High School English Teacher Online Teaching In Rural Place: Practices and Strategies

Joko Prayudha S.
Bengkulu University
e-mail: jokoprayudha@gmail.com

Abstract

The Covid-19 virus has spread throughout the world both in cities and in remote areas. The spread of the corona virus has caused the cessation of various kinds of human activities, including in the educational aspect. Teachers in rural places have faced many challenges in teaching during the pandemic. This is due to the many obstacles and problems faced by teachers during the pandemic. This study aims to describe the practices and strategies that teachers apply when teaching English in rural school. The method used in this research is qualitative using a descriptive approach. Data was collected through questionnaires via Google form and interviews via Whatsapp. The results of the study show that teachers who teach in rural places face many obstacles when teaching, such as; the lack of internet access and mastery of technology owned by students are also low motivated in leaning. In addition, teachers do more home teaching as one of their responsibilities to assist students in providing a better understanding of the english material.
Keywords: *rural place, online teaching, practices, strategies*

1. INTRODUCTION

Nowadays, the education system has changed as a result of the covid 19 pandemic. This dangerous virus has spread throughout the world from big cities to remote rural areas. This virus causes concern because the impact experienced can cause death. With this virus, it causes a lot of chaos that occurs in human activities, both economics, travel, tourism and even chaos in the field of education. Initially, the education system was carried out face-to-face, but now it has turned into online learning. The online learning system requires students and teachers to do learning using the help of learning technology such as computers, laptops or smartphones connected to the internet to be able to carry out the learning process. The online learning system means that students and teachers are required to be able to use and run learning

applications and technology to support a good online learning process (Aulia & Batubara, 2021). In the online learning process, there are many applications that can be used by teachers and students to support learning, such as Zoom meetings, Google meets, Microsoft teams, Whatsapp groups and so on. These applications are only a small part of the learning applications that can be used to support online learning. there are many more applications available on the internet that can be used by teachers in the online learning process.

However, this does not mean that online learning can run smoothly during the covid 19 pandemic. (J. Prayudha & Malik, 2021) explains that online learning is the best alternative that can be applied during difficult situations such as the COVID-19 pandemic. However, despite being an alternative to learning, there are many challenges and obstacles in the implementation of online learning. This is because teachers and students are not accustomed to using learning technology which is suddenly massively used when the COVID-19 pandemic hits. (Mukuna & Aloka, 2020) stated there are so many teachers and students who are actually not ready to carry out online learning which suddenly just happened as a result of the pandemic. Even (J. S. Prayudha, 2021) added that online learning has caused a lot of changes in a bad direction because teacher supervision cannot be as strict as when face-to-face learning causes students to be uncontrollable at all times.

This means that although online learning is a solution for education in the midst of a pandemic, the problems and challenges faced are more difficult than when face-to-face learning is carried out. This also applies to education in rural areas. (Irwan, 2020) stated that teachers who are in rural schools even get a lot of challenges and obstacles than teachers who are in schools. Although not all schools in rural areas carry out full online learning, it also has an impact on student education in rural areas. Many teachers experience being overwhelmed when teaching at schools in rural areas due to many factors that do not support the implementation of online learning in rural schools. (Kanojiya, 2020) The challenges that occur during online learning in rural schools are even more complex when compared to urban education which is much more complete with facilities, this is a problem in this research study.

The spread of the Corona virus has made restrictions on movement and movement to stop the spread of the Corona virus. The government has instructed that learning be carried out using online teaching methods, both in schools located in urban areas and schools in remote

areas. Therefore, like it or not, every teacher must be able to change the way they teach for the sake of sustainable education in the midst of a pandemic. Teachers must be able to provide proper education to their students despite the limitations in implementing education during the pandemic. On the other hand, the government has made a policy whereby schools can provide educational services using technology assistance, but for remote areas the facilities and infrastructure to support online education experience many obstacles. Therefore, this study wants to investigate how English teachers provide teaching during online learning in remote areas, both in terms of teaching practice and the strategies used during teaching to support good teaching for students. The research was conducted directly or indirectly on English teachers in various remote areas in the Bengkulu area. This study aims to (1) find out the practical experience of English teachers teaching in schools located in remote areas, (2) the strategies used by English teachers in teaching when online learning is implemented. It is hoped that the results obtained in this study can provide additional information for readers related to this problem.

2. RESEARCH METHODOLOGY

Online learning applied in rural areas has its own challenges for teachers. This is due to various obstacles in its implementation. Therefore, this study uses a qualitative type of research. Qualitative is used to get a picture of a phenomenon that occurs in the field. Qualitative research is used to explore, understand and explain social phenomena in more depth (Cresswell, 2014). Qualitative research is also used to explain an object under study by analyzing the perceptions and opinions of the subject under study. To support this qualitative research, a descriptive approach is used as a basis in the stages of obtaining and explaining research data. Sugiyono (2014) explained that descriptive qualitative methods are used to see the condition of the object being studied naturally where the researcher holds the main key in a study. So by using qualitative research, researchers can get more and more detailed information related to the description of the object under study).

The research was conducted in a junior high school located in Tapus village, Bengkulu province, which is one of the remote areas in Bengkulu province. The study was conducted on two English teachers who teach at the school. The data was obtained through the provision of questionnaires through Google forms and interviews using Whatsapp.

After the data has been collected, the researcher analyzed the data through several stages. The data were analyzed by reducing the data or simplifying the data and described in detail and briefly related to teachers' practice and strategies in teaching English in rural school.

The questionnaire and interview instruments are as follows:

Table 1. Questionnaire Instrument

No	Questions	Answer	
		Yes	No
1	Do you carry out online learning at school?		
2	Do you use adequate learning technology when studying online?		
3	Do you find it difficult to apply online learning when teaching at a rural school?		
4	Do you experience internet connection problems while teaching online?		
5	Did you find any difficulties experienced by your students?		
6	Do your students have problems using learning tools/technology?		
7	Do you find that your students are not enthusiastic about learning?		
8	Do you find that your students are bored while studying?		
9	Does online learning make it difficult for you to deliver material at a rural school?		
10	Does learning online make you feel extra in teaching?		

Table 2. Interview Instrument

No	Questions	Answer
1	What kind of difficulties did you face when teaching English at a rural school?	
2	How do you solve the problem?	
3	How far can you and your students go with online learning?	
4	Do you think online learning is appropriate for schools in rural areas like yours?	
5	What strategies do you use to help students understand the material given?	

3. RESULT AND DISCUSSION

The implementation of the teaching and learning process in rural areas does have its own challenges and obstacles. This is caused by many factors that influence it, both from unsupported online learning facilities and infrastructure, ownership of technology, lack of knowledge in operating technology and so on. The findings in this study describe the data that is the main focus of the research. In the questionnaire (Q1) regarding online learning, each teacher gave an answer that they had and had even taught English online at schools in rural areas. This is due to government regulations that require face-to-face learning to be replaced with online learning to avoid the spread of covid 19. Furthermore, in Q2 regarding the use of learning technology when teaching English online, participants answered that they used learning technology in teaching English during the pandemic. However, the use of this technology did not last long due to limitations in accessing material for students. Many students do not have technological devices to access learning so that sometimes many students cannot participate in online learning, because of this, teachers cannot use learning technology devices optimally in learning in rural areas. Then Q3 about the difficulties faced during the implementation of online learning in rural schools. The majority of teachers said that they always found difficulties in providing online learning. both internal and external difficulties. The most common internal factor is the lack of students' knowledge in using learning technology. Students rarely use learning applications, making it difficult for teachers to guide and provide instruction to students. In addition, students' lack of attitude or enthusiasm for learning when online learning takes place is also a determinant of the success of a learning. Many students rarely do assignments or even do not do assignments at all because there are indeed some students who do not have access to online learning. Furthermore, the external factor that most determines online learning is the availability of learning technology. Many students do not have computers, laptops or smartphones, so this is the main reason that online learning is difficult to implement in schools in rural areas. In addition, internet signals and limited internet quotas are also a barrier for students and teachers to carry out online learning in schools located in rural areas. Then, Q4 regarding internet connection problems during online learning. The teachers stated that they were often

constrained by the internet signal when teaching students in rural areas. The hinterland is an area that is not yet developed in all sectors, including the telecommunications sector. Inadequate internet signal in rural areas is an issue that often occurs in Indonesia, so this is one of the obstacles that often occurs in Indonesia. With the difficulty of internet signal in rural areas, it has made difficulties in online learning increasingly complicated to be implemented in rural areas.

Q5 questions about the difficulties that occur when learning online. The teachers mentioned that they very often encounter difficulties when online learning is implemented. These difficulties can arise both from the students themselves and in terms of the facilities that support the online learning process. These difficulties are actually caused by the lack of ownership and understanding of students in using learning applications when online learning is carried out. Then, Q6 regarding the obstacles faced by students when using learning technology. Each teacher gave the same answer about this. Students who live in rural areas sometimes have a low understanding of the use of technology so that in carrying out the online learning process they often experience difficulties in implementing it. The majority of students who are technology blind are forced to use learning technology without any prior training, this causes the online learning process to be hampered. Students are required to use learning technology but their knowledge and mastery of using technology is very low so this cannot maximize online learning in rural areas.

Question Q7 about students' enthusiasm when learning online. The teacher found that students were not very enthusiastic about participating in online learning. This is due to the lack of ownership of learning technology owned by students so that only a small number of students can participate in online learning. (Efriana, 2021) Therefore, student enthusiasm cannot be fully represented because only a few students can participate in online learning to the fullest. In a lesson, enthusiasm is used as an indicator of whether a class is interesting or not. So, if students do not have enthusiasm in learning, it is certain that the learning atmosphere in the classroom must be boring. This also happens where the teacher states that students' enthusiasm for online learning is very low, because both internal and external factors that hinder students are not interested in learning. Then Q8 about the boredom faced by students when studying online. The teacher added that students had low enthusiasm when learning online. This means that online classes held in rural areas do not

have a good influence on students' learning atmosphere. Students experience a very serious sense of boredom because not all students have learning tools, besides that an unpleasant learning atmosphere also adds to the learning atmosphere of students becoming bored.

Next, Q9 is about the difficulties of teachers when teaching online. Each teacher gave the same answer to online learning, making it more difficult for them to teach English in rural schools. (Haryati, 2021) The lack of facilities and infrastructure to support online learning has given a very heavy effort in providing teaching in rural schools plus the many problems that occur during online learning also add to the teacher's burden. The teacher said that during online learning they had to spend a lot of energy and material for the realization of good online learning. Teachers must prepare more extra media, content and power point materials to give to their students. In addition, the use of large internet quotas is also a problem for teachers to carry out online learning. These things make the teacher's task even more difficult and make them experience complex difficulties in carrying out online learning. Finally, Q10 is about the extra effort in teaching students during online learning. The teachers stated that they had put in a lot of effort for the good implementation of online learning. These efforts are both from providing and making teaching materials that are continuously carried out as well as finding and using appropriate teaching media to be included in online learning. This is a concern for teachers when teaching in rural schools, so they think that online learning in rural areas is more difficult to implement than in schools in urban areas.

Then to support the data obtained from the questionnaire, the interview results are described in the following table:

No	Questions	Answer
1	What kind of difficulties did you face when teaching English at a rural school?	There are many difficulties faced when studying online at rural schools. This happens because of various influencing factors. Starting from external factors, the unavailability of supporting technological facilities and infrastructure that makes it difficult for a good online learning process to occur, very poor internet signals, the creation and delivery of extra-depleted materials, data or internet quotas that must be purchased at any time. Then the

		internal factors can include low student motivation, boredom while studying, passive communication between teachers and students which causes online learning to not work well.
2	How do you solve the problem?	I have tried my best to overcome these problems starting from using interesting teaching media, giving easy assignments and even for students who do not have access to technology I come to their house to learn directly with these children.
3	How far can you and your students go with online learning?	In my opinion, online learning in areas that have limitations like this cannot be implemented optimally. More not to learn than to learn. Students are more likely to not participate in online learning because of the various limitations they have. Therefore, in my opinion, online learning in rural schools has not been implemented properly.
4	Do you think online learning is appropriate for schools in rural areas like yours?	Online learning is the right alternative during a pandemic situation like this. However, that does not mean that all places have the facilities and infrastructure for the implementation of this type of online learning. Many students do not have access to technology and the internet, which causes online learning to not be implemented in schools in rural areas. Therefore, I take my initiative to teach students directly to their homes directly to provide face-to-face teaching.
5	What strategies do you use to help students understand the material given?	The strategy used is usually using interesting learning media, explaining the material as usual and sometimes coming to the student's house to do learning to some students who are around the intended student's house. This strategy is for the good of students who do not have access to technology and the internet so that direct teaching is needed so that students do not fall behind in learning materials.

4. CONCLUSION

Online learning in rural schools has more difficult obstacles and challenges when compared to online learning experienced by students in urban areas. This is because schools located in rural areas have their own shortcomings and weaknesses in the fields of facilities, infrastructure, the local community's economy, so that the implementation of online learning is very difficult to implement even though there are some students who can carry out online learning. This obstacles experienced by teachers when teaching in rural schools, many students do not optimally get a good education while online learning is applied. Therefore, the teacher has made every effort to make it easy for students to understand the material provided, both through the use of interesting learning media, the provision of easy-to-understand teaching materials and direct learning at students' homes in order to provide optimal teaching for students who do not have access to technology. and the internet during online learning. Thus, here it is the government's responsibility to always improve the facilities and infrastructure in rural schools in order to be able to get proper teaching during this COVID-19 pandemic.

REFERENCES

Aulia, N., & Batubara, R. W. (2021). Teachers' perception towards online English learning using distance education system at rural schools area, Thailand. *International Journal of Multicultural and Multireligious Understanding*, *8*(1), 338–347. http://ijmmu.comhttp//dx.doi.org/10.18415/ijmmu.v8i1.2373

Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature*, 2(1), 2721–1916.

Haryati, H. (2021). The students' perspectives of platforms used in virtual learning environment: a survey study in COVID-19 pandemic. *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya*, *15*(1), 48. https://doi.org/10.30595/lks.v15i1.9308

Irwan, D. (2020). Online Learning Implementation and Challenges; Case in rural and urban schools in Sintang District. *Jurnal Pendidikan Bahasa*, *9*(2), 310–320. https://doi.org/10.31571/bahasa.v9i2.2931

Kanojiya, A. R. (2020). The Impact of Online Learning during Covid-19 Pandemic: Students Perspective Maharashtra, India. *International Journal for Research in Applied Science and Engineering Technology*, *8*(11), 686–690. https://doi.org/10.22214/ijraset.2020.32277

Mukuna, K. R., & Aloka, P. J. O. (2020). Exploring educators' challenges of

online learning in COVID-19 at a rural school, South Africa. *International Journal of Learning, Teaching and Educational Research*, *19*(10), 134–149. https://doi.org/10.26803/IJLTER.19.10.8

Prayudha, J., & Malik, A. A. (2021). Efektivitas Komunikasi Terhadap Proses Belajar dalam Pembelajaran Online. *DAWUH: Islamic Communication Journal*, *2*(1), 33–40.

Prayudha, J. S. (2021). Acitya: Journal of Teaching & Education STUDENTS' PROBLEMS FACE IN ONLINE LEARNING AMIDT PANDEMIC. *Acitya: Journal of Teaching & Education*, *3*(2), 2021. http://journals.umkt.ac.id/index.php/acitya