Suburban Area English Teachers' Implementation of Distance Learning: Methods, Challenges, and Perceptions

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ARTICLE INFORMATION	ABSTRACT
  Correspondence Address: Brian Asprilla Yusdiansyah English Education Universitas Negeri Malang Semarang St, Number 5 Malang E-mail: brianasprillay@gmail.com	This study employs a multiple case study method and aims to investigate, discover, and describe the suburban area English teachers teaching methods during the distance learning, challenges which are faced by the teachers, how the teachers solve those challenges, and the teachers' perceptions towards the implementation of distance learning. The findings revealed that the teachers use direct teaching and more focused on utilizing the technology. Some of those challenges are mainly caused by the students 'conditions. In order to obtain more genuine and valid results, a future study with better research instruments need to be conducted.

At this time, it has been more than a year that corona virus disease (COVID-19) pandemic has spread all over the globe. It gives some impacts to every sector in human lives, the education world is one of the sectors that are impacted by COVID-19. In Circular Letter of Ministry of Education and Culture Indonesia Number 4, 2020, it is mentioned that during this pandemic, the teaching and learning activities cannot be carried out in a traditional face to face classroom way, instead the distance or online learning from home is implemented. Distance learning is the form teaching and learning activity which is done online where teachers and students are not physically present in the same classroom. According to Ministerial Regulation No. 7 of 2020, distance learning is a teaching and learning process carried out remotely through the use of various communication media, organized with the help of various information and communication technologies (ICT) and uses ICT-based learning resources as well.

The teachers are required to switch their teaching activities into the distance learning activities. This sudden change to distance learning causes the schools, teachers, and students to utilize the use of technology in teaching and learning activities. Swift adaptation is required by the teachers and students to start using digital platforms quickly so that they can start learning virtually (Bubb & Jones, 2020). Online teaching refers to the combination of modern education concept, technology and traditional education to form a suitable model for educational needs (Zhou et al., 2020).

There are two ways to implement distance learning, they are synchronous learning and asynchronous learning. Synchronous learning happens in real time while asynchronous learning does not happen in real time. According to Singh & Thurman, (2019): Rigo & Mikuš, (2021), in synchronous learning, the teachers and students interact in a specific virtual environment, and the common methods are: video conferencing, teleconferencing, live chatting, and streamed lectures that have to be viewed in real time. On the other hand, in asynchronous learning, students access the learning materials provided by the teachers and finish their assignments before the given deadline, and the common methods are self-guided lesson modules, lecture notes, pre-recorded video or audio contents, links to internet sources, and online discussion boards. The report from Fernandez et al., (2022) showed that the combination of synchronous and asynchronous learning during the COVID-19 Pandemic made the education become more balanced because it allows the students to explore the topic by themselves and the teachers helped them though digital learning platforms.

During the implementation of distance learning, teacher have already utilized some tools or application to help them teach synchronously or asynchronously, some of them are WhatsApp group, Google Classroom, Edmodo, Zoom Cloud Meeting, Google Meet, Skype, and even some schools have their own versions of the e learning platforms. The study from Syahdan et al., (2021) found that Google Classroom, WhatsApp, and Zoom are frequently used in online teaching and learning. According to Bano et al., (2019), WhatsApp has become the most used learning tools in daily activities because it is easily understood by teachers and students.

Because of the emergency situation, some parties might feel that the implementation of distance learning was too suddenly. This condition raised new problems, especially for the developing country. Churiyah et al., (2020) stated that developing countries will find it difficult to do distance learning activities while developed countries do not really feel the difficulty. There are many complaints that are stated by some teachers, students, and also parents. Teachers faced some difficulty in finding the right tools during the implementation of distance learning, while the students need some times to adapt to the tools, having difficulties to manage learning activities from home, and parents also need some effort to become the monitors of students learning activities (BBC, 2020;CNN, 2020;Indonesia Inside, 2020).

A study from Mahmood, (2021), provided various instructional strategies so that the online learning can run effectively, teachers should be creative, flexible and able to improve students learning abilities. These strategies are more suitable to be implemented on the developing countries. Some studies have been conducted and show some results regarding to the implementation of distance learning. From the parents' perspective, there are some complaints regarding the implementation of distance learning. The study of Abuhammad, (2020) revealed that many parents faced many types of barriers in their attempts to their children with distance learning, those barriers are: personal barriers, technical barriers, logistical barriers, and financial barriers. From the students' perspective, some students feel that they are overwhelmed by the assignments, and they think that the teachers only oriented towards giving a lot of assignments without any process of explaining the materials (Churiyah et al., 2020).

Another study related to the distance learning by Amir et al., (2020) reported that the students could adapt to the new learning methods of full distance learning and the vast majority of the students agreed that the combination between distance and classroom learning can be implemented later. Next is the study from Rahayu & Wirza, (2020) revealed that the teachers showed a positive perception of the usefulness and ease of online learning systems during pandemic even though they didn't agree on its effectiveness. The teachers also faced many online teaching problems, but they could show the right attitude toward using technology to teach online later. Teachers face some challenges during teaching online such as: difficulty in delivering lessons, bad internet quality, students' slow responses, and difficulties in adjusting teaching plans, whereas from the students' perspective, they felt that the absent of direct social interaction affected their learning motivation (Nartiningrum & Nugroho, 2020; Nartiningrum & Nugroho, 2021). The teachers from the rural area used various online platforms such as WhatsApp, Youtube, LMS, Google Meet, and Zoom are used to carry out and manage the online learning even though it is not efficient because of the lack of preparations. The challenges that they faced were: lack of technological infrastructure, low expertise of learning platform and unable to instantly respond the students, students' low motivation and bad netiquette (Ahmad & Triastuti, 2021; Kusuma, 2022).

Studies by Akbarjono et al., (2021), and Mukhlisa et al., (2021) reported that the teachers in suburban areas high schools used several methods which are: lecturing or delivering the teaching materials orally to the students directly, asynchronous eLearning by utilizing WhatsApp, and task-based learning method by giving the students assignments to measure their abilities. Another study from Haryana et al., (2021) found that the teachers in reputable school in Bengkulu used online discussion, online lectures, independent study, and online project collaboration as the teaching methods during the pandemic.

There are three objectives of this study: first is to find out the teaching methods which are used by the suburban area English teachers, the second is to find out challenges which are faced by the teachers, and how the teachers solve those challenges, and third is to find out how the suburban area English teachers' perceptions towards the implementation of distance learning. This current study aims to investigate, discover, and describe the suburban area English teachers teaching methods during the distance learning, challenges which are faced by the teachers, how the teachers solve those challenges, and the teachers' perceptions towards the implementation of distance learning.

METHOD
Research Design and Research Subjects

This study employs a qualitative research design, specifically a multiple case study method, and aims to provide in-depth examination related to the implementation of distance learning by the suburban area Senior High School English teachers, and it covers the teachers' teaching method, the challenges which are faced by the teachers, how the teachers solve those challenges, and the teachers' perceptions towards the implementation of distance learning. A multiple case study method is selected because this study has four research subjects, so the researcher studies multiple cases at the same time. In qualitative research, it is possible for the researcher to use his judgement to purposively select the research participants (Fraenkel et al., 2012).

This study was conducted in SMAN 1 Kejayan, Pasuruan. The participants of this study were four English teachers of this school, and they were purposely chosen because they teach in the senior high school which is located in the suburban area of Pasuruan regency and this school has different kind of students which come from various economic background. All of the research participants have bachelor degrees in English Language Education Program.

Table 1. Research Participants Personal Data

Research Subjects	Teaching Experience	Teaching Load
Teacher 1 (HW)	18 years	16 classes
Teacher 2 (NC)	22 years	11 classes
Teacher 3 (ER)	21 years	15 classes
Teacher 4 (MM)	20 years	5 classes

Research Instruments and Data Collection Procedures

To collect the data, the researcher used interview guide consists of several open-ended questions related to the implementation of distance learning by the suburban area English teachers, and this interview guide is created by the researcher himself. The researcher also used audio recorder to record the interview process.

The researcher interviewed the English teachers to gain the specific information related to the implementation of distance learning by the suburban area English teachers, in terms of the teaching methods, challenges, and teachers' perceptions towards the implementation of distance learning.

Data Analysis

The data from the interviews in the form of voice recording was transcribed, and analyzed. The analysis of the transcribed interview data followed three stages of data analysis by (Miles et al., 2014). First stage is the data condensation, the researcher transcribed the interview results first, then selected the relevant data and created the coding from the transcribed interview results, then categorized the data into several themes based on the research questions, then the researcher grouped the data for each participant of the study. In the second stage, data display, the researcher presented the data in the finding and discussions chapters. The last is the conclusion drawing, based on the objectives of this study, the conclusion drawing was directed to answer the research questions of this study.

FINDINGS
Teachers' Teaching Methods

Almost all of the research subjects have similar statements for the teaching methods. The teaching methods are similar with the regular face to face classes' teaching methods, but during the implementation of distance learning, the teachers are more focused on utilizing the technology to assist them delivering the lessons. So, the methods can be considered as online teaching. Some of the learning platforms which are used by the teachers are: Google Classroom, Google Meet, E-Learning SMAN 1 Kejayan, Edmodo, Zoom and WhatsApp Groups.

The first research subject, HW said that he uses the method that focuses on productive and receptive skills. For example, he gives the students the task to submit their voice or video recordings, and for the writing skill, they will submit their writing results. He also said that during the distance learning, he cannot manage the class as effective in the regular face to face classes. The second research subject, NC said that she uses lecture method during the distance learning, she gives explanation by using Google Meet, and she also uses discussion feature in Google Classroom.

Teachers' Distance Learning Challenges

The teachers faced some challenges during the implementation of distance learning. They gave almost similar response to this issue. Some of those challenges which are faced by the teachers are: students' gadgets and internet data balance shortage, students' low motivation, laziness, and unreadiness to participate in the distance learning, and students copying their friends' works.

HW said that the challenges during the implementation of distance learning were that some students did not have smartphone and some of the students did not receive the internet data assistance from the government. Another problem, he found out that the students submit the exact same assignment as their friend's works.

NC said that there were several problems, first, some students who have problems with the internet connection so that they could not join the class, and the students' low learning motivation.

ER said that some students could not join the distance learning classes, because they did not have phone credit and internet data balance, and also some students did not have enough motivation to join the classes and submit the assignments. She felt it was harder to control the classroom online because she has not met the students before.

MM said that he did not experience any technical difficulties during the implementation of distance learning, the problems that he faced were caused by the students' attitude, because many of them were lazy and not serious to join online learning. Another problem, some students were not able to join the distance learning because of their condition, but the school provided solution for this issue.

Teachers' Solutions to the Challenges

The four research subjects have some similar solutions to those challenges. The solutions for those challenges are: First, asking the students to come to school to take and submit the assignments if they were unable to join distance learning, second, providing notes consist of lesson summary to the students who could not join distance learning, third, setting a limited time to submit assignments to motivate the students, and the last was letting the students who are not serious during the distance learning to learn from their failures and know the consequences from their actions so that they will be more serious in the future.

The first subject, HW offered the students some solutions if they were unable to join distance learning by asking them to go to school to take and submit the assignment, and he also set a minimum target for these students, and not forcing them to always join the distance learning.

The second subject, NC made some notes or lesson summaries that later she sent to the students who are unable to join distance learning, she also did not force the students to always join in online classes. To motivate the students, she gave a time limit to the assignment so that the students became motivated to get the maximum scores.

The third subject, ER also has similar solution to NC, she gave a time limit for the assignment submission, it was done to motivate the students to do the assignment on time. She could not force them to always join the online learning classes because she realized that each student has different condition.

The last subject, MM has similar solution to HW regarding to the students who unable to join the distance learning. He offered them to go to school to take and submit the assignments. While he also has different solution for the students who are not serious in studying, he stated that he would let the students to learn the consequences of their actions if they were not serious. By learning from the failure, he hoped that the students can be more serious and become even better in the future.

Teachers' Perceptions

Three out of four subjects, HW, NC, and ER stated that they prefer traditional face to face learning than the implementation of distance learning, while only one subject, MM prefers distance learning to traditional face to face learning.

The first subject, HW said that he prefers regular face to face classes because he can see the students' attitude, work results, and the actual abilities of the students directly.

The second subject, NC stated that distance learning is more difficult to implement, she cannot help students directly in person, and also it is easier for her to deliver the learning materials to the students during regular classes.

The third subject, ER stated that the distance learning is less efficient for both teacher and students because she cannot immediately respond to students' questions, and some students become unmotivated during online classes

Different from the other subjects, the last subject, MM has different opinion related to the implementation of distance learning. He stated that the distance learning is more convenient, because it can be done anywhere and anytime, and he prefers distance learning if all parties are ready, and also the implementation of distance learning will make students become more serious and responsible for their responsibilities.

DISCUSSIONS
Teachers' Teaching Methods

From the findings, it can be inferred that the four research subjects' teaching methods during distance learning are similar, by utilizing the technology, or online teaching. The method that they use is direct teaching or lecture method. The way they teach during distance learning are done by directly delivering the lesson online by utilizing the technology or learning platforms instead of face to face. The teachers deliver the lesson, let the students to raise questions, having the discussion sessions, and then giving the assignments to the students. Online teaching refers to the combination of modern education concept, technology and traditional education to form a suitable model for educational needs (Zhou et al., 2020). By giving the assignments to the students, the teachers also implementing task-based learning method, according to (Harmer, 2007), task-based learning or TBL is the method that uses assignments or task as the central of learning, after the students finish the given tasks, then the teachers discuss and do the corrections. This kind of method is a teacher centered method because it is focused on the teachers explaining the materials. During the distance learning, students are become more passive during online classes, so the teacher centered method is the most convenient for the teachers to deliver the lessons.

The teachers applied the combination of synchronous and asynchronous learning, synchronous learning is applied while the teachers used the platform such as Google Meet or Zoom to deliver the lessons, and when the teachers and students are present in the same time. Whereas asynchronous learning is applied when the teachers used Google Classroom or WhatsApp Group to give the materials to the students. The methods which are used by the research subjects are almost similar with the studies by Akbarjono et al., (2021); Kusuma, (2022); Mukhlisa et al., (2021), the teachers in suburban and rural areas high schools used several methods which are: lecturing or delivering the teaching materials orally to the students directly, the combination of synchronous and asynchronous eLearning by utilizing WhatsApp and LMS to manage their classes, they also implemented task-based learning method by giving the students assignments to measure their abilities.

According to Rigo & Mikuš, (2021), in synchronous learning, the teachers and students interact in a specific virtual environment, such as: video conferencing, live chatting, and streamed lectures that happen in real time. While in asynchronous learning, students access the learning materials provided by the teachers such as: self-guided lesson modules, lecture notes, pre-recorded video or audio contents, links to internet sources, and online discussion boards.

The platforms which are used by the teachers during the distance learning are: Google Classroom, Google Meet, Zoom, and WhatsApp Groups. These platforms serve some purposes, as the task submission platforms to submit the assignments, and the communication platforms for teachers and students. The study from Ahmed, (2019); Bano et al., (2019); Syahdan et al., (2021) found that Google Classroom, WhatsApp, and Zoom are frequently used in online teaching and learning, and WhatsApp has become the most used learning tools in daily activities because it is easily understood by teachers and students.

Teachers' Distance Learning Challenges

Based on the description in the findings, some of the challenges which are faced by the teachers are mainly caused by students' conditions. Students' gadgets and internet data balance shortage, students' low motivation, laziness, and unreadiness to participate in the distance learning, and students copying their friends' works are the main challenges which are faced by the teachers.

Teachers faced some challenges related to the implementation of distance learning, one of the challenges is that not all students are able to join the online classes because some of them do not have the gadgets, having difficulties to access the internet network, and do not have enough phone credit and internet package. When the students were not able to participate in distance learning, the teachers found it harder to deliver the learning materials, and they are also unable to contact the students.

The next challenges are that there are some students who have low learning motivation and not prepared with the implementation of distance learning. Some of them were not serious and lazy to join the online classes and submit the assignments. Another challenge is it is hard to control and manage the online classes, especially when the teacher has not met the students in real life and does not know the students' characteristics. The last challenge is that the teachers found some students who copy their peers' works, so that they submit the exact same assignment as their friends'.

These results are also in line with the study of Noor et al., (2020) that the teachers face some challenges during delivering online lesson such as high-cost Internet packages, uncooperative and low attendance learners, and poor network infrastructure. The unstable internet connection has some serious effects on the students, Nartiningrum & Nugroho, (2020) reported that the unstable internet connection made the students become easily distracted, unable to interact directly, harder to understand the materials and lead to the weakening of students' commitment in learning.

Some of these challenges are caused by students who come from lower economic class are unable to buy the smartphone so that they did not able to join the distance learning. Besides, there are also some students who do not have enough learning motivation, and do not receive enough support from their families or environments.

Teachers' Solutions to the Challenges

The teachers have some solutions to the some of the challenges which occurred during the implementation of distance learning. First solution for the student s who are unable to join the distance learning because they do not have the gadgets or internet data package, the students are asked to come to school to take the assignments and also, they are asked to submit the assignments directly to the teachers later. The second solution is, providing the lesson summaries from the online classes which are sent through WhatsApp to the students who are unable to participate in distance learning. This way is easier than forcing the students to join every online classes. By studying the lesson summaries, the students can still follow the lesson without joining the online classes.

These two solutions are the right thing to do because the teachers have to understand the students' conditions who are unable to join the distance learning because they come from lower economic backgrounds who have limited learning facilities. One of the subjects also set a minimum requirement for the students, he only asks the students to complete all of the assignments without having them join every online classes.

The third solution, to motivate the students, the teachers give time limit to the students' assignments. The students' score will be empty if they do not submit the assignments, and the students who passed the time limit will not get the maximum score as the others who submit the assignments on time. The last solution is the last research subject, MM. He said that the students need to learn from their failures, and know the consequences of their actions. The students who are not serious during the distance learning, who are lazy and unmotivated often belittle the assignments given by the teachers. They do not submit the assignments till the end of semester, and the teachers should give them the consequences by giving them low scores so that they cannot proceed to the next semester before they finish all of the tasks. The teachers need to be stricter to make the students become aware of their responsibilities and become better in the future.

The third and last solutions are for the students who are not motivated in learning, the teachers use these solutions as a kind of reward and punishment to encourage the students so that they can be more motivated and more serious. The kind of motivation which is expected from the students is the extrinsic motivation. The students who are extrinsically motivated may be encouraged to complete tasks based on external factors such as upcoming deadlines or to avoid poor grades (Kotera et al., 2021).

Teachers' Perceptions

The three research subjects have some reasons why they do not like the implementation of distance learning. The first reason is because they think it is more difficult to implement and it is not efficient for both students and teachers. The next reason is because the teachers cannot directly see the students' attitude, students' work results, and students' actual abilities. They also found it harder to control the classes online, and harder to deliver the teaching materials, especially when not all students are present in online classes and the students become more passive during online classes. During the regular face to face classes, teachers can give the proper treatments to the students with different characteristics and can respond to the students' questions directly. Churiyah et al., (2020) reported that the distance learning has not been implemented optimally because the teachers are not too ready because the instruction is carried out too soon and teachers cannot directly monitor the activities of the students.

Different from the other subjects, the last research subject, MM stated that the distance learning is more convenient, because it can be done anywhere and anytime, and he prefers distance learning or online learning than the traditional face to face teaching if all parties (schools, students, and parents) are ready. The distance learning will make students become more serious, and independent for their responsibilities to study. The implementation of distance learning shows the students' real characters, if the students are responsible and diligent, the distance learning will learn smoothly without any difficulties. The study from Cai & Wang, (2020), and Xie & Yang, (2020) reported that during the online learning, the students can improve their autonomous learning by following some steps of protocol-guided learning method. Even though the sudden shift into online education caused some problems at first, the teachers still gained some upgrades to their abilities and knowledge in using ICT. The skills and lesson learned from the 2020 pandemic will be useful in the future (Basilaia & Kvavadze, 2020).

CONCLUSIONS

Based on the research findings and discussions stated earlier, the teaching methods are similar with how they teach regular face to face classes, and more focused on utilizing the online platforms to assist them delivering the lesson. Some of those challenges which are faced by the teachers are mainly caused by students' conditions such as gadgets and internet data balance shortage, low motivation, and unreadiness to participate in distance learning. The solutions to overcome these challenges, asking the students to take and submit the assignments offline, providing lesson summary to the students, giving time limits to the students' assignments, and letting the students to learn from their failures so that they will be more serious in the future. Three out of four research subjects stated that they prefer traditional face to face learning because it is more effective, and only one subject prefers distance learning because the distance learning is more convenient, can be done anywhere and anytime.

For the English teachers facing the same challenges, it is suggested to be more serious and stricter to the students and try to communicate with the students who have problems in participating distance learning to find the suitable solutions to their problems. For the stakeholders, it is suggested that they should check the actual condition and make sure that all students received the internet data assistance. The government can also provide better facility such as better internet connection to the schools and provide some teacher training related to the use of ICT to improve the teachers' teaching performance. All of these suggestions may be still be relevant in the future because it can be used in blended learning activities. For the future researchers, they can use this study as the reference. Therefore, because of the limited research instrument and participants, the results cannot be used as a generalization for the bigger population. In order to obtain more genuine and valid results, a future study with better research instruments need to be conducted.

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