

VIRTUAL ENGLISH TEACHING IN REMOTE AREA: A CASE STUDY

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ABSTRACT: Nowadays, English teaching in virtual era is very intensive in utilizing information and communication technology such as WhatsApp, You Tube, Zoom, and etc. However, there are difference in utilizing technology for teaching and learning especially in remote area. This study aimed to know the facts and the challenges in virtual English teaching in remote area. This qualitative descriptive study used in-depth interview and documentation to collect primary data from three English teachers and three students in primary level. The result showed that there are facts and challenges on virtual English teaching in remote area such as difficult to provide the online class or teleconference; the teacher must be creative and innovative to create and implement various strategy or media in English teaching.

KEYWORDS: Virtual English teaching, remote area, case study

I. INTRODUCTION

Since March, 2020, pandemic was occurred in Indonesia. There are so many differences in every aspect that faced by all the people such as in education, tourism, economy, and so on. All the citizens from urban to remote area must move to virtual or digital era and left the traditional way or direct English teaching (DET) way to do something to prevent the spreading of the virus. For example on education, the students aren't allowed to go to school. All of educational activities are learned at home. This changes all the daily activities at school. The teacher must provide the online learning or online classes followed by all the student.

Moreover, this online learning needs technology. (Febriani et al. 2020) states that it is impossible that the learning process was running well while the student didn't connected by technology. Nevertheless, this situation given difference style in learning process such as the teacher must able to operate the mobile phone well, creative and innovative to make the student more interested to join the class every day. Related to Febriani et al, Sumer et al. (2018) argue that Machine learning and computer vision, with the advance of deep learning, have progressed remarkably and solved many tasks comparable with or even better than human performance. For example, literature in person detection and identification, pose estimation, classification of social interactions, and facial expressions enables us to understand fine-scale human behaviors by automatically analyzing video and audio data. Moreover, Basilaia and Kvakadze (2020) state that the information technologies and communications are used to help in the development and acquisition of knowledge from the different remote locations. It uses the internet and video/audio and text communication and software to create the learning environment. In addition, Rajasekaran and Anburaj (2015) stated that rural areas can be developed only if there is a flow of technology from urban area to rural area. This can only be achieved by learning a common language i.e. English. Furthermore, all the arguments above stated the importance of some aspects in virtual English teaching.

Meanwhile, In fact, by providing online classes, there are the problems found by some teacher in remote area such as difficult to implement online class, lack of having mobile phone, network, internet, and so on. Z.-Y. Liu et al. (2020) states that one of the main reasons for the emergence of distance learning or virtual teaching is to ensure equal access to education for all citizens, including those who do not have sufficient resources to receive conventional education on campus in an educational institution. For this reason, distance learning is considered a more democratic form of education, since it aims to cover all social classes.

Virtual English teaching was chosen because it is the best and the suitable choice now days. Even though English as foreign language is normally held in the classroom with a structured system, material that have been prepared and some factors that supported of learning process (Mahmudi et al. 2019). Moreover, Z.-Y. Liu et al. (2020) argue that however, distance learning or virtual teaching methods have been criticized for their lower quality and effectiveness compared to full-time education.

Related to Z.-Y. Liu et al. (2020), Poedjiastutie et al. (2018) states that the opportunities of joining some development training have been provided by government, teachers in remote and rural area have less opportunities compared to those who teach in big cities. Teachers in big cities pose better performance in term of updating their lesson plan, skill, or even using technology for teaching as the outcome of the training. Bajpai (2015) defines that E-learning meant for distance learning or remote learning but also can be used for peer to peer side. Meanwhile, for those arguments above, there are gaps in implementing virtual English teaching (VET) and the fact or the problem especially when implement virtual English teaching in remote area.

Discussing about remote area, Holguin and Morales (2016) argues that rural language teachers usually have unbalanced sociocultural, economic, ethnic and political conditions. Additionally, the researcher describes that rural area is an area located far from the center city. Moreover, the researcher found the school in remote area. That is MI Miftahul Huda. it is Islamic elementary school located in East Malang near Bromo and Semeru mountain. 30 kilometers from the center of the Malang city. As a rural school, some of the teacher faced the challenges in teaching English towards the student. Both of the teacher and the student are not yet mastery in utilizing technology.

Meanwhile, at first, it seems needed to define teaching. According to Octaberlina and Anggarini (2020) Teaching is an activity or process of transforming knowledge to help someone require changes and develops their skills, attitudes, ideas, and appreciations. They are influenced by affective, cognitive, and psychomotor domains. Marzulina, Dj, and Suparno (2019) state that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. For those arguments above, the researcher argue that teaching is a process of transforming knowledge to the student. This activity can develop the student's skills, attitudes, idea, talent, or interest.

Moreover, discussing about teaching, English teaching is one of it. As we know English teaching is a process to make the student understand about English. Marzulina, Dj, and Suparno (2019) argue that teaching English is how the teacher transfers the language to the students in the classroom. The objectives of teaching English as a foreign language is to make the students who do not understand the English language understand it. Related to them, Octaberlina and Anggarini (2020) state that teaching is a process to make the student know the new information, and they can practice it in daily life. For example, today, they know about new animal vocabulary. They will practice that vocabulary in their daily life, repeat and remember it until they master the vocabulary, or understand a text. All those arguments can be proposed to define teaching and English teaching.

English teaching in digital era, especially in this pandemic has different. It is because the teacher utilizes the technology to help the learning process. Sentosa, Pratama, and Putra (2020) states that with technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. In addition, Z. Liu et al. (2020) argue that the dominance of the teacher and the principle of transmitting information from him to students as passive receivers are also ineffective in the modern world, in which the significance of individual sources of information is leveled in the digital environment. An important feature of the digital universe is the peer-to-peer information sources from the point of view of the perceiver, who, based on his experience and world model, builds a ranking of these sources. For the arguments above, the researcher states that utilizing technology is a must even in remote area, because there are many benefits by utilizing technology in learning process. Therefore, from the arguments above the researcher conducts this study to know the facts and the challenges on virtual English teaching in remote area.

II. METHOD

Qualitative study is defined as a study which investigates the quality of relationships, activities, situations, or materials (Ma'rifat 2017). This qualitative study explored the facts and challenges on virtual English teaching in remote area. To conduct the study, it was decided to organize an in-depth interview among students and teachers of Islamic Primary School in Poncokusumo Malang. The activity consisted of five questions and qualitative interviews. Both the students and the teacher must answer the question.

This method only describes the real case that happens in the field, as a qualitative study, which meant that in this study, all the data are collected in the form of the explanation, not number and described in narrative text. In this case, frequent from display data for qualitative research data in the past have been narrative. Furthermore, according to Bogdan, C., and Biklen (1982) qualitative research is descriptive, the data collected are in the form of words or picture rather than the number."

In this context, the participants of the present study were three teachers who were teaching English in primary level and three students. The details of participants' information are presented in the table below.

Table 1. Participant’s Information I

Participants	Teacher 1	Teacher 2	Teacher 3
Designation	Miss	Ma’am	Sir
Gender	Female	Female	Male
Age	23 years old	30 years old	25 years old
Highest Education	S.Pd (Bachelor of Education)	S.Pd (Bachelor of Education)	S.Pd (Bachelor of Education)
Years of Experiences	One year (1)	Seven years (7)	Five years (5)
Major	English for Primary Level	English for Primary Level	English for Primary Level
Affiliation	Islamic Elementary School	Islamic Elementary School	Islamic Elementary School

Table 2. Participant’s Information II

Participants	Student 1	Student 2	Student 3
Gender	Female	Female	Male
Age	11 years old	11 years old	9 years old
Grade	Sixth Grade	Fifth Grade	Fourth Grade

Moreover, the primary data in this study is from three English teachers and three students in primary level, so that the researcher employed an in-depth interview with the participants and documentation as evidence in virtual English teaching in remote area. The data was collected through recording by using mobile phone and visiting the office. For the students, the researchers visit their each home.

In the present study, both interviews and documentation were used to enhance the validity and reliability of the study. The researcher followed the methodological triangulation, namely between-method triangulation in which the researcher made use of multiple sources of data collections Putri (2020). The instrument used by the researcher was interview. The researcher used structured interviews and qualitative interviews. The structured interviews mean that the researcher is interviewing with a script. Meanwhile, the qualitative interview looks like a sudden interview, no script, and usually, the researcher has a good relationship with the informant Robert (2011). Some procedures taken to analyze were compiling, disassembling, reassembling, interpreting, and concluding. The data obtained from one instrument was compared to the data gathered from another instrument. For example, the data gathered from the documentation were compared to the data collected from the interview to see if they corroborated or the data from the teacher towards the student.

III. RESULTS

Based on interviews and documentations, the researcher describes the result of this study. As it has been mentioned before there are two main results for this study. In this phase, the researcher interviews all the participants that will describe as stated as follows:

Table 3. Interview on Pedagogical Knowledge of VET

Participant	Question 1 : What do you think about virtual English teaching?
Teacher 1	I think it is good. I prepare it well, such I make lesson plan, searching video in You Tube, creating Zoom class, and so on.I am as teacher and vlogger, I can combine it to help the learning process even some of the student are feeling shy, didn’t have good network etc.
Teacher 2	Even it is hard for me, I do my best. I ask the expert teacher and discuss with them to choose the interesting strategy for providing the best learning process in virtual English teaching. I usually utilize WhatsApp as the main application during virtual English teaching even I must open offline class such as home visit to help the student who difficult in network or did not have mobile phone.
Teacher 3	As rural area, virtual English teaching has so many challenges. As a teacher, I must prepared it well. Sometimes, I use Zoom, YouTube or create learning video. It was fun but have so many challenges.
Student 1	We miss the school. In my home, my parent’s work in the field. So, I study by my self. I do love this virtual English teaching because it can increase especially my speaking skill and others skills. Even the network in my home was not good.
Student 2	Sometimes, I feel shy when the teacher ask me to create video such as sing a song, speech or etc. It is good but i’m shy
Student 3	I think virtual English teaching forced me to study harder. I’d like discuss with my

	friend rather than study at home. When the teacher visit me like yesterday, it is so much better.
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From the result above, we know that both of the student and the teacher have the challenges in this virtual English teacher. There is good cooperation between both of them. Therefore, this virtual English teaching was running well.

Table 4. Interview on VET vs DET

Participant	Question 2 : Which one the better English teaching? Virtual or Direct English teaching? Please explain it!
Teacher 1	For me, I can fix both of them. It is because I can provide the best learning in any situation. I can mix and match any strategy or method during the learning process, either virtual or direct English teaching.
Teacher 2	In this situation, we can't choose, isn't it? We must provide virtual class. For me, direct learning is better. This method make me easier to know the student's activity during the learning process.
Teacher 3	The teachers are irreplaceable even technology provide the best way in learning process. I do like direct learning. But, nowadays, in digital era as the teacher, we must operate any technology to help the learning process.
Student 1	This holiday was so long. Sometimes we feel so bored. But, since this virtual English learning, my teacher always ask me and my friend to do various activity, so I feel so happy and enjoy.
Student 2	I like virtual English teaching Ma'am. Because, I can search any vocab without open the dictionary. Sometimes, I use google voice to do that.
Student 3	I like both of them teacher. Because, I like the teacher. She is the best for me. I understand the lesson well.

For instance, virtual English teaching is good when the teacher can utilize the technology well. There is communication needed between the teacher and the student to create the best learning process. For the next interviews will be explained below :

Table 5. Interview on VET Implementation

Participant	Question 3 : Is virtual English teaching appropriate with remote area?
Teacher 1	Yes, it is. As remote area, we have the same or similar rights with all the students or teacher in urban or center city
Teacher 2	No, it is not. Except there is the good support from technology
Teacher 3	Yes, it is. But, some of the student can not join the class because they do not have mobile phone or data. Meanwhile, the others have bad network in their home.
Student 1	Yes, teacher. Even we live in remote area, at least we can study like the student in television.
Student 2	No, teacher. I am okay, but some of my friend are difficult to join the class.
Student 3	Why not teacher, even sometimes my friend borrow my phone to submit the English assignment. I think, it is okay.

Most of the participants agreed that virtual English teaching holds in remote area, even there are so many challenges. As it mentioned before, there are good collaboration between teacher and student, further student and student.

Table 6. Interview on VET Technology Applications

Participant	Question 4 : what is the more useful application or technology during virtual English teaching?
Teacher 1	I usual to utilize various application or technology toward the students. It is because I would like to make them knowing more technology in learning process such as WhatsApp, You Tube, Zoom, Google Form, Face book, Google, etc. Suprisingly, they are enjoy and happy in virtual English teaching.
Teacher 2	I use WhatsApp. It is because most of the students have it. There are so many features in WhatsApp such as rercording, video, etc. From this, I decided to use all of the features in different chapter in virtual English teaching.
Teacher 3	I use Youtube, WhatsApp and Zoom. From my evaluation, WhatsApp and Youtube are better or more useful.
Student 1	I like Youtube teacher. More interesting for me.
Student 2	For me, WhatsApp is enough Teacher. The network is good in my home

Student 3	I like all application that given by the teacher.
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Based on the interviews above, some of technology and application used by the teacher. There is WhatsApp, Zoom, You Tube, Google form, Facebook, and etc. WhatsApp and Youtube more useful for them.

Table 6. Interview on VET Method

Participant	Question 5 : what is the good method or strategy for virtual English teaching in remote area?
Teacher 1	As the teacher, we must evaluate. For me, Youtube, WhatsApp and Facebook was good to help the learning during virtual English teaching in remote area. It can be stated as Online Method with Active Learning.
Teacher 2	Interactive learning in WhatsApp group.
Teacher 3	Online learning and make sure we always keep in touch or connected with the student.
Student 1	As usual, the teacher ask us to open and watch video, you tube, google form and etc
Student 2	My teacher in WhatsApp group. My WhatsApp group such as my virtual class.
Student 3	I like through whatsApp.

Since all of us know the result of the last, online learning through any application or technology have chosen to help the learning process.

IV. DISCUSSION

Base on the result above, we might conclude that there are several facts during virtual English teaching in remote area. There is so many challenges in virtual English teaching such as lack of teacher as it mentioned above, this one related to Febriana, et al. (2018) state that the common reason why rural Indonesian schools are lack of teachers is because most teachers prefer to work in urban schools which provides more adequate facilities rather than in rural schools. Moreover, they state that it is difficult to invite teachers to teach in underdeveloped rural areas; as a result, schools in rural areas are left with old and less competent teachers.

Related to Febriana, et al. (2018), Holguin and Morales (2016) state that Isolation, cultural adaptation, misconceptions that rural families have about education, motivation, infrastructure, and violence are some of the shortcomings which inhibit English teachers from working in rural areas. First, isolation in both, a social and a professional context, plays an important role when choosing a place to work. Most teachers come from urban areas and it is very difficult for them to adapt to the sometimes very isolated environment of rural areas; also, some of them will miss having stimulating academic interactions with peers. To this respect Holguin and Morales (2016) asserts that teachers in rural areas also find cultural isolation.

Febriana, Karlina, et al. (2018) state that one of the problems faced by rural Indonesian schools is teacher absenteeism which leads into low motivation of students in their teaching and learning process as their teachers rarely come to their schools. Moreover, Hossain (2016) state that most of the students of the primary schools in rural areas are weak in English language due to lack of skilled and trained teachers who are familiar to the modern methods and approaches of teaching and lack of materials for teaching in the classroom. This one is related to some of the teacher feeling so hard to do virtual English class.

A study by Yang, Huan, and Yang (2020) In rain classroom, the teacher has to spend much time in preparing and sending pre-view materials, but receives little reward for the before-class work. It is very possible that the teachers will soon lose the enthusiasm of rain classroom. What is more, not every college is equipped with advanced IT equipment, especially those in remote ar- eas. To solve the problem, the local education authorities must step up investment on teachers and advanced IT equipment in remote areas.

Moreover, utilizing technology for virtual English teaching is needed. There are so many advantages in utilizing technology for learning process. Sulisworo et al. (2020) argue that education nowadays is very intensive in utilizing information and communication technology in learning, including in the application of online learning. Therefore, the use of ICT is an issue that is still relevant today, especially in

developing countries. This technology provides new opportunities for increasing access to quality education in an unlimited distribution of regions.

Besides, Nasution (2019) states that since everybody knows that media give many advantages, teachers in their class should consider what media they are gonna give to the students in the teaching-learning process. This media it can be some of social media, youtube, zoom and etc. The selection of appropriate media depends on the teacher's evaluation.

Virtual English teaching can be done effectively needs the support of the government. Reimers (2020) state that although students with access to digital devices and internet may not be the majority in most countries, supporting governments in establishing effective forms of online education will free up institutional capacities and resources in order to redirect their focus on delivering alternative learning methods for those students who do not have similar opportunities.

For the arguments above, the researcher state that virtual English teaching in remote area can running well if there is good collaboration between teacher and student, good support from the government and maximize in utilizing technology. Moreover, the teacher must be creative and innovative to provide the good learning situation..

V. CONCLUSION

While implementing virtual English teaching in remote area. There're facts and challenges such as difficult to provide the online class or teleconference, so many preparation, trial and error method to choose the best one, the teacher must be creative and innovative to create and implement various strategy or media in English teaching. English teaching in remote area needs an active teacher to provide the best learning situation. Therefore, the class will active, the student understand and enjoy the class. This one is needed cause of such as responsibility of the teacher to create the similar learning process with the school in urban or center city.

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