

**ENGLISH TEACHERS' PERSPECTIVE ON THE
IMPLEMENTATION OF VIRTUAL CLASSES DURING
COVID-19 PANDEMIC: A CASE STUDY AT MADRASAH
TSANAWIYAH NEGERI 1 PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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**English Teachers' Perspective on the Implementation of Virtual Classes
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DECLARATION

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DEDICATIONS AND MOTTOS

*This thesis is wholeheartedly dedicated to half of my love,
my parents and my brother.*

Sri Utami Kurniati, SE Chepi Aminuddin, SH

&

M Rizky Ramadhan

*My mother, she is the most special and important woman in my life, now and
forever. May her day be as always wonderful and perfect as she is.*

*My father, he is the light that shines my life, thank you for all he has given to me.
Without him, I can not do anything.*

*And my brother, he is the one who is bringing out all the best in me and
I want to thank you for loving me, even in those days when I'm at my worst.*

*To the world, they may just a person. But to me, they are the world. May
their goodness get the best reward from Allah SWT, Aamiin.*

MOTTOS

إِنَّ مَعَ الْعُسْرِ يُسْرًا

*"So, verily, with every difficulty, there is relief: again... verily, with every difficulty
there is relief. " (Quran: 94:5-6)*

"Nothing is impossible. Anything can happen as long as you believe."

"Struggle that you do today is the single way to build a better future."

*"Your biggest weakness is when you give up and your greatest power is when
you try one more time."*

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Palembang, 17 July 2021

The writer

A handwritten signature in black ink, appearing to read 'Annisa', with a horizontal line underneath.

Annisa Nurul Lestari

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ENGLISH TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION OF VIRTUAL CLASSES DURING COVID-19 PANDEMIC: A CASE STUDY AT MADRASAH TSANAWIYAH NEGERI 1 PALEMBANG.

ABSTRACT

Covid-19 pandemic had an impact on the traditional learning methods around the world. As an alternative for commencing education, school, college, and university administrations have preferred for virtual classes. It became the governments' policy to deal with the current situations. During the social isolation caused by the Covid-19 outbreak, there were various opportunities. It obliges teachers and students to limit social interactions to break the chain of distribution, which includes the classroom teaching and learning process. This study aimed to find out English teachers' perspective on the implementation of virtual classes during covid-19 pandemic at Madrasah Tsanawiyah Negeri 1 Palembang, the sample of this study is English teachers at Madrasah Tsanawiyah Negeri 1 Palembang. The present study employed a qualitative research approach with a case study design. According to the data determined from all responses to statements on the questionnaire and interview, this study showed there were several benefits and limitations that faced on the implementation of virtual classes during covid-19 pandemic. Moreover, the important thing that should be optimized when implementing virtual classes was a consistency of communication.

Keywords: *English Teachers, Perspective, Virtual Classes, and Covid-19 Pandemic.*

CHAPTER I

INTRODUCTION

This chapter presents (1.1) background of the study, (1.2) problems of the study, (1.3) the objectives of the study, and (1.4) the significance of the study.

1.1 Background of the Study

There have been many changes and challenges that happen in 2020. This year is very different from previous years due to a deadly virus called Coronavirus or Covid-19. In February 2020, the World Health Organization released an official name for the disease that is the latest coronavirus outbreak in 2019, and it first appeared in December 2019 in Wuhan, China (Mizumoto & Chowell, 2020). These viruses can make people uncomfortable, usually with mild to moderate upper respiratory disease, similar to a common cold (Wimalawansa, 2020).

Coronavirus (Covid-19) pandemic has forced several countries in the world to implement large-scale social restrictions and physical distancing systems in their country (Di Domenico, Pullano, Sabbatini, Boëlle, & Colizza, 2020). The large-scale social regulation is implemented by all individuals, followed by a ban on holding meetings involving large numbers of people or crowds, and closing gathering places such as schools, universities, or other public places (Chan, Skali, Savage, Stadelmann, & Torgler, 2020). This allows people to stay at home, work, worship, and study at home. The goal is to reduce the spread of Covid-19 so that Coronavirus can not spread quickly. Therefore, there is practically no other way to minimize the distance of Covid-19 other than by limiting human encounters in large numbers (Cucinotta & Vanelli, 2020).

The first case of this virus in Indonesia was in February 2020. Afterward, in March, Indonesia has declared large-scale social restrictions announced directly by Indonesia's president, Joko Widodo. As a result of the large-scale social limits, there have been several educational institutions changes in the world. One of the

most significant changes in education in Indonesia is the elimination of face to face class. Nadiem Makarim, as the Minister of Education and Culture, reported that the spread of the Covid-19 outbreak is predicted will continue until an unpredictable time, so it is impossible to have face to face class in school (Tangkudung & Sugiharto, 2020). Hence, virtual classes were applied to help teachers with ongoing teaching and learning activities during these Covid-19 pandemic.

The virtual classes are the term used to describe distance or correspondence courses offered over the internet. During virtual classes, students are not required to come to school regularly. The teachers can provide the material in the form of files, videos, or text. Virtual classes stipulate the use of the internet and some other important technologies to develop materials for educational purposes, instructional delivery, and management of the program (Arkorful, 2015). In this situation, the virtual classes support the development of industrial revolution 4.0, which uses the digital industry. Implementing virtual-based education by utilizing technology certainly makes this a strategy for Indonesia in responding to challenges in the Covid-19 pandemic era (Darma, Ilmi, Darma, & Syaharuddin, 2020).

Moreover, the virtual classes are one of the implementations of Merdeka Learning introduced by the Ministry of Education and Culture. Merdeka learning does not adopt forced strategies. It takes time and a process to understand. Merdeka learning means that teachers and students have the freedom to innovate, the freedom to learn independently and creatively. It is the process of education must create a happy environment (Jatiningsih, 2020). The learning goal is to encourage teachers, students, and parents to have a happy atmosphere. Thus, Merdeka Learning is certainly needed during virtual classes. Regarding Merdeka Learning, now the traditional face-to-face class format has instantly changed to a virtual classes mode using various learning systems management tools such as WhatsApp, Telegram E-learning, Google Classroom, Zoom, Google Meet, and others (Mannong, 2020).

However, there are a lot of controversies that came up about virtual classes. The Covid-19 pandemic condition causes a variety of school-level which are not ready to conduct virtual classes. UNICEF survey findings showed that 66% of 60 million students at different levels of education in 34 provinces in Indonesia are uncomfortable having virtual classes from home during the Covid-19 pandemic. One of the problems is that 38% of students agree that they have a lack of encouragement from teachers. Therefore, as many as 87% of students chose to go back to school immediately. In contrast, 88 % of the students who went back to school were able to wear masks at school. Eventually, 90% of the students were informed well about the importance of physical distancing (Kompas.com, 2020)

The role of parents, teachers, and governments (central and regional) is urgently needed in the virtual classes process (Karatas & Oral, 2015). This role has several elements. One is continuous support for teacher training in the use of technology and the implementation and evaluation of the virtual classes (Alrefaie, Hassanien, & Al-Hayani, 2020). Parents must understand the material or subject matter in the virtual classes process. The situation becomes more complicated if the parents do not understand the subject matter, and the learning process will be hampered by the learning strategy set by the teacher. In the context of education, there will never be a decrease in various innovations, such as learning achieved by the students via a virtual system. There are no longer learning activities in classrooms, as is commonly done by educators: teachers and lecturers. The existence of this Coronavirus outbreak hinders teaching and learning activities that usually face to face classes. As a result, many educators stutter in facing this drastic change.

Bahasoan, Ayuandiani, Mukhram, and Rahmat (2020) conducted a study entitled the Effectiveness of Online Learning in Pandemic Covid-19. The result shows that the online learning system conducted during the Covid-19 pandemic is effective and inefficient. Online learning is effectively implemented because of the conditions that require online study. Whereas, online learning is inefficient because the costs incurred more when compared with offline teachers.

The second study was done by Aliyyah, Rachmadtullah, Samsudin, Syaodih, and Nurtanto (2020) entitled "The Perceptions of Primary School Teachers of Online Learning during the Covid-19 Pandemic Period: A Case Study in Indonesia". This study reveals that many challenges faced by the teachers in implementing virtual classes during Covid-19 pandemic. Teachers have faced several challenges related to the emergence of technical-related obstacles. Not all parents have cell phones/laptops, and, particularly in the big cities, internet signals are poor. The challenges that these obstacles present determine the educational activities that can take place. Problems can arise if these technical obstacles cannot be overcome, and it means that student participation in learning is not optimal.

Another study was done by Khatoony and Nezhadmehr (2020) entitled "EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (Covid-19) Pandemic in Iran". This study indicated that although Iranian EFL teachers could perform the applications and platforms efficiently, but there are also challenges such as lack of appropriate materials, learners' lack of attention and demotivation towards online classes, and lastly, lack of funding and support for language institutions.

Following these findings, more in-depth research should be conducted to get a better understanding of teachers' perspectives on the implementation of virtual classes during the Covid-19 pandemic. Moreover, the researcher conducted this study at Madrasah Tsanawiyah Negeri 1 Palembang. In this school, virtual classes that are implemented by the school is based on the role of the Governments' system in Indonesia. The teachers of the school used several media platforms for teaching and learning such as MTs E-learning, WhatsApp, Telegram, Google Classroom, and LMS (Learning Management System). The duration during the virtual classes have not changed; it is still the same as face-to-face classes. As stated in the previous studies, there were many benefits and challenges in these virtual classes in the learning process. In this case, teachers will adapt to new ways of teaching and there must be certain and varied views from the teachers in its implementation. Thus, the researcher wants to see whether the implementation

of virtual classes in MTs N 1 Palembang goes according to plan or not.

Furthermore, with guidance of virtual classes from the Ministry of Education and Culture, schools should organize the virtual classes to provide students with a realistic learning experience without being burdened with completing all the curriculum requirements. Virtual classes consider the health and safety of educators and students. Nadiem Makarim said the Covid-19 pandemic had forced the students and the teacher to use virtual classes in learning activities, and it provides opportunities for the world of education to carry out various kinds of efficiency and technology (Hamid, 2020). Although in its current application, there are still many shortcomings, such as teaching skills to infrastructure, the internet and electricity populations. So, all teachers and parents can adapt and experiment using technology for learning activities in this pandemic.

To have a clear picture of virtual classes implementation, this study investigated teachers' perspective on the implementation of virtual classes during Covid-19 pandemic at Madrasah Tsanawiyah Negeri 1 Palembang (middle school in an urban areas in Palembang). Conducting a study at a different site with different characteristic gives a new insight to the theoretical development.

1.2 The Problems of the Study

Based on the background above, the problem of this study was formulated into the question: "What were the English teachers' perspectives on the implementation of virtual classes during Covid-19 Pandemic?"

1.3 The Objectives of the Study

In relation with the problem stated above, the objective of the study were to find out the teachers' perspective on the implementation of virtual classes during the Covid-19 pandemic.

1.4 The Significance of the Study

This study was carried out to provide several contributions to the teachers and students. The findings of this study are expected to give a positive contribution to teachers or educators, students, and future researchers. For teachers, this study provides a more in-depth about implementation of virtual classes during the Covid-19 pandemic. This study can provide useful information to another teacher during the virtual classes in the Covid-19 pandemic and the teacher should become a problem solver of challenges that faced by students during these virtual classes. It is hoped that this study can provide some valuable suggestions for English teachers in providing a virtual classes to make the teaching-learning process better.

This study is also useful for students to know about the teachers' perspective on the implementation of the virtual classes. It is expected for students to be more active in responding the process of virtual classes and the results of this study could be used to determine whether virtual classes during the Covid-19 pandemic is effective or not for students.

As a final point, it is expected that the findings could stimulate future researchers to explore new variables related to this study and determine whether a virtual classes are effective or not for students in this situations.

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