



Remote English Teaching Implementation during the Pandemic of Covid-19

IGA. Lokita Purnamika Utami^{1*} 

¹Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received January 08, 2023

Revised January 11, 2023

Accepted May 12, 2023

Available online May 25, 2023

Kata Kunci:

Pengajaran Jarak Jauh, Media Penilaian Pembelajaran, kegiatan belajar mengajar.

Keywords:

Remote Teaching, Learning Assessment Media, Teaching-learning activities.

DOI:

<https://doi.org/10.23887/jet.v7i2.64358>

ABSTRAK

Munculnya Covid-19 berdampak pada banyak bidang, terutama proses belajar mengajar harus diubah dari proses belajar mengajar tatap muka menjadi proses belajar mengajar jarak jauh. Penelitian ini dilakukan untuk menganalisis implementasi pengajaran bahasa Inggris jarak jauh selama pandemi Covid-19, khususnya persiapan yang dilakukan, prosedur pengajaran yang diterapkan, dan penilaian siswa yang dilakukan serta untuk menggambarkan tantangan yang dihadapi oleh guru bahasa Inggris. Untuk melakukan penelitian, metode kualitatif deskriptif diterapkan dalam penelitian ini. Setting penelitian ini adalah tiga orang guru bahasa Inggris sebagai subjek penelitian ini. Peneliti menggunakan tiga instrumen untuk memperoleh data, yaitu pedoman wawancara, lembar evaluasi RPP, dan observasi. Hasil pertama menunjukkan bahwa para guru telah mempersiapkan persiapan mereka sebelum melaksanakan pembelajaran jarak jauh, meliputi RPP, media/platform pembelajaran, sumber belajar, dan strategi pembelajaran. Hasil kedua terkait dengan prosedur pengajaran selama pelaksanaan remote teaching terbagi menjadi tiga kegiatan; pada saat pra kegiatan guru menyapa siswa dan meminta mereka untuk mengisi kehadirannya, pada saat kegiatan hanya memberikan beberapa materi pembelajaran, dan pada saat pasca kegiatan guru mengakhiri pembelajaran dengan mengapresiasi siswa dan memberikan tugas. Hasil ketiga menunjukkan bahwa guru menilai siswanya dengan menggunakan berbagai media penilaian pembelajaran, seperti Google Form, Google Drive, dan Google Classroom. Hasil terakhir menunjukkan bahwa ada tiga tantangan yang dihadapi guru, seperti kurangnya diskusi, masalah internet dari siswa, dan variasi media pembelajaran.

ABSTRACT

The appearance of Covid-19 affected many fields, especially the teaching-learning process must be changed from face-to-face teaching-learning process into remote teaching-learning process. This research had been conducted to analyze the remote English teaching implementation during the pandemic of Covid-19, particularly the preparation made, teaching procedure implemented, and student assessment implemented as well as to describe the challenges faced by the English teachers. To conduct the research, a descriptive qualitative method was implemented in this research. The setting of the research were three English teachers in it as the subjects of this research. The researcher used three instruments to obtain the data, such as interview guide, lesson plan evaluation sheet, and observation. The first result shows that the teachers had already prepared their preparation before implementing remote teaching, including lesson plans, learning media/platforms, learning sources, and teaching strategies. The second result related to the teaching procedures during the implementation of remote teaching, it divided into three activities; during pre-activity, the teachers greeted the students and ask them to fill their presence, during whilst-activity they only provided some learning materials, and during post-activity, the teachers end the class by appreciating the students and giving a task. The third result shows that the teachers assessed their students by using various learning assessment media, such as Google Form, Google Drive, and Google Classroom. The last result shows that there were three challenges encountered by the teachers, such as lack of discussion, internet issues from the students, and varying the learning media.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.
Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.



1. INTRODUCTION

The appearance of Covid-19 affected many fields, especially the educational field. Therefore, many schools had to be closed due to avoid the spread and infection of coronavirus (Lestari et al., 2021; Setiawan & Iasha, 2020). Thus, the teaching-learning process must be changed from face-to-face teaching-learning process into remote teaching-learning process where the teachers need to adapt with the new teaching style by preparing some platforms to help conducting remote teaching and also monitoring their students remotely (Code et al., 2020; Mu'awanah et al., 2021; Valverde-Berrocoso et al., 2021). Furthermore, previous study explained that the new implementation of remote teaching made different experiences in the teaching-learning process, such as

using various online platforms and new regulation systems from the government that must be implemented (Pokhrel & Chhetri, 2021). In Indonesia, there were several new regulation systems that must be noticed and implemented by the teachers to conduct remote teaching. The regulations had to be implemented to reduce the spread of the pandemic of the Covid-19 situation by prioritizing their health and staying safe (Cahyadi et al., 2021; Nugroho, Haghegh, et al., 2021). New regulation systems were divided into two parts, such as remote distance education and offline distance education. For offline distance education, the students and the teachers could access the learning sources from TVRI, radio, self-study modules, printed teaching materials, and learning media from around objects and environments. Furthermore, the regulations could be considered by the infected areas zone from Covid-19, including yellow, orange, and red zones. To conduct an offline teaching-learning process, the area must be in a green zone where they also needed and kept to do health protocol (Ashida & Ishizaka, 2022; Karuniasih, 2022).

Before implementing remote teaching, the teachers need to make some preparations. Previous study state that there were five factors that can affect the teachers' preparation to conduct remote teaching, including attitudes, technology competency, pedagogy and methodology skill, teaching training, and time management (Phan & Dang, 2017). It is also supported by other study in which they explain that while preparing, the teachers also need to design a new lesson plan to match with the remote teaching process (Putri & Sari, 2021). Teaching training, creating a safe and inclusive remote teaching were needed to be prepared to improve the remote teaching process and have a better implementation. While conducting remote teaching, there are several teaching procedures that need to be noticed by the teachers. Previous study mentions there are several teaching strategies that can be implemented during remote teaching, such as by using video conference to teach in an oral way, and using instant messaging to teach in a written communication (Suputra, 2021). Learning assessment also needs to be implemented during remote teaching to evaluate the students. Several assessments that can be used in remote teaching, such as formative assessment, summative assessment, illuminative assessment, integrative assessment, and assessment for quality assurance (Núñez et al., 2020; Quezada et al., 2020). Previous study also clarifies several strategies for learning assessment during remote teaching, such as the teachers can use summative or formative assessment where the teachers can ask several questions to check the students' understanding or background knowledge (Federkeil et al., 2020; F. Ferri et al., 2020).

There were several researches that had been conducted about remote teaching implementation. There were several researches that had investigated teaching preparation and procedures during remote teaching. Starting from study who investigated an effective teaching strategy that was used by an EFL teacher in which the results showed that by using video call from WhatsApp or direct call for the students who did not have WhatsApp in the remote teaching process was effective to be implemented (Mulyati, 2021). It is also in line with other study where the results were that the use of a teaching strategy by using E-Learning Madrasah Platform could minimize the problems while implementing remote teaching, like the students had not any obstacles while accessing the platform (Putri & Sari, 2021). Moreover, some researchers investigated obstacles encountered by the English teachers during implementing remote teaching. A study found several obstacles in SMK Nusantara Balikpapan, among others the teachers had lack of experiences, especially in mastering the learning platforms, handling the time of schedule, motivating the students, and overcoming the students to cheat (Hermansyah & Aridah, 2021). Supported with study that investigated several obstacles generally in Indonesia where they found that the students still had a lack of motivation to participate in remote learning and also there was a lack of preparation from the teachers where it gave an impact to the teaching procedures, especially in delivering the material (Nugroho, Ilmiani, et al., 2021).

Based on those researches, they have not investigated remote teaching in Buleleng, Bali. Furthermore, SMAN 2 Banjar was the setting of this research. Moreover, those researches only provided the teachers' preparation, teaching procedures, problems encountered by them, and their perceptions towards the implementation of remote learning during the pandemic of Covid-19. Thus, this research would focus to investigate the teachers' perceptions, teachers' teaching procedures, learning assessment as well as challenges encountered by the teachers simultaneously in one single study.

The setting of the study was in SMAN 2 Banjar which was one kind of school that implemented remote teaching during Covid-19. Moreover, the preliminary research had been implemented in SMAN 2 Banjar by interviewing seven English teachers to find out their basic implementation of remote teaching. The result showed that there were three English teachers who had problems while conducting remote teaching, such as they needed to adapt to the new regulation system of teaching time reduction. Thus, they needed to teach and deliver the material in a shorter time than usual. Furthermore, the teachers only used Google Classroom to teach and deliver the materials. In addition, some students could not access that platform due to having inadequate gadgets and internet issues. The aim of this research would be focussed on the analysis of the remote English teaching implementation during pandemic of Covid-19. Furthermore, the researcher would observe, analyze the document based on the English teachers' lesson plan, and interview the English teachers in which there were three English teachers who participated in this research as the subject. Moreover, the implementation of remote teaching was

analyzed and investigated to become a reflection and contribution for the teachers and the English Department students as the English teachers' candidate in order to make a better implementation of remote teaching, especially in preparing the remote teaching, conducting the teaching procedures in remote teaching, assessing the students in remote teaching as well as to overcome the challenges encountered by them.

2. METHOD

The method of this research was using descriptive qualitative. Descriptive qualitative is a method to discover a comprehensive summarization which is experienced by the individuals or a group of individuals (Lambert & Lambert, 2012). Therefore, the descriptive qualitative method was used to answer the research questions related to the teaching preparations, the teaching procedures, and learning assessment as well as the challenges encountered by the teachers while implementing remote teaching. Furthermore, the research was conducted by doing an observation to the English teachers as the subject of this research while implementing remote teaching (John W Creswell, 2014). Moreover, the researcher also conducted an interview guide to the subject of this research. The data that had been collected would be analyzed using descriptive analysis method. Thus, the data would be reviewed by using theory or perspective triangulation to find out the data validity.

The research was conducted in SMAN 2 Banjar, Buleleng Regency, Bali Province which was the setting of this study. The setting of this research was selected because SMAN 2 Banjar was a school that implemented remote teaching during the pandemic of Covid-19. Moreover, there were three English teachers that had been selected to become a subject of this study. There were several steps to gain the data collection of this research. The first research question related to the teachers' preparation where the data were obtained by doing an interview and document analysis. The second research question regarding the teachers' teaching procedures, the data gained by doing an interview and observation. The third research question about the learning assessment, the data obtained from interview and observation. The last research question regarding the challenges encountered by the teachers, the data gained from interview and observation.

3. RESULT AND DISCUSSION

Result

Teaching Preparation before Implementing Remote Teaching

Interview Guide Data

In preparing the lesson plan, teacher 1 only adjusted the lesson plan that had been made before doing remote teaching with the same structure format. Therefore, he only focused on changing the topics or subjects that he taught. The excerpt including "...making Lesson Plan is not hard to do... So, I just change the subject but the structure is the same...". Then teacher 1 used problem-based learning as the teaching strategy to implement remote teaching. Excerpt state "...I used problem-based learning." Teacher 1 obtained the learning sources from the internet and some videos on YouTube and used a laptop to implement remote teaching and it was supported by Wi-fi. Teacher 2 had already prepared the lesson plan by considering the syllabus, and learning sources that were found on YouTube, Google, etc. and it was adjusted based on the students' level and ability. The excerpt is "...The first preparation in making Lesson Plan is from the syllabus because several basic competencies should be taught...we have to find some learning resources, as we can find on YouTube, Google, and so on..., to adjust the students' ability level." Teacher 2 applied a Question-and-answer strategy to know his students' background knowledge and a problem-based learning strategy was used to train the students to be criticizing in solving their problems. The excerpt is "...Firstly, I used a question-and-answer to know the students' ability level, then I used problem-based learning ...to make the students criticize in analyzing those problems, and be able to get the answers." Teacher 2 got the learning sources from several websites on the internet. The teacher also used books or magazines as the learning sources to implement remote teaching if there are no materials found on the internet. Teacher 2 used the personal computer as the teaching tool to implement remote teaching.

Teacher 3 had prepared the lesson plan by considering the syllabus, followed by preparing some learning materials based on basic competencies and learning objectives. The excerpt is "...prepare the lesson plan by seeing the syllabus. Then, I prepare the material that will be taught based on basic competencies and learning objectives ...". Teacher 3 used two kinds of teaching strategies to implement remote teaching, such as problem-based learning and sometimes he used communicative teaching. The excerpt is "...problem-based learning, or sometimes I usually use communicative teaching." To choose learning sources, teacher 3 used a package book, several websites on the internet, and some videos on YouTube. Teacher 3 had prepared a laptop and smartphone to implement remote teaching. But the teacher mostly used smartphone because he could bring it everywhere easily and most of the students also had smartphones to access the materials.

Lesson Plan Evaluation Data

The result showed that teacher 1 had already prepared some preparations before implementing remote teaching. He already prepared lesson plan, learning materials about Offers and Suggestions, laptop as the learning device, Google Classroom as the learning platform, and problem-based learning as the teaching strategy. The result showed that teacher 2 had also prepared lesson plan, learning material about Filling Out Forms, Personal Computer as the learning device, question-and-answer session and problem-based learning as the teaching strategy, and Google Classroom as the learning platform. The result showed that teacher 3 had already prepared lesson plan, Expressions of Suggestion for the learning material, 2 devices including laptop and smartphone, problem-based learning as the teaching strategy, and Google Classroom and Google Form as the learning platform. In conclusion, the preparation before implementing remote teaching by the three English teachers had already prepared well. They had prepared their own lesson plan to plan their teaching style during remote teaching process. Moreover, they also had already prepared some teaching materials based on the grade of the class. Furthermore, They also had already prepared their own teaching devices, teaching strategies, and also learning platform.

Teaching Procedures while Implementing Remote Teaching Interview Guide Data

Based on the results of the interview guide, teacher 1 greeted the students and also gave motivation to them or gave an overview of the lesson that would be discussed at the beginning of the remote class. The excerpt is *"I greet my students...share an absent link, and give motivation or overview of the lesson"*. Teacher 1 checked the students' background knowledge before proceeding with the whilst-activity by giving some quizzes to his students and asking about the material given. The excerpt is *"...I have given some quizzes to students to check their English skills and asked about materials..."*. Teacher 1 was still confused about how to make the students more active during the remote learning process. Teacher 1 closed the process of remote teaching by providing an exit point where the teacher could give a chance for the students to ask several questions, retell, or discuss related to the material given at the end of the meeting.

To open the remote class, teacher 2 greeted the students and asked a few questions related to the previous lesson given to dig into their prior knowledge about the lesson that they had understood. The excerpt is *"... I was seeing and asking the students' situation, like "were they happy, healthy?" After that, I asked little questions to them related to the previous material given before to find out their prior knowledge..."* Teacher 2 did a pre-test for his students to check the students' background knowledge about the material during remote teaching. The excerpt is *"...I can use a pre-test. If I cannot do that, I can make them practice by giving some commands or asking several simple questions orally... From those questions, we can find out the students' background knowledge and how deep they understand the material."* Teacher 2 closed the remote teaching by giving a chance for his students to ask or answer related to the material that had been given at that meeting during remote teaching.

At the beginning of the lesson, teacher 3 greeted the students by giving several expressions, followed by checking the students' attendance during remote teaching. The excerpt is *"I start by greeting the students, then asking "how are you today?" and filling the attendance at that time."* To check the students' background knowledge, teacher 3 gave several questions related to the material. If the students could answer the question that had been given, they had a reflection on the material. The excerpt is *"...To find out the students' background knowledge, by asking about the material that will be discussed. I ask several questions to lead the students to the material. If the students can answer my questions, I have a clue what they ever learned about the material."* Teacher 3 gave reinforcement to the student who was active in remote class to increase the students' participation to join in the lesson. Teacher 3 closed the remote teaching by concluding the lesson that had been taught with the students and doing a post-test related to the material given during remote teaching.

Observation Data English Teacher 1

First meeting was held on July 28th 2021. The teacher greeted the students firstly, followed by instructing the students to fill their presence on Google Form in Google Classroom during pre-activity. During whilst-activity, the teacher gave a quiz related to the common vocabularies in English to find out the background knowledge of the students. During post-activity, the teacher appreciated the students because they had already attended the remote class and said goodbye.

Second meeting was conducted on August 4th 2021. The teacher started the meeting by asking the students to fill the presence form. During whilst-activity, the teacher provided several material from YouTube, and some books in form of PDF which was about *Offers and Suggestions*. At the end of the remote class, the teacher gave thanks to the students.

Third meeting was conducted on August, 18th 2021. The teacher started the meeting by asking the students to fill the presence form. In whilst-activity, the teacher provided a material about *Opinions and Thoughts*. During whilst-activity, the teacher asked the students to answer a listening task related to the material. During post-activity, the teacher thanked the students and closed the class by saying goodbye.

English Teacher 2

First meeting was conducted on August, 2nd 2021. The teacher started the meeting by greeting the students, introducing each other, and asking the students to fill the presence form. In this meeting, the teacher only focused on introducing each other. At the end of the class, the teacher did not end. Second meeting was held on August 9th 2021. During pre-activity, the teacher greeted the students firstly, and followed by asking the students to fill the presence form. During whilst-activity, the teacher gave a video material about *Filling Out Forms* where the students asked to watch and comprehend the material given. In this meeting, the teacher also forgot to end the class.

Third meeting was conducted on August 16th 2021. During pre-activity, the teacher greeted the students, and asked them to fill the presence form as usual. The next step, the teacher asked the students what material would be taught. During whilst-activity, the teacher instructed the students to read a small dialogue on their own package book. The teacher ended the remote class by saying thank you and closing the lesson by saying “thank you for your attention, stay healthy and have a nice day, goodbye.”

English Teacher 3

First meeting was conducted on August, 1st 2021. The teacher started the meeting by asking the students to fill the presence form. During whilst-activity, the teacher gave some materials of *Expressing Suggestions* in form of video and students’ worksheets. However, the teacher did not end the class. Second meeting was conducted on August, 9th 2021. During pre-activity, the teacher greeted the students, asked the students to fill the presence form, and asked about the previous material. During whilst-activity, the teacher explained a little bit about the material about *Expressing Suggestion*. The teacher also forgot to end the class. Third meeting was conducted on August 16th 2021. The teacher started the meeting by asking the students to fill the presence form. During whilst-activity, the teacher did not provide any materials and did not conduct any teaching process. During post-activity, the teacher also forgot to close the class.

Learning Assessment during Remote Teaching

This part contains the results of data from the three English teachers after doing an interview with each teacher related to the learning assessment that were implemented by them during remote teaching. Teacher 1 used Google Form to assess their students during remote teaching. The excerpt is “*To assess my students, I used Google Form.*” Teacher 1 utilized a feature of assignment in Google Classroom to assess the students’ performance where the students can upload video, audio, etc. in it. The excerpt is “*I’m using the Assignments feature in Google Classroom. So, students can upload all types of files, both audio and video that is assigned to them.*” Google Form was also used by teacher 2 to conduct a student assessment during remote teaching. The excerpt is “*I use Google Form for daily exams and WA or Google Classroom group for daily tasks.*” Teacher 2 used Google Classroom as the learning assessment platform because it could help him to make many questions, set the score and time, and make the test could be answered once only. The excerpt is “*... it was easy to make many kinds of questions, I could set the score and time, and I could also set the students to answer the questions once only.*” Teacher 3 also used Google Form during remote teaching to conduct students’ assessments. The excerpt is “*I have been using Google Form to assess my students and I haven’t tried the other platform yet.*” Teacher 3 used Google form as the learning assessment platform because it was easy to be used for him and his students. The excerpt is “*From the Google Form, it is easy to be learned by the teacher and to be used by the students...*”

Challenges Encountered by the Teachers

Teacher 1 had no problem with his internet connection or data. Whereas, he found some of his students had internet issues, such as low internet connection and lack of internet data during remote teaching. The excerpt is “*...I have no problem, but some of my students have these problems.*” Teacher 2 had no problems with internet issues. However, he found some of his students had problems with an internet connection or internet data. The excerpt is “*For the teacher, there are no problems with connection and internet data. But, the students, I found many of them faced these problems*” Teacher 3 had no problems with internet issues himself. However, the problems came from his students who live in remote areas. He had obstacles in internet signals and limitations of gadgets to join in remote classes. The excerpt is “*For the teacher, I think each teacher has no problem with the connection or internet data because we already have a wi-fi connection at home and school. But for students, especially live in remote areas, they exactly have a lack signal. Furthermore, some students*

have to use their parent's phones which can be a problem too." The teacher did not have any problems with the internet connection while implementing remote teaching. However, some of his students had internet issues, such as lack of internet data and signals. Moreover, the researcher found that the teacher had a challenge to motivate the students to become active because most of the students lacked participation during the lesson. The researcher also found that only the students had problems with internet issues on the remote teaching implementation from the teacher 2. Furthermore, the teacher also had a problem in motivating the students during the remote teaching process. The teacher also had not a problem with internet issues but some students had a problem in internet issues, including lack of internet data and connection. On the other hand, the teacher had a challenge to motivate the students to become active in the learning process.

Discussion

Remote Teaching Implementation

While implementing remote teaching, preparing some learning sources is needed by the teachers. Previous study explains that learning materials should be prepared to improve their self-confidence and encourage independent learning (Noviarani et al., 2021). In addition, the material that would be taken should make the students easy to access anywhere and anytime. There are four categories to choose the learning material, including simple to use, relevant, interesting, not including crime, pornography, and also viruses (Ibna Seraj & Habil, 2019; Lusiyan & Dara Anindya, 2021). The result of this research finding showed that the three English teachers in SMAN 2 Banjar had already prepared the learning materials and sources, such as YouTube, student's worksheet, and student' package book.

On the other hand, lesson plans also need to be prepared before the teaching process. Previous study explains that it is important because the teachers can imagine the teaching plan that has been designed in it which is also to improve the teaching process to become better implementation (Wulandari et al., 2021). Other study had a finding regarding the preparation of lesson plan by the teachers during the remote teaching process where they found that the preparation of lesson plan was ineffective because the teachers had a lack of stating and identifying the indicator of learning, selecting appropriate learning materials, learning methods, and learning platforms (Kusuma et al., 2021). The result found that in SMAN 2 Banjar, the teachers had already prepared their own lesson plan. However, the implementation of problem-based learning that had been provided in the lesson plan was not implemented as well in the learning process which made the teaching-learning process not active. Learning Media also must be considered to choose while implementing remote teaching by the teachers. Appropriate learning media is very important to choose because it can help the teachers and the students to communicate as well as to instruct the students during the remote teaching process (Ashiq et al., 2022; Hermino & Arifin, 2020; Kumalawati et al., 2021). Previous study clarify that the learning media has an important role during the remote teaching process because it can help the teachers and students to communicate with each other (Puspita & Ganefri., 2020). Thus, the results of this research showed that the teachers mostly used and utilized Google Classroom, Google Form, and YouTube as the learning media during remote teaching where some of the students still could not access the learning media because of limitation of gadget and internet issues.

While conducting remote teaching, teaching strategy is also needed to be implemented. Teaching strategy is important to be implemented in the remote class in order to maximize the teaching process. The teacher must select an appropriate teaching strategy which depends on the remote teaching situation in order to improve the students' activeness in the learning process (Abel Jr, 2020; Núñez et al., 2020). The results of this research showed that based on the interview and document analysis, the teacher provided problem-based learning as the teaching strategy that would be implemented during the remote teaching. However, based on the observation, the researcher found that the implementation of problem-based learning was not conducted by the teacher which made the remote teaching not maximize and the students had a lack of participation. Learning assessment is also needed to be conducted to check the students' understanding related to the material given. Learning assessment should be considered by how easy it is to be used. Learning assessment can be more interactive if it provides game-based learning (Hakiki et al., 2022; Nyoman Sukajaya et al., 2015). The results of this research showed that the three English teachers in SMAN 2 Banjar used Google form and an assignment feature in Google Classroom where only a few students could not access those platforms. Thus, they asked to submit their works to the school.

Challenges Encountered during Remote Teaching

The researcher found a lack of motivation from the students to participate in the remote class where after the teacher shared the materials in Google Classroom, they only provided the materials without doing any discussion. This is in line with previous study found that the remote class was not active (Maryono & Lengkanawati, 2022). Some of the students felt bored and submitted their assignments lately while using Google Classroom. It is also in line with other study also discovered the students became lack of motivation during

remote learning because of some factors, including the teachers' teaching style and competence (Fernando Ferri et al., 2020). The other challenge was the implementation of using the other learning media. The researcher found that the teachers only utilized Google Classroom as the learning media which made the teaching-learning process monotonous. According to Efriana (2021), the teacher needs to be able to choose and vary the learning media in order to avoid the monotonous learning process (Baloran, 2020; Putra, 2021). The result of this research is in line with other study where they found that the teachers did not master in using some learning media and they preferred to use only one learning medium (Efriana, 2021; Khatoony & Nezhadmehr, 2020; Rahayu & Wirza, 2020).

4. CONCLUSION

In summary, the preparation of remote teaching conducted by the three English teachers was already prepared well to conduct remote teaching. Moreover, they also had implemented the remote teaching process which was divided into three activities, such as pre-activity, whilst-activity, and post-activity. In addition, they were also encountered several challenges. Firstly, in pre-activity, the teachers greeted the students and filled the students attendance which was provided in Google Form. During whilst-activity, the teachers provided the learning materials without doing any discussion. During post-activity, the teachers ended the class by thanking the students and saying goodbye. There were three challenges found from the three English Teachers during implementing remote teaching. First challenge was to make the remote classroom more active where the researcher found that there was no discussion session in the learning process. Furthermore, the teachers were challenged to master several learning media in order to avoid a monotonous learning process. The other challenge was to teach the students who had a problem with their internet.

5. REFERENCES

- Abel Jr, A. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15(1), 127–143. <http://www.asianjde.com/ojs/index.php/AsianJDE/article/view/453>.
- Ashida, A., & Ishizaka, H. (2022). Effects of changing from on-site to online distance classes on graduate students' help-seeking: lessons for sustainable teaching and learning from the COVID-19 pandemic. *Asia Pacific Education Review*, 0123456789. <https://doi.org/10.1007/s12564-022-09783-4>.
- Ashiq, M., Jabeen, F., & Mahmood, K. (2022). Transformation of libraries during Covid-19 pandemic: A systematic review. *Journal of Academic Librarianship*, 48(4), 102534. <https://doi.org/10.1016/j.acalib.2022.102534>.
- Baloran, E. T. (2020). Knowledge, attitudes, anxiety, and coping strategies of students during COVID-19 pandemic. *Journal of Loss and Trauma*, 25(8), 635–642. <https://doi.org/10.1080/15325024.2020.1769300>.
- Cahyadi, A., Hendryadi, Widyastuti, S., Mufidah, V. N., & Achmadi. (2021). Emergency remote teaching evaluation of the higher education in Indonesia. *Heliyon*, 7(8), e07788. <https://doi.org/10.1016/j.heliyon.2021.e07788>.
- Code, J., Ralph, R., & Forde, K. (2020). Pandemic designs for the future: perspectives of technology education teachers during COVID-19. *Information and Learning Science*, 121(5–6), 409–421. <https://doi.org/10.1108/ILS-04-2020-0112>.
- Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *Journal of English Language Teaching and Literature*, 2(1), 38–47. <https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74>.
- Federkeil, L., Heinschke, F., Jungmann, T., & Klapproth, F. (2020). Teachers experiences of stress and their coping strategies during COVID - 19 induced distance teaching. *Journal of Pedagogical Research*, 4(4), 444–452. <https://doi.org/10.33902/jpr.2020062805>.
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86. <https://doi.org/10.3390/soc10040086>.
- Ferri, Fernando, Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 1–18. <https://doi.org/10.3390/soc10040086>.
- Hakiki, R., Muchson, M., Sulistina, O., & Febriana, A. (2022). The Development of Learning Media Based on Augmented Reality, Hologram, and Ludo Game on The Topic of Molecular Shapes. *International Journal of Interactive Mobile Technologies*, 16(4), 70–84. <https://doi.org/10.3991/ijim.v16i04.28989>.
- Hermansyah, H., & Aridah, A. (2021). Teachers' Perception toward the Challenges in Online English Teaching during the Covid-19 Pandemic. *Indonesian Journal of EFL and Linguistics*, 6(1), 63. <https://doi.org/10.21462/ijefl.v6i1.342>.

- Hermiono, A., & Arifin, I. (2020). Contextual Character Education for Students in the Senior High School. *European Journal of Educational Research*, 9(3), 1009–1023. <https://doi.org/10.12973/EU-JER.9.3.1009>.
- Ibna Seraj, P. M., & Habil, H. (2019). A critical review on oral English communication skills (OECS). *3rd International Language & Tourism Conference 2019*, 1–12. <http://dspace.aiub.edu:8080/jspui/handle/123456789/345>.
- John W Creswell. (2014). *Research Design, Qualitatives, Quantitative, and Mixed Methods Approaches (Fourth Edition)*. Sage Publications.
- Karuniasih, N. L. A. G. (2022). Exploring Readiness of Teachers Toward English Remote Teaching. *Journal of Educational Study*, 1(3), 134–149. <https://doi.org/10.36663/joes.v1i3.204>.
- Khatooony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, 8(2), 1–16. <https://doi.org/10.37134/ajelp.vol8.sp.1.2020>.
- Kumalawati, R., Murliawan, K. H., Yulianti, A., Kartika, N. Y., & Noermelani, E. (2021). Utilization of information technology for learning in Covid-19 disaster conditions. *IOP Conference Series: Earth and Environmental Science*, 716(1). <https://doi.org/10.1088/1755-1315/716/1/012001>.
- Kusuma, R., Asari, W., Tantra, D. K., Ayu, D., & Agustini, E. (2021). *Teacher's Ability in Preparing Lesson Plans for English as a Foreign Language During the Pandemic in the Senior High*. 9(2), 177–182. <https://repo.undiksha.ac.id/5931/>.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. <http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>.
- Lestari, S., Hamsia, W., & Setiyawan, R. (2021). Learning adaptation during the COVID-19 pandemic in Muhammadiyah inclusion schools. *Journal of Education and Learning (EduLearn)*, 15(2), 320–328. <https://doi.org/10.11591/edulearn.v15i2.19863>.
- Lusiyani, R., & Dara Anindya, W. (2021). Choosing and Using Learning Media during Remote Teaching: Teachers' Thought. *Journal of English Language Teaching and Linguistics) e-ISSN*, 6(2), 2021. <https://doi.org/10.21462/jeltl.v6i2.555>.
- Maryono, G. D., & Lengkanawati, N. S. (2022). EFL teachers' strategies to accommodate students' learning styles in distance learning and their challenges. *Journal on English as a Foreign Language*, 12(1), 159–178. <https://doi.org/10.23971/jefl.v12i1.3130>.
- Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Using Zoom to Support English Learning during Covid-19 Pandemic: Strengths and Challenges. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 222. <https://doi.org/10.23887/jisd.v5i2.35006>.
- Mulyati, S. (2021). Remote Teaching during Covid- 19: An Analysis of Teachers' Strategies in Teaching English for Students of English Business Class. *Jurnal Ilmiah Dikdaya*, 11(1), 81–84. <https://doi.org/10.33087/dikdaya.v11i1.199>.
- Noviarani, I., Suherdi, D., & Kurniawan, E. (2021). EFL Teachers' Considerations in Developing Online Teaching Materials. *Scientific Papers of the Bureau of Standards*, 6(2), 515. <https://doi.org/10.21462/jeltl.v6i2.597>.
- Nugroho, A., Haghegh, M., & Triana, Y. (2021). Emergency Remote Teaching Amidst Global Pandemic: Voices of Indonesian EFL Teachers. *Voices of English Language Education Society*, 5(1), 69–77. <https://doi.org/10.29408/veles%20journal.v5i1.3258>.
- Nugroho, A., Ilmiani, D., & Rekha, A. (2021). EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic. *Metathesis: Journal of English Language, Literature, and Teaching*, 4(3), 277. <https://doi.org/10.31002/metathesis.v4i3.3195>.
- Núñez, J. A. L., Belmonte, J. L., Guerrero, A. J. M., & Sánchez, S. P. (2020). Effectiveness of innovate educational practices with flipped learning and remote sensing in earth and environmental sciences-An exploratory case study. *Remote Sensing*, 12(5). <https://doi.org/10.3390/rs12050897>.
- Nyoman Sukajaya, I., Ketut Eddy Purnama, I., & Purnomo, M. H. (2015). Intelligent classification of learner's cognitive domain using bayes net, naïve bayes, and j48 utilizing bloom's taxonomy-based serious game. *International Journal of Emerging Technologies in Learning*, 10(2), 46–52. <https://doi.org/10.3991/ijet.v10i1.4451>.
- Phan, T. T. N., & Dang, L. T. T. (2017). Teacher Readiness for Online Teaching: A Critical Review. *Int. J. Open Distance E-Learn. IJODEL*, 3(1), 1–16. <https://www.ijodel.com/index.php/ijodel/article/view/18>.
- Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, 133–141(8), 1. <https://doi.org/10.1177/2347631120983481>.
- Puspita, T. Y., & Ganefri. (2020). Development of Quizizz-based Learning Media on Basic Computer and Network Subjects. *Indonesian Journal of Educational Research and Review*, 3(3), 106–112.

- <https://doi.org/10.23887/ijerr.v3i3.30949>.
- Putra, R. W. P. (2021). Improving the Students' Motivation in Learning English through Google Meet during the Online Learning. *English Learning Innovation*, 2(1), 35–42. <https://doi.org/10.22219/englie.v2i1.14605>.
- Putri, N. R., & Sari, F. M. (2021). Investigating English Teaching Strategies to Reduce Online Teaching Obstacles in the Secondary School. *Journal of English Language Teaching and Learning*, 2(1), 23–31. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.
- Quezada, R. L., Talbot, C., & Quezada-Parker, K. B. (2020). From Bricks and Mortar to Remote Teaching: A Teacher Education Program's Response to COVID-19. *Journal of Education for Teaching*, 46(4), 472–483. <https://doi.org/10.1080/02607476.2020.1801330>.
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392–406. <https://doi.org/10.17509/jpp.v20i3.29226>.
- Setiawan, B., & Iasha, V. (2020). Covid-19 Pandemic: the Influence of Full-Online Learning for Elementary School in Rural Areas. *Jpsd*, 6(2), 114–123. <https://doi.org/10.30870/jpsd.v6i2.8400>.
- Suputra, D. (2021). Teaching English Through Online Learning (A Literature Review). *The Art of Teaching English as a Foreign Language*, 1(2), 65–70. <https://doi.org/10.36663/tatefl.v1i2.104>.
- Valverde-Berrococo, J., Fernández-Sánchez, M. R., Dominguez, F. I. R., & Sosa-Díaz, M. J. (2021). The educational integration of digital technologies preCovid-19: Lessons for teacher education. *PLoS ONE*, 16(8 August), 1–22. <https://doi.org/10.1371/journal.pone.0256283>.
- Wulandari, P. D. M., Tantra, D. K., & Santosa, M. H. (2021). Teacher's Preparation of Lesson Plan and Constraints in English as a Foreign Language During the Pandemic Outbreak in the Junior High School. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(1), 43. <https://doi.org/10.23887/jpbi.v9i1.32518>.