



## Teachers' Perception In Learning Speaking With Online Method At Junior High School

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### Abstract

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*This research explores teachers' perception in learning speaking toward online method in junior high school in Bekasi. This research used qualitative approach with case study method with purposive sampling. The site and participant of this research was three teachers from junior high school in Bekasi. Observation and interview as the instruments of this research. Findings of this research was (1) The student do not have a mobile phone, (2) Bad internet connection, (3) Student's laziness during online learning, (4) The Importance of face-to-face in learning speaking skills. Considering the findings and responses from teachers' the teachers' perception in learning speaking toward online method in junior high school in Bekasi was lacking facilities and infrastructure in online learning for students, such as not having a cellphone, internet quota, etc. The bad internet connection that students often experience. Students become lazy about learning, especially when learning speaking Skills. For example, not responding when online learning takes place, not being disciplined when participating in online learning, being late in sending assignments, etc. English teachers have difficulty in measuring students' understanding and abilities during online learning, especially speaking Skills.*

**Keywords:** Learning Speaking, Online Method, Teachers' Perception

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## INTRODUCTION

All countries are struggling through the COVID-19 pandemic, including our country Indonesia. This causes most activities to be carried out at home, and the World Health Organization (WHO) declared that Coronavirus is a global pandemic. This pandemic affects all aspect in society, including education. One of them is being followed u by The Minister of Education and Culture in our country through Circular no. 4 of 2020 which contains the implementation of teaching and learning process is done at home or online learning to stop the spreading of coronavirus. This condition brings people more closer to Digital Technology. Gusty (2020:1) said that Online learning has its own strengths, challenges, and obstacles. Online learning is learning that uses internet networks which is has the flexibility and ability to generate various types of learning interactions. So, the challenges that must be faced by teacher at this time is how to adapt and use Digital Technology in learning process, which mean the teacher and student must communicate through an online application like video conference, chatting app and et cetera.

Teacher is a professional that have main task of educating, teaching, guiding, directing, training, assesing, and evaluating students ,in Indonesia English teaching have an objective to make the student able to communicate with each other, which mean speaking ability is really important (Nurkamto, 2003:288). One of the language skills that must be mastered b student in learning English is

Speaking skills (Yulia, 2021:13). According to Harmer (2001:269) said that the ability of speak fluently not only knowledge of the language features, but also the ability to process the information on the spot.

From the information above it was likely to lead problems in teaching and learning speaking skills. The lack of knowledge about the language make the students not interested in speaking skills. Even though it is not easy to do by a teacher to make the student interested in speaking skills but the should find the strategy to apply in the classroom that suit the students' level.

Before the pandemic, the teacher taught in the school environment and in the real classroom. However, nowadays teaching and learning have been stopped and recommended by the government to study at home using online-based teaching. Why did it happen? because now all over the world is experiencing a Covid-19 that can cause humans to die from this disease. Through this reason, the Indonesian government appealed to its people to carry out activities at home, such as working using online applications for workers including those in educational sector. Therefore every teacher must use several platforms to assist in online learning, such as WhatsApp Group, Google Class Room, Zoom, E-Learning, Edmodo, and Google Meet.

By using those applications the teachers face challenges to develop their potential and provide opportunities for teachers to show their creativity and professionalism in teaching students online. Such as, teachers must master the procedures for using supporting technology learning, e.g. smarthphone, laptop, etc (Aulia, 2019:6). Let's just say that online learning can be done by teachers who are still young and proficient with technology, then it is different with teachers who are in the regions and are elderly, few of them are proficient in using computers and managing teaching app and running application. Then, this becomes one of the biggest challenges for all teachers, especially for English teachers in online learning. Second some learners don't have a proper network connection so it will be difficult for them to learn the material given by the teacher. This is also a challenge for teachers in online learning. Because, there are some students cannot take online learning because maybe not all parents have smartphones as a means of online learning for their children. Therefore, teachers must innovate in combining their learning materials with the conditions of their students (Fadhil, 2021:27).

In this study, the authors focused on the challenges faced by teachers in teaching speaking in online learning process, especially the English teachers at junior high school. It is very clear that teachers have difficulty teaching speaking in various aspects, such as how to evaluate students when in online classes, how to achieve the learning objectives of speaking material well, how are teachers' strategies in teaching speaking during online learning, and what are the solutions so that teachers can prepare online-based teaching materials, etc.

Based on the explanation above, researchers are interested in researching on the teachers challenge teaching speaking. To know more closely about it, the researcher conducts titled: "Teacher's Perception on Learning Speaking Skill with Online Method at Junior High School"

## **METHODS**

The study was conducted by using a descriptive qualitative method to describe the challenges faced by teachers in teaching speaking Skills in online learning. Donald (1979) said that descriptive research was defined as a design to obtain information concerning the current status of a phenomenon and to determine the natural situation as it exists at the time of the study about Teacher's Perception On Learning Speaking Skill With Online Method At Junior High School. This research find the description of the data collected through interviews. The researcher asked ten questions with a duration of 10-15 minutes to each teacher. These interviews were conducted from August 14th to August 19th .

#### B. Site and Participant

This research will be located at one of high school in Cibitung Bekasi. The subject of this research will be the English teacher of the high school in Cibitung Bekasi.

#### C. Technique of Collecting Data

The technique of collecting data is the way to collect the data which is suitable with the variable of research. In this research, the data was collected through:

##### a) Observation

The researcher did the observation in the junior high school by asking the English teacher how the learning process takes place.

##### b) Interview

According to Donald (2010) The interview is an activity that involves the interviewer and participants where the interviewer will give some questions to be answered by participants. In an interview, data were collected through face-to-face or telephone interaction between the interviewer and the respondent. Researcher interviewed three English teachers in the junior high school around 10-15 minutes and analyze the data from the interview

##### c) Documentation

According to Sugiyono (2018) Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers, and pictures in the form of reports and information that can support research . Researcher make a documentation while doing the interview by take the picture and attach the interview transcript.

#### D. Technique of Analyzing Data

Data analysis is a very important activity in a study because data analysis can have meaning that can be useful for solving research problems. (Hastono, 65:2009)

Miles and Huberman argued that activity in qualitative data analysis is carried out interactively and in progress continuously until it's finished so that the data is saturated. According to Miles and Huberman there are three activities in data analysis, namely data reduction, data display, and conclusions drawing/verification. The analysis steps are as follows:

##### 1) Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing the basic things, focusing on important things, and looking for themes and pattern. (Sugiyono, 247:2014) Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming raw

data that arise from written records in the field. This process continues as long as a qualitative research oriented project is completed.

## 2) Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994). In the process of reducing and displaying the data, it was based on the formulation of the research problem.

## 3) Concluding

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions are also verified as the analyst proceeds. The conclusion draws started after the data is collected by making a temporary conclusion.

## **RESULTS & DISCUSSION**

### ***Results***

This research was conducted at one of the Junior High School in Cibitung Bekasi. This research involved three participants who are English teachers at Junior High School. The researcher asked ten questions with a duration of 10-15 minutes to each teacher. These interviews were conducted from August 14th to August 19th . Based on the result of the data collected through the interview, the researcher identified several factors that the teachers' found as challenges in teaching speaking Skills with online method in that Junior High School. They are elaborated as follow:

#### 1. The student do not have a mobile phone

Based on the results of interviews conducted by researchers with teachers, it is stated that one of the teachers' challenges faced during online teaching was that many students did not have cellphones/androids. This is following the teachers' opinion, as follows:

Teacher S : "There are students who do not have a cellphone/android. Some of them share cellphones with their parents, so if their parents go to work, they can't keep up with the lessons and when they collect assignments, it becomes slow"

Teacher UM : "There are those who don't have a cellphone/android, there are cellphones that are damaged and there are those who still share them with their parents or brothers/sisters"

Teacher IZ : "Communication tools are lacking, such as there are students who do not have cellphones"

#### 2. Bad internet connection

The second challenge that teachers faced in teaching speaking Skills during the pandemic was a bad internet connection. This is according to the opinion of the teachers as follow:

Teacher S : "There are some students who don't have an Android/HP and the network is difficult"

Teacher UM : "The problem is often in the network or student data packets because not all students can afford it"

Teacher IZ : "There are some students who live in the village so they can't get a signal so that it becomes an obstacle when learning online"

### 3. Student laziness' during online learning

It turns out that after researchers conducted interviews, there was one teacher at that Junior High School who was old and sick, but the teacher continued to provide learning as usual, but after being given learning there was no response from her students. This is following the results of an interview with Teacher S said: "Many difficulties. First, students are lazy in doing assignments, plus because I'm already sick when looking at my cellphone, it's also difficult, and can't stand looking at my cellphone for long and it's difficult for me to talk because my voice is small and low."

This is also in line with the results of the researcher's interview with the Teacher UM said that: "The first difficulty is the student's laziness because I'm the homeroom teacher. Not only in my subjects but other subjects as well, even though the teacher has also minimized the difficulties like some teachers give assignments only on WhatsApp. example, the teacher has sent a video, but not watched; the audio is also not listened. So I, who am a homeroom teacher and English teacher, became confused about the lazy attitude of the students."

Likewise, the opinion of the Teacher IS said that: "The difficulties are many. First, they are less responsive when given online learning, maybe they have been online learning for too long, so they find bored with online learning."

### 4. The Importance of face-to-face in learning speaking skills

Based on the results of interviews, it is known that in learning speaking Skills it is very ineffective to do online learning. This is following the opinion of the teachers as follows:

Teacher S : "In general, there are no difficulties, but when it comes to speaking Skills, there are difficulties. The first, because of the distance. The thing called speaking Skills is supposed to be practical, with this practice term, however, there must be face-to-face contact. So in speaking Skills, it's a bit troublesome because he has to practice. So that's the problem I've been facing so far and in Speaking Skills, in my opinion, honestly, it is not effective. However, speaking Skills there must be direct communication between the speaker and the listener. So if we use it online, it's not impossible, it's just not effective because the basis of speaking Skills is face-to-face using dialogue."

Teacher IZ : "Because language requires practice, especially in speaking Skills, if not face-to-face it is very difficult for me, especially for Junior High School level children because in elementary school, especially Bekasi, they don't learn English anymore, that's difficult for me, so there must be face-to-face meetings. Second, lack of knowledge of students in learning, especially learning English because there is no basis and found the problem. Their knowledge is limited, their ability is also low"

From the results of interviews, the researchers also found that the importance of face-to-face learning in speaking Skills because of the lack of knowledge and ability of students in speaking Skills. This is according to the

opinion of the Teacher. Teacher UM : "The pronunciation test is good but if they are asked to speak they can't, also their vocabulary is very lacking so to reconstruct a sentence it can't be perfect."

## **Discussion**

Based on the results of the research that has been stated above, the challenges faced by teachers in learning speaking with online method are as follows:

The students do not have cellphones/android, this is based on interviews that have been conducted by researchers with teachers. All the teachers said the biggest challenge they faced was the large number of students who did not have cellphones. Some even share it with their parents or brothers/sisters, so that when the cellphones used by students are brought to work by their parents, student learning is hampered. This is following the opinion of Arifah Prima Satrianingrum and Iis Prasetyo said that in implementing online learning, one of the limitations in its implementation is unsupported facilities and infrastructure, such as laptops, computers, smartphones, internet quotas, etc. Infrastructure is very important in accommodating the implementation of learning for students. This is also in line with the opinion of M. Wahyudi who said that the facts in the field, the obligation to study at home is a serious obstacle, especially for students from economically disadvantaged circles. This indirectly also becomes a challenge for teachers, because teachers have to find ways so that students who do not have learning facilities such as smartphones or laptops can still participate in learning. One of them is by allowing these students to go to school so that they can still receive the material being taught. Readiness of school infrastructure and availability of smartphone facilities are also problems that must be faced in this online learning.

Based on the results of interviews between researchers and teachers, the second challenge faced by teachers during online learning is a bad internet connection, because there are students who live in the village so it is difficult to get a signal. But, this obstacle is indeed a frequent thing when learning online. This is according to the book of Covid-19: *Perspektif Pendidikan*, which says that the internet is a problem for the majority of people. There is no internet so there is no online learning either. The instability of the internet connection is certainly very disruptive to learning, especially if online learning is taking place. This problem was also found in research by Septia Hardiman Fauziah (2021) entitled "Teachers' Problems In Conducting Online Teaching (A Case Study of English Teachers at SMP N 1 Batipuh, Tanah Datar Regency)" which in her research resulted from that bad internet connection was one of the factors causing the problem in online learning experienced by English teachers at SMP N 1 Batipuh.

The opinion of the English teachers, there are several challenges when facing students, such as students' laziness during online learning. This is due to the emergence of their boredom because they have been studying online for a long time. So, when given learning students are less responsive and lazy to learn so that

When online learning is done they are not disciplined in time and there are also late sending assignments given by the teacher for various reasons. According to Akbar & Noviani, students become lazy to learn, with technological advances it should be able to make it easier for students to learn such as using gadgets, laptops with internet networks, this is what makes students lazy to learn, sometimes many of them just spend time surfing which only brings pleasure not to increase knowledge, such as playing online games, Facebook, YouTube, Instagram, Twitter, Tik Tok, and others all of which will affect student interest in learning. This problem was also found in research by Septia Hardiman Fauziah (2021) entitled

“Teachers’ Problems In Conducting Online Teaching (A Case Study of English Teachers at SMP N 1 Batipuh, Tanah Datar Regency)” based on information in this research said that some students often caught taking absences when online learning and only focus on their cellphones but not the assignments or lesson described by the teachers. From the results of interviews, several teachers argued that the importance

Face-to-face learning in learning speaking Skills was due to the lack of ability and knowledge of students in learning speaking. For example, the lack of vocabulary that students when speaking they cannot reconstruct sentences perfectly. Besides that, errors in word pronunciation often occur. So, during online learning, the teacher has difficulty measuring students' understanding and abilities, especially in speaking Skills. Telecommunication videos can be used to conduct interviews with students, but it takes a long time. For example, assignments that are submitted are not following the instructions given. This happens a lot in learning foreign languages such as English. This problem was also found in research by Aisyah Mumary Songbatumis (2017) entitled “Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia” said that students' lack of vocabulary mastery, based on according from Hasan (2016) stated that one of the

most challenging tasks that students encountered in mastering vocabulary and according to by Hoa and Mai (2016) said that also points out one of three reasons why students have lack of vocabulary mastery is because English is not used by students in their daily life which make them feel not need to learn the words. So, from the results of the interview above, the researcher wants to provide alternative solutions to some of the challenges faced by teachers during online learning, especially speaking Skills. First, the challenges faced by teachers are students who do not have cellphones, bad internet connections, and teachers who have difficulties in measuring students' understanding and ability in speaking Skills. So the solution that the researcher can provide is to do offline learning or what is called "outside the network". Where teachers have to do learning outside of school by visiting the homes of students who faced these obstacles or by gathering at the teacher's own house, or if the teacher wants to do offline learning in the school area, the solution is to create and distribute shifts of students coming to school based on their class. So, with the solution that the researcher provides, it may be able to reduce the challenges faced by teachers, especially English teachers. The second solution that the researcher wants to convey is how to overcome students' laziness during online learning, like teachers should be active, creative, and create innovations in learning, especially speaking Skills. For example, if the material is storytelling, the teacher uses props such as puppets or dolls, or the teacher makes interesting learning videos, or the teacher can give students various tasks such as making videos, animation, etc.

## **CONCLUSION**

Based on the findings and discussion above, the researcher can conclude that the teacher challenges in teaching speaking skills with online method at junior high school, as follow:

1. Lacking facilities and infrastructure in online learning for students, such as not having a cellphone, internet quota, etc.
2. The bad internet connection that students often experience.
3. Students become lazy about learning, especially when learning speaking Skills. For example, not responding when online learning takes place, not being disciplined when participating in online learning, being late in sending assignments, etc.
4. English teachers have difficulty in measuring students' understanding and abilities during online learning, especially speaking Skills.

Based on the solution that the researcher gave in the discussion in the previous chapter, the researcher can conclude, as follows::

1. For students who do not have cellphones, bad internet connection, and teachers who have difficulty measuring students' understanding and ability in speaking Skills, the teacher should do offline learning using a shift system.
2. For students' laziness during online learning, can be overcome by the teacher innovating in his/her learning actively and creatively, especially in speaking Skills.

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