

# TEACHERS' PERCEPTION IN TEACHING AND LEARNING ENGLISH OF VOCATIONAL HIGH SCHOOL DURING PANDEMIC COVID-19

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## ABSTRACT

In the current era, teachers have to take a lot of learning training using technology media because this pandemic student cannot carry out learning in class, but in their respective homes. The use of learning application media is very important for the current learning process, such as the Google Classroom application media, WhatsApp, Microsoft team 365, zoom, Google Form etc. The research wants to investigate 3 aspects in teaching for teachers'. Those are teachers' preparation, teachers' implementation, and teachers' assessment. In this study was conducted for 4 teachers randomly in each schools of Vocational High School in Jombang. Here, the researcher use Robbins (2002:14) to conducted this study. The new learning method for teachers for the teaching process currently brings many obstacles. Such as have occurred while preparing learning materials, learning targets that are not fulfilled properly, assignments that are not collected on time, ineffective learning communication, etc. greatly make teachers have to be extra creative and update learning media, in order to facilitate the online learning process. Therefore, this study focuses on teachers' perceptions of English teaching and learning in vocational schools during the pandemic. The preachers use Descriptive case study in this research. The results showed that the learning process during the pandemic had several negative and positive perceptions. Negative perceptions of the teacher stated that have occurred while preparing learning materials, learning targets that are not fulfilled properly. And positive perception of the teacher stated that the teacher did not find to prepare the lesson plan. From the results of questionnaire data and interviews showed that the teachers mostly have negative impact and stated that while preparing learning materials, learning targets that are not fulfilled properly, assignments that are not collected on time, ineffective learning communication.

**Key words:** Teacher perception, Types of perception, Learning English during the pandemic

## INTRODUCTION

Now, the global pandemic COVID-19 has given rise to new ways of conducting the teaching and learning process online. For some this is a small step but for others, this is a completely new way of education. Most countries have started learning e-learning in their schools. especially in Indonesia, in the context of Indonesian education, there are real changes in the implementation of the teaching and learning process. There are so many differences that occur, in the previous context, teaching activities mostly occur in the classroom at the same time between the teacher and students. But, now, during the Covid-19 pandemic, it turned into online learning. As stated by Widiastuti, Mantra, and Sukoco (2020, p.6), "In the education sector, this phenomenon certainly has a strong impact on how the learning process should be carried out. many ways and also many solutions to the present situation, among other solutions The quick solution is to utilize online learning as suggested by the Indonesian education authorities ". In other words, there is a system of transformation system on how to teach students from physical classes to virtual classes. In Virtual classrooms, teachers and students are all connected online through their communication devices or devices

such as computers, laptops, or smartphones simultaneously. However, it is not easy for teachers to do teaching in the context of virtual classrooms because only a few teachers and lecturers are able to carry out courses or lessons through the online learning system. Furthermore, both teachers and students must prepare themselves well with the current learning system. It also requires extra effort from teachers and students to achieve learning goals and prepare new methods for students.

Look the many limitations and problems in using technology to teach English, online classrooms, can indeed help learning during critical situations such as the Coronavirus pandemic conditions which until now have not been investigated in the teaching learning literature and EFL / ESL. The teachers in this new normal role will be reduced as teachers or lecturers in learning, but will be better suited as information orchestras. This new way gives students a new touch so that the ability to turn knowledge into wisdom, skills through their ongoing practice. The role of the teacher is now more called by integrating technology for teaching, must shift

the role of being a facilitator, collaborator, mentor, coach, and learning partner. Providing choices and great responsibilities from the teacher for students to experience learning activities (UNESCO: 2002).

In addition, an unprecedented situation such as the Covid-19 pandemic allows educational institutions to rethink how to adopt and deliver learning content to be more effective because current conditions of limitations in face-to-face interaction are limited, observation of social distance is applied, and a focus on students. With this, knowledge and students must not be left behind. When people face this battle with a pandemic, learning must continue because learning is not limited to the four corners of the room and inside. Various methods have been used by all Indonesian teachers to organize their learning pathways so that they can be easily learned by students. This co-19 pandemic requires teachers to use online learning including contemporary technology with the internet and applications. applications that can be used like WhatsApp, meeting zoom, google class, email, WebEx, skype, text messages and phone numbers through cellphones and more. Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. Moreover, with technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013). According to Bull and Ma (2001), technology provides offers unlimited resources to language learners. Harmer (2007) and Genç İter (2015) emphasized and teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. Clements and Sarama (2003) declare that the use of suitable technological materials can be useful for learners. According to Harmer (2007), using computer-based language activities increases cooperative learning in students. Furthermore, Tomlison (2009) and Gençter (2015) say that computer-based activities provide fast information to

students and appropriate material. They continued that the material on the internet and technology gave students motivation to learn more. In addition, Larsen-Freeman and Anderson (2011) support the view that technology provides teaching resources and brings learning experiences to the world of learners. Through the use of technology, many authentic materials can be provided to students and they can be motivated in learning languages.

Furthermore, with the advent of Covid19, e-learning seems to be one of the safest and easiest ways to provide education so that students continue to acquire new skills, new material, new insights to explore new career choices, or in this case the development of new hobbies. E-learning can now be applied not only for academic learning but also for carrying out extra-curricular activities for students including informative online sessions, online conferences, and webinars. the use of e-learning has increased significantly and will continue to do so as people begin to adapt to this 'social distance' post pandemic. but we need to know that teaching methods based on e-learning also have positive and negative sides. teachers must understand that this will help in creating strategies for delivering lessons more efficiently and measuring their effectiveness.

In addition, from a variety of online learning, researchers want to know the teacher's perception of online learning during this pandemic. with various obstacles and various ways, the teacher keeps trying to do online class learning so students do not miss material. Another factor that can influence learning activities is perception. (George and Jones, 2005: 105) states that perception is the process by which individuals choose, arrange, and interpret input through understanding. According to (Vernon, 1962: 13) perception can be defined that knowledge of the identity of objects and features in the environment. Teachers' Perception. Perception defined that as a process by which individuals (teacher's) organize and interpret their sensory impressions in order to their environment (Robbins, 2001:121). Moreover, teacher's perception is can be the essential factors to support the teaching learning process itself in the classroom. In other words, teacher's perception is the process of human thinking about certain phenomenon, stated by (Walgito:2003:87). Another expert also explained that perception is the relation of human brain process and it appears as a view about phenomenon (Koentjaningrat,

2010:42). From those definitions, it can be concluded that perception is refers to someone's or student sense or view toward a certain object, in this study is the method and media. This means that the perception refers to the senses or views of a person or teacher of a particular object, in this study is the method. In other words, the teacher's perception can be an important factor to support the teaching and learning process itself in the classroom. aims so that teachers can evaluate themselves for further learning. everyone may have the same perception of something and they can also have a different perception. Especially, perception is characterized as a process of recognizing, regulating, and interpreting. It deals with various human senses that produce signals from the environment through sight, hearing, touch, smell, and taste. It could be what we experience, reflection, and can be predictions. Therefore, teachers' perceptions of learning during the simple stated intended for the learning process to be able to get their understanding and views about teaching and learning that they have experienced or will experience. Based on the background of the study above, the problem of the study is: "How the teacher's perception in teaching and learning English of Vocational high school daring pandemic covid-19 positive or negative perception?" and the purpose of this study is to know the teacher's perception in teaching and learning English of Vocational high school daring pandemic covid-19.

In this study, the researcher used teachers' perception in teaching and learning English of vocational high school during pandemic. This study conducted case of pandemic that caused teachers' teaching and learning English of vocational high school. The researcher used this case study because of this was the first time teaching and learning English process in pandemic situation in online form. the firt The researcher used teachers' percepton as the object to conduct this research and used 4 teachers as the subject of this research. The researcher conducted this research in two steps. First one was Questionnaire and the second one was interview. In this study, the researcher used google form and it was in online form. And for the interview, used *whatsapp voicenotes* to interview the teacher and get the data of teachers' perceptions.

## **METHODOLOGY**

This research design is a descriptive case study. This aims to find the results of teachers' perceptions of English language learning during the pandemic. A case the study focuses on one unity to produce a deep and rich picture holistic (Ary, 2012). Case studies usually cover the various sources of data collected overtime. This requires detailed study over a considerable period of time; That is, this is longitudinal approach. the investigator collects data on the subject's current state, experience, impression, and how these factors relate to one another. Type of This case study is an instrumental case study (Ary, 2012). The researcher chooses the case as this represents some other problem that is being investigated and researchers believe these special cases can help provide insight or help to understand the problem.

Since case studies include many types of data, the data in this study are qualitative and quantitative data. Qualitative data are presented in the form of descriptions about the results of 3 aspects for the teacher that the researcher gave, and the interview transcript. For quantitative data, there is a percentage of each aspect in the description and score results and the qualitative of data are words and sentences that collects, classifies and analyses the data to draw a conclusion. The data will focus to analyses the data based on types of perception.

Researchers define research data as teachers' perceptions of the teaching and learning process of English during a pandemic. While the primary data source in this study is the teacher at the Vocational High School. Data collection will be conducted in 4 schools in SMK PGRI 1 Jombang, SMK PGRI 2 Jombang, SMK WIDJAYA, and SMKN 3 Jombang. The data take for English learning classes and 4 teachers. From 4 vocational high school the researcher takes only one teacher.

Researchers use the type of perception for data retrieval, wanting to know the positives or negatives of the teaching and learning process during a pandemic.

Data collecting procedure is related to how the researcher collects the data in this study. Data collecting procedure in this research is using questioners and interview. An instrument is a tool which is used by the researcher in collecting the data. In this research, the researcher is the main instrument in qualitative research, the researcher becomes the key of instrument in getting the data (Craswell, 2009 p. 175) there are a lot of instrument to collecting the data like questionnaire, checklist, interview sheet, observation sheet, and document, but the researcher only uses questioners. Data analysis is a process whereby the researcher systematically searches and arrange their data in order to increase their understanding of the data and enable them to present what they learned to others (Ary, 2010 p. 480). The data analysis of this study can be described in the following steps:

1. Identifying the data based on the research problem; the first research problem is how the teacher's perception in teaching and learning English of Vocational high school daring pandemic covid-19 positive or negative perception? by identifying the researcher identify the students' appropriate response on the questionnaire that consist of four questions about learning online mode.
2. Classifying the teachers' positive and negative perception by giving a (+) symbol for positive perception and (-) symbol for negative perception in questionnaire and interview;
3. Describing the result of questionnaire and interview related to the study;
4. Drawing conclusions based on the result of the analysis;

## **RESULTS**

In this stage, the researcher presents the result of data analysis to answer the statement of the problems. The first statement of the problem is How the teacher's perception in teaching and learning English of Vocational high school daring pandemic covid-19 positive or negative perceptions. The researcher used two instruments to investigate the students' perception; the first instrument is an open-ended questionnaire which was followed by an interview. The followings are the

detailed explanation of the findings. Researchers interviewed four participants to get in-depth information about their perceptions of learning English online. The four teachers answered several questions in detail and represented the answers from each school be at SMK PGRI 1 Jombang it is Mrs. Eny Fitriah, SMK PGRI 2 Jombang is Mrs. Elok, SMK WIDJAYA is Mr.Hanafii, and SMKN 3 Jombang is Mrs. Eny Lestari. Although the internet plays a big role in the daily lives of teachers and students included in teaching and learning activities. In this section, the researcher explained about both negative and positive perception of the teaching English in learning online mode. The data were collected through questionnaire and interview. The detailed results of the questionnaire and interview are presented in this following sub-chapter.

For the results of questionnaire there are negative perception and positive perception. To be able to find out the negative and positive perception, there are 3 aspects that must be answered, that is teachers' preparation, teachers' implementation and teachers' assessment. The questionnaire has twenty questions. Researchers distributed questionnaires to 4 teachers, 1 teacher SMK PGRI 1 Jombang, 1 teacher SMK PGRI 2 Jombang, 1 teacher SMK WIDJAYA, and 1 teacher SMKN 3 Jombang. Why did I only take 4 teachers, because I was only curious about their learning process with different identities of the institute, whether there was a difference in teaching or the same. both of them are enough to represent other institutions. from the questionnaire the researchers listed grade level assessments such as totally disagree (1), disagree (2), agree (3), fully agree (4). From the aspect of teacher preparation, all teachers answered Completely agree (100%), meaning positive perceptions, because teachers need to prepare lesson plans before starting learning. This is closely related to the questions during the interview, they said that before learning begins, the teacher must make lesson plans. From the teacher implementation aspect, all teachers' answered agree (100%) it means that negative perception because all of the teachers answered learning during pandemic make communications with students disrupted and ineffective in learning. From the teachers' assessments aspect, all teachers' answered Disagree (50%), fully Disagree (25%), Agree (25%), it means that negative perceptions, because learning during the pandemic students can turn in assignments at the time

this is also explained when in the interview that students were given a very long time to collect assignments, because they were often late when collecting assignments.

## **DISCUSSION**

The discussion presents the results of research with related theories and previous research. This finding is in line with previous research. Key results revealed: Teachers' perceptions of English language teaching and learning in vocational schools during the pandemic. The questionnaire and interview used in this research is a questionnaire adapted from Loko, Hyansintha (2017).

The results of the questionnaire and interview about three aspects above which include aspects of teacher preparation, teacher implementation and teacher assessment can be concluded with presentation data from the Google Form results. Presentation data will be explained in detail for the following reasons: for the aspect of teacher preparation, the total score of all answers is TD (30%), D (48%), A (15%), FA (4%). for the aspect of teacher implementation, the total answers are TD (15%), D (37%), A (36%), FA (12%). and for the aspect of teacher assessment, the overall answer is TD (0%), D (48%), A (47%), FA (5%). The conclusion from all answers to every aspect says that teachers' perceptions of learning English during this pandemic are indeed negative perceptions. And from interview There are many obstacles, challenges when teaching include teachers having to prepare material that is quite detailed because there is no student manual (textbook) for students to study, so teachers are required to make additional material such as making learning videos so that students are better understand what the teacher means. Other schools where teachers have difficulty making teaching materials, and making double materials

twice for material preparation, teacher learning targets are not well conveyed and have not been fulfilled, student assessments are also late because students sometimes do not collect assignments on time and also make communication in class become not effective.

During this Covid-19 the experience of teachers, teacher adjustment, teacher teaching is completely new for all teachers in the world. Teachers feel that online learning makes teachers need to be up-to-date with insights about their learning material by viewing YouTube, Google or following research in learning technology media such as Microsoft 365 / Google Classroom etc. They have problems in conveying the material. This is in accordance with Saleh Altam (2020), there are four social media\_ Facebook, Twitter, YouTube and WhatsApp which are used as learning media. not only that Saleh Altam (2020) collects data using google form. this could be included according to Craig J. Bailey (2009). The description of this research illustrates that this pandemic period does require new methods or pedagogies for learning. The teacher will get a perception about the teaching that has been taught to students and seen from the teacher's experience.

Furthermore, from the results of questionnaires and interviews, all of the respondents' answers are related to the questionnaire and interviews. Both of them gave results having obstacles, learning targets were not met and several aspects of learning such as material preparation, implementation with online learning made it difficult for students to understand, students and teachers were less enthusiastic about online learning, did not increase student motivation, learning communication with students became ineffective and also not on time when submitting

assignments. Here it can be concluded that according to the theory (Robbins 2002) about the type of perception, the results of the interview are negative perceptions.

## **CONCLUSION**

The results showed that there were positive and negative perceptions of the teachers in learning English during the pandemic and the detailed online learning process. In positive perceptions, it was explained that the teacher did not find it difficult when preparing the lesson plans. all teachers feel the same way because it is not a seriously obstacle when preparing lesson plans because teachers are used to making PRR from before Covid-19 existed. Online learning is very time consuming for teachers. So many of teaching materials makes the teacher have to work twice as usual. In negative perceptions, it explains the many obstacles that have occurred while preparing learning materials, learning targets that are not fulfilled properly, assignments that are not collected on time, ineffective learning communication, etc. greatly make teachers have to be extra creative and update learning media, in order to facilitate the online learning process.

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