

Teachers' Roles in Remote English Teaching at SMA N 1 Payangan and The Challenges Encountered by English Teacher in Playing Their Roles

Ni Komang Via Leony

via@undiksha.ac.id

Ganesha University of Education

Abstract

This study aims to determine the role played by the teacher in the context of distance learning at SMA N 1 Payangan. The results in this study, primarily observational data and also interview guides were taken. In this study, 2 English teachers at SMA N 1 Payangan were examined, namely Mrs Alice and Mr Hansen. The roles played by the two English teachers at SMA N 1 Payangan are based on the theory from Harmer (2001), in this theory, there are eight teacher roles played during the distance learning process. The role of the teacher includes Assessor, Organizer, Resource, Prompter, Controller, Participant, Tutor, and Observer. This study also examines the role of the academic language function used by the two English teachers at this school, in line with the theory of Hughes (1990) which has four elements of academic language that support the role played by the teacher in distance learning. Then finally in this study the researchers also found several challenges English teachers had to face during the distance learning process. This distance learning is carried out using the Zoom Meeting platform and also Google Meeting, and not only that the learning process is also carried out using the LMS and using the WhatsApp group.

Keywords: *remote teaching, teachers' roles, academic language function, challenges*

Abstrak

Penelitian ini bertujuan untuk mengetahui peran guru dalam konteks pembelajaran jarak jauh di SMA N 1 Payangan. Hasil dalam penelitian ini, sebagian besar data observasi dan juga pedoman wawancara diambil. Dalam penelitian ini diperiksa 2 orang guru Bahasa Inggris di SMA N 1 Payangan yaitu Ibu Alice dan Bapak Hansen. Peran yang dimainkan oleh dua guru bahasa Inggris di SMA N 1 Payangan didasarkan pada teori dari Harmer (2001), dalam teori ini terdapat delapan peran guru yang dimainkan selama proses pembelajaran jarak jauh. Peran guru meliputi Assessor, Organizer, Resource, Prompter, Controller, Participant, Tutor, dan Observer. Penelitian ini juga mengkaji peran fungsi bahasa akademik yang digunakan oleh dua guru bahasa Inggris di sekolah ini, sejalan dengan teori Hughes (1990) yang memiliki empat unsur bahasa akademik yang mendukung peran yang dimainkan oleh guru dalam pembelajaran jarak jauh. Kemudian akhirnya dalam penelitian ini peneliti juga menemukan beberapa tantangan yang harus dihadapi guru bahasa Inggris selama proses pembelajaran jarak jauh. Pembelajaran jarak jauh ini dilakukan dengan menggunakan platform Zoom Meeting dan juga Google Meeting, tidak hanya itu proses pembelajaran juga dilakukan dengan menggunakan LMS dan menggunakan grup WhatsApp.

Kata kunci: *pengajaran jarak jauh, peran guru, fungsi bahasa akademik, tantangan*

1. Introduction

COVID-19 has completely changed the lifestyles of people around the world, education has become one of the most affected areas amid the COVID-19 pandemic. Due to this pandemic, schools from all levels (elementary, junior high school, and senior high school) are implementing remote teaching. Remote teaching can be defined as shifting face-to-face learning to online learning or learning from home. Remote teaching happens outside of the physical classroom. Both the teacher and the students are separated in time and distance. This teaching method is perceived as the most appropriate approach for teaching and learning in this emergency situation (Mohammed, 2020). Furthermore, according to (Li, 2022), the implementation of remote teaching relies more on computer technology, which will have an impact on the reconstruction of education so far.

However, the implementation of remote teaching faced many challenges from teachers and students alike. First, according (Yuzulia, 2021) lack of interaction between teacher and students because of limitations to participate in digital learning platforms. Other common problems, such as issues with the availability of the internet and technology, are often found in remote teaching and learning. Moreover, according to (Naibaho, 2019), technical issues also become a problem during remote teaching. These technical problems might reduce the effectiveness of the class and cause dissatisfaction among students. Students initially feel less motivated and lack interest in participating in remote learning compared to conventional learning. Hence, in doing remote teaching amid the disease, the teacher's role is really necessary. In implementing distance teaching and learning, teachers need to adjust the remote teaching and learning process so that learning objectives can be achieved (Abdulkareem, 2020). With the use of remote teaching, teachers are expected to conduct an interactive class by using various platforms or technologies such as video conferencing, learning management systems, chat applications, etc. (Fuad, 2020).

So, the author chose SMAN 1 PAYANGAN as the research location is because this school is one of the schools in Gianyar Regency that implemented distance learning during the COVID-19 pandemic using teaching media such as Video Conference and LMS. In addition, before making this school a place of research, the author have made observations to several schools in Gianyar Regency and finally the author found 1 school that entered the research criteria whose criteria were like the school used, namely a school that has English teachers who implement distance teaching using platforms such as Video Conference and LMS as a distance teaching process. In addition, this research focuses on the implementation of teacher's role in remote English teaching, which takes place in Gianyar, Bali.

SMAN 1 PAYANGAN is the setting of this research. Based on the results of preliminary interviews with English teachers at SMA N 1 PAYANGAN, several problems were found during Emergency Remote Teaching. The first problem is that only part of the teacher's role can be carried out to teach, while the other teacher's roles cannot be carried out properly. The second problem is that there are still teachers who have not been able to use technology optimally. The third problem is the limited quota and signals from both teachers and students. Therefore, it is very important to investigate the role of teachers in using online platforms such as video conferencing and LMS-based strategies during Emergency Distance Teaching. Based on the description above, the teacher's role in teaching English at a distance in schools makes a great contribution not only to students but also to institutions. So the researcher are interested in carrying out research at the school, and the researchers also asked some questions about the role of teachers in distance learning, the challenges faced by teachers in implementing distance learning, and the academic language used in remote teaching at SMAN 1 PAYANGAN.

The impact of this pandemic on education is enormous. Based on the results of the preliminary interview with English teachers in SMA N 1 PAYANGAN, several problems

were found during Emergency Remote Teaching. The first problem is only some of the teacher's roles can be implemented to teach, while the other teacher roles cannot be implemented properly. The second problem is that there are still teachers who have not been able to use technology optimally. The third problem is the limited quota and signals from both teachers and students. Hence, it is really important to investigate the teachers' role in using online platforms such as video conferencing and LMS based strategies during Emergency Remote Teaching.

This study is limited to knowing the role of the English teacher on the teacher's role in using online platforms such as video conferencing and LMS-based strategies in the context of Remote Teaching. This research was conducted at SMA N 1 PAYANGAN. To conduct a more in-depth research in this research topic, the researcher limits the scope. This is also due to the limited time and resources available in the field. So to make the research specific and explicit, the researcher decided to focus the research on the role of the teacher in distance teaching English in senior high schools at SMA N 1 PAYANGAN. In addition, this research will also try to identify and explore what are the academic languages that support the teacher's role in the context of distance teaching and the challenges in the context of distance teaching.

Based on that, what challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN? So, to answer the question in this study, the researcher expected to give the information on English Teachers' Roles in teaching English in using online platforms such as video conferencing and LMS based Strategies during Emergency Remote Teaching. Moreover, this study is expected to show how the teacher plays their roles in teaching English in using online platforms such as video conferencing and LMS based strategies during emergency remote teaching in SMA N 1 PAYANGAN.

2. Research Questions

In this research, there is a research questions to guide the analysis as follows:

1. What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?
2. What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?

3. Method

The method used in this study is a descriptive qualitative research method. The data will be analysed qualitatively by observing high school teachers in teaching English remotely. To help researchers analyse data, researchers use several procedures or data analysis techniques based on (Miles, 1994). Those are characterizing as some steps such as, data collection, data reduction, data display and conclusion drawing. Descriptive research method is used to describe the phenomena descriptively and systemically, it is used to provide accurate information related to phenomena (Atmowardoyo, 2018). According to (Creswell, 2009) qualitative research is used to understand the meaning of individuals or groups towards a social problem in which the research contains an interpretation meaning of the data related to phenomena. The qualitative research method in this study is used to explore in-depth information related to phenomena which is the teacher roles in remote teaching and giving the meaning to phenomena based on data. In this study, the participants are selected purposively. The researcher chose the subject by applying criteria that are: Qualified English teachers, A teachers with remote teaching experience using various e-learning platform, Teachers who are willing to participate in the study to obtain appropriate data in this study. The subjects in this study were 2-3 English teachers in a school located in SMAN 1 PAYANGAN. In this study, researchers investigated the process of Teachers' Roles in Remote English Teaching Using Various E-Learning Platforms in Senior High Schools in Bali. The research here also uses a qualitative approach, namely: The approach used by the researcher is based on the results of observations during the distance learning process by several high school teachers in the province of Bali. The subjects in this study have

criteria, namely the characteristics of each type of teacher role according to Harmer's (2001) when carrying out the distance learning process. The object of this research is the role of the teacher, the function of language in carrying out the role, and the challenges in playing the role. Therefore, SMAN 1 PAYANGAN was chosen as the background for this study. Initial observations made by researchers also showed that 2-3 teachers as resource people in schools often faced several obstacles and challenges when implementing remote teaching.

4. Result and Discussion

From the results of the analysis that has been carried out by the researcher demonstrates an analysis based on collecting data from interview guides and observation sheets on the research subject, namely Mrs. Alice and Mr. Hansen. Researchers classify and analyze data by making it one according to the existing relationships. Between the items used in each instrument and research from this topic studies.

The Role of English Teachers in Remote Teaching at SMA N 1 Payangan

Based on observational data and interview results, in this section the researcher took two English teachers as research subjects, the first named Mrs. Alice and the second, named Mr. Hansen from SMA N 1 Payangan. There are several roles played by English teachers at SMA N 1 Payangan. Both of them use a virtual meeting platform to conduct online learning. From the observation data, Mrs. Alice used one videotape and Mr. Hansen used two. As a result of observation Mrs. Alice gave material about Narrative Text. Meanwhile, Mr. Hansen in the first video provides material about Announcement Text and the second video is New Item Text. In this discussion, the focus is on the roles that teachers play during remote teaching and learning.

Table 1. Summary of the teacher's role in distance teaching by Harmer (2001)

Teacher's Role	Teacher's Learning Activity	Mrs. Alice		Mr. Hansen	
		Yes	No	Yes	No
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		✓	
	The teacher advises the students	✓		✓	
	The teacher takes a lead and helps the students in the learning process.	✓		✓	
Assessor (Harmer, 2001)	The teacher corrects the students' mistake		✓		✓
	The teacher tells the quality the of students' score		✓		✓
	The teacher assesses students assignment	✓		✓	
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		✓	
	The teacher conveys some information about class activities to	✓		✓	

	the students.				
	The teacher arranges and put the students into groups or pairs.		✓	✓	
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next	✓		✓	
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		✓	
	The teacher prompts the student with information they have forgotten.		✓		✓
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✓		✓	
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		✓	
	The teacher explains additional information when a student misunderstand.	✓		✓	
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	✓		✓	
	The teacher explains the material to the students who have difficulties	✓		✓	
	The teacher ensures that many individuals are seen in the learning activity.	✓		✓	
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		✓	
	The teacher investigates students' performance in class	✓		✓	

Table 4.1 shows that Mrs. Alice and Mr. Hansen plays eight roles with Harmer's theory (2001), distance teaching of English, namely the role of the teacher as Controller, Assessor, Organizer, Prompter, Participant, Resource, Tutor, and Observer. Although there were many difficulties in carrying out the role of teacher during distance teaching, Mrs. Alice and Mr. Hansen is able to carry out this role very well.

The Challenges Encounter by English Teacher In Playing Their Roles

In this section, the researcher will explain the difficulties experienced by English teachers when taking on their role in remote teaching. Every student at school is faced with difficulties as a result of this condition during the teaching and learning process. This difficulty is caused by learning, signals, data, connectivity, and other media. From the results of observations at SMA N 1 Payangan, teachers also face various challenges in behavior. There

are also several platforms that can be used for distance teaching, such as video conferencing, using LMS, and using chat applications. And in learning there are learning components. These learning components are interrelated with each other in the learning process and, of course, in

distance learning these components face challenges that impact each of these components. The results of the observation sheets and interview guidelines are presented below:

Table 2 The Summary of Challenges Faced By Teacher

Teaching and Learning Components	Challenges	Mrs. Alice	Mr. Hansen
Teacher	- Teachers find it difficult to control students - Led student focus	✓	✓
Students	- Students lack concentration - Limited quota	✓	✓
Learning Material	- Be able to do it effectively and efficiently	✓	✓
Learning Objective	- It is difficult to direct students to discuss in groups	✓	✓
Learning Activity	- Limited Facilities - Limited Time	✓	✓
Method of teaching	- Limited Time	✓	✓
Media of Learning	Limited access to platforms	✓	✓
Source of learning	- Limited Time to acces zoom meeting	✓	✓
Evaluation	- Difficult to evaluate student in online learning	✓	✓

From Table 2, there are many challenges that must be faced by teachers to carry out distance learning. These obstacles range from students who find it difficult to understand the material being explained, are also constrained by technology to internet quota, and are constrained

In this discussion, there are eight teacher roles according to (Harmer, 2001) which are played by the teacher during the learning process. The role of the teacher includes Assessor, Organizer, Resource, Prompter, Controller, Participant, Tutor, and Observer. The roles of the teacher are interrelated with one another so that the learning process goes well. Due to the pandemic which has made the

because there are several teachers who do not understand for certain about this distance learning process, causing difficulties in using several new applications. It can also be seen that distance learning is constrained by an inadequate internet connection.

learning process carried out online, this has hampered the teacher's role because the learning process is carried out virtually, and teachers cannot meet students face to face. However, even though the learning process is carried out online, teachers need to optimize their role so that it can be carried out optimally. Based on data observation and interview results that selected two teachers at SMA N 1 Payangan , it

was shown that Mrs. Alice and Mr. Hansen plays eight roles with Harmer's theory (2001), distance teaching of English, namely the role of the teacher as Controller, Assessor, Organizer, Prompter, Participant, Resource, Tutor, and Observer. Although there were many difficulties in carrying out the role of teacher during distance teaching, Mrs. Alice and Mr. Hansen is able to carry out this role very well.

In the results of observations and interviews that have been carried out, it can be seen that the teacher plays the role of controller well. First, the teacher conveys the rules of conduct during the learning process. Then he instructed students to turn off the microphone which was still on so it would not interfere with the explanation of the material and if they wanted to ask or answer questions later they could unmute the microphone and press the raise hand button. This is in line with Harmer's theory (2003), that to be a controller, teachers need to control students' language behavior and attitudes. But in, Harmer stated that the teacher must control the behavior, language and attitudes of students, but in online learning the teacher only controls student behavior, not controlling student language and attitudes. Furthermore, before starting the lesson the teacher asks students to pray. This finding is in accordance with Harmer's theory (2001), where the teacher must follow two more aspects to become a controller, namely the teacher advises students and the teacher leads and helps students in the learning process. In this case, the two teachers have not carried out their role optimally. Because it can be seen that the teacher controls the behavior and attitudes of students in online learning, the teacher does not give advice to students during online learning. That means during online learning, the teacher acts as a controller, but this role is not optimal. After that the teacher gave several questions to students related to the topics to be discussed at the meeting. Then after that students are given learning videos and control students to follow the learning properly.

In the next role of the teacher, namely the assessor, according to (Harmer, 2001.) where the teacher as an assessor carries out several activities, namely correcting student errors and assessing student assignments. Another activity is the teacher notifying the quality of student scores. However, the results showed that the teacher only corrected students' mistakes in class and graded students' assignments.

This can be seen in the results of the research, namely the two teachers conveyed some information about the existing rules during learning, gave a number of questions, and he would correct them if later there were students who made mistakes. The teacher also gives questions related to the material provided, and will later ask students to discuss. After that the students will answer questions from the teacher, later after the students answer the teacher will correct the answers and provide reinforcement of the student's answers. Later the teacher will also give rewards to students who answer questions.

From the second finding, the teacher acts as an organizer by providing instructions related to learning activities, conveying information, and directing students to work in groups during the learning process. In the results of observations the teacher arranged students by instructing students to rename names using full names, this was done so that it was easy to recognize students who joined the meeting. The teacher gives clear instructions to students, so that students can be well organized during the learning process. However, in the first meeting the teacher did not divide students into groups because of time constraints.

Meanwhile, the third teacher informs students about group assignments, assignments, material for the next meeting, and informs students about activities during the learning process. This finding is in line with Harmer's theory (2001), the teacher must carry out several teacher activities while acting as an organizer, namely giving instructions on how students will carry out activities, conveying some information

about class activities and placing students into groups and pairs. Based on the findings, the two convey some information about class activities to students and also provide instructions or demonstrations about how students will carry out these activities. Shows that both teachers carry out learning roles from the beginning to the end of the online class. However, teacher 1 did not provide activities and organize students in groups during learning activities. Meanwhile, teacher 2 has filled in all aspects of the teacher's activities as an organizer.

According to (Harmer, 2001.) there are several aspects of teacher activity which are indicated by the teacher acting as a prompter, namely encouraging students to participate in class, offering a few words, phrases or suggestions to stimulate students to engage in learning. And teachers remind students of information they have forgotten. The results of the study show that the two teachers carry out their roles very well, the teacher provides input, encouragement, enthusiasm to students. For example, they try to provide encouragement, provide direction and input to students so they have the courage to express their opinions and can actively participate in class. It can be seen that in the middle of the learning process the teacher gave a video and explained the material, then he gave several questions related to the video and material. Then it can be seen that the teacher stimulates students to answer the questions given. As well as the teacher also provides direction and input to students so that they dare to express opinions and can participate actively in class. And this is in line with Harmer's theory, and it can be said that in the observations the two teachers carried out their role as prompters very well.

The results of the study show that the teacher carries out his role well. They participate from the beginning of learning to the end. Here the teacher joins in and acts as a facilitator in the learning process, here you can see the two teachers giving materials and videos to students. Then they invited students to discuss together,

they also stimulated students to answer a few questions, then after a number of students were successful in answering he gave reinforcement to the answers that had been submitted. This finding is also consistent with Harmer's theory (2001), where teachers participate in student activities as participants. Both teachers act as participants in learning from beginning to end very well.

Next, when acting as a resource person. In the results of the second study the teacher also acts as a resource to add more specific information. For example, the previous teacher provided information about the learning process that would be carried out at the meeting. Then, he also conveyed things that students did not understand according to their knowledge and also used the internet as a teaching medium. In addition, the teacher guides or directs students to provide additional information regarding access to learning that will be used such as LMS, LKS, and also the internet or other learning media sources. The teacher also provides resources in the form of learning videos, pictures, and PowerPoint and the teacher also provides additional information about the material. These results are in accordance with the activities of teachers as resource persons based on Harmer (2001) where teachers must be prepared to provide information and explain additional information to students.

From the results of further research, the two teachers carried out their role as tutors very well. The two teachers guide students so they can understand the material, and he also trains students so they want to participate actively in the learning process. In the observation results, it can be seen that the two of them provide some questions that are related to the topic being discussed. He also explained some additional information about material that was not understood by students so that all students could understand the further explanation he gave. This is in line with Harmer's theory (2001) where the teacher as a tutor must help students who are having difficulties and the teacher explains the

material to students who are having difficulties. However, in carrying out its role as a tutor the teacher cannot play its role optimally, because the teacher does not provide explanations to students who have difficulty understanding the material individually. Not in line with Harmer's theory (2001), namely teachers should help students who experience difficulties individually. Because, if the teacher will give explanations individually it will take a lot of time. In online learning, it is difficult for teachers to guide students individually because it takes up a lot of time. so that the teacher cannot act as a tutor optimally due to time constraints. Therefore, to overcome this at the end of the lesson the teacher invites students to contact personally if they are still experiencing difficulties during the learning process.

From the results of the last research on the role of the teacher, namely as an observer, the teacher as an observer is used to observe how students learn. The two teachers were seen repeatedly asking questions in order to find out the extent to which students understood the material presented. Then he also gave students the opportunity to ask if there were things they did not understand. The results of this study are in line with aspects of teacher activity as observers according to Harmer (2001), with the theory stated that as observers teachers need to investigate student performance and provide feedback to students. The teacher also guides and directs students by providing work sheets that have been provided in the LMS, besides that he also gives group assignments in the form of announcement texts which must be discussed in groups, namely analyzing texts. This is done so that the teacher can find out the extent of student understanding. Here the two teachers have carried out their roles very well, and in accordance with Harmer's theory (2001).

Challenges Encountered by Teachers in Playing Their Roles During Remote English Teaching

There are several components that make the learning process run smoothly. According to (Hamruni, 2011), the components of remote teaching are teachers' abilities, students' abilities, learning objectives, learning materials, learning activities, methods of teaching, media of learning, sources of learning, and evaluation. However, from the research results found by researchers, several challenges were encountered by teachers when teaching distance at SMA N 1 Payangan. Components affected by distance learning are (1) challenges to teacher abilities, namely the teacher has difficulty controlling students and Led student focus (2) challenges to students' abilities, namely students lacking concentration and Limited quota, (3) learning objectives, namely Be able to do it effectively and efficiently, (4) learning materials, namely difficult to direct students to discuss in groups, (5) challenges to learning activities, namely Limited Facilities and Limited Time, (6) challenges to teaching methods, namely Limited Time, (7) challenges to learning media namely Limited Time to access zoom meetings (9) sources of learning, namely less internet access (10) evaluation challenge, namely Difficult to evaluate students in online learning. The following are the obstacles encountered stem from the components of the teaching and learning process.

Teachers find it difficult to control students

There are research findings that this distance learning raises a problem during the process, namely the lack of student involvement in learning from the beginning to the end of learning. According to (Mazlan et al., 2021) the learning process that takes place from home, like it or not, requires direct supervision from parents. Even though at the same time, parents of students also have to share their time to work, take care of the house, as well as help their

children's studies. In the context of distance learning, it is known that teachers and schools still seem to have difficulties in implementing the learning process, thus indicating that the school and especially teachers as learning implementers still face a number of challenges in the process.

Students lack concentration

The obstacles in the learning process include the difficulty of students concentrating on learning, weak supervision of students, limited interaction between teachers and students and the lack of student interest in learning due to the lack of socialization with classmates. Another study conducted by (Sundarwati & Pahlevi, 2021) showed a decrease in student motivation during distance learning that occurred in high school students. High school students are at the stage of adolescent development which is a period of upheaval filled with conflict and mood swings, so it is known that high school students tend to experience ups and downs in learning motivation. According to (Mazlan et al., 2021) in this distance learning process the teacher gives feedback to increase Students' motivation, so that students concentrate more when participating in the learning process.

Be able to do it effectively and efficiently

This distance learning raises problems related to students' unpreparedness, including students' difficulties in understanding the material presented by the teacher. Besides that, distance learning is known to cause problems such as student learning success tends to be low. This is due to the many challenges that must be faced by teachers in carrying out this distance learning. As we know, in carrying out the distance learning process, it is very difficult for teachers to control students. In distance learning, students also lose motivation to learn and it is also difficult for students to understand the

material provided. So the teacher must prepare interactive material so that students do not feel bored during the learning process. Apart from that, the challenge faced when carrying out distance learning is the lack of internet access which makes the learning process not run smoothly.

It is difficult to direct students to discuss in groups

The next teacher's challenge is that it is difficult to direct students in group discussions. Because the learning process is carried out online via video conferencing, it is very difficult for teachers to find out which students are really serious about learning. This makes it difficult for teachers to control students. According to (Jamila et al., 2021) controlling children remotely is a limitation for teachers plus students are rarely guided by parents and also a lack of parental understanding of student development, so the learning process is not carried out optimally. There are research findings that this distance learning raises a problem during the process, namely the lack of student involvement in learning from the beginning to the end of learning. Therefore it is easier for teachers to guide students individually during distance learning

Limited Time

During online learning, the teacher must also manage time, because online learning activities run shorter than face-to-face as usual. Usually during face-to-face learning the teacher can carry out learning until the learning hour ends. However, during distance learning the teacher only has a short time to explain the material. That's because teachers can't force students who don't have good internet access during online learning to use video conferencing. This is likely to occur due to students' lack of ability to understand the material, especially since the material requires a

detailed explanation (Jamila et al., 2021). Therefore, teachers are challenged to be able to deliver short, solid, but clear material to students. So that students easily understand the material explained. Here the teacher must prepare creative material and provide explanations that are easily understood by students. So that students do not feel bored when the learning process takes place.

Limited Facilities

A very important component to support and support the successful implementation of the learning process takes place is the learning facility. Online learning is inseparable from the use of technology. Technological facilities that support the implementation of online learning are the use of an education management information system. Facilities and infrastructure are the most important part in implementing online learning because the system uses internet services, the technology is in the form of smartphones and laptops, usually most teachers and parents use smartphones more than laptops because it is more practical. This is similar to the studies carried out by (Hashemi, 2021) stated that the technical issues as a challenging matter in online teaching during these critical situations. So the lack of existing facilities when carrying out the distance learning process is a very tough challenge, so teachers also cannot force students to take part in the online learning process.

Less internet access

Obstacles to distance learning need a breakthrough because many regions experience limited technology, weak networks, and limited internet quota. Limited and less internet connection are the main reasons that will hinder effective online teaching and learning for educators and students. (Mazlan et al., 2021) stated that without the support of adequate learning materials and equipment, the Covid-19

outbreak has challenged students to get appropriate online teaching and learning. It is very important for teachers and students to have consistent internet access.

Difficult to evaluate students in online learning

The teacher has difficulty evaluating or assessing students because when giving assignments to students, some of the students do their assignments by their families, be it siblings, fathers and mothers. The assessment made by the teacher during learning is still the same as face-to-face learning, where the teacher gives an assessment on the cognitive, affective, and psychomotor aspects. On the cognitive aspect, the teacher gives assessments to students in the form of giving individual assignments that are done by students through applications or assignments collected at school through the parents of students. This is the obstacle and problem faced by teachers in online learning, namely the teacher's doubts in giving assessments to students where the questions given by the teacher are correct done by the students independently or by the parents (closest family) of the student. Then in the aspects of affective and psychomotor assessment the teacher also experiences problems in the assessment because he cannot directly observe the activities carried out by students (Jamila et al., 2021).

5. Conclusion

Based on the result of this study, it can be concluded that the English teacher at SMA N 1 Payangan plays eight roles with Harmer's theory (2001), distance teaching of English, namely the role of the teacher as Controller, Assessor, Organizer, Prompter, Participant, Resource, Tutor, and Observer. Although there were many difficulties in carrying out the role of teacher during distance teaching, the teachers are able to carry out this role very well.

Furthermore, English teachers at SMA N 1 Payangan use four Academic language functions to support their roles during remote English teaching. The academic language used by the teacher has functions as organization, explanation, interrogation, and interaction. Academic language is used to support the teacher's role, namely academic language as an organization, used to support the role of controller, organizer, participant. In the results of observations the function of academic language as interrogation is used to support the role of assessor, prompter and observer. This academic language is used by teachers to support student learning activities and serves as an explanation used to support the role of tutors and resource persons, and academic language functions as an interaction used to support the prompter's role. But, the to played the role the teachers have many challenges that must be faced by teachers to carry out distance learning. These obstacles range from students who find it difficult to understand the material being explained, are also constrained by technology to internet quota, and are constrained because there are several teachers who do not understand for certain about this distance learning process, causing difficulties in using several new applications. It can also be seen that distance learning is constrained by an inadequate internet connection.

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