

ENGLISH TEACHERS TEACHING STRATEGIES AND STUDENT'S PERCEPTIONS ON THEIR TEACHERS' STRATEGIES USED IN ONLINE LEARNING

Masitha Syahrani Syahrir¹, Baso Jabu², Sultan^{3*}

^{1,2,3} Universitas Negeri Makassar

E-mail: ¹masithasyahrani@gmail.com, basojabu@unm.ac.id, sultanbaa@unm.ac.id

*Corresponding Author

Abstract

The aims of this study were to find out the strategies used by English teachers during online learning at SMPN 1 Maros and to discover students' perception to teacher teaching strategy used in online learning. The research design in this study was qualitative method and data collected through questionnaires and interviews. The subjects of this study were English teachers and students at SMPN 1 Maros. The sample of the questionnaire was 45 students were selected using technique purposive sampling and interviews of three English teachers and six students were taken using technique purposive sampling. The results of this study showed that (1) there were a number of strategies used by English teachers during online learning including using video media in the form of a link from YouTube, discuss and ask through application WhatsApp, using image media in the form of posters, gifts module, and through zoom meeting app. Next in arranged learning designs, all teachers did not involve student in the arrangement but they the one who composes and designs method learning that will used during the learning process teach, (2) there were a number of perception student to strategy teaching used by the teacher during online learning, among others, perception student show response positive to strategy teaching English teacher. English Teacher already very good in prepare and deliver Theory as well as enjoy the learning process though held online and the teacher has also supported with means adequate infrastructure.

Keywords - Students perception, teaching strategy, online learning.

INTRODUCTION

The teaching and learning process in Indonesia have begun to experience obstacles and new faces due to the outbreak of the Covid-19 virus in the last two years. It was noted that as of March 30, 2021, the number of Covid-19 cases in Indonesia had exceeded 1,505,775 cases with a death rate of 40,754 cases (Gugus Covid-19, 2021). To stop the spreading of corona virus, the government has implemented a large-scale social restriction (PSBB) policy that requires halting all outdoor activities until the Covid-19 pandemic has passed. As a result, in order to limit the spread of Covid-19, teaching and learning activities must be conducted online (in a network) from each student's home.

Legally formally, based on the Regulation of the Minister of Education and Culture

Number 109/2013 Article 2, it states that the purpose of distance learning is to provide higher education services to community groups who cannot attend face-to-face education, and expand access and facilitate higher education services in learning. By applying Technology, Information and Communication (ICT), other technologies, and/or higher education integrated learning, it is possible to view remote learning as an educational system that has the qualities of open, independent learning, and comprehensive learning (Sari, Rifki & Karmila 2020).

Education is the process of forming the character of the nation's generation in order to produce a generation that is superior, intelligent, broad-minded and able to compete in society later. As stated in Law Number 20 of 2003 article 1 paragraph 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. Thus, education is a very important aspect for the sustainability of the Indonesian nation. Education plays a role in the development of attitudes, personality, knowledge and intelligence that exist in students who will later become the embodiment of the ideals of the nation.

A common problem that occurs in educational institutions in Indonesia in implementing distance learning is that there are various aspects that do not meet the standards in the implementation of online learning activities during the pandemic. The economic background of each family that is not entirely capable is one of the reasons why some students do not have media to support online learning activities such as cell phone, laptop and personal computer. Then, the distribution of the internet network in Indonesia which has not been optimal has caused the quality of student learning to decline, as well as the lack of socialization related to the implementation and technical distance learning to students, and a learning atmosphere that is less conducive to the implementation of distance learning activities during this pandemic so that the learning objectives are also less than optimal and not delivered optimally.

According to Fadhilaturrahmi, Ananda, and Yolanda (2021) on her research titled "Teachers' Perceptions of Distance Learning During the Covid 19 Pandemic", showed that the advantage in distance learning is students are often lazy in studying and doing the assigned tasks. The teacher had difficulty in conveying the material to the students because learning was not done face-to-face so that the teacher did not know the extent of the students' understanding. Distance learning is not effective because it is

difficult for teachers because they have never done distance learning before. Furthermore, from the research conducted by Asror (2020) about “Student Perceptions About Online Learning (E-learning) During the Covid 19 Pandemic at SMPIT Ash-Shibgoh” showed that the majority of students felt burdened by the high intensity of the tasks and materials given by the teacher, and almost all students did not agree with the implementation of the online learning system in the long term.

Based on the results of the analysis and review of the previous literature that is relevant to the object of the study, the researchers found that there were no research results that examined students' perceptions of English teacher teaching strategies in more depth during online learning at the junior high school level. Perception is the ability to see, understand, then interpret a stimulus so that it is something meaningful and produces interpretation. Perceptions of students reflect their attitudes or behaviour derived from observations during the online learning process.

From this problem, it raises questions and the object of study for researchers is how effective the application of this online learning process or distance learning is during the pandemic period. Based on the description above, the researcher formulated two research questions in this study, those are:

1. What are the teacher strategies used in online learning during the distance learning period at SMP NEGERI 1 Maros?
2. What are the perceptions of junior high school students at SMP NEGERI 1 Maros on the teacher's teaching strategies carried out in online learning during the distance learning period?

LITERATURE REVIEW

1.1 Definition of Perception

According to the *Kamus Besar Bahasa Indonesia*, perception is a direct response (acceptance) of something, and is the process of a person knowing some things through his five senses. What is meant by response is a person's reaction or response after seeing, hearing or feeling something that is around him.

Perception is a process that is preceded by the sensing process, namely the process of receiving a stimulus by the individual through the senses or also called the sensory process. This process then continues in the stimulus process and then the perception process is formed. Therefore, the sensing process is a precursor to perception. The sensory process through the eyes is transmitted to the nerve centers of the brain, and there is a psychological

process, so that a person is aware of what he sees, what he hears, and what he feels and so on. Then a perception is formed within the individual. This sensing process takes place all the time, when the person/individual receives a stimulus through the senses. Namely, the eyes as a tool for seeing, the nose as a tool for smelling, the tongue as a tool for taste, the skin as a tool for touch, all of which are sensory organs used to receive external stimuli.

1.2 The indicators of perception

- 1). Response. Response as one of the main functions of the soul, can be interpreted as a memory image from observations when the object that has been observed is no longer in the space and time of observation.
- 2). Opinions. Opinions are the result of thought work that puts the relationship between one response to another between one understanding and another, which is expressed in a sentence.
- 3). Rating. When we perceive something, we choose a certain view of what is perceived. A person's perception refers to the process that makes him know and think, assessing the qualities and internal states of a person.

1.3 Factors affecting perception

According to Miftah Toha's (2003), the following factors can affect someone's perception:

- 1). Internal factors, including emotions, attitudes, personalities, prejudices, wishes, or expectations; learning processes; physical and mental health; needs and values; interests; and motives.
- 2). External factors: one's family history, information acquired, surrounding knowledge and requirements, intensity, size, opposition, recurrence of motion, and the presence of unfamiliar and new items.

Walgito (2004, p. 70) states that there are a number of elements that influence perception, including:

- 1). The perceived object. The stimulus from the object strikes the sense organs or receptors. In addition to coming from outside the person who is perceiving, stimuli can also arrive from within the person in question and hit the receiving nerve, which serves as a receptor, directly.
- 2) The nervous system, nerves, and sense organs. Sensory receptors are tools for receiving inputs, and sensory nerves are necessary for transmitting the stimulus from the receptor to the central nervous system, specifically the brain, the seat of consciousness. A motor is

required as a tool to trigger a response because. As a tool to make a response, a motor is needed that can shape one's perception.

3). Attention. To realize or to make a perception requires attention, which is the main step as a preparation in order to make a perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects.

These factors make individual perceptions different from each other and will affect individuals in perceiving an object, a stimulus, even though the object is really the same. Even when an object is actually the same, these elements cause individual perceptions to differ from one another and will influence how stimuli are perceived by various people. Even under the same circumstance, how one individual or group is perceived might be substantially different from how another person or group is perceived. Individual differences, personality differences, attitude differences, or motivational differences can all be linked to variations in perception. Basically, a person's perspective is formed internally, although perception can also be shaped by experience, the learning process, and information.

1.4 Student perceptions

Two types of student perceptions are outcome expectations and perceived self-efficacy. *Outcomes expectations* are beliefs about anticipated outcomes of actions. People select actions they believe will be successful and attend to models who they think will teach them valued skills. Outcome expectations sustain behaviors over long periods when people believe their actions will eventually produce desired outcomes (Bandura, 1986). *Perceived self-efficacy* refers to judgments of one's capabilities to organize and implement actions necessary to attain designed performance levels. Self-efficacy can influence the choice of activities, effort expended, and persistence. Although these outcomes are typically associated with motivation, they also affect learning (Schunk, 1989).

The involvement of students in the learning process is essential, and their perceptions provide methodological difficulties. The teacher can reflect on and modify his teaching tactics to improve students' learning and achievement with the help of knowing how students think and perceive things.

1.5 Teaching Strategy

Strategy as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. The meaning teaching strategy in learning

process as a technique or style that the teacher does in the teaching language process to give students more space in thinking and developing cognitive ability (Suhendar & Iskandarwassid, 2008). Furthermore, Brown (2001) defines teaching strategies as specific method of approaching a problem or a task, modes of operation to accomplish a particular end, or planned designs to organize and operate certain information.

1.6 Types of teaching strategies

Burdon & Byrd (1999) suggested several strategies that teachers can choose in teaching and learning process, namely as follows:

- 1). Deductive-inductive strategy. With the deductive strategy, learning begins with known principles to unknown principles. With an inductive learning strategy, learning starts from unknown principles to known principles. The strength of this deductive strategy is centered on learning strategies that link between the teacher's example and the student's task.
- 2). Direct expository strategy, the teacher structures the lesson by advancing in sequence. The teacher carefully controls the material and skills being studied. In general, with the direct expository strategy, the teacher conveys new skills and concepts in a relatively short time. The direct learning strategy is centered on the material and the teacher conveys the learning objectives clearly to the students. Teachers monitor students' understanding and provide feedback on their performance. Included in the direct learning strategy, namely explicit learning. Complete learning strategies are based on the belief that all learners can complete the material being taught if the learning conditions are prepared for it. These conditions include that students are given sufficient study time, there is feedback for their performance, individual learning programs, relating to the portion of material that was not mastered in the initial learning, and the opportunity to demonstrate mastery after receiving remediation.

1.7 Perception on Teacher Strategy

According to Allport (1968), perception refers to how people assess those they come into contact with. What a person believes, feels, and would like to do in relation to an idea or thing depends on their attitude toward it. Schunk (1996) described attitude as ingrained values that guide behavior and are acquired via life's experiences. This has to do with a person's tendency to act or respond in a certain way in response to a scenario (Amoo & Rahman, 2004). Thus, how the students view their teachers may affect how they feel about English or any other subject they are studying. The majority of the time, students evaluate

their teachers based on their subject-matter expertise, communication skills, choice of an effective teaching strategy, and overall classroom management abilities. Students are more likely to have trust in, respect for, and admire a teacher who scores highly on these indices in their eyes.

1.8 Online Learning

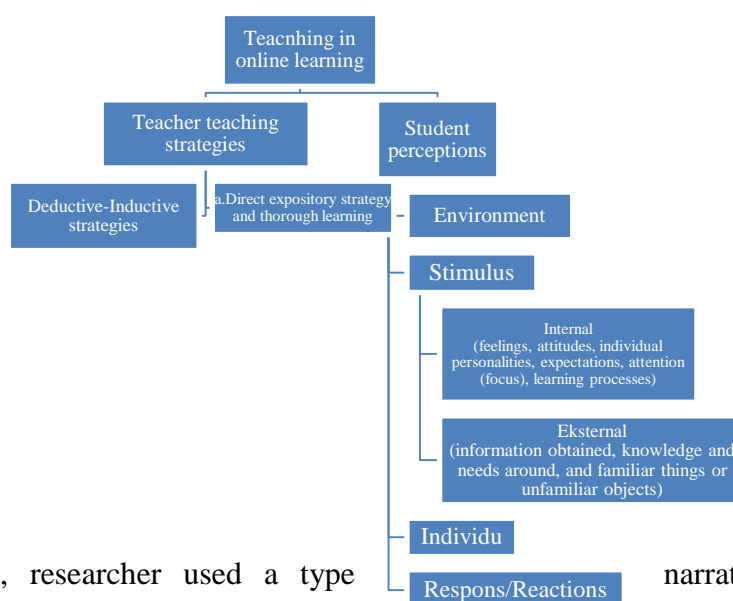
Online learning is essentially distance learning (PJJ). Since the middle of the 18th century, there has been a distance learning system that has existed. Since its inception, distant learning has always employed technology to implement learning, from the most basic simplest to the most advanced. In a nutshell, the history of distant learning can be divided into categories based on the major technology it employs. For instance, Taylor (2000) divides the generation of distance learners into five (5) generations, including: the correspondence model, the multi-media model, the tele-learning model, the flexible model, and the smarter flexible model (The Intelligent Flexible Learning Model). In the fourth and fifth generations of PJJ, jargons that are very popular in the community such as e-learning, online learning, and mobile learning are born which further popularize the PJJ phenomenon.

Therefore, online learning refers to learning that takes place online. Consequently, network learning or online learning are the Indonesian translations of online learning. The phrase "online learning" is frequently used interchangeably with phrases like "e-learning," "internet learning," "web-based learning," "distributed learning," and others (Ally, 2008). Online learning is now frequently used interchangeably with the phrase "mobile learning," or "m-learning," which refers to online learning via mobile communication devices like tablets and smartphones.

Learning is not just sharing learning material on the internet network. In addition to online learning resources, there is also a teaching and learning process through online. The interaction that takes place while learning is the primary distinction between online learning and simply using online learning materials. Learning interactions include those between the student and the instructor or facilitator, with other students, and with the material itself (Moore, 1989). A learning experience will be produced by the three different sorts of interactions that take place in online learning.

1.9 Conceptual Framework

The flow of this research framework can be explained as follows. The online learning process has started since the outbreak of Covid-19 in Indonesia. The government issued a policy that required the entire teaching and learning process to be held online and carried out from home. Due to changes in the teaching and learning process that was previously carried out in the classroom to be online, in this study, we wanted to find out the strategies used by teachers in the online learning process and find out about student perceptions regarding the strategies used by teachers. Therefore, in this study focused on students' perceptions of the teachers' teaching strategies used in online learning for junior high school students.



METHODS

In this study, researcher used a type or method descriptive. Where method study narrative research this is design study about humanity where researcher learn life individuals and ask a or group individual for tell life them (Riessman, 2008). This research was conducted at junior high school in SMP Negeri 1 Maros. The population of this study are all students and teacher at SMPN 1 Maros. And the subject of this study consisted of three English teachers and 45 students taken from the part of the population selected using *puposive sampling technique*. Data collection techniques used in this study are: Teachers' interview, Students questionnaire, and Students interview. In this research developed two instruments used in collecting the data, namely using a questionnaire and an interview.

FINDINGS

From the results of filling out the questionnaire and interviews conducted, the researcher found several research results. In this study, researcher found several strategies

used by teachers during the online learning process and various students' perceptions of the teaching strategies used by their English teachers during distance learning applied. This is in line with the opinion according to Facella, Rampino and Shea (2010) which state that different strategies were used that would best meet the needs of each child as an individual. The strategies fell into three main categories: strategies for engaging learners emotionally, strategies for teaching language specifically, and strategies for teaching in general.

1. The Teachers Strategies Used in Online Learning During the Distance Learning Period

From the results of the research described above, it was found that before starting the learning process, the thing that was done by the English teacher at SMPN 1 Maros during the first online learning was the preparation stage. This is in line with the opinion of Asril (2013) which states that “the skill of opening lessons is an effort made by the teacher to create proconditions for students so that their mental and attention are focused on what they are going to learn.” The researcher found that the agreement designed by each teacher was different. Some regulate attendance, time for collecting assignments, discipline and activity during the learning process. The teacher also stated that the agreement they built was agreed upon and implemented by the students, although some sometimes did not comply. In addition, to see the motivation of students in applying these rules, the teacher still cannot see whether in terms of student motivation it can increase or not, but they still pay attention in terms of student activity and participation during the learning process.

Furthermore, the strategies applied by English teachers during the learning process are almost the same. It was found that several learning methods were applied by the teacher during online learning, starting from using video media from YouTube, image media in the form of posters, and through Zoom meetings. In providing opportunities for students to work in groups, during the online learning process the teacher provides opportunities for students to work in groups and create positive competition between students.

Some of the obstacles experienced during online learning were that it was difficult to see student responses directly because they did not meet face-to-face so they could not directly assess students at the same time, problems with students' cellphones that were not active so they did not participate in the teaching and learning process, and inadequate quota constraints, and sometimes there are late entry zoom or many permissions. This is relevant to Fadilaturrahmi et.al, (2021) the teacher had difficulty in conveying the material to the students because learning was not done face-to-face so that the teacher did not know the extent of the students' understanding. The efforts made by the teacher to overcome these

problems are maximizing student attendance, providing additional assignments, and privately chatting with students to ask about their activities.

2. The students' perceptions on English Teacher teaching strategies used in online learning

Students' perception of teacher preparation before starting the learning process is good. Students stated in the results of filling out the questionnaire that the English teacher was very good at preparing and delivering learning materials at each meeting. The teacher has also opened and closed the lesson well with the procedures usually carried out by the teacher, namely, greeting, checking student attendance and presenting materials. And the teacher also motivates students well by for example giving encouragement, words of motivation and direction.

Furthermore, students' perceptions of the strategies used by English teachers during online learning showed that students had quite enjoyed the learning process even though it was done online from home. The results also show that students' perceptions of the material and assignments given by the teacher are well structured, even though they do more assignments than the material, but they can enjoy it and their English teacher also uses various learning media well and is very attentive to the presence of their students in every lesson.

Based on students' perceptions of the problems faced by teachers during online learning, it shows that teachers do not face significant obstacles. The majority of students answered that the teacher had been supported with adequate facilities and had a good understanding of the learning media used during online learning.

CONCLUSION

There are a number of strategies used by English teachers during online learning takes place, including: using video media in the form of a link from Youtube, discuss and ask through application Whatsapp, using image media in the form of posters, gifts module, and through zoom meeting app. Next in compose learning design that, all teachers don't involve student in the arrangement but they the one who composes and designs method learning that will used during the learning process.

Besides that, this study also finds that perception student show response positive to strategy teaching English teacher. Student state that their English teacher already very good in prepare and deliver Theory as well as enjoy the learning process though held online and the teacher has also supported with means adequate infrastructure.

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