

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents findings and discussions to answer research questions. This study discusses teacher perceptions and challenges in using online media in teaching English. The research will be presented in a descriptive form based on the data that has been obtained through observation and interview techniques conducted by researchers for 2 months.

#### **A. Findings**

To find out how the perceptions and challenges experienced by teachers when using online media for the English learning process by using interview and observation techniques. The researcher conducts research and obtains complete data from all instruments including interviews and observations. To achieve the research objectives, the researcher analyzes the data that has been obtained accurately. These findings were obtained through observations during the learning process and qualitative interviews with descriptive research design at SMP Negeri 7 Banjarmasin, interviews were conducted with teachers directly. The data is presented in 2 parts. There are observations and interviews. The data also answers questions from research on teacher perceptions and the challenges they experience when using online media in learning English during the COVID-19 pandemic at junior high school. Interviews were conducted using a technique aimed at two English teachers at junior high school.

# **1. Teachers' perception of the use online media in teaching English during covid-19 pandemic at junior high school**

The researcher used interview techniques to determine the teacher's perception of using online media in the English learning process. Interviews were conducted with two English teachers. The researcher found that teachers have the same perception about using online media in the process of learning English. Of the two teachers studied, they both had positive perceptions.

Previously, the learning process was carried out face-to-face, teachers taught directly dealing with students, and teachers could supervise students directly. Due to Covid-19, now the learning process has turned into learning that every teacher must use online media. Meanwhile, SMP Negeri 7 Banjarmasin only uses two types of online media, namely WhatsApp and Google Classroom to support the English learning process, but here WhatsApp online media is only for providing information and Google Classroom is used for the English learning process.

Now days, almost all learning processes use online media, so teachers must be able to use online media to carry out the learning process, such as the statement from the IM teacher:

“It is not difficult at all to use WhatsApp because WhatsApp is very helpful in communicating and giving instructions. If one of the students can't access Google Classroom.”

Supported by teacher R's statement: "It's not difficult to use WhatsApp because WhatsApp is to give instructions. If students cannot access Google Classroom online media."

In addition, WhatsApp online media has also been effective since the Covid-19 Pandemic, although it is only for information and there are obstacles with Google Classroom such as the statement from the IM teacher:

"Learning English using WhatsApp has also been effective and useful since the Covid-19 Pandemic."

"Supported by teacher R's statement: "English learning by using WhatsApp is more effective since the Covid-19 Pandemic."

Since the Covid-19 Pandemic, almost all learning processes use online media. The learning process using online media was very helpful during the Covid-19 Pandemic, teachers were also very enthusiastic in using Google Classroom online media, and were also more effective and efficient, according to the IM teacher statement:

"I am very excited for this type of learning using Google Classroom, because Google This classroom is more diverse in providing types of worksheets for students. I think it is more effective and efficient. it's also easier to print and provide feedback to students."

Supported by teacher R's statement: "I am more enthusiastic of this type of learning using Google Classroom, because I think Google Classroom is more effective and efficient in learning."

Because the learning process using online media is very helpful during the Covid-19 Pandemic. Besides that, it can also make it easier for teachers to deliver material, save teacher time and carry out other activities, according to the IM teacher statement:

“I am very accepting for this type of learning using Google Classroom. Because learning English using Google Classroom has been very useful since the Covid-19 Pandemic. Because it can be done anywhere, it can carry out additional activities such as assessing student learning outcomes, and there is no need to repeat the material to students because the material can be viewed again, and downloaded.”

Supported by teacher R's statement: “I am very accepting for this type of learning using Google Classroom. Because english learning by using Google Classroom as an online medium has made it easier for teachers to carry out teaching activities since the Covid-19 Pandemic.”

In addition, teachers must be able to manage students in learning using online media, such as the statement from the IM teacher:

“It is not difficult at all to use Google Classroom in managing students in class.”

Supported by teacher R's statement: “It is not difficult to use Google Classroom in managing students in class, because everything is organized in Google Classroom how to use it.”

Besides WhatsApp and Google Classroom online media, there are also many other online media, but here it is limited to only two online

media used, namely WhatsApp and Google Classroom, according to the IM teacher's statement:

“Using WhatsApp and Google Classroom is easier than using other media because students can operate and have this application usually in their smartphone. It's more difficult than other media to use.”

Supported by teacher R's statement: “WhatsApp and Google Classroom are easier to use and can operate than other media, which are more difficult to use as well as for students.”

From the statement above, it can be concluded that teachers who have positive perceptions about using online media in their English learning process feel that it is very helpful and makes the learning process easier during the Covid-19 Pandemic. In addition, it is very beneficial for the teacher because it can save time, can do other work, does not need to repeatedly provide material explanations, has flexible time and place, no more obstacles to space, place, and time, and does not need to be difficult to understand. organize students.

From the observations, the researchers found that the school had three English teachers, but here the researchers only examined two English teachers. In addition, schools have sufficient tools to carry out the learning process using online media facilitated by wifi. Then teachers come to school according to their respective schedules, on time. The two teachers only use WhatsApp and Google Classroom online media and use them via mobile phones and laptops when carrying out the learning process.

It can be concluded that schools have a strategic place, comfortable, disciplined, facilitated, very supportive in carrying out the learning process using online media. Although there are also challenges that must be faced. Especially during the Covid-19 Pandemic, the learning process is not easy because it can change.

## **2. Challenges that teachers' perceived in using online media in teaching English during covid-19 pandemic at junior high school**

WhatsApp and Google Classroom online media are applications that are intended to support the learning process carried out by teachers during the Covid-19 Pandemic at junior high school. There are many benefits of using WhatsApp and Google Classroom online media during the learning process, one of which is that teachers feel very helpful in the learning process with WhatsApp and Google Classroom online media. However, all of this cannot be separated from the challenges that exist when using WhatsApp and Google Classroom online media.

From the results of interviews conducted by researchers, here will only discuss the challenges in using Google Classroom online media in learning English because WhatsApp online media is only to provide information, instructions if someone cannot use Google Classroom, WhatsApp online media does not. used for the learning process. There are several challenges in using Google Classroom online media in learning English, namely:

### **a) Internet Network**

Network conditions are very important for the learning process using online media during this Covid-19 Pandemic to take place. At SMP Negeri 7 Banjarmasin has a strategic school environment for a good internet network connection and is facilitated by wifi. It's just that every teacher has limited access to the learning process, then there are also many teachers who use the internet network simultaneously which makes the network unstable, and the network is slow which has an impact on the learning process, according to teacher IM's statement:

“Yes, of course. Network connection is a major role in learning. But because we have a time limit to give lessons to students, we have to be on time to enter the Google Classroom page because the network can be slow, many teachers also use the internet.”

Supported by the statement of teacher R: “Internet connection is very important in supporting this learning process. But because we have a time limit to capture the internet network. So it will affect the learning process.”

#### **b) Rearrange the writing lesson plan**

The new online learning process takes place during the spread of the COVID-19 pandemic. In this case, there are many things that must be prepared, one of which is that the teacher must rearrange the learning plan according to the online learning process, both in terms of material to be taught, delivery, assignments, and others. In this case

teachers will have to rearrange the learning plan for English writing study because when teacher give English writing assignments to students, teachers cannot know if students are writing them on their own. Moreover, there are still unenthusiastic students after the teacher has given interactive material that is English writing material. According to teacher IM's statement:

“It's not difficult at all organize and deliver learning materials to students because they repeat the material and can ask students directly through Google Classroom. If they have any questions. It's just that the problem here is making sure that all students are in Google Classroom on time.”

In addition, according to teacher IM's statement: “No, it isn't. In fact the results are increasing. But it is questionable whether they are doing their own thing.”

Another statement from the IM teacher: “Yes, most of them are enthusiastic in learning English through this medium. Because I give them worksheets and interactive materials. But the problem here is that some of them are not enthusiastic even though they have been given interactive material.”

**c) Lack of understanding of students in English writting studies**

In the learning process using online media there are things that will not be expected to be faced, one of which is a slow response from students. Maybe it's because students don't understand the material



being presented, don't do assignments, connection problems, etc. In this case there are still students who are slow at writing material given by teachers during the learning process. Because students lack the understanding of writing material presented by their teachers. This is because teachers lack detailed and profound knowledge of material and their students pay little attention or are simply due to slow response due to this goes online because of the learning process, according to teacher IM's statement:

“Most of them are actively using Google Classroom. But still some students don't do assignments because of many things such as connection problems, gadgets, running out of data, not understanding the material, etc.”

Supported by teacher R's statement: “Teachers cannot know whether students are active or not during the learning process by using Google Classroom.”

From the findings above, it can be concluded that using online media in the learning process is not as easy as expected, although there are also many advantages that cannot rule out the possibility that there are challenges that must be faced. Teachers face various challenges in the process of learning English using Google Classroom online media. Such as the internet network, rearranging lesson plans, and slow responses from students. This can hinder the smooth running

of the learning process, and teachers must think again, and work hard so that they can get the best solution.

## **B. Discussion**

The Covid-19 pandemic has changed all parts, including the world of education, which was originally a face-to-face learning process to learning using online media. With the learning process using online media, the teacher chooses WhatsApp to provide information and Google Classroom to carry out the learning process so that learning can continue. Because according to Handayani et al (2020, p.315), whatsapp is one of the most important online media that many people use to communicate and give information with other people. In addition, whatsapp has the potential to use WhatsApp to support English classes because it is easy to access and facilitates students and teachers to communicate using English anytime and anywhere.

Whereas According to Sudarsana et al (2019, p.2), google classroom is a learning management system (LMS) offered by Google for teachers to carry out the remote learning process to make it easier for teachers and students. The app also provides a central location for communicating with students, asking questions, and creating assignments. In the current pandemic situation, google classroom is very helpful in facilitating teachers in online learning. Similar to many new applications, google classroom is equipped with a unique appearance. Because of this method the teacher uniquely

arranges the classroom as a teaching method because Google Classroom starts with a blank canvas.

Then besides that the teachers can also add students to the class, make announcements, and assignments, and only upload the material to be studied. In addition, students can also view and review the material that has been studied and can retrieve and store the material. In this section, the researcher will present the interpretation and discussion after obtaining the research results.

The results of the study are known after analyzing the data. By analyzing the data, the researcher was able to find the perceptions and challenges of teachers using online media in the process of learning English at SMP Negeri 7 Banjarmasin from grade VII and VIII teachers. What is meant by learning using online media is learning that uses an application, a form of media based on telecommunications and multimedia, connected to the internet network, and displays a variety of learning interactions.

According to Romli (2012, p.34), online media can be interpreted as media that can be accessed via the internet, besides that online media is also a general term for a form of media based on telecommunications and multimedia. Which is contained in it to disseminate news, information, websites, online radio, online TV, online press, and others with their respective characteristics according to the facilities that allow users to use them.

In addition to Aisyah, et al (2015, pp.1-2), online media or the internet is a medium that functions as a communication tool between humans or also called interactive media where the media allows active participants to receive or send information. Online media can accommodate text, image, audio and video news.

Using WhatsApp and Google Classroom online media for the online learning process during the covid-19 pandemic is very helpful for teachers because it suits their needs. Here the two teachers have a positive perception of the learning process using online media.

### **1. Teachers' perception of the use online media in teaching English during covid-19 pandemic at junior high school**

The existence of the Covid-19 pandemic has made the learning process using online media, which in the end appears a new thing that must be applied and creates perceptions. In harmony with the arrangement of Wisma & Ira (2020, p.109), perception is a process in which a person gives his meaning or opinion to the environment. Perception is also a response or an assessment of an object that is made based on a person's experience and knowledge.

Moreover to Rosyida (2016, pp.44-45), perception described the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Moreover perception as a cognitive process that is used by individuals to interpret and understand the world round it (the object). They also explain that the perception is

the process of giving meaning to the environment by the individual. Therefore, each individual gives different meaning to the stimulus of the object, even on the same object. How people view the situation is often more important than the situation itself. Perception is also the process when we become aware of many stimuli that affect our senses.

Based on the teacher's perception when the researcher asked some questions, the two teachers felt that it was greatly helped by the WhatsApp and Google Classroom online media and made it easier in the learning process during the Covid-19 Pandemic. The results of the research teachers have positive perceptions about using online media in the process of learning English online.

In line with the statement Irwanto (2002), Positive perception is a perception that describes all of information, knowledge (known or unknown) positively, and responses in accordance with what they see. In addition, positive perception is perception interpretations that involve human evaluating something around them. In this case, if someone has positive perception, he will accept and support the object that is perceived.

However, this could also later change or increase the teacher's perception because of the factors that can affect a person's perception because the learning process can change and not settle which will lead to different perceptions, in line with statement Toha (2003), the factors that influence a person's perception are use follows:

- a) Internal factors: attitudes, feelings and individual personalities, prejudice, attention (focus), desires, physical conditions, mental disorders, values and needs as well as interests and motivation.
- b) External factors: family background, information obtained, surrounding knowledge and needs, size, intensity, opposites, repetition of motion, new and familiar things or the alienation of an object.

From the observations, the researchers found that teachers came to school according to their respective schedules, and on time. This shows that the teacher is disciplined in his responsibilities as a teacher. In line with the opinion of Fathoni (2006), discipline is the awareness and willingness of a person to obey all the rules applied in the school and the prevailing social norms. Discipline can be interpreted when the teacher always comes and goes home on time, does all his work well, obeys all school rules and applicable social norms. Because discipline must be enforced in a school, in order to achieve and fulfill its goals. Furthermore the school has enough tools to carry out the English learning process used online media. Just like school wifi would support the learning process. To support online media WhatsApp and Google classroom teachers used mobile phones and laptops. So the learning process can be effective.

## **2. Challenges that teachers' perceived in using online media in teaching English during covid-19 pandemic at junior high school**

A challenge means a situation that is perceived as being difficult to handle. Such a broad definition leaves sufficient room to explore teachers' wider performance and competence, not just within the classroom, as in most studies. According to Annisa (2020, p.6), there are several things that become challenges using online media in the online English learning process, including:

**a) Internet Network**

In carrying out the process of learning English using online media, teachers need a strong, good, and high-quality internet network connection. In addition to Rumanti (2002), The internet as an online media is as a new media, the internet has several characteristics, such as technology-based media, flexible character, interactive potential, functioning privately and publicly.

From the results of the study, they have limited access to the learning process, then there are also many teachers who use the internet network simultaneously which makes the network unstable, the network is slow which has an impact on the learning process.

As stated by Annisa (2020, p.6), internet network access is difficult, especially in rural areas, unstable internet network. Due to a slow network, the information and learning materials delivered take a long time to be accepted by students, or vice versa. The internet network is very important and needed in the learning process, so that teachers can work easily without difficulty. However, without a good

internet network, teachers cannot provide material perfectly and appropriately.

**b) Rearrange the writing lesson plan**

Face-to-face learning is different from learning using online media, which usually can interact directly but now there is a distance between teachers and students, teachers cannot supervise their students directly. In addition, the teacher must rearrange the learning plan that is adjusted to the circumstances in which the learning process uses online media. In this case teachers will have to rearrange the learning plan for English writing study because when teacher give English writing assignments to students, teachers cannot know if students are writing them on their own. Moreover, there are still unenthusiastic students after the teacher has given interactive material that is English writing material.

According to Annisa (2020, p.6), teachers have difficulties in delivering lessons because they cannot face their students directly such as face-to-face cannot convey material freely so that students' lack of understanding when carrying out the learning process using online media.

**c) Lack of understanding of students in English writting studies**

There are things that must be faced during the learning process using online media, one of which is the slow response from students because we cannot supervise, knowing firsthand what problems they



are facing. From the results of the study found the reason, caused because students did not do assignments, did not understand the material presented, connection problems, ran out of data, and so on. In this case there are still students who are slow at writing material given by teachers during the learning process. Because students lack the understanding of writing material presented by their teachers. This is because teachers lack detailed and profound knowledge of material and their students pay little attention or are simply due to slow response due to this goes online because of the learning process.

According to Annisa (2020, p.6), in the learning process using online media there are some students who are slow in responding during discussions, collecting assignments, and so on. Possibly due to the lack of understanding of the material given by the teacher. In this case the teacher must be able to understand and recognize his students.