

Teacher Perception in Teaching English for SMP in Klaten Regency During Covid-19 Outbreak

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Abstract

This study explores teacher perception on teaching English using online system and describe how teacher prepare teaching objectives, teaching materials, teaching methods and evaluation process for SMP students. This study applies a case study design with quantitative approach. A number of 22 SMP English teachers in Klaten were recruited as participants of the study. Data were collected using checklist through the virtual Focus Group Discussion. Basically, data were analyzed using descriptive statistics that present the rate percentage and diagram. Results show in general teachers perceive that online teaching is not prospective viewed from students' perspectives. Based on the curriculum planning, teaching objectives are perceived to teach the knowledge competence through reading and listening, and skill competence through writing and speaking. Teaching materials are developed based on the 2013 Curriculum and syllabus by relying on the online teaching materials. Teaching method is basically based on Google meet and Google classroom. In addition, evaluation is mainly done through Google form, and subsequently paper-based task but submitted online.

Keywords: online teaching, curriculum planning, competence, core competence.

1. INTRODUCTION

Teaching English and teaching other subjects at schools is now facing problems. In general, the strategies to design curriculum planning need update to adjust with the language development. In Indonesia, the adjustment concerns with instructional design as indicated in the 2013 Curriculum. Specifically, the world is now facing Covid-19 outbreak that affects the application of online learning system.

According to Freeman & Anderson (2011) teaching English should refer to the curriculum planning properly. The curriculum planning offers four substantial design, including: the purposes, teaching materials, teaching methods, and the evaluation process. Purposes indicate how teachers set the materials and make steps to teach in the classroom (Al-Qahtani & Higgins, 2013). Teaching materials are the scopes and topics of the materials the teacher should develop for the classroom presentation. Teaching methods are techniques or teaching models the students should engage in the classroom interactions. Finally, the evaluation is the strategies how teachers asses students' achievement after teaching materials are served.

Problems on developing teaching materials and curriculum are the main issues in the online teaching (Balakrishnan & Puteh, 2014). Our survey and the discussion with English teachers indicate that teachers face problems in four scopes that relate to the material design. Though sources of materials are available in textbooks, internet and online sources, teachers are confused with the theories to develop the materials. For instance, the 2013 Curriculum outlined that the core competence of teaching is knowledge competence and skill competence (Depdikbud, 2020; Yuyun, 2012). The teacher simply interpret that knowledge competence is indicated by reading and listening skills, and skill competence is implemented in writing and speaking skills. Therefore, teaching English at SMP is focused on reading (Mulyana, et. al, 2020).

In the era of Covid-19 pandemic, the material design is not easy to develop. All the aspects of life have changed after the pandemic now hits all over countries in the world. No one is invulnerable from the virus. ILO (International Labor Organization, 2020) claims that almost all sectors are affected, such as media and culture, the forest sector, public service, road transport, public emergency services, automotive industry, food retail, textiles, clothing, leather and footwear industries, civil aviation, health sector, education sector, maritime shipping & fishing, tourism sector, agriculture and food security.

In the area of teaching, it seems every teacher can work easily when the learning is presented in a face to face-class. In the covid-19 outbreak, teachers are not allowed to meet their students in the classroom. The way a teacher teaches is by online on the internet and virtual basis. The Covid-19 outbreak has now spread to approximately 215 countries in the world (ILO, 2020), including Indonesia. The pandemic has influenced all structures of normal life. Schools and colleges are closed to reduce the chain of the spread of the coronavirus. This condition requires educational institutions to innovate in the learning process. One form of this innovation is by learning *online* or online (Jamaluddin et al., 2020). On 24 March 2020, the Minister of Education and Culture of the Indonesian Republic issued the Regulation of Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of Covid-19.

This way, the education must be conducted by online. Initially, Rodrigues & Vethamani (2015) introduced an online program through English Proficiency in Conversation (EPiC) as a web-based programme. EPiC is designed to serve a learning environment where individuals can have one-on-one conversation with language coaches at their convenience. EPiC focuses on the development of oral skills. This online programme is provided by a division of Genashtim Innovative Learning which has been involved in online education since 2004 (<http://global.epiclanguage.com/>) (Rodrigues & Vethamani, 2015).

During the pandemic era, the online learning has been inseparable part of the education system. Soliman (2014) believe that learning in the pandemic era is basically web-based that relies mainly on the Internet. The classroom environment is virtual which means, there is no face-to-face communication between the instructor and the students (Mirzaee, 2016; Dewi, 2020). The way teachers and students meet, can be synchronous and asynchronous. Synchronous indicates that students and the instructor engage in the learning activity at the same time; asynchronous is used where students

have the option to choose the convenient time for their learning experience (Bhalla, Jajoo & Kalantri, 2002; Haryanto, 2020). To this end, a teacher should be skillful on the online technology and innovative in learning media. Learning media can make the messages and encourage students the way toward learning in class (Akrim, 2018).

The learning from home process through online or distance learning can serve meaningful learning experiences for students. It is meaningful on life skills education and English skills. The learning activities and assignments can vary between students, according to their interests, conditions, and gaps in access and learning facilities at home (Kemendikbud, 2020). It tends to be characterized by the use of electronic frameworks, for example, web, PCs, mixed media CDs (Mohammadi et al., 2011).

However, some challenges also appear in the online learning. The first challenge is quality of the teachers. Bhalla, Jajoo & Kalantri (2002) assert that "the quality of any teaching program cannot rise above the quality of its teachers". Cheng and Wang (2004) believe that teachers are central in teaching. Meshkat & Hassani (2012) asserted that teachers are the most important participants in educational reform, simply because they are in direct contact with what goes in the classroom. In teaching perspectives, teachers have an important role in learners achievement (Babai, Shishavan & Sadeghi, 2009). Teachers' lack of competence is a demotivating factor among learners (Meshkat & Hassani, 2012; Sakai & Kikuchi, 2009). In addition, teacher's classroom management is believed to enhance teaching and so affects students' learning. In the online teaching context, the role of teacher is also prominent not only on the ways the teachers apply the technology but also how they develop the teaching materials.

Most researches in EFL has centered on learning, methods of teaching, textbooks, curriculum development, testing, and learners. It indicates that teachers are responsible in the classrooms and make learning takes place (Astuti & Oswari, 2012). Khong and Saito (2014) define the challenges into social challenges, institutional challenges, and personal challenges. Anyiendah (2017) put teachers training and innovative skills as other challenge. Challenges also come in variety of cases, such as the limited classroom opportunity, the mismatch between language policy and the actual practice in lower primary, learners' negative attitude toward English, overloaded English primary curriculum, large classes, and limited access to resources. In addition, Behroozi and Amoozegar (2013) indicate that insufficient teaching times, limited teaching resources, low proficiency in speaking English, and inadequate use of technology during teaching times are also the big challenges. Nakayama et al. (2006) point out that not all students will be successful in learning online, because success is affected by the learning environment and the characteristics of students.

Research Questions

Based on the background above two research questions are sought to answer to proceed the research procedure. They are:

- 1) What perceptions are conceived by the English teachers to teach English for SMP in Klaten during Covid-19 outbreak?

- 2) How do teachers develop English lesson for SMP in Klaten based on the purposes, teaching materials, teaching methods and teaching evaluation during Covid-19 outbreak?

2. METHODS

This study used a case study design and applied quantitative approach to analyze the data (Yin, 2016). The focus of this study was teaching English through online system prepared by SMP teachers in Klaten, Central Java. The preparation of teaching was elaborated into how teachers develop teaching materials and problems they face in handling the online teaching process (Zhafira, Ertika & Chairiyaton, 2020). The participants of this study were English teachers in Klaten joining in the Teacher Association on English Subject (MGMP). The number of participants was 22 teachers, distributed in 14 females and 8 males. The researchers used checklist and closed-ended questionnaire to collect data for this study. Data were collected through a virtual Focus Group Discussion (FGD) that involved all 22 participants in one session of FGD (Cheng & Wang, 2004). A week before the virtual FGD was conducted, the researchers collected the checklist answer distributed to 22 teachers. After being collected and data were identified, the researchers invited the participants to have a virtual meeting in terms of FGD. During the FGD, the researchers also conducted an interview to clarify the results of checklist. Data were basically analyzed using descriptive statistics in terms of frequency, rate percentage and diagram. In addition, data on the results of interview were also added to complement the themes of the focus of the study.

3. RESULTS AND DISCUSSION

Results of the study present the answers of two research questions. Prior to the presentation, an analysis of the teacher's demography is given.

3.1. Perceptions on Teaching English During Covid-19 Outbreak

3.1.1. Teacher Demography

Teacher's demography describes teacher's background from the gender, education, age and teaching experience. Results of the demography appear in Fig. 1, Fig. 2, Fig. 3, and Fig. 4.

As the figures suggest, teacher's profile is distributed into 4 categories: gender, age, education and teaching experience. The demography analysis indicates that of 22 teachers, based on their gender, there are 8 male (36.4%) and 14 female (63.6%). The education level is categorized as of 16 in S1 level (72.7%) and 6 in S2 level (27.3%). Based on the teachers' age, the analysis shows that of 22 teachers, there are 68.8% who were 25-40 years age and 31.8% were 41-50 years old. In addition, teaching experience of the SMP teachers is distributed into 14 as for 1-10 years teaching experience (63.6%), and 8 as for the 11-20 years of teaching experience (36.4%).

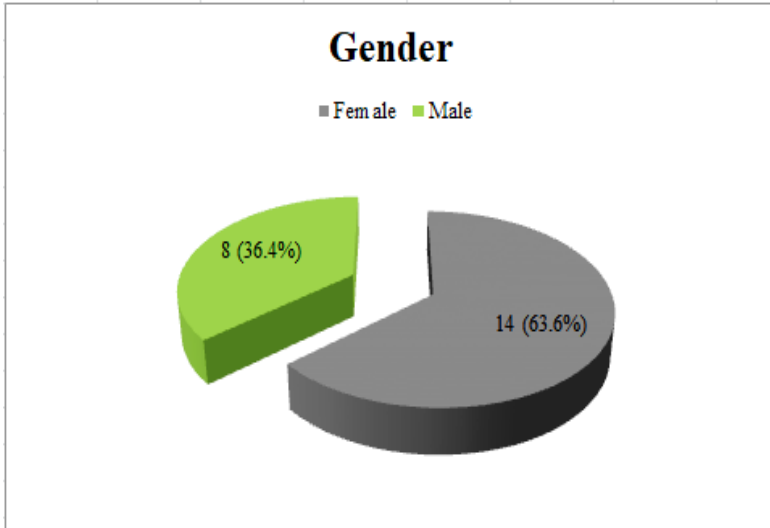


Fig. 1. Teacher background based on their ages

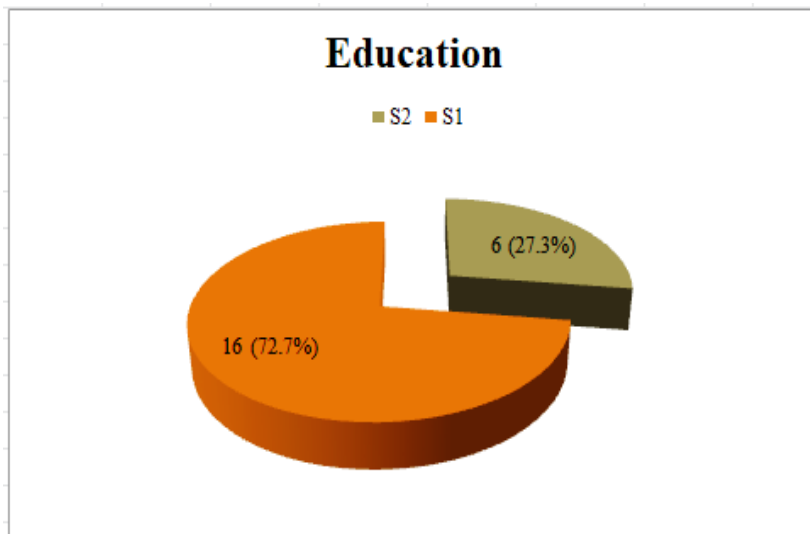


Fig. 2. Teacher demography based on their education

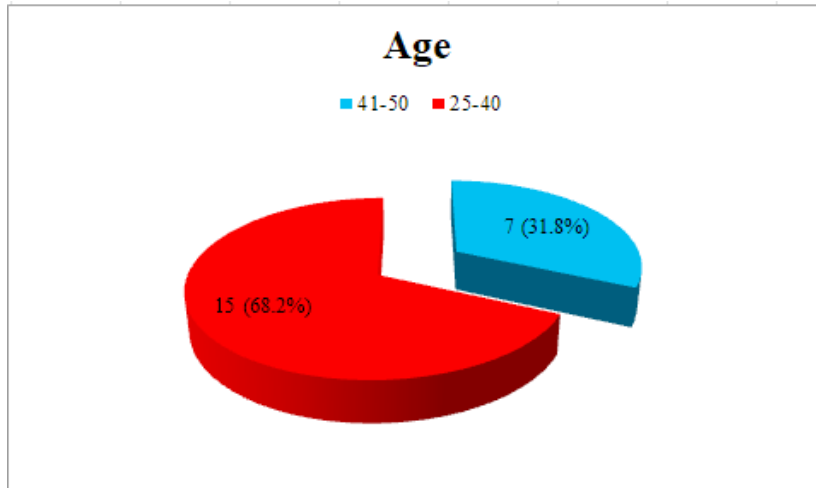


Fig. 3. Teacher demography based on their age

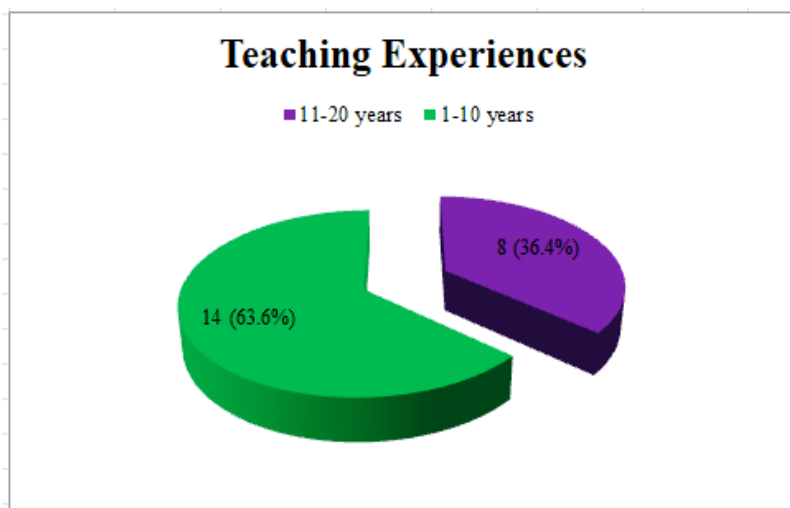


Fig. 4. Teacher demography based on teaching experience

3.1.2. Perception on Teaching English

Teachers' answer on the perception of teaching English in the Covid-19 outbreak in Klaten appears in Fig. 5. The answers are listed into 13 perspectives and are categorized in to 5 areas: purposes, methods, material development, evaluation and obstacles to conduct the online teaching.

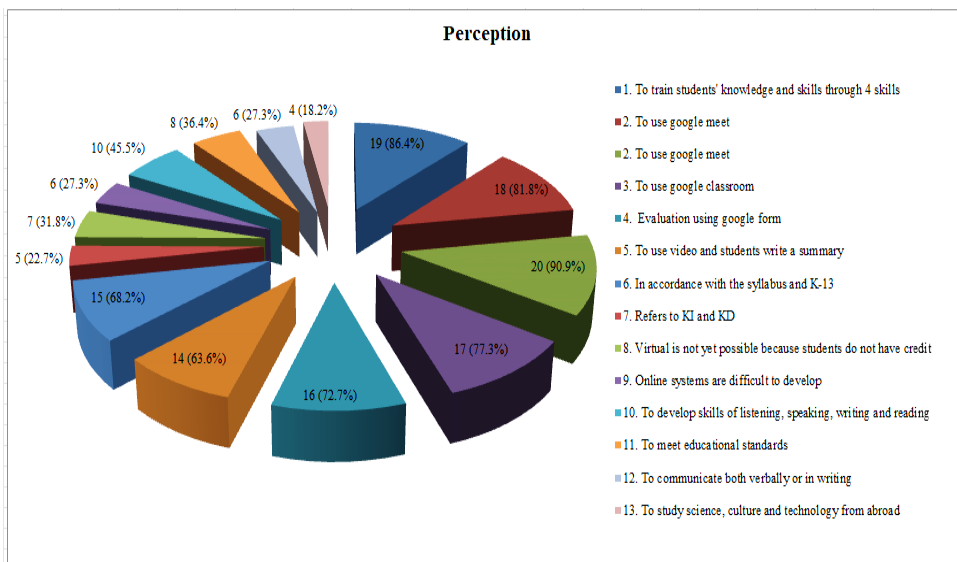


Fig. 5. Teacher perception on the teaching English in the Covid-19 outbreak

Data on Fig. 5 then are classified into 5 categories as appear in table 1 to table 5. As table 1 suggests, the main purpose of the teaching English for SMP in the pandemic era is perceived as to teach four English skills (86.4%), and the least is to study science, culture and technology (18.2%).

Table 1. Purposes of teaching English at SMP in pandemic era

Description	F	%
1. To train students' knowledge and skills through 4 skills	19	86.4
2. To develop skills of listening, speaking, writing and reading	10	45.5
3. To meet educational standards	8	36.4
4. To communicate both verbally or in writing	6	27.3
5. To study science, culture and technology from abroad	4	18.2

The teaching methods applied in the online are Google based methods (See Table 2). Teachers perceive Google classroom (90.9%), and Google meet (81.8%) as the main online teaching methods they apply. Both terms are differentiated by the teachers in that Google classroom is applied for the assignment and interaction during the teaching process and Google meet is to indicate the general meeting without interaction.

Table 2. Methods of online teaching

Description	F	%
1. Google classroom	20	90.9
2. Google meet	18	81.8

When identifying the material development during pandemic era, teachers perceive two areas as appearing in table 3. The first area is that materials are developed

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in reference to core competence and standard competence (68.2%) issued by the Ministry of education. The second development is based on the syllabus of K-13 (63.6%).

Table 3. Development of materials

Description	F	%
1. Refers to KI and KD	15	68.2
2. In accordance with the syllabus and K-13	14	63.6

Regarding the perception on evaluation process, the analysis appears in table 4. Two basic models are used by the English teachers, to use google form (77.3%), and to submit a paper-based assignment manually (72.7%).

Table 4. Development of materials

Description	F	%
1. Evaluation using google form	17	77.3
2. To use video and students to write a summary	16	72.7

Finally, the perception refers to general obstacles in handling online teaching. Table 5 shows that in general online teaching is not well prepared basically the system is difficult to develop (31.8%) and students do not have enough internet quota to run the online learning process (22.7%).

Table 5. General obstacles of handling online teaching

Description	F	%
1. Online systems are difficult to develop	5	22.7
2. Virtual is not yet possible because students do not have credit	7	31.8

3.1.3. Lesson Development Process During Covid-19 Outbreak

The development of the lesson for SMP students in this part indicates four aspects of curriculum planning. The development focuses on what purposes of the development, how teaching materials are developed, how teaching methods are selected, and how evaluation is done by the English teacher.

3.1.3.1. Purposes

The purposes of teaching English appear in Fig. 6. Teachers are requested to list their objectives and they are confirmed through interview. The results replicate general perception identified in the first section. The objectives of teaching English include (1) to provide 4 skills: listening, reading, speaking and writing (100%), (2) to acknowledge technology and culture (81.8%), and (3) to develop education standard (72.7%).

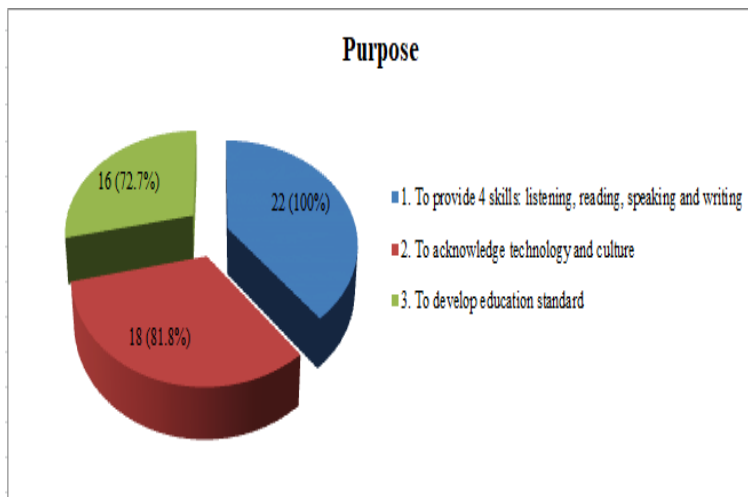


Fig. 6. Purposes of teaching English to SMP students

3.1.3.2. Teaching Materials

Referring to Fig. 7, this study obtains that teacher use 8 considerations to develop teaching materials. Of 8 options, 5 are answered by 100%. Teachers confirm that they develop teaching materials by the considerations (1) As required in K-13 syllabus, (2) Knowledge competences are reading and listening, (3) Skill competences are speaking and writing, (4) Students Work Sheet, and (5) internet. Three options are available that teachers develop teaching materials based on (1) textbook (90.9%), (2) google search (81.8%), and (3) adapting from various sources (54.6%).

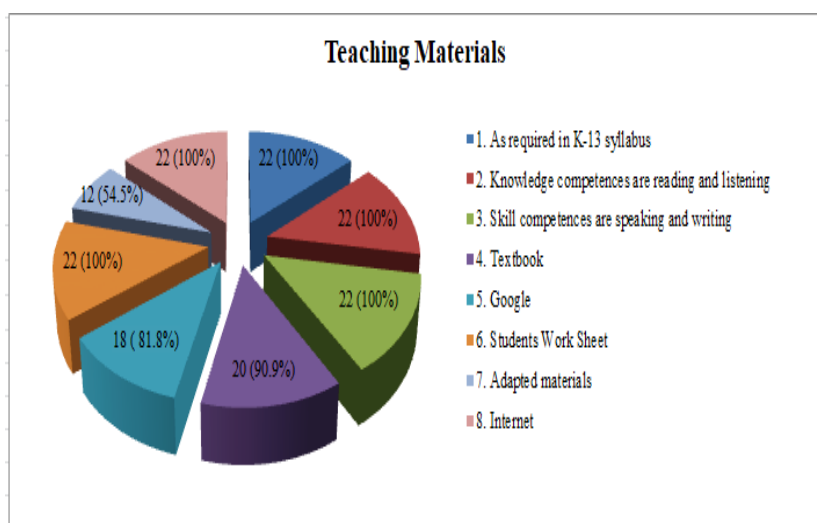


Fig. 7 Ways to develop English teaching materials for SMP

3.1.3.3. Teaching Methods

Regarding teaching methods the teachers apply for the online teaching, 6 options are replied. As Fig. 8 suggests of 6 options, 3 are applied by 100% teachers, they are

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(1) google classroom, (2) google meet, and (3) google form. These variations are (1) internet (81.8%), (2) WA group (54.6%), and (3) email (36.4%).

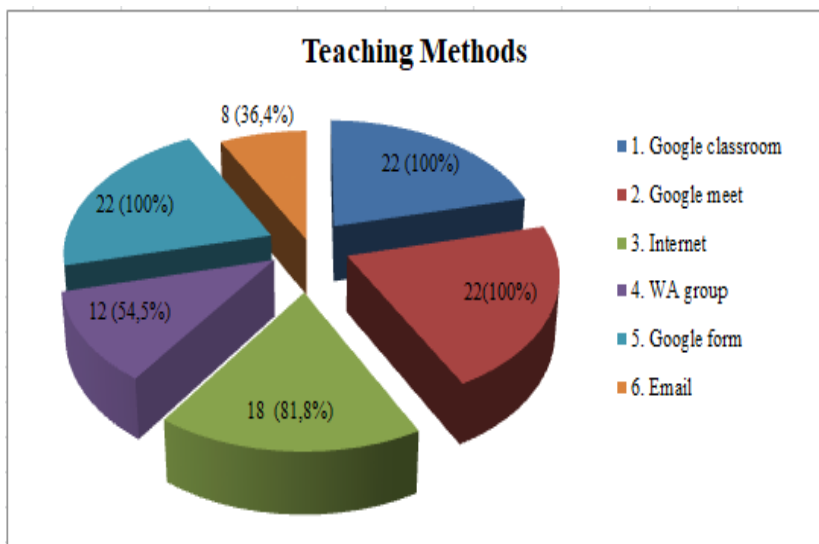


Fig. 7. Consideration to use the methods for online teaching

3.1.3.4. Evaluation

Finally, the evaluation techniques used by English teachers for the online teaching is served in Fig. 8. The results show that teachers apply 4 kinds of evaluation system. Three of the systems are fully applied by 100% teachers, they are: (1) Google form for general assessment, (2) assessment reading and listening using google form, and (3) online submission for task and homework. One that is done by 45.5% is to assess writing and speaking. The evaluation is conducted in terms of product, practice and project.

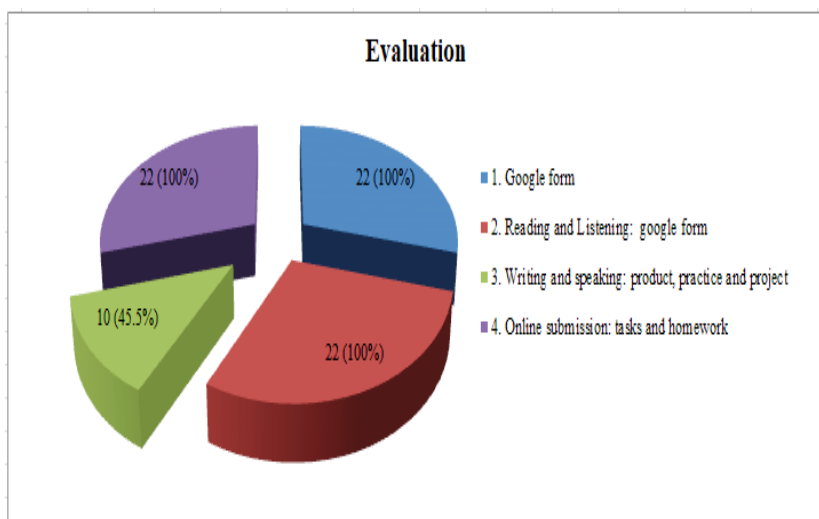


Fig. 8 Evaluation process used in the online teaching for SMP

3.2. Discussion

Drawing the research questions of the study, the finding indicates that teachers perception on teaching online is affected by the conditions of the students and the environment. Basically, the teaching online is based on the internet that the support system is limited. Teachers refer to K-13 and syllabus as their consideration of teaching and development of materials. The teachers perceive that teaching English in reference to K-13 is developed based on knowledge competence and skill competence. Knowledge competence refers to the teaching of reading and listening. This is the focus of teaching materials. In addition, skill competence is to teach writing and speaking. Teachers perceive that teaching online is basically divided into four kinds: the objectives of teaching, developing teaching materials, using the online teaching techniques, and the evaluation process. In addition, teachers believe that teaching English through online system is hard to apply because the internet quota is limited and students do not have access for the online platforms such as internet, email, virtual. Students have the access only for the android service, that use only google meet or google classroom that are free of charge.

Pertaining to the above findings, the discussion is addressed to comment the curriculum planning as suggested by Freeman & Anderson (2011) and Nakayama et al. (2006). The purposes of teaching have been perceived as to provide students with four language skills, listening, speaking, reading and writing. This finding is in agreement with Haryanto (2020), Zhafira, Ertika & Chairiyaton (2020) and Yuyun (2020), stating that English skills are the core purposes of teaching in Indonesia. However, different from Freeman & Anderson (2011) this study confirms that teachers miss an proper interpretation. In the curriculum planning, objectives refer to the way teachers develop teaching strategies to present materials in steps during the teaching process (Mohammadi et al., 2011).

Second discussion is addressed to show how core competence is perceived. K-13 admits the teaching should be based on Core Competence (KI), especially knowledge competence and skill competence (Depdikbud, 2020). This finding indicates that teacher perception on the understanding of the competence is not proper. Knowledge competence in English lesson is perceived as to teaching reading and listening. In addition, skills competence has been perceived as to teach speaking and writing (Dewi, 2020; Hastuti & Oswari, 2012). This implies that teaching materials the teachers prepare are focused on reading and translation.

Finally, this study finds that teaching online faces basic problems for the students (Khong and Saito, 2014). First, support system in each school is limited so that the online platform available is google classroom or google meet only. The development for more advanced online model, such as moodle cannot be initiated. The use of email and other individual use of the internet is not ready to use. This study confirms that the use of online teaching is problematic and teachers cannot create more advanced teaching strategies using the online system (Hastuti & Oswari, 2012; Khong and Saito, 2014; Anyiendah (2017). The challenges are confirmed to put teachers training, innovative skills, the limited classroom opportunity, the mismatch between language policy and the actual practice in lower primary, learners' negative attitude

toward English, overloaded English primary curriculum, large classes, and limited access to resources (Behroozi and Amoozegar, 2013).

4. CONCLUSION

This study aims to see teacher perception on the teaching of English and four scopes of curriculum planning that involve defining teaching objectives, materials development, teaching methods and evaluation process. In general, teaching English online is perceived problematic. The availability of support system and internet quota is the main problem. The aims of teaching are wrongly perceived in that knowledge competence is to teach reading and listening. In addition, the skill competence is perceived to teach speaking and writing. Teaching methods applicable for online teaching are basically Google meet and Google classroom because students have only android to access the online teaching. The evaluation process is fully relied on google form, paper-based evaluation is taken but the students have to submit online. This study has its limitation on the exploration of data. Future research is suggested to enlarge the participants and use multiple data collection techniques. Practically, problems on online teaching system have to be solved through the policy. Government should enlarge the support system and service for students to access the internet quota.

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