



## An Analysis of Teachers and Students' Perceptions toward Online English Teaching and Learning during a Covid-19 Pandemic at Senior High School in Torgamba, Labuhanbatu Selatan, Sumatera Utara

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### Abstract

*This research was aim to analyze how teachers' and students' perceptions toward online English teaching and learning in the Covid-19 Pandemic. In this research, the researcher used an online questionnaire that consisted of 15 statements for teachers and 27 for students. The participants were 8 English teachers and 140 XI grade students at SMAN 1 and SMAN 2 Torgamba. This study applied a descriptive quantitative design. The findings from the data analysis, most teachers give a positive perception of online English learning with a mean score of 2.57. In detail, as many as 2 teachers had negative perceptions and 6 teachers had positive perceptions. The process of learning English was easier online during this pandemic but still, the teachers prefer conventional teaching in the future. Then, most students also give a positive perception of online English teaching and learning with a mean score was 2.54. In detail, 7 students had very negative perceptions, 47 students had negative perceptions, 80 students had positive perceptions and 6 students had very positive perceptions toward it. The process of learning English was easier and could foster students' independent learning attitudes but still, the students also found some problems in implementing this learning.*

### Keywords:

Teachers' Perception,  
Students' Perception, Online  
English Teaching and  
Learning

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## INTRODUCTION

The Corona Virus 2019 pandemic in the world, especially in Indonesia, influences the education. The Minister of Education and Culture, Nadiem Anwar Makarim, issued the implementation of education in emergency Coronavirus with online (long-distance). For this issue, the implementation of learning and teaching for all schools must take place online (Kemdikbud RI, 2020). Online teaching and learning is teaching and learning by utilizing the internet and technology tool. They have to use

it to communicate virtually with their teachers or other students through Email, WhatsApp, Instant messaging or use Video conferencing to replace face-to-face classroom in building group collaboration with a sense of community between learners and teachers (Jena, 2020; Sousa, 2018).

Online teaching and learning is not a new concept. They exist all over the world in the last decade after digitization. Many teachers and experts have been working for 10 years of online learning including YouTube and other social media platforms. The latest thing is it happens during the lockdown in the middle of a pandemic. Online teaching and learning system is different from traditional teaching and learning. These take place far distances and not in a classroom (Stern, 2018). The main thing is that learners and teachers do not meet in the same place. Moreover, the students take responsibility in their learning and online class, so the teacher is not the authority in the class (Solak & Cakir, 2014). The difference is also can be seen in students' motivation which they have high motivation than traditional teaching and learning because they are closer to technology like a laptop, smartphone, iPad, etc.

Since the activities of teaching and learning are carried out online, especially in English subjects, these bring many changes for teachers and students. Based on the researcher's observation, this teaching and learning gave them the convenience of time and place with connecting each other anytime and anywhere to gain a deeper understanding of knowledge. In addition, they can get the English material from natives that many websites or videos offered. This is supported as Cai (2012) said that online English learning is such the easy to access the information to learn English. Because it relates to technology, texts, images, sounds can be stored on their mobile phones or computer to support the teaching and learning process. Meanwhile, the lack of knowledge or experience in implementing this learning become crucial since this is the first time they carried out this learning. This is supported by the research by Lestiyawati & Widyantoro (2020) that it influences students' performance even though they ever try their best in online classes during their limitations.

Therefore, this condition brings different perceptions from students about this teaching and learning, as well as the teachers too. According to Walgito (2013), perception is a process that individuals receive stimulus through sensory devices or also called sensory processes. When students or teachers feel happy, pleasure, and enjoy the online English teaching and learning, it means that they have positive perceptions toward it. Otherwise, when they feel unhappy or displeased about online English teaching and learning, it means that they have a negative perception of it.

According to the research from Agung & Surtikanti (2020), they found that the students of STKIP Pamane Talino perceived negatively online learning during the pandemic. Availability and sustainability of internet connection, accessibility of teaching media, and compatibility of tools to access the media were the reasons of it.. Meanwhile, Rifiyanti (2020) found that students in the Management and Informatics programs of Institut Bisnis & Informatika Kosgoro 1957 assumed positively toward their online English learning because most lecturers are familiar with technology so found easy in conducting online platforms. Then, the learners though that the most difficult skill to learn in their online English class was the listening section.

Todd (2020) conducted the research to know how teachers' perception then found that English teachers at King Mongkut's University of Technology Thonburi,

Thailand. He found that stimulating suitable activities and marking student assignments are the big problems besides teachers rated many of the problems as serious. Moreover, Rusmiati et al. (2020) found that the teachers in Primary school from five provinces in Indonesia were ready with the technology and found it is determined with the national humanist curriculum and support or collaboration from all stakeholders.

For senior high school teachers and students in Torgamba, Indonesia, online English teaching and learning is still a new system. Therefore, their perceptions of these are crucial to facilitate an effective online teaching and learning environment. So, this study aimed to investigate the teachers' and students' perceptions of online English teaching and learning during a covid-19 pandemic since few related studies were conducted at the school level, especially in Senior High School in Torgamba.

Perceived usefulness and perceived ease of use from the teachers are important in online education (Aypay et al., 2012). Perceived usefulness is defined as how the online system will be useful for their job to increase their performance. Thus, perceived ease of use is the degree to see whether the system is difficult to use or not. Online teaching and learning always relate to technology. Technology includes hardware and software where the hardware used, such as cellphone, laptops, i-pad, etc. and the software has a learning application and learning platform. To influence intentions and lead to a positive attitude, improvements in ease of use may be beneficial (Davis et al., 1989).

Student's perception of the quality of their online courses and satisfaction are important because these have a direct impact on their learning and motivation (Davies et al., 2010). Student perception can provide an understanding of the success of students in their online courses. Recently, many institutions are using the Quality Matters (QM) programs in implementing online teaching and learning (Quality Matters, 2020). Practicality, activity and material are three of the aspects since the writer found these on the background of the problem of this research. Practicality is deal with whether the person was able to gain particular goals with effectiveness, efficiency, and satisfaction in a particular situation (Standard, 1998). Then, quality learning is achieved when the activities can engage learners by supporting their intent and expectations; challenge learners to question assumptions, to discern variations, and to go beyond what is provided and take ownership of the learning process; acknowledge context through the appropriate problems and meaningful contexts; involve practice that enables learners to demonstrate what has been learned to gain feedback, reflect on the experience and develop confidence (Boud & Prosser in Oliver, R., Herrington (2003)). In addition, in online teaching and learning, the quality learning is achieved when the material may include e-books with text and digital image; Video with text, image, animation, and audio; Digital visual representation with a virtual world and 3D model; screencast with software demo, video feedback; and last is Audio with an enhanced podcast or narrated teaching (Mayer in Rademacher (2019)).

According to the above explanation, in this research, the teachers' perception is focused on the Usefulness and Ease of use of online English teaching and learning. Besides, students' perception is focused on the practicality, activity and the material of online English teaching and learning during a covid-19 pandemic. Those factors are

necessary to bring their perceptions of online English teaching and learning to be more contextual with the needs of this research.

## METHOD

Descriptive research is chosen because the type of this research is to find out the teachers' and students' perceptions toward online English teaching and learning during the pandemic. According to Kumar (2011), descriptive research is research that describes a condition, trouble, phenomenon, service or program, thought and gives information about the present condition of a group. The population in this research was three senior high schools. According to Gay & Diehl (1992), the sample in small descriptive research uses a minimal 20% of the population so the researcher took two of three schools in Torgamba. In choosing the schools, the researcher used purposive random sampling. Purposive sampling is also known as judgment, selective or subjective sampling. It is a sampling technique in which the researcher depends on her judgment when selecting participants from the population to participate in her study (Pandey & Pandey, 2015). The schools were SMAN 1 and SMAN 2 Torgamba.

The instrument which is used in this research was a questionnaire. The questionnaire contains 15 statements for teachers and 27 statements for students. The questionnaire given to them used a Likert scale with 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The questionnaire also has been validated by English lecturers who were experts on the topic.

The researcher contacted the English teachers who being the participants and join in the students' WhatsApp group to share an online questionnaire for getting the data. After that, the researcher asked them to fill out the questionnaire. After that, the researcher collected the answers and analyze the data based on the formula and table below:

$$\bar{X} = \frac{\sum xi}{n}$$

Notes:  $\bar{X}$  = Mean score  
 $\sum xi$  = Total value of teachers or students' responds  
 $n$  = Total of sample

NO.	Weight Mean Score	Category	Degree of Perception
1.	1.00-1.75	Strongly Disagree	Very Negative
2.	1.76-2.50	Disagree	Negative
3.	2.51-3.25	Agree	Positive
4.	3.26-4.00	Strongly Agree	Very Positive

**Table 1.** Degree of Perception

## RESULT AND DISCUSSION

The questions on the questionnaire will answer two research questions. The first research question is about teachers' perceptions toward online English teaching and learning during the pandemic. There were 15 statements in the questionnaire, the following data results are shown in the table below:

**1. Teachers' Perception of Usefulness of Online English Teaching and Learning.**  
**Table 2.** Usefulness

Item	Statements	Responses				Mean Score	Perception
		SD (1)	D (2)	A (3)	SA (4)		
1.	Online English teaching system is efficient for creating and facilitating distribution of material.	0	1	6	1	3.00	Positive
2.	Online English teaching system helps in teaching by using rich media.	0	1	6	1	3.00	Positive
3.	Online English teaching system makes my performance improves.	0	2	6	0	2.75	Positive
4.	Online English teaching system makes teaching becomes easier.	1	7	0	0	1.88	Negative
5.	Online English teaching system makes discussion more effective.	1	6	1	0	2.00	Negative
6.	Online English teaching system makes delivering exercises/material easier.	0	2	6	0	2.75	Positive
7.	Online English teaching system makes assessing easier.	0	6	2	0	2.25	Negative
8.	Online English teaching system allows me to give immediate feedback.	0	1	5	2	3.13	Positive
9.	I spend a long time interacting with students in the online English teaching system.	0	1	4	3	1.75	Negative
10.	Online English teaching system helps me in managing my time effectively.	1	6	1	0	2.00	Negative
Total						2.45	Negative

Table 2 shows that 6 teachers agreed that Online English teaching system is efficient for creating and facilitating the distribution of material. Then, 6 teachers agreed that it helped in teaching by using rich media. Also, 6 teachers agreed that it made their performance improved. Still, 6 teachers also agreed that it made delivering exercises/material easier. Moreover, 5 teachers agreed that it allowed them to give immediate feedback. Besides, 7 teachers disagreed online English teaching system made teaching and assessing became easier. Then, 6 teachers disagreed that it made the discussion more effective. Still, 4 teachers disagreed that it could save time. And

6 teachers disagree that it could manage their time. The mean score for this aspect as an indicator was 2.45.

The degree of teachers' perceptions of the usefulness as an indicator for Online English teaching and learning can be seen from the table below:

**Table 3.** The Teachers' Perception of the Usefulness of Online English Teaching and Learning

NO.	Weight Mean Score	Frequency	Degree of Perception
1.	1.00-1.75	0	Very Negative
<b>2.</b>	<b>1.76-2.50</b>	<b>7</b>	<b>Negative</b>
3.	2.51-3.25	1	Positive
4.	3.26-4.00	0	Very Positive

To sum up, from the table above, it was found out that 7 teachers had negative perceptions toward the usefulness of the online English teaching system and only 1 teacher had a positive perception toward it. Therefore, most teachers had negative perceptions. Then, the mean score for this aspect was 2.45 and turned into negative. It can be concluded that the English teachers at senior high schools in Torgamba perceived negatively the Usefulness of online English teaching and learning. Moreover, it can be assumed that they still faced some difficulties in the online English teaching system to keep the class run well. Thus, they perceived that the online system was not very useful for their teaching to achieve the learning outcomes.

## ***2. Teachers' Perception toward the Ease of Use of Online English Teaching and Learning.***

**Table 4.** Ease of Use

Item	Statements	Responses				Mean Score	Perception
		SD (1)	D (2)	A (3)	SA (1)		
11.	It is easy to operate an online system.	0	1	6	1	3.00	Positive
12.	I am able to complete a course without an internet difficulty.	0	2	6	0	2.75	Positive
13.	The interaction with the online system is clear and understandable.	0	5	3	0	2.38	Negative

14.	I will use the online system in my English subject even after the pandemic of Covid-19.	0	6	2	0	2.25	Negative
15.	Online English Teaching system helps me to be professional teacher.	0	1	6	1	3.00	Positive
Total						2.68	Positive

Table 4 shows that 6 teachers agreed that the online system was easy to operate. Then, 6 teachers agreed that they were ably completed the online course without internet difficulty. Still, 6 teachers agreed that it helped them to be professional teachers. Meanwhile, 5 teachers disagreed with the online system was clear and understandable. In addition, 6 teachers disagreed that they will use it even after the Covid-19 pandemic. The mean score for this aspect was 2.68.

The degree of teachers' perceptions of the usefulness as an indicator for Online English teaching and learning can be seen from the table below:

**Table 5. The Teachers' Perception of the Ease of Use of Online English Teaching and Learning**

NO.	Weight Mean Score	Frequency	Degree of Perception
1.	1.00-1.75	0	Very Negative
2.	1.76-2.50	1	Negative
<b>3.</b>	<b>2.51-3.25</b>	<b>7</b>	<b>Positive</b>
4.	3.26-4.00	0	Very Positive

To sum up, from the table above, it was found out that 1 teacher had negative perceptions but 7 teachers had positive perceptions toward the Ease of Use in the Online English system. Most teachers had positive perceptions with this aspect as an indicator of teachers' perception. Then, the mean score for the aspect was 2.68 and turned positive. Therefore, it can be concluded that English teachers at senior high schools in Torgamba perceived positively the Ease of Use of online English teaching and learning. Moreover, it indicated that they had the good technical knowledge to conduct online English teaching and learning.

The second research question is about students' perceptions toward online English teaching and learning during the pandemic. There were 27 statements in the questionnaire, the following data results are shown in the table below:

### 1. Students' Perception on Practicality of the Online English Teaching and Learning

**Table 6.** Practicality

Item	Statements	Responses				Mean Score	Perception
		SD (1)	D (2)	A (3)	SA (4)		
1.	Online English learning is efficient for getting knowledge.	20	68	40	12	2.31	Negative
2.	Online English learning gives rich media.	6	34	80	20	2.81	Positive
3.	Online English learning is easy to do.	27	41	53	19	2.46	Negative
4.	Online English learning ease communicate with others in the class.	38	52	31	19	2.22	Negative
5.	Online English learning reduces much time.	24	62	29	25	2.61	Positive
6.	I have no problem with technology to access the online English learning.	27	38	48	27	2.54	Positive
7.	I am able to complete this course without an internet difficulty.	44	43	38	15	2.17	Negative
Total						2.45	Negative

It can be seen from the table 6 that 80 students agreed that Online English learning gives rich media. Then, there were 48 students who agreed that they had no problem with technology to access it. Meanwhile, 68 students disagreed that Online English learning was efficient for getting knowledge. Then, 53 students disagreed that it was easy to do. Still, 52 students disagreed that it was easy to communicate with others in the class. Also, 62 students disagreed that it reduced much time. Moreover, 44 students strongly disagreed that they were able to complete this course without internet difficulty. The mean score for this aspect as an indicator was 2.45.

The degree of students' perceptions of the practicality as an indicator for Online English teaching and learning can be seen from the table below:

**Table 7.** The Students' Perception of the Practicality of Online English Teaching and Learning

NO.	Weight Mean Score	Frequency	Degree of Perception
1.	1.00-1.75	13	Very Negative
2.	<b>1.76-2.50</b>	<b>73</b>	<b>Negative</b>
3.	2.51-3.25	50	Positive
4.	3.26-4.00	4	Very Positive



To sum it up, from the table above, it was found out that 13 students had very negative perceptions and 73 students had negative perceptions toward the practicality of online English teaching and learning. Meanwhile, fifty students had positive perceptions and 4 students had very positive perceptions toward it. Therefore, most students had negative perceptions. Then, the mean score for this aspect as an indicator for students' perception was 2.44 and turned negative. It can be concluded that the students in senior high school in Torgamba perceived negatively the practicality in the online English teaching and learning during a pandemic. Thus, the students admitted that the internet connection and time to access this learning were being crucial in this learning process.

**2. Students' Perception of Activity of the Online English Teaching and Learning.**

**Table 8.** Activity

Item	Statements	Responses				Mean Score	Perception
		SD (1)	D (2)	A (3)	SA (4)		
1.	Online English learning activity is line with the curriculum and syllabus.	6	7	76	51	3.23	Positive
2.	Online English learning activity is same as in the classroom.	31	63	28	18	2.24	Negative
3.	Online English learning gives me an interesting reading experience.	17	40	69	14	2.57	Positive
4.	Online English learning can improve my skills through many media over the internet.	17	34	60	29	2.72	Positive
5.	Online English learning helps me acquiring new vocabulary.	11	35	69	25	2.77	Positive
6.	Online English learning is better to help me learn grammar.	35	50	45	10	2.21	Negative
7.	Online English learning is better to improve my written communication.	18	35	71	16	2.61	Positive
8.	Online English learning helps me practicing my language skills through conversations.	21	42	58	19	2.54	Positive

9.	Online English learning gives me a chance to share my writing with my peers.	22	45	48	25	2.46	Negative
10.	Online English learning allows teacher to give immediate feedback.	15	36	77	12	2.61	Positive
Total						2.60	Positive

From table 8, we can see that there were 76 students agreed that the Online English learning activity was in line with the curriculum and syllabus. Then, 69 students agreed that it gave them an interesting reading experience. Also, 60 students agreed that it could improve their skills through many media over the internet. Next, 69 students agreed that it helped to acquire new vocabulary. In addition, 71 students agreed that it was better to improve written communication. Therefore, 58 students agreed that it helped practicing language skills through conversations. Then, 48 students agreed that it gave a chance to share their writing with peers Moreover, 77 students agreed that it allowed their teacher to give immediate feedback. Meanwhile, there were 63 who disagreed that Online English learning activity was the same as in the classroom. Also, 50 students disagreed that it was better to help learn grammar. The mean score for this aspect as an indicator was 2.60.

The degree of students' perceptions of the activity as an indicator for Online English teaching and learning can be seen from the table below:

**Table 9.** The Students' Perception of the Activity of Online English Teaching and Learning

NO.	Weight Mean Score	Frequency	Degree of Perception
1.	1.00-1.75	13	Very Negative
2.	1.76-2.50	39	Negative
3.	<b>2.51-3.25</b>	<b>76</b>	<b>Positive</b>
4.	3.26-4.00	12	Very Positive

To sum it up, from the table above, it was found out that 13 students had very negative perceptions and followed by 39 students had negative perception with this aspect as an indicator for the students' perceptions. Meanwhile, 76 students had positive perceptions and 12 students had very positive perceptions with this. It can be concluded that most students had positive perceptions. Then, the mean score for all statements in this aspect was 2.60 and turned into positive. Therefore, students in senior high school in Torgamba perceived positively the activity in the online English teaching and learning during a pandemic. Most students admitted this learning gives them various media and it can improve their

ability. Then, because students have to learn on their own, communication with each other and feedback from the teacher also increase their understanding.

**3. Students' Perception of Material of the Online English Teaching and Learning.**  
**Table 10. Material**

Item	Statements	Responses				Mean Score	Perception
		SD (1)	D (2)	A (3)	SA (4)		
1.	Online English learning material is line with the curriculum and syllabus.	5	8	86	41	3.16	Positive
2.	Online English learning material is easy to be understood.	24	53	49	14	2.38	Negative
3.	Online English learning material provides systematically.	5	18	79	38	3.07	Positive
4.	Online English learning material helps me better to learn the target language.	18	60	43	19	2.45	Negative
5.	The use of online English learning material change the way I learn.	20	27	69	24	2.69	Positive
6.	Online English learning material makes me become more active.	33	54	40	13	2.24	Negative
7.	I will use online English learning material frequently because I am very interested.	32	59	40	9	2.19	Negative
8.	Online English learning material presents attractively.	9	36	66	29	2.82	Positive
9.	I am motivated by the material in an online English learning.	19	58	49	14	2.41	Negative
10.	Online English learning material make me stress out.	30	30	59	21	2.35	Negative
Total						2.58	Positive

Table 10 showed that there were 86 students agreed that Online English learning material was in line with the curriculum and syllabus. Then, 79 students agreed that it was provided systematically. Also, 69 students agreed that it changed the way they learn. Still, 66 students agreed that it presented attractively. In addition, 59 students agreed that it made them stress out. Meanwhile, 53 students disagreed that Online English learning material was easy to be understood. Then, 60 students disagreed that it helped them better to learn the target language. Also, 54 students disagreed that it made them more active. Next, 59 students disagreed that they will use

online English learning material frequently. Last, 58 students disagreed that it was motivating them. The mean score for this aspect as an indicator was 2.58.

The degree of students' perceptions of the material as an indicator for Online English teaching and learning can be seen from the table below:

**Table 11.** The Students' Perception of the Material of Online English Teaching and Learning

NO.	Weight Mean Score	Frequency	Degree of Perception
1.	1.00-1.75	7	Very Negative
2.	1.76-2.50	48	Negative
<b>3.</b>	<b>2.51-3.25</b>	<b>71</b>	<b>Positive</b>
4.	3.26-4.00	14	Very Positive

To sum it up, from the table above, it was found out that 7 students had very negative perceptions and 48 students had negative perceptions, but 71 students had positive perceptions and 14 students had very positive perceptions with the material as the aspect for students' perceptions. Most students had positive perceptions. Thus, the mean score for this aspect was 2.59 and turned into positive. It can be assumed that the students perceived positively the material on the Online English teaching and learning during the pandemic. But still, students also faced difficulty with the material because they could not understand it well and were not motivated by it.

### *Discussion*

The covid-19 pandemic is a heartbreaking problem for education. Schools have to close and encourage lessons to be conducted from home through online. Therefore, it can reduce the spreading of the virus with direct contact with other people. Thus, there have been many changes in the process of their teaching and learning such as teachers and students do not interact directly but use several technological media and take place over the internet. However, it is a safer way to keep the process of teaching and learning during the adversity (Mukhter, 2020).

Based on the findings above, the results obtained by the researcher are that most of the teachers and students perceived positively. Firstly, the teachers' perception toward online English teaching and learning during the pandemic at senior high schools in Torgamba turned positive with a mean score 2.58. Online learning is learning via some technology that has to use electronic applications to support teaching and learning using internet media (Carliner, 2004). The result of this study is relevant to the result of the previous researches conducted by several experts. The research conducted by Hariyati (2020) stated that the teachers perceived the process of teaching English as easier online. It was found out that the teachers are satisfied with the use of

this new teaching and learning process. It means that the teachers' perception was positive. Furthermore, Alkhuzani (2018) found that teachers have a positive perception of the use of online learning in language learning. They believe that online learning can help them to develop their knowledge.

Secondly, the researcher also found that the student's perception toward online English teaching and learning during the pandemic at senior high schools in Torgamba turned positive with a mean score 2.55. Most students admit that their learning was run well in using online English learning even though face some problems in the internet network. The result of this study is relevant to the result of the previous researches conducted by several experts. The research conducted by Mulyani (2020) that the students thought that online learning gave them the flexibility and effectiveness in learning during the pandemic. Moreover, Rifiyanti (2020) also found the same result that the learners perceived positive which is an effective way during the pandemic and the accessibility of the internet is an important factor. Thus, she found it was because the lecturer knows well how to conduct online learning.

Nevertheless, studies from Agung & Surtikanti (2020), Todd (2020) and Rusmiati et al. (2020) showed different findings with this research for teachers' or students' perceptions. Those studies showed that they gave negative perceptions toward online learning because of many obstacles in implementing it. Meanwhile, the findings of this research still give a positive perception even though they also found a problem like an internet network.

Based on the results obtained, it can be concluded that most teachers and students have positive perceptions toward online English teaching and learning during the pandemic. This is the same as the results of research from several previous researchers who mentioned the same thing. This learning has advantages and disadvantages, where the effects felt by teachers and students are also different. Based on teachers' and students' responses to filling questionnaires, they perceived studying at home was quite good helpful in learning in the mid of the Covid-19 pandemic. Moreover, they can get more about technology and be more creative or innovative in the teaching and learning process. Still, others have negative perceptions of this. Online learning can make miscommunication and difficult if they are unfamiliar with the ICT (Information and Communication Technology) and have a really bad internet network.

## **CONCLUSION**

Based on the data analyzed, it was found that the teachers and students in Torgamba, Labuhanbatu Selatan, Sumatera Utara perceived positively the online English teaching and learning during the pandemic. Students found some obstacles in the practicality of the online learning, meanwhile the activity and material were almost suitable for them in the online English learning. Moreover, it was also found that most of the students rated that they have bad internet networks. Still, most of them perceived positive with this learning. In addition, the teachers also found some obstacles in the usefulness of the online teaching but thought it was easy using the online English teaching and learning system.

At present, the researcher would like to conclude that online learning is an excellent learning when something happened that force not to go to traditional school..

For example, some people that live far away from the school and want continue their study and also some thing bad happen like Pandemic that make we must keep social distancing. With online learning environments, teachers can maintain the relationship with the students from different places at different times. Besides that, they can consider the up-to-date information about ICT (Information and Communication Technology) in online English teaching and learning so that the process can run well.

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