STUDENTS' PERCEPTION TOWARDS TEACHER'S STRATEGY AT THE COVID-19 PANDEMIC

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Abstract : The purpose of this study is to find out the students' perception toward teachers' role in motivating students to learn English during the Covid-19 pandemic. In conducting this research, the researcher employed both qualitative and quantitative methods (mixed method). To collect the data, the researchers used a questionnaire that consists of 10 questions. The population of this study is the students at SMP Negeri 2 Tondano and the samples are the 8th grade students with a total of 23 students. The samples chosen are the active students who follow the teaching and learning process in their school in online and offline ways. The findings show that students are having great experiences in teaching and learning English. In general, the students respond to the statements very well with positive responses dominated by Agree and Strongly Agree. It showed that the students' perceptions of the teacher's role in English learning are various in the Covid-19 pandemic situation. In general, Covid-19 had a significant impact on the world of education, including in the educational system in Indonesia. Traditional and routine learning that emphasizes the interaction of teachers and students in the classroom and outside the classroom shifts to distance learning.

Keywords : *Teacher, Motivation, Perception.*

INTRODUCTION

Self-motivation is the important thing which is extremely essential in learning activities, particularly during the Covid-19 pandemic circumstance (Mishra, et. al., 2020; Ozfidan, et. al., 2021). The students can do their learning liability through the positive energy of inspiration from educators remotely and inside. In accordance with that assertion, many variables rouse the students to learn. These elements might be inherent or outward. This examination talks about the job of the instructor in understudies' inspiration to learn. The writing on learning and inspiration uncovers the manners in which those educators can expand understudies' inspiration to learn.

While understudies might want to learn, the outside help given by the educator fundamentally affects understudies' learning (Robosa, et. al., 2021). The educator's part in inspiration incorporates, however, is not restricted to establishing a favorable climate for learning.

The educator's job in empowering the backing of understudies' independence, pertinence, and relatedness of the material expands inspiration to learn (Widjaja, et. al., 2021). Moreover, teachers of second or unknown languages could serve as real role models for students as they seek to improve their speaking skills in the target language. (Liando, 2015), one of the significant perspectives should know from educators in the present circumstance,

since talking additionally become one of a fundamental ability in this time. The educator's capacity to foster understudies' capability, interest in the subject instructed, and view of self-adequacy are exceedingly significant variables that impact understudies' inspiration to learn (Khan & Alwi, 2018). In any case, this examination doesn't endeavor to answer the degree to which these variables increment understudies' inspiration to learn.

There are several consequences for motivation. It is envisioned as an innate yearning that motivates people to engage in an activity because of the fulfillment they receive from it (Jensen & Bro, 2018). A crucial component of successful language acquisition is the ability to balance the demands of academic work with personal learning goals (Liando, 2009). Consequently, the specialists recognize that likewise, inspiration is the obligation of every individual in schooling even in family, in this way, family or instructor play their parts in inspiration understudies or kid. Another viewpoint on motivation suggests that it is objective coordinated realizing, which energises and guides people in a particular direction (Shynu & Sambath, 2021). Due to their motivation to learn, students feel compelled to complete the goals they have been given, either on their own or with the teacher's assistance (Daumiller, et. al., 2021; Maru, et. al., 2018).

It is extremely evident that the significance of understudies' motivation is not just an impact on their mindfulness yet in addition on their learning accomplishments in numerous ways (Mahmood, et. al., 2020). Students' motivation is rekindled, and their desire to learn is increased by teachers who help them take control of their lives, take ownership of their work, and promote individual interest in it. Another way instructors enhance their students' learning is by connecting to their unique world of peers (Szymkowiak, et. al., 2021). Teachers make learning assignments more relevant by connecting them to students' experiences in order to connect learning to their students' own worlds (Ferri, et. al., 2020). In light of this, the relationship between the teacher and the student is also crucial for fostering mutual trust and increasing motivation. Therefore, the researchers decided to conduct the research with the aim to reveal students' perception towards teachers' role in learning motivation during the Covid-19 pandemic situation, the research is applied at school in Minahasa which is SMP Negeri 2 Tondano.

RESEARCH METHOD

In conducting this research, the researcher employed both qualitative and quantitative methods (mixed method). According to Dawadi, et. al. (2021), this approach is used when researchers want to gain a more comprehensive understanding of a research problem or phenomenon by collecting and analyzing both numerical and textual data. The qualitative method is used to describe the students' perception of the English teachers' role in motivating them to learn English. The quantitative method is used to analyze the quantitative data in this study, namely the results of the students' questionnaires which are in the Likert scale. This study was conducted at SMP Negeri 2 Tondano, a junior high school at Minahasa, North Sulawesi. The population of this study is students at SMP Negeri 2 Tondano which are in total of 235 students. Samples were taken from the 8th grade students, especially class VIII – A, which are in total of 23 students. Those students are the active students who

followed the teaching and learning process in their school in online and offline ways.

To collect the data for this study, the researcher used the questionnaire adapted from the Teaching and Learning Strategies Questionnaire of the Centre for the Study of Learning and Performance (CSLP, 2020). This questionnaire is part of a study conducted by the Centre for the Study of Learning and Performance at Concordia University in Montreal, Quebec. The questionnaire consists of 10 questions which are described in Table 1.

Table 1. Questionnaire Statements

No	Statements
1.	Teachers should always ask question uses a level of language that I can understand. *(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.)*
2.	Teachers should provide an easy question. *(Guru sebaiknya memberikan pertanyaan yang mudah.)*
3.	Explains how the results of the questions will be assessed. *(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)*
4.	The teacher gives a referential question at the end of the learning process. *(Guru memberikan referential question (pertanyaan tanpa jawaban pasti di akhir proses pembelajaran)*
5.	Teachers should always give feedback on tests and tasks within a reasonable time. *(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar..)*
6.	Positive feedback from the teacher allows me to understand the lessons better. *(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)*
7.	The teacher gives support through feedback is very good. *(Guru memberikan dukungan melalui umpan balik yang sangat baik.)*
8.	The teacher give direction is just right. *(Guru memberi arahan yang tepat.)*
9.	Teaching delivery is easily understood. *(Penyampaian pengajaran mudah dipahami.)*
10.	Teaching plan given is very clearly. *(Rencana pengajaran yang diberikan sangat jelas.)*

Before handing the questionnaire to the students, the researcher translated the questionnaire into Indonesian language to get the accurate information from the students. The questionnaire is put on Google Form and the students filled it in their smarphone. Furthermore, it is important to note that English is not the students' native language. The questionnaire handed to the students are in the Likert scale as shown in Table 2. The participants were asked to score items on a level of frequency in the Likert scale questionnaire used by the researchers. It contains the words "strongly disagree," "disagree," "neutral," "agree," and "strongly agree."

Table 2. Score and Description of the Likert Scale

Score	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

The Likert scale used is adapted from Jamieson (2004) as cited by Arvidsson (2019). According to Barnes (2022), "a Likert scale is an aggregate scale." Graphic rating scales are the components of a Likert scale. Each graphic rating scale is referred to in this context as a Likert item. Likert scales often use agreement and disagreement as their units of expression.

The data collected are analyzed in statistically descriptive way by using percentage formula proposed by Brown (2004).

$$P = \frac{F}{N} \ X \ 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of samples

100% = Constants value

After getting and calculating the quantitative data, they are described qualitatively. Qualitative method can be used to "explore topics that are difficult to quantify, such as emotions, perceptions, social norms, and cultural values" (Alam, 2021). The purpose of qualitative research is to gain a comprehensive understanding of the research question.

FINDINGS AND DISCUSSION

In this section, the writers showed the research findings on students' perceptions of the teacher's role in teaching English during the Covid-19 pandemic. The respondents are 23 students and the respondents in this questionnaire noted 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree. The findings are presented below explaining that the results of the questionnaire that have been answered by students personally through the google form are dominated by the perception of 'agree' and at least answered 'strongly disagree' based on field observations carried out this is motivated by online learning that is carried out so as to make student communication with teachers are more personal and the capacity of teachers is always equipped by the government and other stakeholders, we can clearly see the percentages in the table below.

Table 3. Results of the Questionaire

Statement	Score					Total
	1	2	3	4	5	
Teachers should always ask question uses a level of language that I can understand.	1	1	0	17	4	23
Teachers should provide an easy question.	0	1	1	15	6	23
Explains how the results of the questions will be assessed.	2	0	2	19	0	23
The teacher given a referential question at the end of the learning process.	0	10	5	8	0	23
Teachers should always give feedback on tests and tasks within a reasonable time.	0	1	4	15	3	23
Positive feedback from the teacher allows me to understand the lessons better.	0	0	3	17	3	23
The teacher gives support	0	0	4	19	0	23

through feedback is very good.						
The teacher give direction is just right.	0	0	0	13	10	23
Teaching delivery is easily understood.	1	1	1	15	5	23
Teaching plan given is very clearly.	0	1	2	12	8	23

Based on the data in Table 3 the researcher counted the results in percentage forms. The researchers used charts to help the reader visualize the results of each statement in the questionnaire.

Statement 1: Teachers should always ask question uses a level of language that I can understand.

The data collected from statement No. 1 are represented in the following chart.
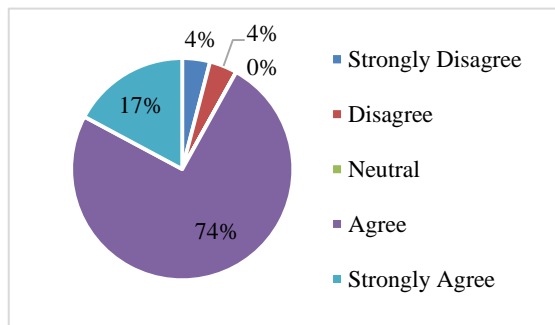
Chart 1. Percentage of Statement No. 1

From the graph above, it very well may be seen that 4% of the understudies unequivocally contradict the assertion, 4% likewise understudies dissent, 18% of understudies firmly concur, 74% of understudies have concurred with the assertion, and none of them unbiased. It shows that understudies concurred when

instructors ought to consistently pose inquiry utilizing a degree of language that they can comprehend.

Statement 2: Teachers should provide an easy question

The data collected from statement No. 2 are represented in the following chart.
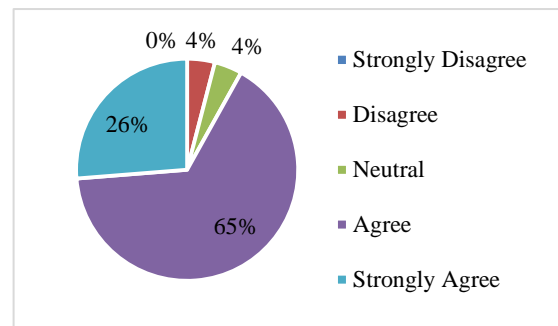

Chart 2. Percentage of Statement No. 2

In light of the diagram above, it very well may be seen that 4% of the understudies unequivocally couldn't help contradicting the assertion, 4% additionally understudies in nonpartisan, 65% of understudies concurred, 26% of understudies firmly concurred with the assertion and none of them are emphatically conflicted. Subsequently, understudies concurred about the instructor ought to give a simple inquiry into the educating and learning process.

Statement: Explains how the results of the questions will be assessed.

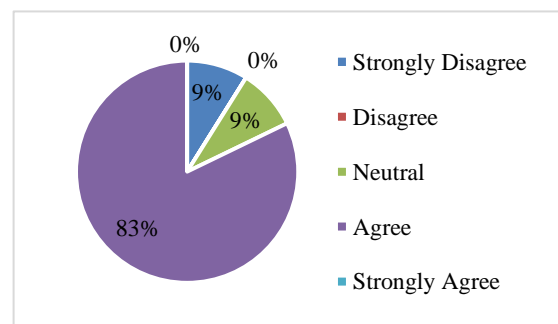The data collected from statement No. 3 are represented in the following chart.

Chart 3. Percentage of Statement No. 3

In light of the graph above, it very well may be seen that 9% of the understudies firmly contradict the assertion, 9% additionally understudies in unbias, 82% of understudies concurred and none of them unequivocally concurred and conflicted. One might say that understudies have concurred about instructors ought to clarify how the consequences of the inquiries will be evaluated.

Statement 4: The teacher gives a referential question at the end of the learning process.

The data collected from statement No. 4 are represented in the following chart.
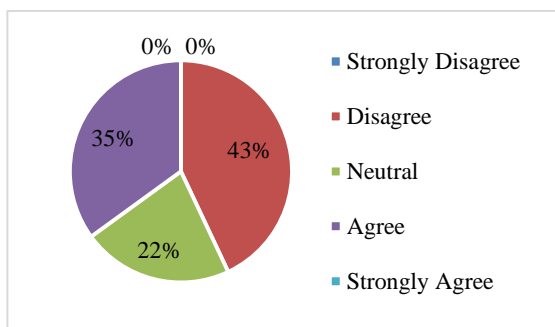

Chart 3. Percentage of Statement No. 4

In light of the outline above, it very well may be seen that 43% of the understudies couldn't help contradicting the assertion, 22% additionally understudies in unbiased, 35% of understudies concurred and none of them unequivocally concurred and emphatically clashed. In this way, understudies differ when educator should give a referential inquiry toward the finish of the learning system.

Figure 5: Teachers should always give feedback on tests and tasks within a reasonable time

The data collected from statement No. 5 are represented in the following chart.
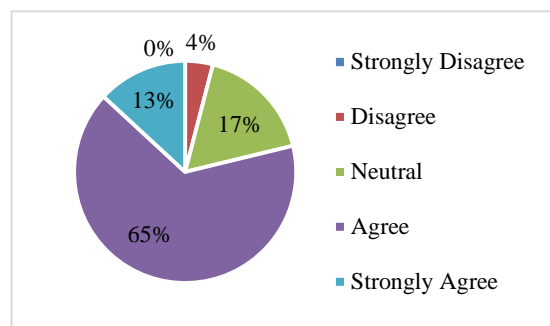

Chart 5. Percentage of Statement No. 5

In view of the graph above, it very well may be seen that 65% of the understudies concurred with the assertion, 18% additionally understudies in nonpartisan, 13% of understudies emphatically concurred and none of them firmly clashed. In this way, it shows that understudies concurred when instructors ought to consistently give criticism on tests and assignments within a sensible time the fitting things which came from understudies' insights.

Statement 6: Positive feedback from the teacher allows me to understand the lessons better.

The data collected from statement No. 6 are represented in the following chart.
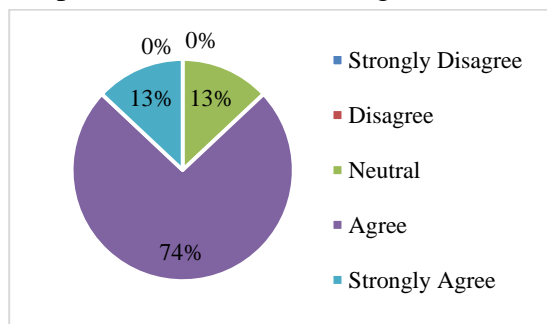

Chart 6. Percentage of Statement No. 6

In view of the diagram above, it is exceptionally evident that 75% of the understudies concurred with the assertion, 13% likewise understudies in unbiased, 13% of understudies emphatically concurred and none of them unequivocally

differ and clash. In this way, it shows that the understudies concurred with positive criticism from the educator permitting them to comprehend the examples better.

Statement 7. The teacher gives support through feedback is very good

The data collected from statement No. 6 are represented in the following chart.
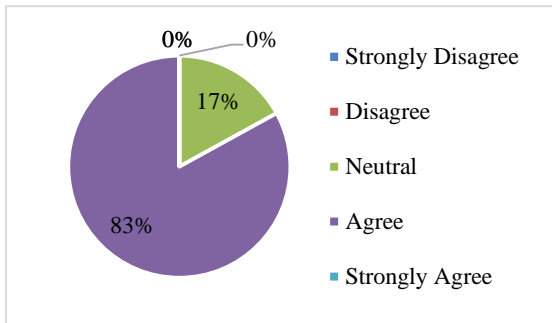

Chart 7. Percentage of Statement No. 7

In light of the outline above, it is exceptionally certain that 73% of the understudies concur with the assertion, 15% likewise understudies impartial, and none of them are firmly deviated, differ, and unequivocally concur. It very well may be presumed that understudies' were concurred when the instructor gives support through criticism for their learning results.

Statement 8: The teacher give direction is just right

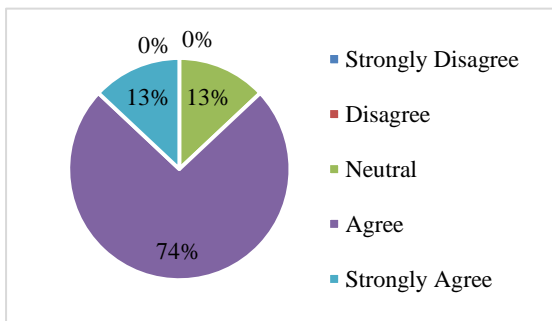The data collected from statement No. 8 are represented in the following chart.

Chart 8. Percentage of Statement No. 8

In light of the graph above, it is extremely evident that 57% of the understudies concurred with the assertion, 43% of understudies unequivocally concur and none of them firmly dissented, differ, and were unbiased. It implies that understudies concurred about the educator providing them with the right guidance.

Figure 9: Teaching delivery is easily understood

The data collected from statement No. 9 are represented in the following chart.
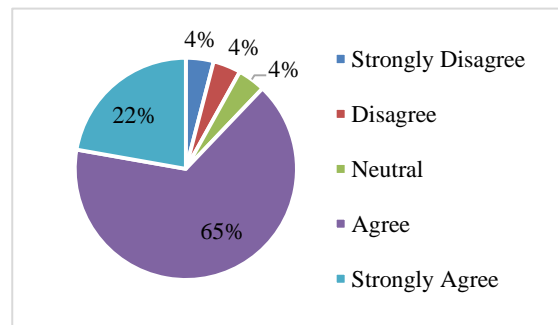

Chart 9. Percentage of Statement No. 9

In view of the outline above, it is exceptionally evident that 66% of the understudies concur with the assertion, 22% understudies are unequivocally concurred and 4% of them are emphatically deviated, differ and nonpartisan. It implies understudies were concurred about showing conveyance is effectively perceived for their learning.

Statement 10: Teaching plan given is very clearly.

The data collected from statement No. 10 are represented in the following chart.
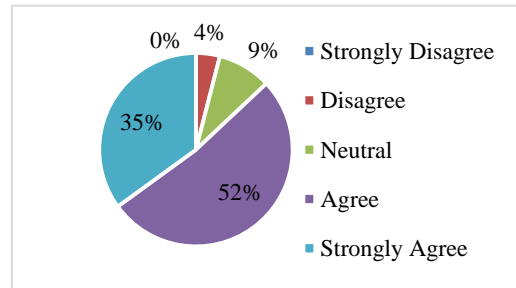
Chart 10. Percentage of Statement No. 10

Based on the chart above, it can be seen that 52% of the students agree with the statement, 35% students are strongly agreed and 9% of them are neutral, 4% are neutral and none of tme are strongly disagree. Thus, students agree with teaching plan given by teacher is very clearly for them. In this part, the researchers talk about the exploration finding on eighth grade students" discernments towards instructors' job in learning English in the Covid-19 pandemic circumstance at SMP Negeri 2 Tondano. This finding is gotten from the survey passed out to the understudies. The consequence of the information investigation summed up in Table 6 uncovers a few significant things to be taken note. The conversation of this review identified with understudies' insights about their involvement with learning English during Covid-19 pandemic. Students′ reactions for every thing in the dispersed survey are investigated and talked about by the students′ getting, assessment, experience and result from educating and learning process during the internet learning in the post Coronavirus pandemic circumstance. A few inquiries are acquired positive reactions by second year understudies as agents, everything being equal. The main pointer which is Effectiveness with "Unequivocally Agree" and "Concur" reacted by in excess of a portion of understudy which implies they built up that educators' job during web based learning is entirely capable and satisfy their adapting needs. For instance: Teacher clarifies how the consequences of the inquiries will be evaluated with an astounding 82%. It implies that the understudies were having a few extraordinary encounter and results in

view of the method of showing structure educator is clear to disclose the component to evaluate their inquiries, it is extremely straightforward. Moreover, the second pointer which portray structure this outcome is about instructor gives support through criticism is generally excellent, over 80% of understudies react with unequivocally concur and concur reactions. This shows that taking in criticism from excellent and positive educators significantly influences the excitement and learning inspiration of every understudy in completing every one of their scholarly obligations, particularly in learning English, we can realize that the positive emanation of an instructor on an understudy's learning results enormously influences their hopefulness in improving, investigate and concentrate on English examples. The third is the most replied by understudies with all out of rate is 100% is the educator provide guidance is perfect. this is positively a typical finding however it is something straightforward that significantly influences the viability of the execution of distance learning, particularly during the Coronavirus pandemic, there are no understudies who deviate, they all concede to this, to be specific the guidelines given by the educator in learning should be clear and right, this marker shows that because of the absence of eye to eye disconnected, when the web-based up close and personal is done, the instructor should amplify the accessible web-based space to give clear clarifications of inquiries and bearings while using existing online media, be it talk media. what's more, different method for correspondence.

In summary, a teacher should play a variety of roles, including learner, facilitator, assessor, manager, and evaluator. An educator must first consider

themselves to be pupils and think from their point of view before presenting to the understudies. Understudies may become intrigued by doing this. Teacher positions can be discussed with students in the homeroom together with other aspects of the lesson plan as a part of understudy readiness. Students can envision concerning which jobs they wish for their instructor, how this tendency finds a place with different parts of their learning technique, and why the educator picks each job. Other than that, we are discussing the circumstance of Coronavirus pandemic and understudies are investing a great deal of energy in house with their folks/family, so the jobs from guardians likewise are vital to inspire, empower and satisfy the essential of their youngster to expand the capacity in internet taking in and change from disconnected class to online class up to this point.

Thusly, the consequences of every discernment from understudy's at SMP Negeri 2 Tondano are connected with the hypothesis from Purnama (2018), which is the instructor's procedure in expanding understudy inspiration in learning, as follows: a) Using an assortment of techniques, b) Making understudies dynamic, c) Creating a favorable homeroom environment, d) Creating a charming learning air, e) Get engaged with aiding understudies, f) Give tasks, g) Give grants, h) Provide esteem, I) Give acclaim. These methodologies are representable in light of the fact that elaborate all the discernment which reply by understudy's in this examination.

CONCLUSION

This review examined how understudies' insights toward educator's part in English learning in the Covid-19

pandemic circumstance. In view of the consequences of this review, it is found that understudies are having some extraordinary encounters in educating and learning English. By and large, the understudies react to the assertions very well with positive reactions overwhelmed by Agree and Strongly Agree. It shows that the impression of the instructor's job in English learning is different in the Covid-19 pandemic circumstance. There are likewise three proclamations estimating understudies' discernment towards educators' part in learning English in the Coronavirus pandemic circumstance, they are Teacher who clarifies how the aftereffects of the inquiries will be surveyed with an astonishing 82%, the second pointer which portrays structure this outcome is about instructor gives support through criticism is excellent, over 80% of understudies react with unequivocally concur and concur reactions. The third is the most replied by understudies with complete of rate is 100% is the educator provide guidance is perfect.

Hence, it is inferred that understudy's see educators' part in inspiration understudies to learn English dependent on the method of their learning action which as per Theobald (2006) "Building trust in a relationship sets aside time. Instructors should set aside effort to know their understudies and their inclinations," it will assist educators with assessing the importance significant part from the aftereffect of understudies' insight to work in general quality necessities from instructors to understudies and understudies so on. As a general rule, Covid-19 altogether affects the universe of schooling, remembering for instructive framework in Indonesia. Conventional and routine discovering that accentuates the

association of educators and understudies in the homeroom and outside the study hall movements to remove learning. Accordingly, in light of the after effect of this exploration which associated with the job of instructors' in the learning English in Covid-19 pandemic circumstance, the scientist would give a few ideas to everybody dependent on the discoveries of this examination. Firstly, it is recommended to each peruser to have the option to utilize this examination for helpful things both scholastically and non-scholastically. Secondly, it is recommended to all understudies studying English training, Faculty of Language and Arts, State University of Manado or out there to have the option to utilize this exploration for research, logical purposes and other review concentrate on materials. Lastly, it is proposed to all English instructors to have the option to all the more likely get what understudies need from you as teachers who are observers of their instructive excursion in instructive organizations

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