Students' Perception of Supporting Factors during Remote English Teaching

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Abstrak

Pandemi covid-19 membuat sistem pembelajaran tradisional menjadi pembelajaran jarak jauh. Beberapa penelitian di luar konteks Indonesia menyatakan bahwa pembelajaran jarak jauh sudah menjadi hal yang lumrah, namun berbeda dengan Indonesia. Sehingga faktor pendukung yang dihadapi mahasiswa dalam melaksanakan remote teaching berbeda-beda, terutama dalam konteks Indonesia. Sejak pembelajaran jarak jauh diterapkan, banyak kendala yang dialami guru dan siswa dalam mengikuti proses pembelajaran. Penelitian ini bertujuan untuk menganalisis persepsi siswa mengenai faktor pendukung pelaksanaan pembelajaran jarak jauh. Penelitian ini menggunakan metode campuran (kualitatif dan kuantitatif) yang bertujuan untuk menganalisis hasil data yang lebih valid dan akurat. Fokus penelitian ini adalah 142 siswa kelas XI yang telah melaksanakan pembelajaran jarak jauh. Dalam pengumpulan data, peneliti melakukan studi literatur, wawancara dan kuesioner. Hasil penelitian ini menunjukkan bahwa terdapat sepuluh faktor pendukung pelaksanaan pembelajaran jarak jauh yang ditemukan dalam matriks literature review dan dikonfirmasi oleh subjek. Faktor pendukung yang ditemukan dapat dijadikan pedoman bagi pemerintah, guru dan siswa dalam melaksanakan proses pembelajaran jarak jauh di masa mendatang.

Kata Kunci: Persepsi siswa, Bahasa inggris, pengajaran jarak jauh, faktor pendukung; EFL.

Abstract

The covid-19 pandemic has made the traditional learning system distance learning. Some research outside the Indonesian context states that distance learning has become commonplace, but it is different from Indonesia. So that the supporting factors faced by students in carrying out remote teaching are different, especially in the Indonesian context. Since remote teaching was implemented, there have been many obstacles experienced by teachers and students in following the learning process. This study aims to analyze students' perceptions regarding the supporting factors for the implementation of remote teaching. This study uses mixed methods (qualitative and quantitative) which aims to analyze more valid and accurate data results. The focus of this research is 142 eleventh grade students who have carried out remote teaching. In data collection, researchers conducted literature studies, interviews and questionnaires. The results of this study show that there are ten factors supporting the implementation of distance learning found in the matrix literature review and confirmed by the subject. The supporting factors found can be used as guidelines for the government, teachers and students in implementing the distance learning process in the future.

Keywords: Students, perception, English, Remote teaching, Supporting Factors:EFL.

1. INTRODUCTION

Education becomes the basis for a person to develop his potential. Education can change a nation, so education is the primary and most important thing. The progress of a nation is seen in the education system it has. Education is used to develop the intellectuality of someone who has an essential role in world competition to support Indonesia (Sari & Khoiri, 2023; Sholihah et al., 2020). Therefore, education is used to implement primary and noble activities. Human beings take education to achieve perfection from within themselves or one's personalities and achieve a better social life (Carayannis & Morawska-Jancelewicz, 2022). According to previous study education is the main factor in developing the skills and knowledge of individuals or groups to be helpful in the future and for a better life (Ferri et al., 2020; Ivanova et al., 2021). The education system in Indonesia has changed by using remote

teaching, which previously used a face-to-face learning system. This remote teaching has been implemented in Indonesia since early 2020 due to the COVID-19 pandemic. The world is facing this outbreak, and it has been designated by the World Health Organization (WHO) as a world emergency since the beginning of 2020 after first appearing in Wuhan, China, in 2019. This outbreak spreads rapidly, so Coronavirus disease is caused by a severe acute respiratory syndrome that attacks the lungs and is similar to common pneumonia (Abdulamir & Hafidh, 2020; Yuliana, 2020). The Country of Indonesia itself experienced a covid-19 emergency in early March 2020. Covid-19 has made a complete change to the lifestyle experienced by people around the world, one of which is in the implementation of the education sector (Le et al., 2022; Mahsun et al., 2021). With the change in the learning process to remote teaching, teachers and students must be able to adapt both in terms of facilities and other things that support the implementation of online learning. Another term for online learning is remote teaching. Remote teaching is implemented for all school levels, from kindergarten to university. Looking at the current situation, there is no choice but to implement remote teaching in Indonesia (Adedoyin & Soykan, 2020; Rahiem, 2020; Zamora-Antuñano et al., 2022).

In the implementation of remote teaching, the implementation of the learning process is fully carried out at home through a learning platform using technology. Technology makes the learning process possible with E-learning. Many remote teaching platforms such as *Google Classroom, WhatsApp, Schoology, Kahoot, and Facebook* (Mu'awanah et al., 2021; Zamora-Antuñano et al., 2022). However, it now seems that the covid-19 outbreak has shifted the position of technology in the educational landscape. Technology today is more important than ever, and distance learning cannot be used in the absence of technology. The fact that technology is widely recognized for its ability to support teachers and students during remote teaching is not surprising (Code et al., 2020; Valverde-Berrocoso et al., 2021). Technology not only helps with administrative tasks, but is also used in the teaching and learning process. Games and activities using computers and mobile phones can be combined with the teaching and learning process in order to attract students' attention and increase their enthusiasm for learning (Chen & Yan, 2016; Muzaffar et al., 2022). Consequently, teachers must be technologically literate and able to support the learning process.

In implementation remote teaching there are elements need to consider the learning process, it's can be supporting and limiting factors. According to previous study learning using remote teaching makes teachers' pay attention to motivation, time management, and other techniques, so teachers have a new role in education (Cahyadi et al., 2021; Talidong, 2020). In Indonesia remote teaching is a new method so that there is problem face by teacher and students. There is a poor internet connection in the implementation of remote teaching and a lack of student involvement in learning due to differences in sensation and excitement with face-to-face (Cahyadi et al., 2021; Rahiem, 2020). Students and teachers must also be able to manage time in following the learning process so that learning runs effectively. Previous study mentioned that education had become a new role in motivating learning and choosing appropriate and efficient teaching methods that must be carefully designed (Nyudak et al., 2021). Additionally, the teacher's new position is crucial in assisting the younger generation. The use of technology is not problematic because all of the participants are accustomed. If there is one participant who is not familiar with the tools for online learning, they can feel less comfortable taking part in remote learning (Akhwani, 2021; Budi & Nurjayanti, 2013). There are supporting and limiting factors of remote teaching that can affect the learning process. In every country have different problems face when doing the remote teaching. Based on the previous study about the effect of online learning in EFL students' academics in three different Ecuadorian Universities, shows that supporting factors of remote teaching are that students feel comfortable and learning resources can help them

learn (Amin & Sundarai, 2020; Lusiyani & Dara Anindya, 2021; Nugroho et al., 2021). While limiting factors are lack of facilities such as mobile phones or laptops and unstable internet connections. And the results of a study about emergency remote teaching in the Philippines states that supporting factors of remote teaching is use alternative learning tools (Talidong, 2020). But for limiting remote teaching namely limited student understanding about the material and lack interaction from teacher and students. The word perception is the same in Latin as "percipio," which implies comprehending and interpret our immediate environment. Previous study claims that an object's perception depends on the individual (Kartimi et al., 2021; Wang et al., 2018). It has to do with how the individual views the thing; in this case, the individual must be able to comprehend the thing that the individual views. Perception is also a process of providing meaningful information (Alhamuddin & Zebua, 2021; Antee, 2021). Perception is the process by which people organize and evaluate their impressions of their surroundings. The aspects are including attitudes, intentions, interests, experiences, and expectations, can all have an impact on how people perceive things.

According to previous study there are three types of perception (Torres-Gastelú & Kiss, 2016), (1). Personal Perception, knowing and describing other people's qualities is a process called personal perception. For the sake of forming our own perception of the social world, we can generate images of other people. (2). Social Perception. Understanding someone through their actions is what is meant by social perception. In order to understand that other individuals have diverse views and aspirations, this is done. Based on their conduct, we are able to infer the emotions of others. (3). Situation Perception. In social psycholinguistics, one's experience at a specific moment and location is influenced by social circumstances. This encounter might take place in the time and space where we behave. Every impression we convey will have repercussions. From three types of perceptions, this research focuses on personal perception. In this case, students in giving perceptions about the implementation of remote teaching at SMA Negeri 3 Singaraja. In this case, they made views on influencing factors in remote teaching implementation. Each student has a different view on the implementation of remote teaching both from the use of technology, learning strategies and others. Even so there are many researchers who conduct research on the implementation of remote teaching at the senior high school level. Students may have different experiences in implementing remote teaching, moreover remote teaching has just been implemented in Indonesia. The general aim of this study is to analyze the supporting factors of student's perceptions at the senior high school level, especially in Singaraja at SMA Negeri 3 Singaraja.

2. METHOD

This researcher is using mixed methods with exploration design model. Mixed research methods are combining two types of research approaches (qualitative and quantitative) in order to get more valid and accurate results (Almeida, 2020; Cresswell, 2009). Mix-method research is to make conclusions and research results wider, stronger, relevant and valid. The implementation stage of the research carried out first, namely the qualitative stage through interviews and matrix literature review, then using quantitative stages through questionnaire.

The results of interviews and matrix literature review are used to analyze the supporting factors for the implementation of remote teaching. And the results of a questionnaire to describe how students, perceive these supporting factors of remote teaching. This research was conducted in one of the schools in senior high school level which is located in Buleleng regency at SMA Negeri 3 Singaraja. In collecting research data, 142 students in eleven-grade for the 2020/2021 academic year in the senior high school language department at SMA

Negeri 3 Singaraja who had implemented remote teaching during the pandemic were designated as research subjects. The interview method will be conducted with students using questions given based on the findings in the matrix literature review. The questioner given will be the replies provided by the participant. To collect data, the researcher has a list of item categories to be collected using the indications that the researcher has provided. These indicators are used to determine the perceptions of students in the language department about the supporting factors in the implementation of remote English teaching at SMA Negeri 3 Singaraja.

This survey uses a 5-point Likert scale with 5 indicating strongly agree, 4 indicating agree, 3 indicating agree, 2 Indicating disagree and 1 indicating strongly disagree. Questionnaires will be given using a google form. The questioner will be given have 25 items, and there were ten components consist in questioner, such as positive learning atmosphere, learning independence ability, technology access, learning-time flexibility, digital literacy skill, high learning motivation, adequate school facility, teacher's professional enthusiasm, sufficient collaboration, and attractive course design and content. Table 1 show student's perception about the supporting factor of remote teaching questioner.

Table 1. The Questioner of Student's Perception about Supporting Factor in Remote Teaching

Variable	Components	Item Number	Number of Item
Supporting Factor	Positive learning atmosphere	1, 2	2
	Learning independence ability	3, 4	2
	Technology access	5, 6	2
	Learning-time Flexibility	7, 8	2
	Digital literacy skill	9, 10, 11, 12, 13, 14	6
	High learning motivation	15, 16	2
	Adequate school facility	17	1
	Teacher's professional enthusiasm	18, 19, 20, 21	4
	Sufficient collaboration	22	1
	Attractive course design and content	23, 24, 25	3

The questionnaire will be analysed in the form of an ideal average. There are several stages in analysing quantitative data. First, by collecting data from questionnaires that have already been made. Second, the results of the questionnaire data are placed in Microsoft excel. Third is questionnaire data analysis using descriptive statistics, measuring the central tendency (mean), and measuring dispersion (Standard deviation), and analyzing each dimension of frequency. And the last step is determining the average score result into the level of categorization. The analysis uses Microsoft Excel. In this study, was used the qualification level.

3. RESULT AND DISCUSSION

Result

The findings will be submitted first based on the results of the interview with three students in class eleven language majors in 2020/2021 academic year and matrix literature review from the results of several researchers regarding the factors that support the implementation of remote English teaching. The supporting factors make the implementation of remote teaching run well and smoothly. Positive learning atmosphere, one of the factors that can support remote teaching is a positive learning atmosphere. A positive learning atmosphere can provide encouragement and support to students. Based that the one student said: S2: "…and comfortable and enjoyable learning situations so that students are interested in learning…" S2: The subject. Learning independence ability, the second supporting factor is learning independence ability. Learning independence ability is a learning activity that is carried out independently in the implementation of remote teaching, in this case students are looking for materials and information that are carried out alone without the help of the teacher. For the result interview with the students will be shown as follows. S1 : "…And also learning to be more independent where we can look for information related to learning materials on Google or on YouTube." S1: The subject

Technology access, the third factors that can support remote teaching is technology access. In implementation remote technology is the most important thing, because without technology it will not be able to implement distance learning, technology that is needed such as smartphones, laptops, and computers. And based for the interview that have doing with the students is, S3: "In my opinion, the supporting factors for the implementation of remote teaching are adequate infrastructure such as smartphones or laptops that can be used in the implementation of the learning process…" S3: The subject Learning-time flexibility, the next factor that can support remote teaching is learning-time flexibility. In the implementation of remote teaching the learning process can be done anywhere and anytime. S1: "…the implementation of remote teaching is practical because it can be done anytime, anywhere so that I can take part in learning even though I am not at home…". S2: "The teaching materials provided can be accessed easily anywhere and anytime for 24 hours…" S3: "…In accessing the material and following the learning process that can be done anytime and anywhere so that it can follow the important learning process there are signals and quotas…". S1, S2 & S3: The subjects

Digital literacy skill, the next supporting factor is digital literacy skills. In this case, explaining that teachers and students can use remote teaching applications such as Google Classroom, Zoom, Google Meet, Schoology and others. From the results of interviews with students will be shown as follow. S3: "…In my opinion, the supporting factors for implementing remote teaching are…, and teacher and student proficiency in the use of technology..." S3: The subject Next is about high learning motivation. High learning motivation is the desire for encouragement and enthusiasm to learn. In implementing the learning process, student motivation is needed so that there is a desire to learn from students. For the interview result will be shown as follows. S3: "I don't think my learning motivation has decreased but increased, because studying from home makes me feel comfortable…" S3: The subject Adequate school facility, the next factor is adequate school facility. In this case explaining the facilities provided from schools or from the government that are used to carry out remote teaching. The facilities provided can be in the form of quotas, laptops, smartphones and others. For the interview result will be shown as follows. S3: "…such as learning quota assistance from the government that can be used to access learning applications so that they can be used to follow the remote teaching process." S3: The subject Teacher's professional enthusiasm, the eight is about teacher's professional enthusiasm. In this explains the passion for teaching that is owned by the teacher, so that the learning

process becomes fun. From the results of interviews with all English teachers and three students at SMA Negeri 3 Singaraja, when teaching, the enthusiasm of the teacher in teaching can make students enthusiastic in learning, because good teacher performance can affect students. The result of interview will be shown as follows. The result of interview will be shown as follows. S2: "…In addition, the teacher's enthusiasm and the way the teacher delivers it makes the learning process not boring." S2: The subject Sufficient collaboration, collaboration is cooperation carried out by everyone with other people. The supporting factor for the implementation of remote teaching is collaboration. Collaboration carried out by students with other students and students with teachers. For the result of the interview shown: S1:"The collaboration I do with classmates is good, because sometimes the teacher gives us group assignments so that I can work on the group together with other friends. And sometimes I also do study together with some friends about material that I don't understand." S1: The subject

The last one is about attractive course design and content. Interesting design and content in making material can make students feel interested in learning. For the result of the interview is: S2 :"…Making teaching materials using attractive learning designs, such as containing images, videos and animations…" S2: The subject. These ten factors proved to be the supporting factors for the implementation of remote teaching during covid-19 and beyond. Then researchers collected the results of student questionnaire data about their perceptions related to factors supporting the implementation of remote teaching. The statements used in making the questionnaire follow the supporting factors found in the matrix literature review. The overall summary of the student's perception of supporting factors of remote teaching will be shown in Table 2.

Table 2. The Summary for Student's Perception of Supporting Factors

The Component of Supporting Factors	Total Score	Mean Score	Category
1). Positive learning atmosphere	521.0	3.67	High
2). Learning independence ability	521.5	3.67	High
3). Technology access	545.5	3.84	High
4). Learning-time flexibility	542.7	3.82	High
5). Digital literacy skills	540.7	3.81	High
6). High learning motivation	471.0	3.32	Moderate
7). Adequate school facility	551.5	3.88	High
8). Teacher's professional enthusiasm	536.5	3.78	High
9). Sufficient collaboration	522.5	3.68	High
10). Attractive course design and content	539.7	3.80	High
Average Total		3.73	High

Based on Table 2, it can be seen that the overall mean score of the students' perception about the supporting factors of remote teaching was 3.72 which belongs to the interval of $3.3335 \leq M \leq 4.0005$ and categorized as high category. It means that all Language students at SMA Negeri 3 Singaraja have a high perception about the ten components of supporting factors in remote teaching. The result of the perception can be concluded that all Language students were agree that ten components of supporting factors can support the implementation of remote teaching.

Discussion

The change of the learning system to remote teaching presents its own challenges for teachers and students, especially since this learning system has only been implemented in Indonesia. Remote teaching is the implementation of the learning process using access technology. Emergency remote teaching is a shift in learning process activities by using technology integration to facilitate temporary learning (Nugroho et al., 2021; Surakarta et al., 2021). Advances in technology have made the remote teaching process workable in the midst of the Covid-19 pandemic. In the implementation of remote teaching, there are many factors that support and hinder, these factors must be properly considered so that the implementation of the learning process optimally (Lusiyani & Dara Anindya, 2021; Mu'awanah et al., 2021).

Based on the result matrix literature review and interview guide there are 10 supporting factors of remote teaching. These factors were gathered from several experts mentioned in the matrix literature review and also based on answers from teacher and student in interview results. The questions give for teacher and students related to the supporting factors, barriers and also included responses from teachers and students during remote teaching. Based on the result of matrix literature review from several article and interview with students and teachers, there are 10 supporting factors:

First about the positive learning atmosphere, positive learning atmosphere like the learning environment, cultural, social and emotional environment is exists around students that has a positive impact on students. But sometimes the environment can affect students depending on what kind of environment the student is dealing with. In the context of education factors that influence remote teaching can be seen, such as the atmosphere or conditions that are established in the classroom (Nurhidayat, 2021).

The second about learning independent ability, learning independent is a learning activity that is carried out alone without the help of others. According to previous study students can become more independent in their learning process by using online learning as a reliable resource (Núñez et al., 2020). The third about technology access, in the implementation of remote teaching, technology is the most important thing, because without technology it will not be able to implement remote teaching, technology that is needed such as *smartphones, laptops, and computers*. Technology has an impact on the transition of knowledge from class-room instruction to online instruction. The four is about learning-time flexibility. In the implementation of remote teaching, the learning process can be done anywhere and anytime (Cahyadi et al., 2021). Because the implementation of remote teaching does not require students and teachers to meet in person, the learning process can be carried out anywhere, and there is no time limit, the most important thing is that teachers and students can participate in the learning process.

Next is about high learning motivation. High motivation to learn is the desire for encouragement and enthusiasm to learn. In the implementation of the learning process, student motivation is needed so that there is a desire to learn from students. In implementation remote teaching there are high motivation from students so it's can affect the learning process (Cahyani et al., 2020; Felszeghy et al., 2019). The next factor is adequate school facility. In this case explaining the facilities provided from schools or from the government that are used to carry out remote teaching. The facility provided for the students is quotas. The assistance of facility is to support the implementation of remote teaching because not all students or teachers are able and have facilities such as quota and technology to carry out remote teaching (Gamage et al., 2020; Mu'awanah et al., 2021). Implementation remote teaching during covid-19 the instructors and schools provide good assistance to students. The next supporting factor for the implementation of remote teaching is collaboration. Collaboration carried out by the teacher can form groups with several students, which later they will complete the assignments given together (Mayer & Sekayi, 2018;

Nurhidayat, 2021). Previous study stated that teacher and students have good collaboration and interaction during remote teaching (Mu'awanah et al., 2021). The implementation of remote teaching which is carried out from home makes students not meet face to face especially with the presence of Covid-19 this causes students to communicate only via smartphones.

These ten factors proved to be the supporting factors for the implementation of remote teaching during covid-19 and beyond. The questionnaire consisted of 25 statements for students, this statement is relating to supporting factors of remote teaching. Based on the questioner result in table 2, students agree about the ten components in supporting factor of remote teaching. In component number seven which on "Adequate school facility" has the highest average score of 3.88 and belongs to the high category which means that all Language students agree that Adequate school facility is the most supportive factor during remote teaching. While the lowest average about supporting factors is found in the sixth component number of "High learning motivation" with the lowest average score of 3.31 and categorized as an average category which means that all Language students quite agree that high learning motivation supports the implementation of distance teaching.

4. CONCLUSION

There are ten supporting factors found from the Matrix Literature Review such as positive learning atmosphere, high learning motivation, learning independence ability, adequate school facility, technology access, teacher's professional enthusiasm, learning-time flexibility, sufficient collaboration, digital literacy skills, attractive course design and content, these ten factors were confirmed by students from the interviews. Then eleventh graders majoring in language perceive the supporting factors mentioned. It was found that students' perceptions of the supporting factors remote teaching were in the high category, which means that one hundred and forty-two eleventh grade students majoring in language agreed and confirmed that all the supporting factors mentioned can affect the implementation of remote English teaching so that the learning process runs well and smoothly.

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