



An Analysis of Teachers' Perspective in Online English Teaching

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Abstract

This study aimed to know about English teachers' perspective towards online teaching at SMPN 10 Tanjungpinang. The subjects in this research were 3 English teachers. The research design in this research was descriptive qualitative. The setting of place in this research was at SMPN 10 Tanjungpinang. The instruments in collecting the data were interviews and questionnaire. Based on the instrument, the researcher assessed teachers' perspective by fifteen statements. The teachers answered the questionnaire and was interviewed. The questionnaire was closed ended questionnaire having four possible answers, they were strongly agree, agree, disagree, and strongly disagree. The three English teacher answered the questionnaire given by the researcher before they were interviewed. The results showed that the teachers had positive perspective and preferred having online English teaching at SMPN 10 Tanjungpinang then doing offline teaching. Besides, online teaching at SMPN 10 Tanjungpinang was easier for the English teachers to apply in their online class because it had been supported by the facilities.

Keywords: Online Teaching, Perspective, ELT Teachers

I INTRODUCTION

Online teaching is an essentially learning tool using the use of information and communication technology in channeling learning activities between teachers and students (Sadiku et al, 2018). The use of online teaching is a model which focuses students in their implementation. Students are required to be able to learn independently and have responsibility for each learning process. Teachers make preparations before teaching online to students, such as preparing student absences in the form of Google forms, learning materials. Learning materials can be in the form of text, pictures, and videos.

Teaching English is a part of the learning process at school. Every teacher has a different perspective about teaching English, especially during pandemic. In teaching English during this pandemic there was a change in the way of teaching. During the pandemic, the education authorities

published policy that switching offline learning to be online learning. There were some various media or applications that can be used in online teaching including Whatsapp, Google Classroom, Zoom, Edmodo, Padlet, and others. Due to many media or applications that can be used above, every teacher had various perspectives towards Online English teaching.

During this pandemic era, the education system had changed. The changed system due to the situation and condition made the teachers and students feel the effect of the changes that are happening this time. The teacher carried out the task of Online English teaching. It was a challenge for the teacher to be able to transfer knowledge to students by using technology without meeting directly the students. In this condition, technology was the thing that mostly searched after and used by all agencies. For schools themselves, several schools already had their own technology, for example, the school's platform or website. In Online English teaching, all teachers needed master an application to be used for online teaching.

Most schools use applications available on the play store or the internet. Several applications that can be used to teach English online are WhatsApp, YouTube, Padlet, Edmodo, and Google Classroom. There are many obstacles faced by teachers in the current situation of the Covid-19 pandemic. Some teachers cannot operate those applications due to their age or knowledge. As the result, they had difficulties in adapting the changes in teaching activities for online teaching.

In contrast, in online teaching, other teachers also found the benefits in finding the resources for their class through the internet, and in providing the materials, science, and idea through the internet. (Warschauzer, Shetzer & Meloni, 2000). Ryder and Graves (1997) even pointed out that the internet was a digital media that can help the teachers and the students in providing the tools and sources for the learning activities. Students only needed a computer and phone with an internet connection to access information and resources. The use of online teaching also involved the interactive and collaborative through e-mail, meeting application and social group application. A virtual community of learners can exchange knowledge, ideas, and opinions on specific purposes or topic for learning. Therefore, the internet can increase motivation of ESL learners to learn English (Rico and Vinagre, 2000).

II METHOD

In this study, the researcher used descriptive qualitative research. Descriptive qualitative was a research method that utilizes qualitative data to describe a descriptive history (Cresswell, 2012). This type of qualitative descriptive research was often used to analyze the social events, phenomena, or circumstances (Salim and Syahrur, 2012).

The purpose of this research was to describe teachers' perspective in online English teaching at SMPN 10 Tanjungpinang. The setting of this research was conducted at SMPN 10 which was located at Jl.Sultan Machmud, Tanjungpinang.Tanjungpinang. The research subject in this research was the English teacher consists of 3 teachers.

III RESULT

The result of this study was the English teachers had a positive perspective in online English teaching at SMPN 10 Tanjungpinang.

4.1.2 First Teacher Statements

Statement 1	Positive Perspective
Statement 2	Positive Perspective

Statement 3	Positive Perspective
Statement 4	Positive Perspective
Statement 5	Positive Perspective
Statement 6	Negative Perspective
Statement 7	Negative Perspective
Statement 8	Negative Perspective
Statement 9	Negative Perspective
Statement 10	Negative Perspective
Statement 11	Negative Perspective
Statement 12	Negative Perspective
Statement 13	Positive Perspective
Statement 14	Positive Perspective
Statement 15	Positive Perspective

Table 4.1.3 Second Teacher Statements

Statement 1	Positive Perspective
Statement 2	Positive Perspective
Statement 3	Positive Perspective
Statement 4	Positive Perspective
Statement 5	Positive Perspective
Statement 6	Positive Perspective
Statement 7	Positive Perspective

Statement 8	Negative Perspective
Statement 9	Negative Perspective
Statement 10	Positive Perspective
Statement 11	Negative Perspective
Statement 12	Negative Perspective
Statement 13	Positive Perspective
Statement 14	Negative Perspective
Statement 15	Positive Perspective

4.1.4 Third Teacher Statements

Statement 1	Positive Perspective
Statement 2	Positive Perspective
Statement 3	Positive Perspective
Statement 4	Positive Perspective
Statement 5	Positive Perspective
Statement 6	Positive Perspective
Statement 7	Positive Perspective
Statement 8	Negative Perspective
Statement 9	Positive Perspective
Statement 10	Negative Perspective
Statement 11	Positive Perspective
Statement 12	Positive Perspective

Statement 13	Positive Perspective
Statement 14	Negative Perspective
Statement 15	Positive Perspective

The data were collected from the teachers' answers in the questionnaire related to teachers' perspective in online English teaching at SMPN 10 Tanjungpinang. After the data were collected, then an analysis was carried out which refers to the perspective. According to Sari (2019), perspective can be divided into two types, there were positive perspective and negative perspective. From all statements given, many differences perspective between the first English teacher, the second English teacher, and the third English teacher.

The following was the statement to find out the teachers' perspective in online English teaching at SMPN 10 Tanjungpinang.

1. Online teaching is a big change for English teacher.
2. The use of the applications by English teacher in online English.
3. Online English teaching has an impact on English teachers.
4. Online English teaching has an impact on English teachers.
5. The process of online English teaching is easier.
6. English teaching is more fun with online learning.
7. Online English teaching makes a more effective process in achieving learning process.
8. Online English teaching can improve student's interest in learning.
9. Online English teaching can foster student's motivation in learning.
10. Online English teaching can make easy to facilitate students in collect assignments.
11. Online English teaching can improve student's understanding.
12. Teachers have problems in implementing online English learning because of the internet and poor signal problems.
13. Online English Teaching makes it easy for teachers or students to communicate anywhere and anytime.
14. Online English teaching is good for the teachers.
15. Online English Teaching can save time in the learning process.

IV DISCUSSION

Based on the description data and analysis data, it can be concluded that the teacher had a positive perspective in Online English teaching. Based on previous research by Hariyati (2020) having title "An Analysis of Online English Learning in The Covid-19 Pandemic at Senior High School" stated that the teacher gave positive perception of online English learning in the Covid-19 pandemic, the process of learning was easier but online English learning cannot make the learning process was effective more than conventional learning and cannot make the English process more effective in achieving the learning objectives.

The teacher's perspective in online teaching, participants thought that teaching was easy for teachers, but only for teachers who understood online media well they had no difficulties at all. Even

teaching online was easy with apps like WhatsApp. Participants thought that online learning that had been going on for a long time was no better than conventional learning for students, it was different among the teachers. It was easier for teachers to carry out the online learning process when teaching teachers and can even do other tasks, such as preparing material for further discussion. In delivering learning materials, participating teachers had difficulties because they required more in-depth effort when delivering online learning. Then it is also difficult to provide motivation or other support for the implementation of online-based English learning.

According to the teacher participants, this online learning made it difficult for teachers to know the attitude, politeness, honesty, and perseverance of students in learning. Teachers found it difficult to see student behavior, for example in giving assignments to students, teachers had difficulties whether students did their assignments alone or cheat on their friends. Honesty was very difficult to be proven at the time of online learning.

Online teaching will not be able to increase motivation and improve students' good understanding of learning, students were more interested in playing online games than learning. Only a few students were interested in online learning.

Online teaching had a positive perspective for other teachers because with the big change in the way of teaching, what was originally conventional teaching became online. Teachers had challenges to challenge themselves, especially in using applications and other media for learning.

The discussion about the teacher's perspective in online English teaching was obtained from the questionnaire that the researcher concluded;

1. Participant teachers felt that teaching English online was a big change for teachers, including all subjects in school.
2. The participant teacher explained that teaching English online was divided into two divisions due to the time limited by the application.
3. From teacher's experience, participants were required to be able to master science and technology as a support for learning during the Covid-19 pandemic.
4. Participant teachers cannot monitor how far students' understanding and the students' honesty during learning.

V CONCLUSION

The teacher gave a positive perspective in Online English teaching that was easier for teaching online. However, online English teaching cannot make a more effective process in achieving the learning objective. Online English teaching cannot improve students' interest and students' motivation through online learning because Online English teaching cannot develop students' motivation and the teachers cannot know the students behavior, attitude, and habits.

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