TEACHER'S PERCEPTIONS ON IMPLEMENTING VIRTUAL LEARNING ACTIVITIES IN SPEAKING CLASS

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ABSTRAK

COVID-19 mengubah cara guru mengajar dari tatap muka menjadi pembelajaran virtual, peneliti ini tertarik untuk mengetahui persepsi guru dalam pembelajaran virtual di kelas berbicara, guru diharuskan memiliki kegiatan pembelajaran virtual. Penelitian ini bertujuan untuk mengetahui persepsi guru terhadap pembelajaran virtual dan kesulitan dalam kegiatan pembelajaran virtual khususnya di kelas berbicara. Metode yang digunakan dalam penelitian ini adalah studi kasus-kualitatif. Subjek dalam penelitian ini adalah 3 orang guru di SMP. Tujuan dari penelitian ini adalah peneliti ingin mengetahui persepsi dan kesulitan siswa selama pembelajaran virtual di kelas berbicara. Teknik pengumpulan data dalam penelitian ini menggunakan observasi dan wawancara.

Kata kunci *: persepsi, kesulitan, pembelajaran virtual, kelas speaking*

ABSTRACT

COVID-19 changes the way teacher teach from face-to-face to the virtual learning, the research interested to know the perceptions of the teachers in virtual learning in speaking class, teachers are required to have a virtual learning activities. Research aims to know teacher's perceptions of virtual learning and the difficulties in virtual learning activity specifically in speaking class. The method used in this study is case study-qualitative. The subjects in this study were 3 teachers in junior high school. The purpose of this study is the researcher wants to know the perceptions and difficulties of students during virtual learning in speaking class. The data collection techniques in this study used observation and interview.

Keyword: perception, difficulty, virtual learning, speaking class

INTRODUCTION

Virtual learning began in the early months of the year due to a case of the Covid-19 virus, and it was first identified in Wuhan, China. It then spread to Indonesia at the beginning of the year. At the same time, schools must implement this distance education system. According to WHO (2020) Covid-19 was first identified in December 2019 in Wuhan, China, and in June 2020, it spread globally to 216 countries with total cases are 8,708,008. While in Indonesia, as of June 21, 2020, is 45,891 cases, (KOMPAS, 2020). To handle this situation, some teachers in Indonesia especially English teachers should apply the alternating method that can be effective and can also adapt to their students' situations and conditions.

In Indonesia, learning English as a second language is familiar because it is a foreign language, and some students struggle to learn the English language. English teaching and learning must focus on the students' ability to communicate well through spoken and written. English teaching at Junior High School focused on the four language skills: listening, speaking, reading, and writing. *Speaking* is a crucial skill based on the four language skills, especially for English as Foreign Language (EFL). Besides, speaking is an essential human skill since they were born. However, Boyle & Peregoy (2001, p. 107) states that listening, speaking and writing also occur naturally together in school learning events at all grade levels, even though traditionally they

were taught separately. The teachers have important roles to make language easy to be learned by the students, especially in this virtual learning. However, teachers must have a different perception of handling virtual activity in English class, especially when it comes to teaching in English, and realize the importance of class atmospheres toward students' understanding. In this situation, it makes it even harder to make the material well delivered enough. The explanation above leads the researcher to think about how teachers' perceptions of implementing virtual learning activities in speaking class.

Therefore, a teacher should know what kind of media or applications can help them implement virtual learning in speaking class. Applications such as Zoom, Google Meet, Google Classroom, YouTube and WhatsApp Voice Note can support virtual learning in speaking class. Zoom application helps English teachers bring their students to the virtual class to follow instructions and materials efficiently. Based on the Prastiyo et al. (2018), Google Classroom can be integrated with YouTube to be used as the primary Author ware in e-learning media. A set of learning materials presented in a web presentation format in Google Classroom, and the element of learning video content on YouTube embedded into the Google Classroom platform as the main content, if combined between Google Classroom and YouTube can be equally related in helping the virtual learning process, especially in the speaking class. Cetinkaya (The Impact of Whatsapp Use on Success in Education Process, 2017) argues that many instant messaging applications can operate on mobile devices; it is seen that the WhatsApp application is one of the most favored mobile-based applications. The researcher is interested in exploring teacher's perceptions on implementing virtual learning activities in speaking class. The teacher's perceptions of something that is very effecting, important things from teacher's perception of virtual learning are to know how difficulties are faced and it can be an input or advice for prospective teachers and other teachers be able to implement virtual learning activities in this pandemic.

Teachers Perceptions
a. The Definition of Perception

According to Devito (1997, p. 75) perception is the process when we become aware of many stimuli that affect our senses. Perception is an act of recognizing, knowing, so that we become aware of something after seeing and learning something. The perception of a teacher while facing distance learning or virtual learning it is expected that it can become an advice and development for teaching and learning English itself. Sobur (2009) proposes "perception is a part of the overall process that produces the response after the stimulus is applied to humans." From the definitions, can be conclude that Perception is an act of recognizing, knowing, interpreting information in order to provide a picture of understanding about the environment and to provide responses and so that we become aware of something after seeing and learning something.

This research aims to find out the teacher's Perception about implementing virtual learning activities in speaking class; the researcher only wants to know perceptions from teachers about implementing virtual learning activities in speaking class and the difficulties encountered in implementing virtual learning activities in the speaking class.

Based on previous research conducted by Yanti et al. (2018) about teachers' perceptions of E-Learning using Edmodo in Educational activities. This study indicated that the teachers perceived that e-learning or Edmodo is helpful and easy to use, the teachers are satisfied with those advantages from that application. Therefore, Windiarti et al. (Teachers' Perception toward the Obstacles of E-Learning Classes, 2019) claimed several obstacles, such as teaching by using e-learning as devices, teachers' knowledge, time management, and student motivation. In order to run e-learning entirely, then these obstacles should be solved first. In this research, the research questions are; what are the teacher's perceptions on implementing virtual learning activities in speaking class and the difficulties in implementing virtual learning activity in the speaking class.

The study's differences are the researcher will finds teachers who use media or use features from Zoom, Google Meet, and Whatsapp Voice Note. The participants of this study are junior high school teacher's

and the researcher wants to know the perceptions on implementing virtual learning activities in speaking class about the media they are used to.

Based on the explanation above, the researcher wants to know about teachers' perceptions. Because perceptions are very important, this study aimed to determine the teacher's Perception of implementing virtual learning activities in the speaking class. Then, the researcher conducted a study entitled Teacher's Perceptions on Implementing Virtual Learning Activities in Speaking Class.

METHOD

The researcher uses a qualitative design, focuses on a case study. Qualitative research is a broad approach to focus on social phenomena (Creswell, 2012, p. 15), whereas, in collecting the data, the researcher uses the observations and interviews. Creswell (2012) argues that case study was specific to the case. Moreover, a case study is allowing the researcher be able to look at the phenomenon in more specific way and in context, collect the evidence about the phenomenon that actually happen.

RESULT AND DISCUSSION

The research findings of this study were the English teacher's perceptions on implementing virtual learning activities in speaking class. The researcher got the data from observation and interview were gained to answer the research questions of this research. Interviewees are labelled as teacher 1 – teacher 3 (T1-T3).

Teacher's Perceptions

Teacher's perceptions are the main focus of this part. The researcher has conducted observation and interview to collect the data from the teachers, then revealed the answers to the research questions based on the data that had been collected. Observation and Interview is conducted to find out Teacher's Perceptions and difficulties on Implementing Virtual Learning Activities. The teachers have some perceptions on implementing virtual learning activities in speaking class. The details are discussed below.

Virtual Learning Process Perception

The perception of virtual learning process from the English teachers are time management. It means teachers could manage the time during virtual learning. The teachers also could adjust virtual learning according to their lesson plan that has been made.

As a result, teachers able to manage the time during virtual learning and they are able to adjust virtual learning according to their lesson plan but they consider that is better to have a face-to-face interaction in speaking learning. In line with the interview result, the teachers claimed that the learning process was not going well and all of them had the same opinion that the material was not conveyed well. T1 revealed that she experienced the virtual learning activity in speaking class was not went well. As she claimed "*the learning process was not well conveyed. We do not meet the students in person." (T1)*. T2 also added "*It is not conveyed well, many students also lack interest in learning and do not understand how to use applications which can hinder the learning process."* In conclusion, based on the interview is the teachers have the same perception about the learning process that is not conveyed well because of their students had a lack of interest in learning and some of them did not understand how to use the application in virtual learning.

Applications in Virtual Learning

Applications in virtual learning based on teacher's perceptions are; they used certain application to implement virtual learning activities in speaking class such as; WhatsApp, Google Classroom and Zoom Meeting. In implementing virtual learning activities in speaking class, teachers often used two applications that can help them in teaching speaking in virtual learning. The findings are; teachers did not depend on Zoom Meeting to implement virtual learning in speaking class and teachers used the same application to teach speaking in virtual learning.

Student's Speaking Competency

Student's speaking competency in pronunciation were still low during virtual learning process. Most of the students could not pronounce words well and teachers

usually corrected them directly. It didn't fully work and students repeated the same mistake in pronunciation.

Virtual Learning Difficulties

There are difficulties in their perceptions on implementing virtual learning activities especially in speaking class. The several findings below are the difficulties for some English teachers on implementing virtual learning activities.

Internet Connection

The first difficulty is about student's internet connection. Speaking learning in virtual activities must have a good internet connection in order to make the virtual learning goes well. In this research, teachers had a difficulty when using some applications to implement virtual learning activities in speaking class.

Reminding and Guiding Students

The second difficulty is about the teacher's difficulty in guide their students during virtual learning. In implementing virtual learning activities in speaking class, teachers have to remind and guide students to join in their virtual learning activities.

Less Active

The third difficulty is about student's participation. Some students are not responsive and tend to less active in virtual learning activities. Teachers claimed that some of their students were not responsive and tend to less active. Based on the interview, T1 revealed the students were not responsive, she revealed *"some of them are less active, more active in face-to-face. So the teachers who provide more material, explain the material. At the same time, maybe just because they are reluctant to ask questions, they tend to be inactive."* T2 also added *"There is a lack of fast response, even if it's on WhatsApp, it is not responsive.",* different from the previous teachers, the T3 experienced *"Based on my experience is, especially using the Zoom Meeting or Google Meet, the students are triggered to ask questions and interact, face-to-face even in online".* In conclusion, most of the teachers have the same perception about their students that is not responsible enough. English Teacher's Perceptions on Implementing Virtual Learning Activities in Speaking Class

The findings show that there are some perceptions and difficulties from three teachers. In this research, the researcher elaborated on several points to answer two research question. The perceptions were the result of their experience on implementing virtual learning activities in speaking class. There are four findings on teacher's perception on implementing virtual learning activities; time management, lesson plan, applications in virtual learning and students speaking competency.

The research question point to the perceptions from the teachers on implementing virtual learning activities in speaking class. The most English teachers can manage the time and follow their lesson plan in virtual learning activities. They also agreed that virtual learning process is not conveyed well. In line with Miarso (1990, p. 91), the teachers have already note all of those components. Along with that, it is a good decision that they still continue to follow their lesson plan and provide deadline time for those who have difficulty doing their assignments. Therefore, all teachers know the solution to handling student problems during virtual learning by provided a notes and explanations on the WhatsApp chats and captured some important points from the explanation. Still, they are considering that face-to-face learning is much better than virtual learning. Moreover, they are not depending on Zoom Meeting application by choosing WhatsApp and Google Classroom to make the virtual learning process run well. They use WhatsApp in order to make it easier to use and Google Classroom because it is providing a lot features in one application. It was supported by (Prastiyo et al., 2018). In addition, the most of English teachers agreed that some of their students still have difficulty in pronunciation. Teachers use variant method and learning speaking with video learning uses exciting content, such as containing movies that trigger their enthusiasm for learning and can motivate them and so students can communicative efficiency. It was supported by (Hughes, 2002).

However, this research result is different from the previous research Yanti et al. (2018), the study results shows that the teachers are satisfied with the advantages of this new technology in their LMS. In line

with that finding, the teachers have problems sharing online resources and a lack of online communication. The difference in this case is that the teachers are less satisfied with virtual learning, especially when implementing virtual learning in the speaking class, most of their perceptions shows that there are a lot of difficulties. The difficulty is in the application they choose, it considered to be an ineffective learning and students' lack of interest in learning.

Teacher's Difficulties on Implementing Virtual Learning Activities in Speaking Class

This question can be answered based on the interview result. In selecting Zoom Meeting as the most appropriate application, WhatsApp and Google Classroom as the application they used very often, teachers had the same perception of the difficulties during virtual learning. The most of teachers considered that they have a fewer response from students, less feedback. Therefore, teachers tend to have a difficulty to deliver material due to students lack of interest in learning, difficulty in remind and guiding students in virtual learning. As a result, all of this can hamper the virtual learning process. It is mostly from students' participation that affected the process of virtual learning activity.

CONCLUSION

In this study, the researcher aimed to examine teacher's perception on implementing virtual learning activities in speaking class and to find out teacher's difficulties on implementing virtual learning activities in speaking class. The researcher revealed that teachers have some perceptions on implementing virtual learning activities in speaking class. The first is, teachers able to manage the time during virtual and able to adjust tlearning activities according to their lesson plan, but they consider that virtual learning in speaking class cannot be well conveyed as usual just like in face-to-face learning. The second is, teachers agree that WhatsApp and Google Classroom are the applications they choose to implement virtual learning in speaking classrooms. Also, they claimed that their students tend to understand more easily and can hear clearly on WhatsApp Voice. Furthermore, they choose Zoom Meeting as the most

appropriate way to implement virtual learning in speaking class, still, they always use WhatsApp Voice Note to implement virtual learning in speaking class because it is more accessible than some of the applications that have been mentioned. The third is, teachers perceived that their student's speaking competency in pronunciation were still low during virtual learning process. Most of the students cannot pronounce words well and they still have a difficulty in pronunciation.

There also difficulties on implementing virtual learning activities in speaking class. The first is, some students have a bad internet connection. Zoom Meeting is considered as the most appropriate application to implements virtual learning activities in speaking class. If only all of the students have a good internet connection, they can use Zoom Meeting as an application to learn and to practice their speaking or pronunciation with the teachers. The second is, the difficulty in remind and guide their students in virtual learning. Students tend to difficult in accessing some applications. In implements virtual learning in speaking class, teachers must provide an explanation first before using the application to learning speaking, teachers should tell them first how to use it well and guide them step by step. The third is, teachers experienced the less feedback from their students. Students are lack of interest in learning and it can hamper virtual learning in speaking class and to overcoming it teachers should motivate them in the beginning of the class and teachers must have a varieties of teaching method. The result shows that the students still need a lot of motivation during this pandemic as long as they still learning in their home using virtual applications.

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