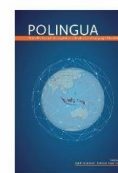




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Senior High Schools Teachers' Perception on Teaching English through Online Platforms during The Lock Down Policy for School due to Covid 19 period

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Abstract— Online learning have changed its identity and purposes because of the pandemic covid-19 issue which creates the situation where online learning through the online platform media is obligated due to lock down policy for school. The main aim of this study is to observe the teachers perception on teaching English through online platforms during the covid-19 period. Beside, the evaluation of the implementation of the online learning through the online platform is also being emphasized. It is a descriptive study in which the data are taken from closed and open questionnaire. The participants of this study are the Senior High School English teachers on West Sumatera which have passed the professional certification for teachers. The result of study shows that the teachers' perception through online platform has changed. Before the pandemic, some of them found that teaching by using online platform is useful and more interesting because it combined with classroom activity. However, during the pandemic where the absolute practice of online platform is harshly required due to lockdown policy for school, it is found that the teachers have changed their perception about online learning. Some obstacles in implementing the online learning are the cause of the change .

Keywords— teachers' perception; teaching English; online platform; covid-19 period.

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I. INTRODUCTION

A. Background of the Study

The outbreak of Covid 19 was declared a Public Health Emergency of International Concern on 30 January 2020 by the World Health Organization and on 12 March 2020 it was announced as a pandemic (WHO, 2020). This condition affects every sector of life throughout the world. The educational sector also cannot survive. Many countries apply varieties of policy that limit people's movement as firstly started by China in January 2020. In the UK, the government limited the gathering of more than two people from different households since 16 March 2020 (Johnson, 2020). As different policies are applied globally, a slightly different reaction was applied in Indonesia where this social distancing regulation was applied rather late. Regardless of when the lockdown was being implemented in any part of the world, the effect is rather similar, the normal life has been affected badly. However, this proposal does not intend to analyse the government's response toward the pandemic. It is aimed at reacting toward the teaching and learning conditions as the effect of the pandemic.

The main background to the initiation of this research is to help assess the perception and feedback from the teaching

during the implementation of the PSBB (lockdown and social distancing policy). Based on current implementation at the departmental observation and the researchers' own teaching evaluation, there are different perceptions and feedback given by the lecturers during the implementation of online learning for English modules. This situation might also be experienced by teachers at lower educational levels. Therefore, cooperation and assistance from lecturers from higher education settings are required to help teachers at school levels.

This study is targeted to find out *teachers' perception about the online teaching before and during the PSBB*. The long-term purpose of this research is to improve English mastery through online learning. Several studies have reported that having good English skills help graduates to find good jobs, developed a better future and earn good living (Al-Mahrooqi & Denman, 2016; Chow & Vu, 2011; Hagan & Wassink, 2016; Maxwell, 2010; Pearson & Daff, 2011, Soerjowardhana & Raden, 2017; Swain & Cara, 2010). These research findings indicate that having good English mastery was useful for participants from different

backgrounds and levels of education to get jobs that were resourceful for their life.

B. Limitation of the Study

This study is emphasised on evaluating teachers' perception about the use of online platforms in conducting English teaching through online media. It is also aiming at finding the success and failure in implementing certain methods of delivery of certain teaching materials.

C. Research Questions

The problems that would be discussed here is: What are the English teachers' perceptions about the online teaching before and during the PSSB?

II. LITERATURE REVIEW

As mentioned in the background of the study, an evaluation toward the implementation of distance learning applied in Indonesia through teachers' perception is the main concern of this project. In order to approach the project academically, a review on literature is conducted and summarised on this chapter. To start with, we study the national curriculum for English teaching at high school levels. The second part of this chapter deals with an overview of Technology-Mediated Learning (TML). The third part contains a review of some studies related to teachers' perception on alternative teaching delivery.

A. National English Curriculum for High Schools

Indonesia has applied rapid varieties of curriculum changes with the latest national curriculum change was in 2013. This curriculum is referred to as *Kurikulum 2013 (K13)* which is also implemented for English teaching throughout Indonesian schools. Since the switch to distance learning was without a thorough transition process, the K13 is being implemented during this pandemic hastily.

This study directed their evaluation of the curriculum implementation to teacher characteristics (e.g., their biological gender, teaching status, their educational background, level of education, the length of teaching experience, and professional development. Even though this study reported that the majority studies of English teaching and national curriculum were conducted to measure the standards and assessment criteria of success, meanwhile Suwarno, Randall & Hite (2019) claimed to approach the curriculum evaluation on other aspects, they still indicated their reluctance to criticise the curriculum openly on their published work.

The next literature identified is from Widodo (2016). The conclusion that this study reported was more sounded than the later studies in 2019. Widodo criticised that the key elements of curriculum such as curriculum materials, pedagogy, and assessment from relevant theories of language, language learning, and language teaching were not detailed in the *K13*. In his book chapter, Widodo revealed ways to reframe the curriculum aiming for providing fresh contribution for designing English language curriculum, that considers agencies of teachers and students together with socio-cultural environments of English learning in Indonesia.

In contrast to those recent literature, critics on national curriculum had been addressed by many experts. This satisfaction toward the national curriculum always exists. This proposal will only mention one of them. Lamb (2004) was pessimistic in Indonesian English teaching curriculum. He reported younger students' independent approach in learning English. Lamb concluded that students' autonomy learning English was essential and recorded that the majority of school students were frustrated in their struggle to learn English. Therefore, further study needs to be focussed on the success of implementing the curriculum from the point of view of the teaching and learning process correlated with the outcome of the learning.

In order to teach English as a Foreign Language (EFL) effectively to students of Indonesian high schools within West Sumatera regions, teachers might have also made some adjustments as reported by Sofiana, Mubarak & Yuliasri (2019) on their research in Jepara. For the current research proposed in this paper, an investigation toward the implementation of the national English Curriculum in West Sumatera through online learning is presented.

B. Technology-Mediated Learning

The concept of technology and English language learning derives from the development of computer-assisted language learning (CALL). It was swiftly replaced by Mobile-assisted Language Learning (MALL), technology-enhanced language learning (TELL), and technology-mediated language learning (TML). There are in fact many terms referring to this type of technology-mediated learning in CALL research (Gruba, 2004). Lian (2004), for example, introduced the development of a Technology-Enhanced foreign/second Language Learning (TELL) framework and some aspects of its implementation. Lian then developed TELL where the focus is on learning to raise students' awareness to acquire the language, not the technology. He proposed an operational space for action that suggests the use of a project-based or task-based framework. Therefore, Lian designed TELL-based teaching to teach listening and speaking in a way that avoided drilling, answering pre-determined questions, and dictionary use. He focused on activating learners' explorative activities with certain texts. Gleason & Suvorov (2012) considered that TELL does not have a significant effect on oral communication, but is an effective way to engage students in learning the speaking skills in foreign language learning. It helped interaction and meaning negotiation between the students. This study investigated students' perception thus a detailed analysis of the success of the technological effect on learning outcomes was not explored.

The phrase Technology-Mediated Learning (TML) is regarded as an 'umbrella' term in some respects but is rarely used in the literature. Preferred terms for the different approaches to the use of computers in the pedagogical context of learning and teaching, are computer-aided/assisted learning (CALL) or computer-mediated communication (CMC). They also refer to generic computer-based production and presentation tools and computer-supported research tools. These tools are increasingly associated with Managed Learning Environments (MLEs). Here Gonzales-Lloret & Ortega (2014a; 2014b) and

Thomas & Peterson (2014) defined an environment in which students can access resources, carry out drills, consult other students and tutors, and access research and assessment tools.

A recent study conducted by Lamb & Arisandy (2020) in Indonesian context found that online informal learning of English useful in motivating students to learn English. The teachers studied lower levels of proficiency students and their English learning who experienced issues with curriculum constraints by integrating online medium into classroom practices, and the way teachers helped their students to learn English. However, students' motivation was recorded as either positively or negatively toward students' language progression (Baetty & Thomas, 2020). It seems possible that these results are due to the nature of the research that is strictly context specific and cannot be generalised for Indonesian high schools. Moreover, integrating the use of ICT into teaching languages need to be evaluated. Chapelle (2001) suggested that any proposed technology-mediated learning should be evaluated for its 1) language learning potential, 2) learner fit, 3) meaning focus, 4) authenticity, 5) impact and (6) practicality.

This part has attempted to provide a brief summary of the literature relating to the use of technology, especially ICT in English teaching. The next part covers about the integration of curriculum and technology and their relations to teachers' perception.

C. Teachers' Perception on K13 and TML in Indonesia

Most studies on perception on learning English through online medium are dominated by students-focused perception, the motivating effect of technology toward students' motivation to learn based on students' perception (Afrilyasanti, Cahyono & Astuti, 2017; Al Arif, 2019; Mundra, 2018; Wright, 2017). There is limited literature found reporting the teachers' perception in relations to these topics. This section reviews three studies on teacher's perception on English learning through online media (Al-Munawwarah, 2015; Agustina, 2017; Darsih, 2015; Muslem, Yusuf, & Juliana, 2018). Based on the study on teacher's perception on K13 and the use of technology in teaching English, majority of the researchers have defined opinion about the implementation of K13.

A descriptive qualitative method study was conducted by Al-Munawwarah (2015) in Bandung reporting teachers' positive perspective about the use of ICT in teaching English. Agustina (2017) reported that teachers are uncertain in the use of technology in teaching English and in line with Ahmad (2014), Agustina recommended English teachers to participate in professional development programme to improve their knowledge and ICT skills to integrate the K13 successfully.

On their study on teachers' perception in the use of technology in Aceh, Muslem, Yusuf, and Juliana (2018) reported obstacles for English teachers using ICT based on limited time, tools, a poor Internet connection and a lack of knowledge and experience of ICT training. In relation to K13, Darsih (2015) conducted a study in Kuningan, West Java and found that teachers reported challenges they encountered in using K13 in teaching English as they have to struggle with work load to prepare administrative materials

for assessing the learning. Meanwhile, they could not see positive progression on their students' skills.

III. METHOD

This proposed project is a descriptive study of the English teachers' perception on the use of technology to help them to deliver their English lessons online. Details for the research methodology are explained further in the following sections.

A. Methodology

This study is a descriptive study which the data are taken from closed and open-ended questionnaires distributed through digital networks. A descriptive study is chosen for the practical purpose as this is a need analysis part of further research on the same title.

B. Participants

The participants of this study are English teachers in West Sumatera, both from public and non-public high schools. Each participant would be recorded anonymously. Similarly, the name of their schools would be coded to maintain their privacy.

D. Data Collection

The main data collection instrument for this study is questionnaire which would be distributed through online media, especially Google Form. Both open-ended and closed-ended questionnaires are used for this research. Online questionnaires on the Google form would be utilised due to some considerations. According to Bryman (2016), online questionnaires are cheaper and quicker to administer, free from the researcher's influence and bias, and more convenient for the respondents. Google Forms was chosen, as the students were very familiar with Google products. This online form is chosen considering its popularity and familiarity among Indonesian educators. Information about this study would be spread through social networks, such as WhatsApp Group, Facebook, Instagram, and Twitter. This data collection has been conducted between June – August 2020.

Prior to data collection, the researchers would follow ethical procedure applied by PNP. The data collected would be handled with care and confidentiality. The data would be stored in encrypted storage with password protected network using paid service and destroyed after the completion of the study. Even though the institution in Indonesia did not require any ethical provisions, UCLan's ethical protocols were employed. Each participant would be required to fill in a consent form before they start responding to the questionnaire and their name and school will be anonymised.

There are six sections that the teachers need to respond online. The first section is for the consent form that would state the participants' willingness to join the study. The next two sections contain 5 closed-ended questions with 5 given options to choose from that related to the research questions 1 and 2. Three sections would be developed using open-ended questions for the third, fourth, and fifth research questions. The last section of the questionnaire is to record

the participants' details. This is designed to be on the last section as this study does not try to identify or evaluate the results based on their category.

Participants would be asked to report their perception using on a five-point Likert scale. The scoring of responses is straightforward: 1 point for "1 Strongly Agree" 5 points for "Strongly Disagree", and 2, 3, 4 points as appropriate for intermediate levels. The responses were then scored for statistical analysis, including descriptive statistics.

E. Data Analysis

Both data from open and closed questionnaire were analysed following the procedures suggested by Creswell & Plano Clark (2011). Preparation of data begins by transferring the data from Google Forms to Microsoft Excel 2016. Microsoft Excel Pivot Tables is going to be used to tabulate the results from the Google Forms (Abbott, 2014). As the number of the data obtain is in small number of data, it would be analyzed directly by using descriptive analysis.

The findings from the closed questionnaire data would be represented by statements summarising the statistical results (Creswell & Plano Clark, 2011) and in a visual form (table) as the result is simply serve in percentage form.

Meanwhile, the open questionnaire results would be analysed thematically using thematic analysis. According to Boyatzis (1998), there were three stages of developing themes and codes: 1) deciding the sample and designing the issues, 2) developing the themes and codes, and 3). validating and using the codes.

IV. RESULT

This study has finished the whole process which had been presented as well in IVICOLL conference on 18 September 2020 for the need analysis and will be published on Polingua Journal for the final result. The result of the research is proceeded based on the questionnaire which consists of open and closed questionnaire that had been distributed to English teacher of Senior High School in Sumatera Barat. The participants approximately on the age between 24 to 51 years with the background of education on bachelor of English level. They are mostly female with the length of teaching experience approximately 10 to 26 years and 83% of them have gotten the teaching certificate. The detailed result is describes as followed:

Teachers' perception about the online teaching before and during the PSBB

Before PSBB, the utilization of online media was only to help the teacher to complete the teaching process that they have given on the classroom and there was no obligation for them to use the online media for teaching. Therefore, not all of the teacher used those online platform to teach English, only for those who really care on using technological development for teaching. However, the pandemic happen and create the situation where the teachers have no option but to use online media totally for teaching English.

The data showed all of them agreed that the use of technology for facilitating learning during the pandemic is very useful although 45,5 % of them stated that they cannot achieve the learning target through the use of technology. In

addition, before the pandemic, the English teachers usually manage to follow the curriculum as expected while during the pandemic they found serious difficulties in achieving the learning target and 63,6 % of them agree that the national English curriculum need to be revised and the application is based on the condition of the school.

TABLE 1.
CLOSED QUESTIONNAIRE RESULT

No.	Subject	Responds (%)				
		CA	A	U	D	CD
1	The use of technology for facilitating learning during the pandemic is very helpful.	63.6	36.4	0	0	0
2	I can achieve the target of the learning through the use of technology.	18.2	36.4	0	45.5	0
3	I do not have significant problems in using technology in teaching English.	18.2	45.5	0	36.4	0
4	I could manage to complete teaching one topic based on the lesson plan for every meeting through online teaching.	0	72.7	0	27.3	0
5	The internet connections did not cause any issues in the interaction with my students.	0	9.1	0	81.8	9.1
6	I used my laptop all the time for the process of teaching and learning.	27.3	54.5	0	18.2	0
7	I used my mobile phone all the time for the process of teaching and learning.	33.3	41.7	0	25	0
8	I used both my mobile phone and laptop all the time for the process of teaching and learning.	83.3	16.7	0	0	0
9	My students like learning through online medium.	0	18.2	0	72.7	9.1
10	I want to continue this kind of teaching through online medium.	0	36.4	0	54.5	9.1
11	I have a better alternative for teaching English if the situation is still the same in the future.	9.1	36.4	0	9.1	45.5
12	I stopped using the technology because none of my students could access my classes online	0	0	0	54.5	45.5
13	The government's planning for providing the internet credit for teachers and students will solve the problem for online learning.	18.2	54.5	0	27.3	0
14	The teaching of English will be benefitted from this online learning.	0	72.7	0	18.2	9.1
15	I would rate myself as being skilful in using the	36.4	54.5	0	9.1	0

	internet technology for teaching					
16	I need more preparation before teaching English online to my students	45.5	54.5	0	0	0
17	The use of platform has to be similar for all schools.	9.1	27.3	0	45.5	18.2
18	The national English curriculum for high school does not need to be revised.	9.1	27.3	0	63.6	0
19	I usually manage to follow the curriculum as expected.	9.1	81.8	0	9.1	0

Noted:

CA = Completely Agree

A = Agree

U = Undecided

D = Disagree

CD = Completely Disagree

Some teachers also experience some obstacles in using the technology although 45,5 % agree and 18,2 % completely disagree that they do not have significant problems in using it, although 72,7 % of them stated that they could manage to complete teaching one topic based on the lesson plan for every meeting through online teaching. They used laptop or smartphone and sometimes both devices in the same times, however, they still complain about the bad connection which happens during the learning process or the amount of internet credit that was needed for the learning process. In addition, almost all students stated that they dislike learning English through online medium in 72,7 % for variative reasons, this condition gave direct impact to the teacher in which they do not want to continue to use this kind of total online learning in the future although during the pandemic they did not have any choice but to apply it. For exact percentage result, please see Table 1.

From the total data can be seen that, the teachers admit that online learning give beneficial for English learning, although they said that they need more time on preparing the learning material on the online platform. It means the teachers have positive reaction toward online learning, this is agreed with Al-Munawwarah's (2015) study which also state that the teachers' have positive reaction toward online learning. It's contradicted with the research from Agustina (2017) and Ahmad (2014) which said that the teachers found difficulties in applying online learning to the class and need more development program about the use of technology for the English learning. However, some obstacles are also found during the study especially for the connection problem, and credit demanding problem, these obstacles also agree with the research from Muslem, Yusuf, and Juliana (2018) in which reported obstacles for English teachers using ICT. In conclusion, their perception on utilization of online media has changed before and during the pandemic. Before the pandemic, they though that using online media for teaching English is beneficial since it combine with offline class activity as well, while during the pandemic,

where they have to face the condition where the online learning have to be utilized totally, they start to find it less effective due to some obstacles they faced during the online learning process.

V. CONCLUSION AND SUGGESTION

Pandemic covid-19 has successfully changed all aspects in human life include learning strategy. The total lock down condition has created the situation where full online learning is required. This condition made the perception of the teaching toward online learning also change. Before the pandemic, online learning was only utilized by several teachers who really care about technology development and have further vision for increasing the quality of English learning strategy which influence by current condition of global world. Beside, they used the online platform learning to support classroom activities only, although some of them also used it by blanded learning. Therefore the perception of the teachers about online learning before the pandemic was positive although not all of the teachers used it.

However, due to the obligation of total utilization of online learning came during the total school lock down because of the pandemic, the teachers' perception through online learning has slightly change from the positive perception into slightly negative perception. This phenomenon happens because for total utilization, online learning have several obstacles which really disturbing the learning activity. Some of the obstacles are the students did not fully understand the explanation of the material through online platform, limited interaction on online learning as the English learning need more practice than theory, the credit for online learning is unaffordable for all of the students and many more.

To overcome this obstacles, teachers and government have made several solutions to support the utilization of online learning platform during the pandemic. However, the researchers can also suggest that this research can be continue by developing an online platform which consists of the material on the online platform, module for teachers to guide the utilization of the online platform for learning.

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