How Do Teachers Perceive Limiting Factors?: Remote English Teaching Context

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ABSTRACT

The Covid-19 pandemic has forced the traditional learning system to be replaced with an online learning system or remote teaching. Several studies outside the Indonesian context state that the implementation of the remote teaching method has become a common thing to do. However, in the Indonesian context, the remote teaching method is something new, so that it makes teachers face several problems during the learning process. Thus, the factors that limit the implementation of remote teaching are also definitely different, especially in the Indonesian context. This study aims to find out more clearly about teacher perceptions through limiting factors in the implementation of remote teaching related to what is found in the literature review matrix from several studies outside of the Indonesian context and in the Indonesian context. Many researchers have examined this case, but most only use one research method, qualitative or quantitative. Therefore, this study tries to present different data using mixed methods (qualitative methods using a literature review matrix and interviews, then quantitative methods using questionnaires) so that the data obtained is stronger and more valid. The participants in this study were three high school English teachers. The results of this study indicate that there are nine limiting factors found in the literature review matrix and these factors were confirmed by the subjects. Therefore, the obstacles in remote teaching must be identified to be used for improving the learning process itself, for the government (Ministry of Education and Culture), for the school, teachers, and students.

Keywords: *Covid-19; Indonesian Context; Limiting Factors; Remote Teaching; Teachers' Perspective.*

INTRODUCTION

In December 2019, specifically in the academic year of 2019/2020, the education process was changed including all aspects of people's lifestyles (Shim & Lee, 2020) because of the covid-19 pandemic. Therefore, from mid-March 2020 to 2022, the implementation of all educational activities in schools changed to online learning. Students are advised to study at home, and learning activities in class are temporarily suspended. The learning process initially carried out traditionally has now been replaced with online learning or can be said to be remote teaching. According to Riastuti et al. (2021), remote learning becomes a better alternative in the current situation. In some countries, remote teaching systems are shared when face-to-face pedagogical activities

cannot be carried out. This teaching method is a suitable and appropriate approach for teaching and learning in this emergency

Remote teaching is entirely done at home using a learning platform. Remote teaching can be facilitated by information and communication learning technologies (Pozo et al., 2020). The implementation of remote teaching in Indonesia started in March 2020. The Ministry of Education and Culture (Kemdikbud) has officially announced all schools and universities must implement online-based learning.

The implementation of remote teaching in the context of EFL has become a topic that has received much attention from researchers because remote teaching is one of the new terms or teaching methods that can continue to be developed and used even though Covid-19 has ended (Abdullah, 2021). In addition, Nugroho et al. (2021) explain that implementing remote teaching in Indonesia is necessary to support the student's success. Therefore, with the support of several online media and applications such as Google Classroom, YouTube, Google Meet, Zoom, and various supporting tools such as laptops or computers and mobile phones, remote teaching can be applied to EFL students (Nugroho et al., 2021). Therefore, EFL teachers and students need to understand the whole thing about remote teaching.

Many factors can affect the implementation of remote teaching during a pandemic, both supporting and limiting factors. Every country or region has different problems related to remote teaching. Previous studies in foreign contexts from Albo et al. (2020) about factors affecting remote learning implementation in Southern Africa showed that the factors supporting the implementation of remote teaching are student-teacher interaction and adequate technology. Meanwhile, the limiting factor is a less stable internet connection. Furthermore, the results of research by Talidong, K. J. B. (2020) showed that the supporting factors during the implementation of remote teaching are good teaching preparation from teachers in the Philippines and adequate technological tools. In addition, the involvement or participation of students in planning distance learning is also actively involved. Then for the limiting factor is the curriculum which is quite difficult to adjust.

Besides, in the Indonesian context, the previous study from Sari & Zainil (2022) confirmed that the supporting factor during the implementation of remote teaching was the utilization of interesting learning strategies. While the limiting factor is, student motivation during learning is low and less interaction during the learning process. Furthermore, the study by Ferri et al. (2020) stated that the supporting factor during remote teaching is an effective resource that can make students more independent in learning. The limiting factors during remote teaching were an unreliable internet connection, lack of tools that support online learning owned by teachers and students, less interaction between students and teachers, and lack of parental support for students where parents are busy working, so they cannot supervise their children during online learning.

Even more, education in Indonesia experienced a drastic decline during the pandemic, based on a UNICEF survey in early June of 4,016 respondents from 34 provinces aged 14-24 years. This survey shows that the decline in the education sector is

due to difficulties accessing the Internet and a lack of guidance from teachers. Therefore, this research is important to find out more clearly what factors affect remote teaching from the perspective of teachers and students, especially in the Indonesian context.

Many researchers have researched this case, but mostly in contexts outside Indonesia, and most only use one research method, qualitative or quantitative. An earlier study from Basar et al. (2021) examines the effectiveness and challenges faced during online learning. The result shows that many factors can affect the implementation of remote English teachings, such as the availability of adequate mobile phones or computers, the situation, motivation, and interaction. They further argue that teachers and students feel more comfortable and capable when using technology in learning. However, students' motivation to learn and teach online has decreased, resulting in the ability to work in groups not taking place effectively. Besides, teachers agree that face-to-face teaching is more effective than remote teaching because students and teachers can interact intensely.

The following study by Camacho et al. (2021) examines the effect of online English teaching on learning achievement. The findings indicate that many limiting factors affect the implementation of remote English teaching, including students' motivation to learn, mastery of technology, unstable internet connections, and students having difficulties with the required devices. and. From these factors it can be seen that remote learning can affect student academic achievement; this can be seen from the teaching and learning practice, learning outcomes, and student's perceptions of the advantages and disadvantages of remote teaching. Even though remote learning is important during COVID-19, remote teaching is still more effective.

Moreover, the results of a study by Farani & Ma'rufah (2022) about the observation of teaching practices of teacher motivation during the Covid-19 pandemic emphasized that several previous studies related to motivation are an essential aspect of learning English. This finding conveys that each educator has a different way of teaching and devising strategies for motivating their students. This study observed teaching practices of students motivation, and the results showed that most teachers provide feedback and rewards to increase their students' learning motivation. In addition, the teachers' ability to build a positive and safe environment for students also affects their students' learning motivation.

Lastly, a study by Rahayu & Wirza (2020) investigated EFL teachers' perceptions of online English learning. The findings show that several teachers had positive perceptions about the benefits and convenience of the online learning system during the Covid-19 pandemic. However, more teachers disagree with the implementation of distance learning because it is considered less effective. In addition, many teachers consider about lack of students' ability in utilizing technology and the Internet. These problems make teachers feel more comfortable implementing face-to-face teaching.

From the explanation above, it can be concluded that there are more inhibiting factors in the implementation of remote English teaching compared to supporting factors from the perspective of teachers and students. Each teacher has a different perception concerning the factors of the implementation of remote English teaching. Therefore, in

this present study, the authors are interested in exploring how EFL teachers' perspective on the limiting factors in remote English teaching at senior high school especially in Indonesian context, because several study mentioned every country have different limiting factor. So, this study more clearly about the limiting factor teachers faced during remote teaching.

From the explanation above, this study focused on analyzing the limiting factors from teachers' perspective on remote teaching, so this study used the theory of perception to guide the author when finding teachers' perspectives about limiting factors affecting the implementation of remote English teaching.

METHOD

This study belongs to an exploratory sequential mixed-methods design, where qualitative methods dominate quantitative methods, because the qualitative method is used first to identify important information which will be followed by a quantitative analysis. The data was collected through analysis of the English teacher's perspective at SMA Negeri 1 Blahbatuh. The instruments used by the authors were a matrix literature review, a semi-structured interview , and a questionnaire. The population in this study were three English teachers. The first data and information collected is about the limiting factors in implementing remote teaching through a literature review matrix. Then the data obtained from the literature review matrix will be used as a reference for conducting interviews with three English teachers to confirm whether the factors found in the literature review matrix are confirmed by the subjects.

The next data collection method is to conduct a survey using a questionnaire. Same as the interviews, this survey also involved three English teachers. This interview and survey will be conducted to seek information about teachers' views regarding the factors limiting remote teaching, teachers' views during remote teaching, and the application of pedagogical knowledge in teaching English. The questionnaire was distributed and collected in the form of Google Forms. The researcher gives the respondents a set of written statements and then analyses them to become data results. For the detailed data collection method can be seen in the table below.

Table 1. Data Collection Method

	Research Questions	Data Collection Method	Source of Data	Instruments	Method
1	What are the remote teaching limiting factors found in the literature confirmed by teachers?	- Interview - Library Research	- Three English teachers - Recent articles on remote teaching	- Interview guide - Matrix Literature Review	Qualitative
2	How do teachers perceive these remote teaching limiting factors?	- Survey	- Three English teachers	- Questionnaire	Quantitative

FINDINGS AND DISCUSSION

The findings of this study were collected using three instruments. The first is a literature matrix review of 34 previous studies related to this research, the second instrument is an interview guide involving three English teachers, and the last instrument is a questionnaire with 20 statements for English teachers. from the results of the literature review matrix, it was concluded that there were 9 factors that limited the implementation of remote English teaching. ine limiting factors were found in a matrix literature review from (Moser et al., 2020), (Smart & James, 2006), (Tosunoglu et al., 2022), (Camacho et al., 2021), (Sari & Zainil, 2022), (Takacs & Pogatnik, 2021), (Kawasaki et al. 2021), (Salayo, et al, 2020) etc; can affect the implementation of remote English teaching. These nine limiting factors include (1) inexperienced teachers, (2) inexperienced students, (3) inadequate online learning, (4) unreliable internet connection, (5) deficient interaction, (6) insufficient parental support, (7) internet access issues, (8) the inconvenience and the ineffectiveness of remote teaching modality, and (9) students' disengagement.

Apart from going through interviews, the overall results of these factors were strengthened by the questionnaire given to all English teachers and all eleventh-grade students majoring in language for the 2020/2021 academic year at SMA Negeri 1 Blahbatuh. It can be concluded that the interviewees confirmed all the supporting and limiting factors found in the matrix literature review. These nine factors will be explained with the support of responses from teachers through interviews related to these factors. The results of the literature review matrix and interviews are explained as follows.

Inexperienced Teacher

The teacher's experience can affect the implementation of remote English teaching. The implementation of remote teaching is hampered if the teacher lacks experience in remote teaching, both in terms of knowledge and skills when using technology during the remote teaching process. The inexperienced teachers can make it challenging to implement remote teaching, such as supervising their students from a long distance, designing learning to make it more interesting, and using advanced technology and online platforms to vary and facilitate remote teaching. Teachers who used to teach only based on other modules or books during the remote teaching process must use technology more in teaching and learning. Teachers who lack experience in using technology and platforms such as *Zoom Meeting, Google Classroom*, and other media will find it quite challenging to adjust and manage their classes; as a result, remote teaching runs slower than face-to-face systems.

This factor was felt by all English teachers at SMA Negeri 1 Blahbatuh. Inexperienced teachers significantly affect their students regarding the material received, learning outcomes, and student satisfaction. Therefore, teachers must have experience with remote teaching for the smooth running of remote teaching and the success of their students. To clarify, the results from the interview will be shown as follows.

Excerpt 12

T1   : "The teacher's lack of experience makes it difficult for them to assess and see their student's progress, as well as those who are less able to design material neatly so that a lot of material cannot be delivered on time."

T3   : "Teachers confused about choosing the right platform to make it easier for students and teachers to access."

Inexperienced Student

Changing the learning system from face-to-face to remote teaching is a relatively new thing in the world of education, and this causes many mistakes when implementing it. One of the factors is inexperienced teachers in implementing remote English teaching. Teachers' inexperience and abilities regarding remote teaching include a lack of ability to operate technology or online platforms during the learning process. They are also less able to manage themselves and their time in remote learning. These things are enough to be an obstacle to the smooth running of remote teaching.

Some English teachers said several students often felt insecure when asking questions during online discussions because they doubted whether what they were saying was clear, whether the question had been explained before, or if they didn't hear it. Apart from affecting the implementation of remote teaching, the inexperienced students' have with remote teaching also affects their activities in other fields, such as study habits. To clarify, the results from the interview will be shown as follows.

Excerpt 11

T1   : "… it was quite difficult for students to organize their activities during remote teaching because apart from studying, students also had to help their parents."

T3   : "The students more active in asking the teacher about the material or something else when face-to-face compared to when remote teaching."

Inadequate Online Learning Facility

The inadequate online learning facilities factor will be related to the adequate school facility factor listed in the supporting factors for implementing remote teaching above. Statements from three English teachers at SMA Negeri 1 Blahbatuh about the availability of adequate facilities can support and affect the successful implementation of remote teaching. This statement needs to be underlined, "*adequate facilities*" refers to sufficient facilities for students and teachers.

Teachers at SMA Negeri 1 Blahbatuh may be given computer assistance to teach, but many students are still constrained by facilities such as personal smartphones. Many SMA Negeri 1 Blahbatuh students still share their smartphones with relatives or their parents. Students in this situation will be unable to participate in remote teaching properly, fall behind in lessons, and even their achievements will decrease. Students experience limited internet availability more often. To clarify, the results from the interview will be shown as follows.

Excerpt 13
T2   : "... *many students rarely attend online meetings because their cell phones are broken and shared with parents or relatives."*
T3   : *"The quota subsidies provided by the school and the government are insufficient..."*

Unreliable Internet Connection

An unreliable internet connection can also limit the implementation of remote English teaching. A bad internet connection is one of the problems faced by almost everyone. Internet connection is a significant factor during the remote teaching process. Poor and unreliable internet connection conditions greatly limit the implementation of remote English teaching. From the interviews, all informants consisting of three English teachers at SMA Negeri 1 Blahbatuh, said that an unreliable internet connection was the main limiting factor in the implementation of the remote learning process. All informants said that an unreliable internet connection resulted in many students being hampered when they wanted to participate in remote teaching, join video conferences, access materials, or submit their assignments.

Besides that, for students and teachers who have internet problems, it also results in the material delivered by the teacher not being well received by students because it is intermittent. Unreliable internet connection is often experienced by students who live in rural areas where it is still difficult to access the internet. Besides limiting remote teaching, a bad connection can unknowingly negatively impact student learning habits and success. To clarify, the results from the interview will be shown as follows.

Excerpt 14
T1   : "... *a bad signal makes the teacher's explanation less clear, so I often feel I don't understand when remote teaching."*
T3   : *"Many students have difficulty following my lessons due to unstable signals and quotas."*

Deficient Interaction

The four factors described above (inexperienced student, inexperienced teacher, inadequate online learning facilities, and unreliable internet connection) will create a new limiting factor: a lack of interaction. Lack of experience related to remote teaching from students and teachers and inadequate facilities and internet during remote learning will impact the interaction and communication between teachers and students. As previously explained, remote teaching makes students more hesitant to ask questions or give opinions, especially during video conferences. In addition, an unstable internet connection will make the audio intermittent or more frequent in and out of the room, so the interaction during the remote teaching process will not be well established. If the interaction is lacking, it will significantly limit the implementation of remote teaching. The lack of interaction that can be carried out will make students even more indifferent and make it more difficult for teachers to monitor and assess their students.

From the results of interviews at SMA Negeri 1 Blahbatuh, when the teacher asks to respond, the student is silent and does not answer; this causes the teacher to be confused about whether the students following the lesson are becoming lazier during the remote teaching process. It can be seen that the lack of interaction will limit the implementation of remote teaching and will decrease student activity. To clarify, the results from the interview will be shown as follows.

Excerpt 15

T3   : *"When remote teaching, students become more silent or passive, making it difficult for me to monitor them during video conferences and student progress."*

T1   : *"Interaction and communication between students and teachers are not intensive, … teacher's explanation becomes less clear."*

Insufficient Parental Support

Parents have a more critical role when remote teaching because parents can interact with children more than teachers. Parents are fully responsible for successfully implementing remote teaching during the remote teaching process. There are many things parents can do to support the implementation of remote teachings, such as providing facilities for learning, trying to keep the conditions and situation at home conducive and calm, and coordinating with teachers.

However, based on the results of an interview with the interviewee at SMA Negeri 1 Blahbatuh, the lack of support from parents can limit the implementation of remote teaching. Student's parents should be able to provide full support to their children when they are not at home so that they get enough attention and affection, so they will be more motivated and eager to learn. To clarify, the results from the interview will be shown as follows.

Excerpt 16

T3   : *… many students lack supervision and attention from their parents, …parents are not used to accompanying their children and were previously busy working."*

T2   : *"… while studying at home, parents instead gave other work during class hours, so students would feel distracted and unable to concentrate in following lessons."*

Internet Access Issues

Internet access issues are the limiting factor related to the fourth limiting factor. This factor is different from the unreliable internet connection factor. On the limiting factors of internet access, this issue refers to the problems experienced in accessing or getting the internet, such as costs and quota purchase prices that students, teachers, and parents must issue during the remote teaching process. Indeed, students and teachers have received quota subsidies from schools and the government, but these subsidies are often not timely. Hence, students and teachers must spend more money to buy quotas because the subsidized quota has not been given.

Based on the results of interviews with three English teachers, more students not uncommon for them to set aside and spend more money to buy quotas. This internet issues factor will make students fall behind in lessons and material explanations from their teachers compared to students who rarely experience this internet issue. The results from the interview will be shown as follows.

Excerpt 17

T3   : "… *many students do not have Wi-Fi facilities at home, so they need to spend more to buy quotas.*"

T2   : "… *some parents are reluctant to buy their children more quota, so when the subsidy quota runs out, they are rarely able to participate in remote teaching.*"

The Inconvenience and The Ineffectiveness of Remote Teaching Modality

As the supporting factors explain, the learning atmosphere affects the implementation of remote teaching. The subject in this study conveyed many pros and cons regarding the convenience and effectiveness of emote teaching compared to face-to-face learning. In the interview results, more students think remote teaching is ineffective. One of the English teachers also said much material could not be conveyed. Besides that, the students look inconvenienced when learning at home, either because the home conditions are not conducive, internet disturbances, or the increase in their work at home. From the things that have been explained, it can be concluded that the ineffectiveness and inconvenience of remote teaching can affect the implementation of remote teaching. To clarify, the results from the interview will be shown as follows.

Excerpt 18

T1   : "… *remote teaching is less effective; teachers cannot assess and supervise students optimally.*"

T3   : "… *remote teaching is ineffective because a lot of subject matter was not delivered due to time constraints caused by the signal.*"

Students' Disengagement

Student engagement is significant when implementing remote teaching. Student engagement in remote teaching refers to students' attention, interest, and enthusiasm for participating in remote teaching process. According to interview results, student involvement is relatively decreased during the remote teaching process. Students are more likely to ignore online meetings and consider remote learning not to affect their learning success. It can be concluded that the students' disengagement factor can complicate and limit the implementation of remote teaching. Therefore, involving students is essential in the learning process so that students have an interest and enthusiasm that arises from themselves to learn and want to participate in the lesson.

Excerpt 19

T2   : "*Some students rarely participated in discussions or gave opinions, even though the teacher had offered plus points for the activeness of their students.*"

T3   : "In my opinion, students who excel in academics will remain active, and students who are less active will be left behind and don't want to try."

From the explanation of the literature review matrix and the results of interviews with interviewees regarding the limiting factors of remote teaching, it can be concluded that all the limiting factors found in the literature review matrix were confirmed, believed, and felt to be obstacles to the remote teaching process. The limiting factors for implementing remote teaching are inexperienced teachers and students, inadequate online learning facilities, unreliable internet connection, deficient interaction, insufficient parental support, internet access issue, the inconvenience and the ineffectiveness of the remote teaching modality, and students' disengagement. The nine limiting factors were confirmed by the interviewees and considered very important to be considered by teachers so that in the future, these factors can be understood and reconsidered so that later these factors will no longer be an obstacle during the learning process in the context of remote teaching, especially in the Indonesian context.

Next is about how teachers perceive these limiting factors answered using a questionnaire. The statement also follows the matrix literature review. The questionnaire consists of 20 statements for teachers. The statements in the questionnaire were related to the limiting factors of remote teaching. The results will be displayed in a chart below based on each limiting factors that affect remote teaching.
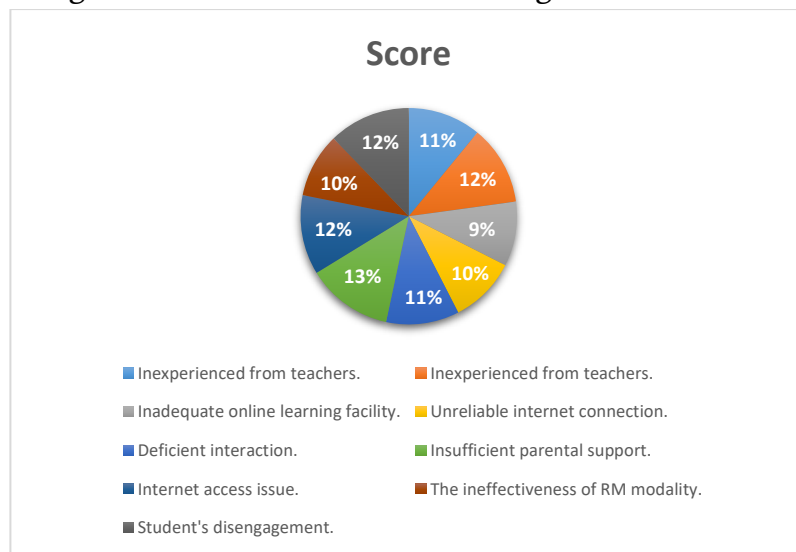

Figure 1. Teachers' perception of limiting factors of remote teaching

Based on the mean score on teachers' perception of factors that affect the implementation of a remote teaching in the pie chart, all English teachers have different perceptions of each of the factors mentioned. Factors 2, 3, and 7 get the same score of 11%. Factors number 1 and 6 get a score of 13%, factor number 4 gets a score of 12, and factor number 8 gets 14%. Factor number 5 becomes the factor with the highest score with a score of 15%, which means that insufficient parental support hinders remote implementation teaching from the teacher's perspective.

Related to the previous section, many studies have discussed this matter, but the update that distinguishes this study from previous studies lies in the concept, namely the discussion of this study focuses on the teacher's perspective because previously, most studies referred to student perspectives, and very little research led to teacher perspectives. So, the study of limiting factors in remote teaching needs to be analyzed again from the teacher's perspective. In addition, the difference is also found in the problems that occur in the field. Previous studies had never studied the study location that the author chose, so the problems that occurred at that location were different from other locations that had been studied. However, the result of this study is in line with Rahayu & Wirza (2020) as the previous one which is stated that teachers had positive perspective toward online learning.

At the last, the combination of the previous studies results with the results of this study can be used as a guide, a reference, and additional knowledge for teachers and students to be reapplied in the learning process so that it can run properly, be it remotely or face-to-face. Besides that, the results of this study can be used as a basis for making joint efforts between teachers, students, parents, schools, and the government to create competent students eager to learn and able to solve problems faced, especially in the field of education, and creating professional educators for the success of their students.

CONCLUSION

According to the study's findings, two conclusions are based on the research questions. The first is the limiting factors of implementing remote English teaching at SMA Negeri 1 Blahbatuh. There are nine limiting factors of the implementation of remote teaching, such as (1) inexperienced teachers, (2) inexperienced students, (3) inadequate online learning facility, (4) unreliable internet connection, (5) deficient interaction, (6) insufficient parental support, (7) internet access issues, (8) the inconvenience and the effectiveness of remote teaching, (9) student's disengagement. The same is the case with supporting factors. The interviewees also experienced the limiting factors and followed what is summarized in the literature review matrix.

The second is about how English teachers perceive the limiting factors mentioned. Based on the result of teachers' perception data analysis from questionnaire, it was found that the teachers' perception of the limiting factors of remote teaching was in a high category, which mean three English teachers agree and confirmed all limiting factors mentioned can affect and limit the implementation of remote English teaching.

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