid-19 pandemic era at SMP Negeri 1 Banyuasin I.

2. find out the obstacles faced in learning English through distance online learning in the covid-19 pandemic era at SMP Negeri 1 Banyuasin 1.

1.4 The Significance of the Study

It is expected that this study could contribute some benefits to the following parties.

1.4.1   For Teachers

During the Covid-19 Pandemic, it is anticipated that this research will provide a stimulus for thought input for teachers of students in teaching learning to students in carrying out distance learning-based online learning at home. English can be taught in a variety of settings, including face-to-face in the

classroom, through the use of online learning as a supplement to traditional classroom instruction.

1.4.2 For Students

Students, who represent the only viable option for the nation's continued existence, need to be provided with a face-to-face or online learning system that enables them to keep studying no matter where they are or when they have free time. During the pandemic caused by COVID-19, one option for continuing one's education is to engage in Online Learning. Students have the opportunity to learn content even if at a distance or not face to face directly in the classroom through the use of Online Learning, which ensures that the subject matter does not fall behind.

1.4.3 For Future Researcher

It is anticipated that the outcome of this study will be beneficial for other researchers, allowing them to become aware and knowledgeable of the teachers' perceptions of online learning that is based on distance learning in the era of the covid-19 pandemic. They would be able to become a better analyst as a result of it, and it could be useful as a future reference for additional studies in the future.

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