



The Factors that Affect the Implementation of Remote English Teaching: Senior High School Teacher's and Student's Perspectives

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ABSTRAK

Virus Covid-19 menimbulkan banyak masalah di berbagai bidang. Salah satunya adalah pendidikan. Guru harus lebih kreatif dan inovatif dalam mengajar. Oleh karena itu, guru dapat menggunakan pengajaran jarak jauh dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan menganalisis faktor-faktor yang mempengaruhi pelaksanaan pembelajaran jarak jauh, serta mendeskripsikan persepsi guru dan siswa terhadap faktor-faktor yang mempengaruhi pelaksanaan pengajaran jarak jauh. Metode yang digunakan adalah metode campuran dan digunakan sebagai desain penelitian dalam mengumpulkan dan menganalisis data. Jenis metode campuran yang digunakan adalah metode campuran yang dominan menggunakan metode kualitatif dibandingkan dengan metode kuantitatif. Pengumpulan data dilakukan dengan menggunakan pedoman wawancara, matriks literature review, dan kuesioner. Analisis data menggunakan metode kuantitatif. Hasil penelitian menunjukkan bahwa terdapat 10 faktor pendukung dan 9 faktor penghambat yang mempengaruhi pelaksanaan pembelajaran jarak jauh dan hasil lainnya adalah tingginya persepsi guru dan siswa terhadap faktor tersebut. Semua mahasiswa jurusan bahasa memiliki persepsi positif dan setuju dengan semua faktor pendukung dan penghambat pengajaran jarak jauh. Mahasiswa juga sepakat bahwa sembilan faktor pembatas tersebut dapat menjadi penghambat selama pelaksanaan proses pembelajaran jarak jauh.

ABSTRACT

Covid-19 disease causes many problems in various fields. One of them is education. Teachers must be more creative and innovative in teaching. Therefore, teachers can use remote teaching in learning English. This study aims at analyzing the factors that affect the implementation of remote teaching, as well as the description of teachers' and students' perceptions of those factors that affect the implementation of remote teaching. The method used is mixed methods and is used as a research design in collecting and analyzing data. The type of mixed methods used is a mixed method which is dominant using qualitative methods compared to quantitative methods. Data were collected by using an interview guide, matrix literature review, and questionnaire. The data analyses using quantitative methods. The results of the study show that there are 10 supporting factors and 9 limiting factors that affect the implementation of remote teaching and another result is the high perception of teachers and students towards these factors. All students majoring in language have positive perceptions and agree with all supporting and limiting factors of remote teaching. Students also agree that the nine limiting factors can be inhibitors during the implementation of the remote teaching process.

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1. INTRODUCTION

Corona Virus Disease namely Covid-19 has become the biggest issue nowadays. So far, all schools from Kindergarten to University have been closed or moved to remote teaching until there is a change in the number of COVID-19 cases (Gustiani, 2020; Suryaman et al., 2020). Today, all teachers and students must go through some difficult times for the teaching process to run smoothly, even in remote locations. Students were unable to attend school due to the government's policy of social distancing, and distance learning was suddenly adopted as a way to continue learning in this critical situation (Karuniasih, 2022; Lusiyanı & Dara Anindya, 2021; Valverde-Berrocoso et al., 2021). In some countries, remote teaching has become an umbrella term for educational responses to the impossibility of face-to-face pedagogical activities. There is no other way for schools in Indonesia to teach and study except by distance learning, especially with the current conditions (Basar, 2021; Siahaan, 2020). This also happens in Singaraja where remote teaching is a new method that should be used in the learning process. With these problems, the Indonesian educational system must be able to adjust to

various issues, It includes the quality of inconsistent learning processes and the criteria and quality of desired learning outcomes. This is certainly felt heavy by teachers and students. Especially for teachers, who are required to be creative in delivering material through online learning media. Therefore, by using entertaining online learning resources, optimistic, creative, and inventive thinking can help overcome numerous challenges in the remote learning process, leading to high-quality learning outcomes (Haryadi & Selviani, 2021; Huertas-Abril, 2021; Renes & Strange, 2010). The phenomenon of the difference in learning hours of English in high school for each department is the reason for this research. Where the number of hours of study for students majoring in a language is more and more complex, but for students majoring in science and social studies. Students majoring in language can learn English 4-5 times during 6 school days, while students majoring in science and social studies only get 2-3 times.

Using remote teaching which is a new role in education, some important aspects should be considered and focused on by teachers and students. During conducting online teaching, the focus should be on two important aspects: how best to support and engage students in online teaching events or meetings, and what delivery approach, tool, or idea to use (Bazan, 2016; Ilias et al., 2020). For the material to be delivered to students, it must be carefully planned to take into account the needs of students where the material is designed to be student-centric. In addition, previous study state there are more aspects such as motivation, time management, and other technical matters (Owens et al., 2020). If the students themselves do not have the motivation to learn, it make students bored during distance learning. Therefore, support and motivation from teachers and parents are very important to help the learning process. So that is why the role of the teacher is very important in supporting the education of the younger generation (Ramdan & Fauziah, 2019; Susilawati et al., 2019). In addition, students and teachers must also manage time well to follow school regulations to carry out the distance learning process so that the learning process runs smoothly.

Technology that we already know has become part of various fields including education, but now it seems that the pandemic has changed its position. Technology has become more important in today's world, and without technology remote learning technology, it is impossible to execute (Nugroho & Mutiaraningrum, 2020; Siregar, 2020; Sumtsova et al., 2018). As a result, it's no surprise that technology's advantages are widely recognized, as it may assist teachers and students during remote learning. Technology is not just important for administrative purposes; it is also employed in teaching and learning processes, where games and activities using computers and smartphones are used to draw students' attention and motivate them to learn. As a result, teachers must have the knowledge and capacity to use technology to help the learning process (Rohmitawati, 2018; Suni Astini, 2020). Then there are the amenities that teachers and students need to facilitate learning, such as having a device or laptop and, of course, enough internet access. These facilities later become factors that affect the smoothness of the distance learning process, if there are supporting facilities, distance learning occur well and smoothly. and vice versa, if the facilities are not supportive, it make it difficult for distance learning to run smoothly (Sadikin & Hamidah, 2020; Uygarer & Uzunboylu, 2017).

According to previous study there are several elements in implementing remote teaching. The first is to engage students with some educational information, such as giving videos or reading content from a website. In addition to providing videos through websites, teachers can also make their learning videos to help the learning process, where the video include an explanation of the material from the teacher (Nyundak et al., 2022; Smith & Anderson, 2018). The second is to give opportunities for students to interact with one another, such as through online discussions. Because as we all know, online learning can dull students because there is no interaction with each other, enabling online discussions through platforms that support face-to-face communication, such as Zoom Meetings or Google Meet can entice students to participate in learning (Aisyah & Muhammad Alif Kurniawan, 2021; Assidiqi & Sumarni, 2020). And the last is an assessment of students. As we all know, some teachers still believe that extra evaluation is necessary to determine students' competence and understanding of the online learning process (Elmahdi et al., 2018; Kundu & Bej, 2021). As a result, this element is important for the teacher so the teacher knows the student's understanding after giving the material. Aside from those elements that have been mentioned above, there are other things that teachers must consider when conducting distance learning, such as thinking and creating lesson plans as soon as possible so that later on it can help them in the learning process.

In the Buleleng district, 42 educational units have developed Covid-19 cases. According to dozens of educational units, there were 89 students and 33 teachers and education staff who were verified positive for Covid-19. According to the head of the youth and sports education office, stated that the learning strategy plan employed was decided by the remote learning experience gained over the previous two years during the pandemic. With conditions like this form a new learning process that certainly have an impact on both students and teachers. Therefore, it is very important to take this research to find out the factors that influence distance learning. This related research has been discussed a lot, but what distinguishes this research is that this research does not only explain the factors in general, but this research analyses the factors that influence remote teaching

and learning from the perspective of English teachers and students majoring in language at SMA Negeri 4 Singajara.

2. METHOD

This research uses mixed methods. Mixed methods research is not new, but a new movement, discourse, or research paradigm that has emerged in response to trends in quantitative and qualitative research. Mixed research is a synthesis that incorporates insights from both qualitative and quantitative research. The goals of mixed methods research are to broaden and improve study conclusions and findings such that the data is more comprehensive, valid, reliable, and subjective (Johnson & Christensen, 2008; Schoonenboom & Johnson, 2017). This study uses a sequential exploration design, where qualitative methods precede quantitative methods (Creswell et al., 2003; Othman et al., 2020). The first step in this study is that the data be collected and analyzed qualitatively through interviews and a matrix literature review. Then, the data be collected and analyzed quantitatively through questionnaires, to strengthen the results of the research conducted in the first stage. This study used a five-point Likert scale where the positive statements will range from 1 to 5, with 5 denoting strongly agree, 4 denoting agree, 3 denoting neither agree nor disagree, 2 denoting disagree, and 1 denoting strongly disagree. While for the negative statements will range in reverse from 1 to 5, with 1 denoting strongly agree, 2 denoting agree, 3 denoting neither agree nor disagree, 4 denoting disagree and 5 denoting strongly disagree. The questionnaire was divided into 2 categories positive and negative statements with a total 26 of positive statements and 22 negative statements, and the statements also divide based on supporting and limiting factors of remote teaching.

So, in this study, the use of qualitative methods is more dominant than the quantitative method. Based on the previous explanation, this research is using the mixed method which combines quantitative and qualitative research methods. First, the data and all information about the supporting and limiting factors in the implementation of remote teaching be collected through interviews with several English teachers who teach language classes in SMA Negeri 4 Singaraja and also search for additional information in the library. After that, all data and information that has already been collected be explained using quantitative methods. The next data collection method is to conduct a survey using a questionnaire, to learn about teachers' and students' perspectives on the factors that support and hinder remote learning. With the writing method utilized, namely quantitative research methods, all English teachers in the language class and students majoring in language at SMA Negeri 4 Singaraja participated in this survey.

3. RESULT AND DISCUSSION

Result

Based on the interviews with several English teachers and students majoring in language at SMA Negeri 4 Singaraja, several factors support the implementation of remote teaching learning. Those supporting factors of remote teaching are: positive learning atmosphere, independent learning ability, technology access, learning-time flexibility, digital literacy skills, high learning motivation, adequate school facilities, teachers' professional enthusiasm, teachers and students sufficient collaboration, attractive course design and content. Limiting factors of remote teaching based on some articles and the interview there are also some limiting factors that be obstacles during remote teaching. There are inexperienced students, inexperienced teachers, inadequate online learning facilities, unreliable internet connection, deficient interactions, insufficient parental support, internet access issues, the inconvenience and the ineffectiveness of remote teaching modality, students' disengagement. In this study, the questionnaire used to get information about teachers' perception of factors that affect remote teaching. The result if teacher perception about supporting factors of remote teachingis show in Table 1.

Table 1. Teachers' Perception About Supporting Factors of Remote Teaching

The Component of Supporting Factors	Total Mean Score	Mean Score of perception	Category
1. Positive learning atmosphere	26	3.71	High
2. Learning independence ability	24.5	3.50	High
3. Technology access	32	4.57	Very high
4. Learning-time flexibility	28	4.00	High
5. Digital literacy skills	29.33	4.19	Very high
6. High learning motivation	21	3.00	Average
7. Adequate school facilities	30	4.29	Very high

The Component of Supporting Factors	Total Mean Score	Mean Score of perception	Category
8. Teachers' professional enthusiasm	27.25	3.89	High
9. Teachers and students Sufficient collaboration	22	3.14	Average
10. Attrative course design and content	28.33	4.05	High
Total		3.83	High

Based on the Table 1, it can be seen that the overall mean score of the teachers' perception of the supporting factors of remote teaching was 3.83 which belongs to the interval of $3.3335 \leq M \leq 4.0005$ and is categorized as a high category. It means that all English teachers in SMA Negeri 4 Singaraja have a high perception of the ten supporting factors of remote teaching. From the result of the perception of all English teachers in SMA Negeri 4 Singaraja, can be concluded that all English teachers agree with those ten supporting factors can support the implementation of remote teaching. Beside of that, the third supporting factor has the highest mean score which was 4.57 and is categorized as a very high category which means that all English teachers strongly agree that technology access becomes the most supporting factor during remote teaching. While the sixth supporting factor become the lowest mean score which was 3.00 and is categorized as an average category and which mean all English teacher quite agree that high learning motivation supports the implementation of remote teaching. Then for teachers' perception about limiting factors of remote teaching is show in Table 2.

Table 2. Teachers' Perception About Limiting Factors of Remote Teaching

The Component of Supporting Factors	Total mean score	Mean Score of perception	Category
1. Inexperienced teachers	23.33	3.33	Average
2. Inadequate online learning facilities	19.67	2.81	Average
3. Unreliable internet connection	18.33	2.62	Low
4. Deficient interaction	18.67	2.67	Average
5. Insufficient parental support	19.00	2.72	Average
6. Internet access issues	13.50	1.93	Very low
7. The inconvenience and the ineffectiveness of the Remote Teaching modality	18.00	2.57	Low
8. Students' disengagement	18.33	2.62	Low
Total		2.68	Average

Based on the Table 2, it can be seen that the overall mean score of the teachers' perception of the limiting factors of remote teaching was 2.68 which belongs to the interval of $2.6665 \leq M \leq 3.3335$ and is categorized as an average category. It means that all English teachers in SMA Negeri 4 Singaraja have an average or neutral perception of all eight limiting factors of remote teaching. From the result of the perception of all English teachers in SMA Negeri 4 Singaraja, can be concluded that all English teachers quite agree with those limiting factors that become the inhibitor of the implementation of remote teaching. The data on students' perception of supporting and limiting factors of remote teaching, were collected by using the same questionnaire as how the data on teachers' perceptions were collected. The data from the questionnaire on students' perception of factors affecting remote teaching be shown in Table 3.

Table 3. Student's Perception of Supporting Factors

The Component of Supporting Factors	Total Mea Total mean score	Mean Score of perception	Category
1. Positive learning atmosphere	141.5	3.14	Average
2. Learning independence ability	138.5	3.08	Average
3. Technology access	171.5	3.81	High
4. Learning-time flexibility	161.67	3.59	High
5. Digital literacy skills	156.5	3.48	High
6. High learning motivation	131	2.91	Average
7. Adequate school facilities	165	3.67	High
8. Teachers' professional enthusiasm	148	3.29	Average
9. Teachers and students Sufficient collaboration	149	3.31	Average
10. Attrative course design and content	116.33	3.59	High
Total		3.39	High

Based on Table 3, it can be seen that the overall mean score of the student's perception of the supporting factors of remote teaching was 3.39 which belongs to the interval of $3.3335 \leq M \leq 4.0005$ and is categorized as a high category. It means that all Language students in SMA Negeri 4 Singaraja have a high perception of the ten supporting factors of remote teaching. From the result of the perception of all Language students in SMA Negeri 4 Singaraja, can be concluded that all Language students agree with those ten supporting factors can support the implementation of remote teaching. Beside of that, the third supporting factor has the highest mean score which was 3.81 and is categorized as a high category which means that all Language students agree that technology access becomes the most supporting factor during remote teaching. While the sixth supporting factor become the lowest mean score which was 2.91 and categorized as an average category and which means all Language students quite agree that high learning motivation supports the implementation of remote teaching. Students' perception about limiting factors of remote teaching is show in Table 4.

Table 4. Students' Perception About Limiting Factors of Remote Teaching

The Component of Supporting Factors	Total Mea Total mean score	Mean Score of perception	Category
1. Inexperienced students	139	3.09	Average
2. Inadequate online learning facilities	122.67	2.73	Average
3. Unreliable internet connection	100.25	2.28	Low
4. Deficient interaction	106.5	2.37	Low
5. Insufficient parental support	141	3.13	Average
6. Internet access issues	103.5	2.30	Low
7. The inconvenience and the ineffectiveness of the Remote Teaching modality	106	2.36	Low
8. Students' disengagement	128.5	2.86	Average
Total		2.64	Low

Based on Table 4, it can be seen that the overall mean score of the student's perception of the limiting factors of remote teaching was 2.64 which belongs to the interval $1.9995 \leq M \leq 2.6665$ and is categorized as a low category. It means that all Language students in SMA Negeri 4 Singaraja have a high perception of all eight limiting factors of remote teaching. From the result of the perception of all Language students in SMA Negeri 4 Singaraja, can be concluded that all Language students agree with those limiting factors that can become the inhibitor of the implementation of remote teaching.

Discussion

Based on the result of the supporting factors of remote teaching there are 10 supporting factors and 9 limiting factors that are believed can support the implementation of remote teaching. Those factors are collected from some experts mentioned in the matrix literature review and also based on teachers' and students' answers from the interview. The interviews are conducted with 3 English teachers and 3 students who majoring in language with several questions related to the challenges, supporting, and limiting factors and also include the responses from teachers and students during remote teaching. The results of the matrix literature review and interviews with teachers and students, as well as the results of several articles on supporting factors, state that there are 10 supporting factors, namely positive learning atmosphere, independent learning ability, technology access, learning-time flexibility, digital literacy skills, high learning motivation, adequate school facilities, teachers' professional enthusiasm, teachers and students sufficient collaboration, and attractive course design and content (Fatimah & Santiana, 2017; Monawati & Fauzi, 2018). While of the limiting factors, there are first, inexperienced teacher, inexperienced student, inadequate online learning, unreliable internet connection, deficient interactions, insufficient parental support, internet access issues, the inconvenience and the ineffectiveness of remote teaching modality, and students' disengagement (Ilias et al., 2020; Kumalawati et al., 2021). The overall results of these factors have been strengthened in addition to the interview coupled with the results of the questionnaire.

Based on the result of the teachers' perception data analysis, it was found that the teachers' perception of the supporting factors of remote teaching was in a high category with a total mean score was 3.91. While the limiting factors of remote teaching were in an average category with a mean score of 2.69. Then, the mean score from students' perception of the supporting factors of remote teaching was 3.39 and categorized as a high category. While the mean score of limiting factors of remote teaching was 2.64 and it was categorized as a low category. It can be indicated that all English teachers and all Language students have a positive and high perception of the supporting factors of remote teaching. Based on previous tables about the limiting factors perceptions, it can be seen that teachers and students have different perceptions of the limiting factors where

teachers have an average perception while students have a high perception. The teacher's and student's perception of supporting factors, it can be seen that both have almost the same perception of some of the supporting factors (Aristovnik et al., 2020; Khatoony & Nezhadmehr, 2020). But they also have a different perception, which lies in factor number 1 where in the teachers' perception, they agree that the existence of a positive learning atmosphere can support distance learning with a mean score was 3.71 but students, feel quite agree with this factor and can be seen from the mean score of the perception that was 3.14 and it is in an average category. While for the difference of the limiting factors is that, on factor number 4 the teacher has a mean score of perception was 2.67 and is categorized as an average category which means teachers quite agree that unreliable internet connection becomes the limiting factor of remote teaching. Because according to the results of the questionnaire and interviews, many teachers said they already are in an area with a good internet connection and also, and they usually use WIFI, so this did not become a serious obstacle during the learning process (Octaberlina & Muslimin, 2020; Subedi et al., 2020).

According to the findings, it was found that some English teachers at SMA Negeri 4 Singaraja still have lack abilities in using the technologies and some online applications during remote teaching. Therefore, the teachers are suggested to enrich their knowledge about the use of technologies and online applications to support the learning process during remote teaching goes well (Falloon, 2020; Makarova & Makarova, 2018). Furthermore, teachers need to be more creative in making interesting lesson plans to avoid students' boredom, and teachers need to be more active in motivating students so they are more enthusiastic to actively participate in class even during the remote teaching process (Cahyadi et al., 2021; Lusiyani & Dara Anindya, 2021). In addition, it is also recommended for the teachers to attend seminars or workshops related to digital literacy, increase student engagement, and teach English during remote teaching. Moreover it was found that during remote teaching the students' motivation greatly decreased because they did not meet face-to-face with the teacher (Code et al., 2020; Zamora-Antuñano et al., 2022). Thus, it can be suggested for students to remain enthusiastic about learning even under any circumstances or students must be able to adapt to distance learning situations and conditions. For government, it is very necessary to consider more about providing facilities: WIFI connection, free internet quota for teachers and students every month, not just in certain months, and teachers teaching equipment and skills (Bhuana & Apriliyanti, 2021; Putri et al., 2020). It is hoped that teachers and students are strongly encouraged to utilize and pay attention to the factors that influence the implementation of remote teaching so that the remote teaching-learning process can run well. The implications of this study provide an overview regarding the factors that affect the implementation of remote English teaching. This research is expected to be a reference for teachers in implementing remote teaching. However, this research still has limitations. This limited research is only focuses on investigating the factors affecting the implementation of remote English teaching from all English teachers' and students' perspectives who have done remote teaching at SMA Negeri 4 Singaraja. Therefore for future research it is hope can make deeper and broaden research.

4. CONCLUSION

There are 10 supporting factors of the implementation of remote teaching. Apart from supporting factors, during implementing remote teaching there are several limiting factors. There are 9 limiting factors of the implementation of remote teaching. The teachers' perception of the supporting factors of remote teaching was in a high category which means that all English teachers at SMA Negeri 4 Singaraja have a positive perception and agree with all supporting factors of remote teaching. While for the limiting factors, teachers have a neutral perception where the mean score was in an average category. This means that all English teachers quite agreed with all the limiting factors of remote teaching. Next, the student's perception of the supporting and limiting factors of remote teaching was in a high category. This means that all students majoring in language have positive perceptions and agree with all supporting and limiting factors of remote teaching. They agree that the ten supporting factors of remote teaching can support the implementation of remote teaching. And students also agree that the nine limiting factors can be inhibitors during the implementation of the remote teaching process.

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