TEACHERS' PERSPECTIVES ON FACE-TO-FACE ENGLISH TEACHING AFTER TEACHING ONLINE IN PANDEMIC

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Abstract

Before the pandemic, previous research found that online teaching improved teacher face-to-face teaching. Especially in Indonesia, the pandemic has provided an unsatisfactory online teaching experience. Considerably, this study aimed to investigate teachers' perception of face-to-face English teaching after online teaching in a pandemic. The study was designed as a phenomenological study with a sampling method using purposeful random sampling. Sources of data came from interviews with five teachers in urban areas and five teachers in rural areas. Data was supported by documentation and field notes. The study found that teachers perceive face-to-face English teaching practice after the pandemic has changed compared to previous face-to-face teaching. The changes can be seen from three aspects: teaching practice, teaching competencies, and impact on students.

*Keywords* : *English teaching, online teaching impact, Covid-19..*

INTRODUCTION

During nearly two years of the COVID-19 outbreak in Indonesia and fortunately, some areas had been allowed to hold face-to-face teaching and learning at schools. It was based on the government's circular letter Number HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning in the 2019 Coronavirus Disease Pandemic Period. In previous research, the practice of distance teaching was able to change teachers' perceptions when they returned to face-to-face practice (Andrews-Graham, 2018; Graham, 2019; Roblyer et al., 2009; N. I. Scagnoli et al., 2019). Roblyer (2009) stated that it was because teachers gained experience in online environments and tended to apply their best practices to face-to-face teaching. Moreover, teachers also gained experience using technology-related learning activities and then used the technology in the classroom (Burgess, 2015; N. I. Scagnoli et al., 2019). For example, a teacher asked students to submit an assignment online in their face-to-face class. On the other hand, some teachers perceived that adopting online teaching practices in the classroom was complicated and time-consuming (N. I. Scagnoli et al., 2019; Van de Vord & Pogue, 2012). Thus, teachers were reluctant to apply it in their classrooms. Of the pros and cons, it was crucial to consider and understand how teachers teaching online understood and described their teaching practices and roles when they returned to face-to-face classes.

In times of pandemics, the ideal situation was that online learning was the best solution, and teachers could use teaching media effectively. For the fact matter, teaching English online still had many obstacles, especially for teachers who taught in rural areas. The most significant problems included lack of IT skills and experience (Marzuki et al., 2021), experience in using pedagogy (Asmuni, 2020), and technological barriers (Suputra et al., 2020). For example, it could be considered through Wiramarta's interviews (2021) about teaching speaking. The teachers stated that miscommunication often occurred in an online class. Due to unsupportive internet signals, speaking practice was often unclear and disjointed. Unclear articulation between speakers resulted in less effective speaking practice. In addition, the results of interviews with other teachers also illustrated that teaching speaking

required a harder effort. After reading recently published articles and journals (Asmuni, 2020; Marques da Silva, 2020; Marzuki et al., 2021; Shashaa & Taher, 2020; Zaharah et al., 2020), one can understand how dramatic events like the Covid-19 pandemic can shape society's future and also how important it is to learn from it.

The gap in this study lied between two concerns. The first concern was teachers' teaching perspective after getting exposure online and classroom teaching. This concern had been studied by several previous researchers, as stated in the first paragraph. The second concern was teaching in times of pandemics. As stated in the second paragraph, the teaching paradigm during the pandemic could influence the teachers' perspective of the first concern.
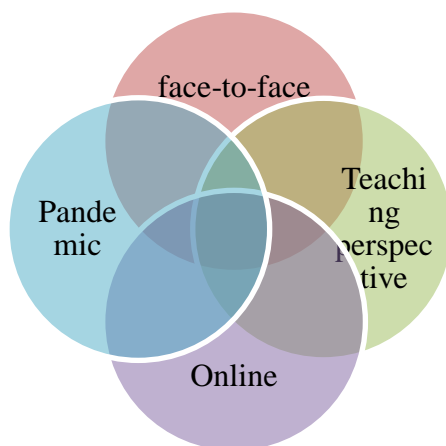
Figure 1 Research Gap Illustration

Regarding the above paragraph, this study aimed to close the current research gap by exploring in-depth the influence of online teaching during Covid-19 on face-to-face teaching practices afterward. To achieve a better understanding of teachers' impressions of their classroom teaching by those who have been fully exposed to online teaching during the pandemic, the researcher examined changes in teaching practices and the motivations behind those changes. Furthermore, teaching and pedagogical transfer practices from online to face-to-face classes were analyzed from the participants' perspective, actual teaching materials, syllabus, course plans, and other course documents.

This research was crucial to conduct. The research that discussed and concerned the development of English language teaching after re-entry the school was still limited. This research could provide information about the latest English teaching and learning developments. Monitoring the progress of teaching English was necessary since English was a foreign language that the government prioritized to be mastered to compete internationally (Kementrian Pendidikan dan Kebudayaan, 2020). Besides, this research had provided information about the development of online teaching and its impact on teaching in Indonesia. Various parties could take advantage of the results of this study to improve the teaching and learning process. The results of this study could also be a reference for regions that will hold face-to-face teaching. Therefore, based on these reasons, this research was precious to do.

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METHOD

The phenomenological approach was chosen for this study to describe and interpret the common meaning or shared experiences of the people who participated in it (Ary, Jacobs, Razavieh, & Sorensen, 2009; Groenewald, 2004). Regarding that, this study aimed to explore the effect of online teaching in pandemics on current teacher perceptions of face-to-face teaching. The core question of this research was, "how do teachers perceive their English teaching in face-to-face classrooms after teaching online in a pandemic? In addition, there were additional questions that will help guide these core questions for a wise explanation from the teacher (Appendix). The use of a phenomenological approach changed from an individual experience to a universal essence. In the end, the phenomenon of face-to-face teaching after re-entry to school, which was a complex phenomenon, could be explained through simple direct experience.

The sample of this study was taken from ten high school English teachers from both the West Pontianak sub-regency (urban) and Sukadana sub-regency (rural). Taking into account both urban and rural areas would greatly help this research to capture diverse opinions, such as different experiences in conducting online learning impression of an offline teaching experience between a teacher who previously had difficulty online and a teacher who did not. The participants were selected using purposeful random sampling. This sampling method is non-probability sampling (Groenewald, 2004). There were three criteria that the potential participants had to have: (1)the participants were English teachers, (2) the English teacher had at least six-month experience of teaching online during the pandemic, (3) the participant had the experience of face-to-face teaching after online teaching in the pandemic.

In this study, several instruments were needed to obtain valid data. First, the researcher acted as a data collector and as an active instrument. Researchers had a particular position in qualitative research, namely researchers as planners, implementers of data collection, analysts, data interpreters, and reporters of research results (Moleong, 2014). The second technique of this study was an in-depth interview with the participants. The interview technique in this study was conducted using a semi-structured method. The interview consisted of open-ended questions. There were nine questions related to demographic information and seven questions regarding teachers' offline teaching experiences. To validate the data, the interview results were conveyed back to the participants for reviewing and providing criticism if there was less precise information.

Third, field notes was another important data source in qualitative research used in this study. Researcher field notes used to record what the researcher listened, looked, experienced, and thought during the collection and reflection process. Fourth, Documentation was taken to support the teacher's statement. This documentation supported the understanding of the phenomenon under discussion. Documents taken could be in the form of written notes, such as files and reports, and unwritten notes, such as videotapes, audiotapes, and YouTube (Ary et al., 2009).

There were two data storing method. First, information from interviews with informants was recorded by researchers using a voice recorder on a cellphone. After each interview, the researcher listened to the recordings and took notes as soon as possible. Then, the researcher also copied keywords, phrases, and statements to allow the voices of research participants/informants to speak. Field notes were a secondary data storage method in qualitative research (Ary et al., 2009). The field note method followed in this study was based on a model or schema developed by Leonard Schatzman and Anselm Strauss, which was supplemented by Robert Burgess (Groenewald, 2004). Thus, four types of field notes were created: the observational record, theoretical notes, methodological notes, analytical memo.
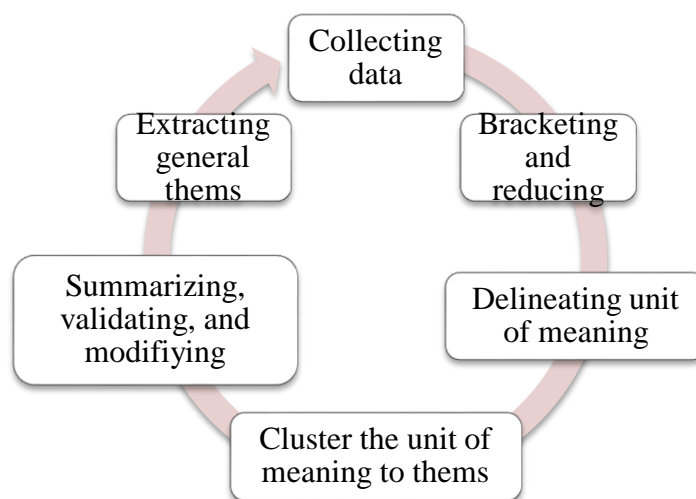

Figure 2 Data Explicitation Steps

To clarify the essence of the data that had been obtained from the interview, the data were processed in five stages. Referring to Groenewald (2004, citing Hycer, 1999), the steps were: first, bracketing and phenomenological reduction; second, describing the unit of meaning; third, grouping meaning units to form a theme; fourth, summarizing each interview, validating it and if necessary modifying it; fifth, extracting common and unique themes from all interviews and create a combined summary. The five stages above are illustrated as follows.

RESULT AND DISCUSSION
RESULT

The results of this study were that teachers perceived that face-to-face English teaching practice after the pandemic has undergone various changes. The changes could be seen from three aspects, namely the teaching practice, teaching competencies, and impact on students. These aspects are explicated as follows. On teaching practice, first, all teachers preferred face-to-face teaching to online teaching. Second, five out of ten teachers preferred to change the previous face-to-face teaching, and the other five teachers preferred to remain to implement a similar practice with the previous face-to-face teaching. Third, most teachers tended to shift from facilitators to instructors. In teaching competencies, first, teachers had increased capacity in the use of technology and online media for teaching. Second, teachers

were more competent in choosing teaching methods and more aware of the technology benefits in a classroom. On the students, most participants mentioned that the students were less enthusiastic than the class before the pandemic.

DISCUSSION

The research carried out has succeeded in answering problem formulation of this research. The study aimed to answer the question, "how do teachers perceive their English teaching in face-to-face classrooms after online teaching in a pandemic?" The results of this study were that most teachers perceived that face-to-face English teaching practice after the pandemic had undergone various changes. This finding supports Graham's findings (2019) which stated that online teaching changed instructor perceptions and teaching practices when they returned to their original classroom form. This study specified that the changes could be seen from several aspects, namely the teaching practice, students, class, knowledge, and important skills needed for teaching English. In the next section, the results of the study are explicated and linked to the previous findings.

1. Teaching practices
    a. All teachers preferred face-to-face teaching to online teaching

The less than optimal results of the previous online class had made most of the teachers perceived that face-to-face teaching was better than online teaching. Some teachers even argued that the last online teaching during the pandemic was ineffective. Referring to the teacher's view, this lack of optimality was due to several obstacles, especially regarding teachers, internet connection, and students. On the teachers and students, online classes during a pandemic were their first experience. Some teachers were still looking for suitable and practical media for their online classes. Some students also had constraints in the economic aspects and ownership of supporting technology. On the technical aspect, most schools did not yet have supporting facilities, and the internet was not supported. So, under the same conditions, online teaching was still challenging to implement. Nevertheless, there were still teachers who had a positive view of online teaching. They stated that online teaching actually really made it easier for teachers to teach, but unfortunately, students sometimes gave unsatisfactory feedback.

The effectiveness of online learning and teaching has been carried out by many previous researchers. Online learning or distance learning was not a new concept in the world of education. This teaching method had been developed and adopted by various high schools and universities with the support of technology before the spread of Covid 19 (Guha & Maji, 2008; Shashaa & Taher, 2020). Its sustainability helped to reduce barriers to education access and costs (Guha & Maji, 2008; Roblyer, Porter, Bielefeldt, & Donaldson, 2009; UNESCO, 2020). Students who were underprivileged and not benefited by geographic location were still be able to access a proper education.

Negative feedback from the teachers above may occur if it is correlated to the results of previous studies and the problems faced when teaching during a pandemic. Many researchers had previously found the effectiveness of online learning (Hess, 2021). For those with access to the right technology, there was evidence that online learning could be more effective in a number of ways. Several studies showed that, on average, students retained 25-60% more material while studying online compared to only 8-10% in the classroom (Li & Lalani, 2020).

This was because students could learn faster online; e-learning takes 40-60% less time to learn than in a traditional classroom; Students could learn at their own pace, go back and reread, skip, or speed through concepts of their choosing (Li & Lalani, 2020). However, the effectiveness of online learning varied among age groups (Ke & Kwak, 2013; Li & Lalani, 2020). The general consensus among children, especially the younger ones, was that a structured environment was necessary, as children were more easily distracted.

Although e-learning was not something new in the world of education, the implementation of e-learning was not always smooth and effective (Khan, Raza Rabbani, Thalassinos, & Atif, 2020; Marzuki, H, & Malik, 2021). Khan (Khan et al., 2020) said that, during the COVID-19 outbreak, schools and universities were rapidly implementing e-learning. There was a lack of preparedness from the educational institutions to switch to the online/virtual medium of teaching-learning in terms of crisis. Therefore, schools with limited or no experience with e-learning and schools that had not prepared e-learning resources had difficulties, especially when teachers did not understand how to use online applications (Schoepp, 2005; Zaharah, Kirilova, & Windarti, 2020).

Another portrait describing teaching online during Covid-19 was a research from Asmuni (2020). She said that the unpreparedness of teachers and students towards online learning was also a problem. The teachers had weak mastery of IT and limited access to the supervision of students. Not all teachers were able to operate computers or gadgets to support learning activities, both face-to-face and even more in online learning.

Moreover, a study from Asmuni (2020) found that the other problem was the limitations of teachers in exercising control during online learning. This is partly because the application used did not provide a discussion forum menu to explain or ask questions. Even if there was such a menu, many students did not use it properly. In another model, students at the beginning of learning filled out the attendance list. After that, they were no longer active until the end of learning time and did other activities outside of learning. From the problem addressed, some teachers at schools admitted that online learning was less effective when compared to face-to-face learning. Nevertheless, it was also undeniable that a number of teachers were able to master IT thoroughly and be able to produce exciting learning videos. Also, it should not be denied that many students were really active until the learning was over, and some were active but not full until the learning ends.

According to Hartshorn and McMurry (2020), the pandemic also negatively impacted groups of teachers and students. Some problems produced equal levels of stress for students and teachers, while others created more stress for students, such as transitioning to using technology instead of face-to-face teaching and learning (Ferren, 2021). While the COVID-19 pandemic had created new challenges for educators, they had long been accustomed to high levels of stress and dissatisfaction in their work. According to a report from the Learning Policy Institute, about two-thirds of teachers who left their positions each year for reasons other than retirement, including dissatisfaction with exams and accountability pressures, lack of administrative support, and dissatisfaction with teaching careers and working conditions. For most educators, the transition to virtual instruction was a whole new experience and caused much stress. They had received no advance notice, had not or rushed time to prepare for training, and little support from unprepared schools and districts as they seeked to

reinvent their professions in the spring of 2020. While navigating the pressures of relearning how to teach, educators also faced threats of layoffs and budget cuts. In addition, educators had not escaped the loss of loved ones and co-workers due to COVID-19. However, providing some support for educators was attempted (Ferren, 2021).

    b.   Five out of ten teachers preferred to change the previous face-to-face teaching, and the other five teachers preferred to remain to implement a similar practice with the previous face-to-face teaching

The experience of teaching English online had contributed significantly to the teachers on what the ideal current face-to-face teaching should look like. This could be seen by how the teachers carried out their teaching. Some teachers chose to implement practices similar to pre-pandemic, and some decided to modify them. On the one hand, some teachers used technology and online teaching media to overcome their learning problems. Teachers utilized smartphones owned by students to extend teaching hours through teaching media mastered by the teacher and considered effective enough to send teaching materials, assignments, and tests. Through various considerations and analyzes, the age of the teacher did not significantly determine the tendency to apply online learning in face-to-face classes. Observations showed that teachers who taught in more advanced schools and students from more affluent economy classes tended to apply online teaching practices in the classroom.

On the other hand, some teachers decided to use the same practice as the previous face-to-face teaching. As explained in the above finding, the reasons included that the procurement of online lessons was still considered problematic. The teachers predicted that adopting a similar practice would likely had the same results and problems, given the previous ineffectiveness of online teaching and unpreparedness in various aspects. One teacher stated that he/she was traumatized by the ineffectiveness of his online classes, so he/she decided to use his previous good face-to-face teaching practices.

The explanation above was in line with the results of Andrew's research (2018) that some participants used synchronous and asynchronous formats when returning to their face-to-face class. Scagnoli (2019) further explained Andrew's research. First, the researcher found that participants preferred not to transfer online learning to classroom teaching because it was very time-consuming and complicated. Second, participants slightly changed their face-to-face teaching practice. Third, participants transferred online teaching pedagogy if students wanted it, and it was an alternative to engage student learning. A phenomenology study from Roblyer (Roblyer et al., 2009) and Graham (Graham, 2019) found a phenomenon called "reverse impact," which stated that online teaching improved face-to-face practice.

Robyler (2009) discovered that the instructors returned to their face-to-face classes with new pedagogy. The discovery was in line with Burgess (2015) and Scagnoli et al. (2009). The instructor would transfer the online teaching pedagogy to classroom teaching. However, this was a complex process influenced by the instructors' teaching style, satisfaction with working in the online environment, and the similarity of content and context between online and face-to-face courses. In Burgess' research, instructors offered students to conduct the class in person, online, or both. In Scagnoli's research, instructors used a Learning management system for online presentation, assignment submission, uploading materials and audio, etc., in their offline classes. He also found that online teaching influenced their

perception and understanding of offline educational strategies and then transferred the perception and understanding to the classroom.

Li and Lalani's research results (Li & Lalani, 2020) also supported the continuation of online teaching in classroom teaching. While some believe that an unplanned and rapid move to online learning – without training, insufficient bandwidth, and little preparation – resulted in a poor user experience that was not conducive to sustainable growth, others believe that a new hybrid education model would emerge. As a result, the integration of information technology in education would be accelerated even more, and online education would eventually become an integral component of school education.

Continuation of online teaching in parallel was the student's choice. Pappas (2015) this is an important element described in Keller's ARCS. They were providing students the opportunity to choose for themselves the method that they think was best in relation to the achievement of their learning goals. The results showed that being at home, away from distractions, avoiding traffic jams, doing work, internships, spending the year in Germany were great motivations for students to continue having online classes. Although students felt the need to communicate with their peers, they found more advantages in having the option of doing online courses. They saw the great advantage of being able to take English courses online.

    c.   Most teachers tended to shift from facilitators to instructors

All teachers tended to act as facilitators in their classes before the pandemic, while most teachers acted as instructors and facilitators in current face-to-face teaching. On the one hand, the teacher as an instructor could be seen in teachers who adopted online media in their teaching. For instance, the teacher would send learning materials and assignments online and then asked students to study before entering class according to their preference and learning style. Next, the teacher would ask students what was confusing and not understood and explained it in a face-to-face class. On the other hand, the teacher remained a facilitator. The teachers who still carried this learning model were teachers who still used the previous face-to-face class model. Usually, teachers would guide students in the classroom, such as discussing and practicing.

Wilder (n.d.) provided a definition of the difference between a facilitator and an instructor. He defined teachers as instructors meaning they are the source of content. Teachers control what is taught and when. It is up to the students to adapt to the teacher's personal style and utilize students' prior knowledge to learn new skills and knowledge. On the other hand, he defines teachers as facilitators, meaning teachers involve students in taking charge of their learning. When facilitating, the teachers appear as "guides on the side" who encourage knowledge sharing by and with active students.

The finding above was in line with Andrew (2018). His research sub-questions found that teachers tended to be instructor-centers rather than lecture-centers when they returned to class. Especially the teachers, they were more required to be an instructor than a lecturer (Baran, Correia, & Thompson, 2013; Graham, 2019; Simonson, 2012). Teachers control the learning, and students became the active learner. This certainly made teachers who were accustomed to using the lecture method challenge their beliefs, assumptions, perceptions, and

expectations of what was happening in the classroom (Lee & Tsai, 2010). Thus, pedagogy and teaching methods needed to be adapted and developed.

2. **Teaching competences**

    a.   Teachers had increased capacity in the use of technology and online media for teaching

All teachers were experiencing an increase in technology and online media mastering for teaching purposes. Before the pandemic, teachers only used projectors, PowerPoint, listening devices, and laptops. Only a few teachers brought blended learning in class and used websites, Gmail, and links. After the pandemic, most teachers stated that they could teach using Google Classroom, Zoom meetings, Google Meet, and other media to conduct classes and submit course materials and student assignments. Teachers also used YouTube and video editing applications to prepare materials. Teachers even used google forms to give students exercises and tests. For applications that were often used by teachers before the pandemic, like WhatsApp, they were used more optimally than before. For instance, previously, the teacher only used WhatsApp groups for class communication media. Now the group could become a teaching medium. Teachers, who used to apply blended learning before the pandemic, now had more control over the media to apply the method in face-to-face classes.

The above explanation was in accordance with the previous finding. Roblyer (Roblyer et al., 2009) stated that online teaching increased the use and integration of technology into the classroom. The change was that instructors tend to integrate technology in their face-to-face courses. Teaching online had made teachers became more accustomed to using technology, new paradigms, accountability, and collaborative learning practices. Gaining this new knowledge and skills from online teaching made them more aware of their teaching roles and strategies (Roblyer et al., 2009). As a result, Instructors would transfer their best practices in online teaching to enhance face-to-face teaching methods. For example, instructors implemented online discussions, online materials, and instruction in their classrooms. This finding was in line with the study of Stone and Perumean (2011). In addition, when instructors returned to face-to-face teaching, they were likely to adopt new technologies such as new ways to deliver student work to increase course engagement and student learning. Therefore, online teaching resulted in greater use of technology to support their online teaching practice (Frazer, Sullivan, Weatherspoon, & Hussey, 2017; Lichoro, 2015; Norma Scagnoli et al., 2009).

A portrait describing teaching online during Covid-19 in Indonesia was research from Asmuni (Asmuni, 2020). She said that the unpreparedness of teachers and students towared online learning was also a problem. The teachers had weak mastery of IT and limited access to the supervision of students. Not all teachers were able to operate computers or gadgets to support learning activities, both face-to-face and even more so in online learning. Indeed, some teachers were able to operate computers, but in terms of oppression, they were limited. They were not able to access further related to the internet network, use various learning applications, make their own learning media/videos, and so on.

Scagnoli (Norma I. Scagnoli et al., 2019) also found a contradiction in the above paragraphs. Indeed, The teaching of online classes resulted in the faculty's greater use of technology-related learning activities in their on-site classes. However, it was unclear whether direct exposure to fully online teaching facilitates the integration of technology in traditional classrooms. Regarding teaching styles, teachers who took on the role of facilitators

and left room for student-led activities were more likely to bring online applications back to the face-to-face classroom. In contrast, teachers who played the expert or formal authority role were less likely to transfer the strategies used in the online class to their classroom teaching. They preferred to participate in all interactions in the class and perceived that online education should replicate the on-school instructor-centered teaching context. Concerning instructors' management of online applications, those who emphasized the need for technical and graduate student support seemed less confident transferring online strategies to the classroom setting. Finally, instructors who described having more problems or higher workload in their move from face-to-face to online teaching showed less interest in transferring new strategies back to the face-to-face class, fearful that the move would bring similar problems and work overload.

    b. Teachers were more competent in choosing teaching methods and more aware of the technology benefits in a classroom

Teachers had tried various methods in previous online teaching and even learned new teaching methods. This experience enriched the media and teaching methods mastered. Teachers became smarter in choosing what methods work for them and their students. Therefore, there were teachers who chose to adopt the same practice, and there were those who modified the previous method at face-to-face meetings now. In addition, online teaching indirectly made teachers aware of the advantages of technology and online media. Some teachers had adopted practical online teaching practices in their current face-to-face classes, and some hoped to apply them when conditions are favorable.

A study by Shashaa and Taher (Shashaa & Taher, 2020) found that the pandemic, although negative, had opened the door to innovative ways of education. It was derived from the awareness of the benefit offered by online earning. They stated that there was a need to continue online teaching in parallel with classroom teaching after the end of the pandemic as its advantages had proven to be effective and beneficial. Shashaa and Taher found that students liked parallel learning because of the various benefits it offered. Mixed courses also had the possibility to be held. The teacher could combine online and in-class teaching with reduced classroom sitting time for students.

A phenomenology study from Roblyer (Roblyer et al., 2009) and Graham (Graham, 2019) found a phenomenon called "reverse impact," which stated that online teaching improved face-to-face practice. They stated that the online teaching experience would spur teachers to make a movement to improve teaching strategies to be more effective. Furthermore, this condition had been predicted by a study by Shashaa and Taher (Shashaa & Taher, 2020). They found that the pandemic, although negative, had opened the door to innovative ways of education. It was derived from the awareness of the benefit offered by online earning. They stated that there was a need to continue online teaching in parallel with classroom teaching after the end of the pandemic as its advantages had proven to be effective and beneficial. Shashaa and Taher found that students liked parallel learning because of the various benefits it offered. Mixed courses also had the possibility to be held. The teacher could combine online and in-class teaching with reduced classroom sitting time for students.

3. Impact on the students

Teaching face-to-face had an impact on students. Most participants mentioned that the students were less enthusiastic than the class before the pandemic. The students preferred

face-to-face learning, and they were enthusiastic at the beginning of the entry. However, most teachers emphasized that students were only excited at the beginning of offline learning. Some students were still excited in class today, and some were not. It was because, when teaching online, they could do what they wanted at home. When they returned to school again, they could not study with their previous habits. The inflexibility of studying at school could also make them bored.

The reasoning above can also apply to teachers who were implementing online classroom practices in current face-to-face classrooms. Some teachers added that the decline in student enthusiasm could be because students felt too much work to do. This left students almost no time to explore more of the lesson. The teacher argued that this was not entirely true. In fact, students might have time to deepen the lesson. However, the students often procrastinated. So, their work piled up.

Referring to previous research, the decrease in student enthusiasm was very possible when returning to face-to-face classes from online classes. The effectiveness of online learning varied among age groups (Ke & Kwak, 2013; Li & Lalani, 2020). The general consensus among children, especially the younger ones, was that a structured environment was necessary, as children were more easily distracted. According to Hartshorn and McMurry (Hartshorn & McMurry, 2020), the pandemic also negatively impacted groups of teachers and students. Some problems produced equal levels of stress for students and teachers, while others created more stress for students, such as transitioning to using technology instead of face-to-face teaching and learning (Ferren, 2021).

Responding to the condition of students, some teachers offered three implications. The first was from participant two. She tried to increase students' activeness and enthusiasm in learning by including High Order Thinking Skills (HOTS) questions. With this, students would find and ask other friends. The second was from the fifth participant. She increased students' enthusiasm by creating a supportive classroom atmosphere. She would seek out and solicit enthusiastic students, and they would influence students who are less enthusiastic. The third was from the sixth participant. She argued that teachers need to be good at reviewing student learning improvements. With this, the teacher would focus on providing treatment to them. For example, the teacher would give questions to students who were less enthusiastic so that they inevitably had to play an active role in answering these questions.

4. Other findings: Rural dan urban teachers had the same perspectives

Rural dan urban areas investigated had same technology utilization in the classroom. Previously, tasking two areas with different technological advances were expected to allow to get different results in the use of technology in teachers' teaching. It was found that both regions generally used projectors, listening devices, and PowerPoint in face-to-face teaching. Only one teacher from each region used blended learning before the pandemic. No schools and teachers had held online classes before the pandemic. Teachers in both areas also had issues with the connections to implement it. Therefore, through the analysis that had been carried out, it was found that the difference in progress in these two areas was not a significant factor that affected teachers in implementing online teaching practices on their face to face. But, it was a complex matter. The use of technology in teaching could be

influenced by the teaching style of teachers, government regulations and policies, and the ability of schools and students.

The above statement was supported by previous research. Schoepp (Schoepp, 2005) viewed that the integration of e-learning was a complex matter. One of the most significant obstacles was understanding technology and having supporting technology. Schoepp (Schoepp, 2005) called these difficulties were also known as "barriers." Assareh and Bidokht (2011) further defined the barriers into four categories: students, teachers, curriculum, and schools (Marzuki et al., 2021). Therefore, the unpreparedness of these factors had made many teachers had difficulty in its application.
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CONCLUSION

Most teachers perceived that face-to-face English teaching practice after the pandemic has changed compared to previous face-to-face teaching. The changes can be seen on four aspects, namely teaching practice, teaching competencies, impact on students, and important skills needed for teaching English. In teaching practice, first, all teachers preferred face-to-face teaching to online teaching. Second, five out of ten teachers prefered to change the previous face-to-face teaching, and the other five teachers prefered to remain to implement a similar practice with the previous face-to-face teaching. Third, most teachers tended to shift from facilitators to instructors. In teaching competencies, first, teachers had increased capacity in the use of technology and online media for teaching. Second, teachers were more competent in choosing teaching methods and more aware of the technology benefits in a classroom. On the students, most participants mentioned that the students were less enthusiastic than the class before the pandemic. On another finding, Rural dan urban teachers had the same perpectives.

This study might have limitations in its results. The results of this study may be difficult to generalize English teaching throughout Indonesia. In other words, this research is not able to represent the entire population and characteristics of teachers teaching English offline after being online for a long time throughout Indonesia and rural areas. It is because some regions have different characteristics and contexts. For example, Pontianak conducts face-to-face teaching with all students, while in some areas, there is a 50% shift in the entry. It is clear that these two areas have different contexts. Therefore, this is the reason why the results of this study may not be applicable to some areas.

Online teaching is a novelty for both teachers and students under investigation. Data income from teachers who are accustomed to online teaching are needed as a counterpart to this research result. Furthermore, this research has not taken the popular private schools in the city. In those school, researchers might find different characteristics of teachers and students as most of them come from the upper-class economy. One of the teachers also recommended investigating why students are less responsive when learning online. Most importantly, this research requires opinions from different research objects such as perspectives from schools, parents, and students to deepen this study and compare the result.

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