Challenges Faced by English Teachers during Limited Face-to-Face Meetings at Junior High Schools in Semanu and the Solutions

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ABSTRACT

The government has implemented Community Activities Restrictions Enforcement (CARE) to avoid the spread of the COVID-19 pandemic. Following the vaccination program from the government, the level of CARE in Yogyakarta Special Region has decreased. This achievement has provided opportunities for schools to implement limited face-to-face meetings. Schools that have decided to implement face-to-face meetings are required to follow certain learning policies and health protocols. This research aimed to explore the challenges faced by English teachers in the Semanu area during limited face-to-face meetings and the solutions. The research employed a descriptive qualitative research design with interviews as the data collection method. After gathering data from five English teachers from two junior high schools in Semanu as participants, the researchers processed the data in several steps, namely transcribing the data, member checking, and coding the process. The research results show that the challenges faced by English teachers come from three factors. The first factors are facilities, in that students and teachers have problems with their gadgets and the internet connection. The second factor is students' behaviours in that during the limited face-to-face meeting, the students showed various behavioural problems such as cheating, low activity in online learning, and dishonesty. The last factor is 30 minutes duration face-to-face meeting policy which made the face-to-face meeting is not effective. English teachers have several solutions to help them overcome these challenges, and the solutions are conducting home visits; inviting students to come to school; creating learning recaps; simplifying and reducing the difficulty level of students' assignments; and creating printed forms of assignments and learning materials as alternative methods.

Keywords: *Limited face-to-face meetings, Online learning, Offline learning, COVID-19 Pandemi*

INTRODUCTION

The COVID-19 pandemic has brought changes in various fields, and one of them is in the education field. The pandemic caused changes in learning from face-to-face meetings that were usually implemented in the classroom to online learning with the help of gadgets and internet connections. To prevent the spread of the COVID-19 pandemic, the government implemented Community Activities Restrictions Enforcement (CARE). CARE is a policy enforced by the Indonesian government to minimize the spread of the COVID-19 pandemic in several areas that have become the points of infection for COVID-19 infections in the Java and Bali Islands. However, with the vaccination programs from the government, the level of CARE in COVID-19 in Yogyakarta Special Region has decreased. After achieving the vaccine program for teachers and students, the government provides opportunities for schools to implement limited face-to-face meetings. Over time, the level of CARE in the Special Region of Yogyakarta has decreased to level two. All schools in the Yogyakarta Special Region are now allowed to apply for limited face-to-face meetings. Previously, at level three, only some of the schools were allowed to apply for limited face-to-face meetings. Although still in limited conditions, the schools are required to strengthen the health protocol from the time students enter the school until they return to their homes. According to Teristi (2021):

> Deputy Major of Special Yogyakarta Heroe Poerwadi reminds schools that have decided to implement limited face-to-face meetings, the school must ensure the health protocols. Health protocols are applied when learning in class. They must also be applied when students start to study at school and when students return to their homes. Aside from that, schools must follow the learning policies, which include limiting face-to-face meetings to no more than 50% to prevent the spread of COVID-19, rescheduling learning schedules by putting students into groups for online and offline learning and offering a mix of face-to-face and online learning" (paras. 1-4)

To prevent the spread of COVID-19 among students, the schools in the Gunungkidul Regency implemented face-to-face meetings with a maximum of 50 percent to anticipate the transmission of COVID-19. The implementation of

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face-to-face learning is carried out in shifts by monitoring the number of students in the class, and the classroom learning activities have a learning duration of 30 minutes. According to Instruction of the Ministry of Home Affairs number 47 (2021), "The implementation of learning in the level three area in the education sector can be carried out through a limited face-to-face meeting with a maximum of 50% of students attending the offline meetings" (p. 8). In the limited face-to-face meetings, schedules are divided into online and offline learning schedule groups. Schools can determine the number of days and hours of learning while prioritizing health and safety. The Joint-Decision letter from four Ministers (2021) states, "The school divides the study groups and arrangements of lesson schedules for each study group under the provisions of the transition period" (p. 11). The Education Unit provides the combinations of face-to-face learning and online learning that follow the school environment's conditions. The school provides a convenience for students who cannot attend face-to-face meetings at school. Parents can choose online learning or face-to-face meetings at school for their sons. According to the Joint-Decision Letter from four ministers (2021), "For the schools that have started limited face-to-face meetings, parents can still choose to continue online learning for their son" (P. 2). The policy was made so that employees, teachers, and students could be safe when they were doing things outside the home, which is important for staying healthy.

The limited face-to-face meeting is a policy adopted as an effort to minimize various problems experienced by students and teachers in carry out online learning such as uneven learning facilities to access online learning, decreasing in learning achievement and psychological burden for students. However, the implementation of the policy of limited face-to-face meetings in education units will expose various problems that might be faced by teachers. According to Mustafa et al. (2021), "Several problems will arise, such as facilities and infrastructure, arrangement of learning places, number of students setting, and the duration of time for each lesson in the limited face-to-face meeting process" (p. 5). However, despite the many problems, teachers need solutions to make learning run well and consider various things that must be adjusted to the government's policies. The challenge of limited face-to-face learning must be prepared for by English teachers, beginning with learning materials and delivery methods for students to ensure that the limited face-to-face meeting runs smoothly. Kemdikbud (2021) explains, "The government understands the conditions of every school in Indonesia are diverse, and all of them cannot be the same. The school will serve students according to their ability to make students participate in both face-to-face meetings and online learning." (para. 7) This research aims to explore the challenges faced by English teachers in conducting limited face-to-face meetings and the solutions that these English teachers implemented in limited face-to-face meetings, with the following research questions:

1. What challenges did English teachers face in the limited face-to-face meetings during Pandemic COVID-19?
2. What solutions did the English teachers implement in the limited face-to-face meetings during Pandemic COVID-19?

LITERATURE REVIEW

Limited face-to-face meetings can be implemented in educational units in CARE areas levels 1 to 3. Meanwhile, schools in the CARE level 4 area continue to carry out online learning. Although the face-to-face meeting has been implemented, a limited face-to-face meeting is not like a face-to-face meeting under normal conditions. The limited face-to-face meeting is carried out on a limited conditions between students and teachers by keep observing health protocols. The provisions policy for limited face-to-face meetings is regulated in a Joint Decision Letter from 4 ministers following health protocols (Direktorat SMA, 2021). The limited face-to-face meetings refer to the safety and health of students, teachers, and employees when doing activities at school. All school staffs, teachers, and students must implement health policies, including washing hands, wearing masks, maintaining social distance, avoiding crowds, and reducing activities with high mobility. Also, if there is a school member whose temperature exceeds the normal temperature, the school member is prohibited from participating in any activities at school. The school will temporarily suspend face-to-face meeting activities and follow the local government's policy if a COVID-19 case is found during the learning.

The limited face-to-face meetings implement the combinations of two types of learning, which are online and offline learning. Blended learning is a combination of face-to-face learning with online learning or synchronous learning with asynchronous learning. According to Mustafa et al. (2021), "Blended learning contains the patterns of combinations between conventional learning where teachers and students meet face-to-face and online learning that can be accessed anytime and anywhere." (p. 16). The combinations of online learning and face-to-face learning in blended learning, both from the delivery method or the learning style created, still emphasize social interactions from offline learning without abandoning the technological aspect of online learning. The composition of learning is determined

by the school and the teacher according to the needs of students and the conditions of the school.

The implementation of limited face-to-face meetings also raises various problems in the learning process. The teacher must be prepared for changes in learning patterns and find solutions based on the conditions of the school environment and continue to apply health protocols. The studies related to online learning implementation show various problems and solutions for online learning experienced by teachers. This research aims to find out the implementation, challenges, and solutions of English teachers in the online learning process in junior high schools. The participants of this study were mathematics teachers from schools in the Bandung area. The implementation of online learning. Purwasih and Elshap (2021) found:

The implementation of online learning uses online platforms such as Google Meet, Google Classroom, and E-learning. The challenge factors that affect online learning come from infrastructure and facilities such as learning gadgets and internet networks. The parents cannot accompany students when learning, the low ability of teachers and students to operate technology and the low level of participation and motivation. While the solutions that English teachers implement in learning are home visits, creating modules or student worksheets in the form print out taken by students, creating interesting learning videos, contacting students via telephone or WhatsApp platform, and some schools implement offline online learning alternately. (p. 948).

The second study discusses the challenges of evaluating the implementation of limited face-to-face meetings centered in the Bogor, Jakarta, Depok, Bekasi, Tangerang, and Purwakarta areas. Rosmana et al. (2022) discovered:

In the implementation of limited face-to-face learning, there are advantages and disadvantages. The advantage of limited face-to-face learning is that teachers can easily convey learning. The Parents do not always have to accompany students. Students can meet and interact directly with their friends and teachers. The disadvantages of limited face-to-face learning include limited learning time, less supportive learning facilities, difficulties in reaching the internet network, and lack of supervision and health protocol facilities. The most significant impact of the limited face-to-face meeting is that if students, teachers, or school staff members are infected with the COVID-19 virus, schools are forced to return to online learning methods to prevent the spread of COVID-19. (p. 134).

The differences between the two previous research are this research focus on the challenges and solutions of English teachers during limited face-to-face meetings. The researchers use a qualitative research method by interviewing 5 English teachers so that the researchers will be easier

to see the challenges and solutions in limited face-to-face meetings from the English teacher's perspective.

Conceptual framework:
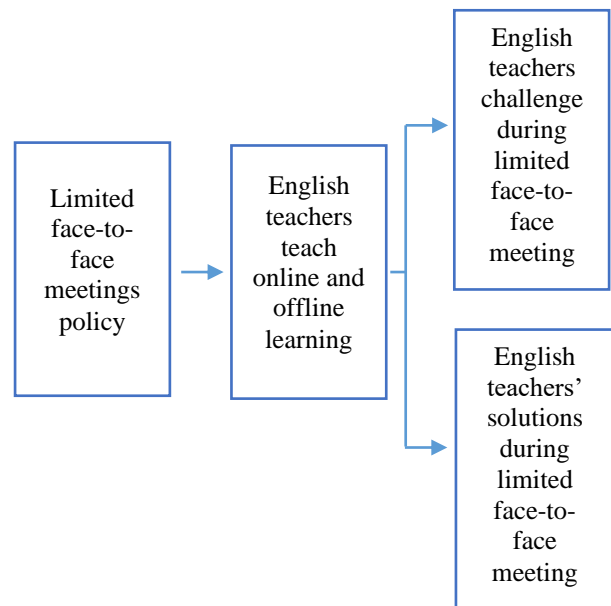
METHODOLOGY

In order to find out the answers to the research questions about the challenges faced by the teachers in conducting limited face-to-face meeting and the solutions, the researchers employed a descriptive qualitative research design. Qualitative research helps the researchers to focus on gaining an in-depth understanding of human and social problems. According to Noble and Smith (2014), "Qualitative research refers to methods and ways of collecting and analyzing interpretative data and focusing on meaning. The methods seek to describe, explore, and understand phenomena from the perspective of the individual or group" (p. 2). The researchers employed interview as a data gathering method because interviews made the researchers easier to gain subjective understanding from individuals based on the topic or issue under research. In addition, block notes and pens were used to write down important points from participants' answers. This interview technique is carried out by having face-to-face interviews with participants. Interview guidelines were prepared to help guide the interview process. A list of questions was arranged according to the topic, subject, and object of research to dig up complete information about attitudes, knowledge, and views from participants on a topic under study. The researchers also used a recording tool to record the interview to avoid data loss. Stuckey (2014), stated, "The majority of researchers use a recording device to capture the words of the participants in interviews and observation." (p. 7).

This study employed a qualitative research method by interviewing five English teachers from

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two junior high schools in the Semanu region. Each participant's name was changed into a pseudonym to maintain the participants' privacy. The data obtained from interviews is generally expressed in statements that describe personal experiences, knowledge, opinions, and feelings. There were three criteria that the researchers used to choose the participants: The first criterion is that the English teachers have implemented online and offline teaching during the limited face-to-face meetings. Second, English teachers have experiences in teaching both online and offline. Third, English teachers have learning media/plans/activities to teach both online and offline.

After gathering the data, the next process is transcription. Transcribing data is changing interview recordings into written format. The type of transcription data that the researchers used is verbatim; verbatim involves comparative hearing recording data through repeated careful listening. The researchers wrote down all the recorded words as they were on the audio file: grammatical errors, slang, and pauses are transcribed as heard in the audio recording. According to Gill et al. (2008), "The interviews should be tape-recorded and transcribed verbatim to protect the data against bias and provide a permanent record of what the participant said." (p. 293). The next step is coding, labelling, or categorizing data to identify themes and make decisions based on the data obtained. When coding the interview results, the researchers gave a label that represented the data category that had been determined. There are several types of coding used in this study: open coding, analytical coding, axial coding, and selective coding. Noble & Smith (2014), "Data Coding: Linking Data Codes to Form Overarching Themes and Concepts" may lead to theory development. The coding identifies recurring and significant themes with identifying patterns to describe a phenomenon. " (p. 3).

RESULT AND DISCUSSIONS

In this section, the researchers write the results of their experiences with English teachers when implementing limited face-to-face learning. The interview results show some challenges in limited face-to-face learning and solutions implemented by teachers. The challenges and solutions are described below.

The Challenges faced by Teachers in Implementing Limited Face-to-Face Meeting

The limited face-to-face meeting is implemented by the government after a long time of online learning. The various challenges experienced by English teachers influence the process of the teaching and learning process. Some of the challenges experienced by English teachers are as follows:

Limited Face-to-Face Meeting Duration

The implementation of face-to-face meetings in schools has a short learning duration of 30 minutes. Bu Woro, Pak Totok, and Pak Bas agreed that face-to-face meeting durations have decreased and become shorter. As Pak Bas stated, "Certainly, the limited face-to-face meeting of 30 minutes and the one-hour lesson felt very fast and tiring even though we came home at 14:30 in the afternoon. After one class session, teachers and students took a break for a few minutes while the classes were sprayed. Many teachers expressed fatigue while learning because the time allotted is insufficient, especially for those with only 30 minutes. It is like perception; open, deliver, and then time runs out. "

Besides, the teachers need to teach four times in online and offline learning. In his opinion, limited face-to-face meetings reduce the teacher's time to deliver learning materials. Besides that, I think the teacher's handling is quite heavy because they must teach twice in learning, one online and one offline. One study also found that the limited duration of offline learning made learning timeless and students had difficulty understanding learning. Similar findings from Rosmana (2022) found that "One of the impacts of implementing limited face-to-face meetings is students' difficulty understanding learning materials. The learning materials are difficult for students to understand because of limited learning time" (p. 133).

In learning policies, there is an adjustment in the time of learning and teaching activities that were implemented in schools. The learning duration has been reduced from the usual time. Teachers need to manage this short time as effectively as possible. Teachers not only teach about learning materials but also about attitudes and social skills before learning begins. When entering the learning core material, the teacher's role is to provide the material as clearly and briefly as possible because the activities take quite a lot of time. Besides, the use of the lecture method is not enough and is less effective for teaching. The teachers also need to use variations in other learning, such as discussion, demonstrations, and Q and A. (Supriadi, 2011, paras. 2-3)).

Unsupported Learning Facilities

The availability of educational facilities greatly affects the effectiveness of learning at school or at home. However, limited face-to-face meetings have some problems related to facilities. The first problem is learning gadgets, Pak Bass and Pak Totok agree that learning gadgets specs problems influences learning. Pak Bas stated, "Maybe there is a tool influence. Yesterday the teachers complained that their phones could not open Google Classroom. In my class, there were about seven students who could not fill the specs to respond faster, and even their phones were blank."

The other problem is that some students do not have phones for their learning. Bu Woro and Bu Win

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agree that some students do not have learning gadgets to participate in learning, and that those students who do not have gadgets need to borrow the phone from their parents and share it with their siblings. Bu Woro adds, "maybe phones, because some students do not have their phones, they have still used the phone with their parents, with their siblings, one phone for two." Similar findings from Purwasih & Elshap (2021) found that "One of the challenges faced by teachers during online learning is that not all students have mobile phones, laptops, or computers." (p. 946).

The second problem is with the internet connection. Bu Woro, Pak Darto, and Pak Bas agree that bad internet connections made the students unable to work on their assignments, participate in online learning, and prevent them from submitting and sending their assignments. Bu Woro adds, "It is also possible that the internet quota is limited, and the connection is also not good at home; maybe it is one of the obstacles for students, and many of them do not work on their assignments. So, it does not meet expectations for offline and online implementation. " Besides, the students need to find locations with good internet connections. Pak Totok says, "Maybe from the internet connections, when sending assignments, the student's location makes it hard to find connections, and they have to look elsewhere if they are in a place where the internet signal provider can't be reached."

Other studies have found similar results, namely that internet connectivity is a general barrier in online activities. Certain students have internet problems. Purwasih and Elshap (2021) found that "the general obstacle in online activities is that students have slow internet connections in certain areas. (p. 946). The other similar finding from Rosmana et al. (2022) found that "Limited internet quota and internet connections that are difficult to access when students get into online networks" (p. 132).

Learning facilities are equipment that is used to support the learning process. The development of technology in education, such as the internet, can make it easier for students to find information and insight into the learning materials that are being studied. The existence of learning facilities helps the teacher's performance to improve student knowledge. Besides, the efforts to utilize learning facilities help the teachers to find it easier to deliver all the material, and students will more easily accept the material provided by the teachers. According to Nuzli (2021), if learning facilities can be utilized optimally and effectively, students will achieve good learning outcomes, which is a manifestation of the success and development of teachers in their teaching performance. (p. 60).

Increasing students' dishonesty

In limited face-to-face meetings, some teachers must face various student behavior problems. The first problem is the misused internet quota by the students. The students often use quota internet to watch videos that do not benefit from YouTube. As Bu Win mentions, "some students receive internet quota assistance from the government; they can participate in online learning, so there are no obstacles to learning; the internet quotas have been given, but they are used for YouTube. Sometimes their parents complain like that. My son said he asked for money to buy internet quota for learning. In reality, they watch YouTube and other things with no benefits, so the quotas run out quickly. "

The second problem is cheating behavior. Bu Woro and Bu Win agree that online learning creates opportunities for students to cheat because they can ask questions or work together with anyone or friends at home. Bu Win mentions, "I have met once in assignments, they answer whether they want or how, but some had the same grade, I could not monitor them directly, in online learning grade is greater than in offline learning. If they are online, they can work together or cheat on each other. Maybe A goes to B's house and works together."

Besides, Bu Win, Pak Bas, and Pak Totok agree that students can use search engines or other applications to find answers. Bu Woro stated, "When I compared their tasks of multiple choices, the score was pretty good, but when students work like in general exam used the Computer Base Test, students could not use their phone. I realized that their score did not make enough, unlike when they did a general assignment. Maybe because of that, when they used Google translate for their answer, the student did not know what it meant. they opened Google Translate, so their answers were higher than just guessing the answer."

Honesty is the tendency to behave based on the truth or the facts that exist without cheating or lying and without hiding any information. Dishonest student behavior can be seen in the school environment, such as lying behavior both in the family and at school and cheating during exams because students feel lazy or refuse to study. According to Messi and Harapan (2017), "Schools can maximize character education learning programs in schools by implementing sanctions on students so that students can practice more disciplined and act honestly. In addition, students will know that dishonesty can harm themselves and others "(p. 281).

Low Students' Activeness in Online Learning

The activeness of students in the learning process can be seen from the involvement or response of students in learning, such as asking questions, working on assignments, and giving opinions. However, the students show various levels of low activity in online learning. First, students are often late to sending assignments and do not work on assignments. They also do not come to offline classes. Bu Woro, Bu Win, Pak Bas, and Pak Darto

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agree that students do not work and are often late submitting assignments. Bu Woro mentions, "Some students do not immediately do assignments and are late in collecting assignments. Then when in offline learning, certain students who do not do assignments and do not come to the offline class, when I enter, I want them to work on. They also do not appear in Google Classroom.

Second, the teacher must wait for a response from the students after the teacher delivers the lesson in online learning. Pak Bas stated, "If online, I wait for students' responses. The response still must be in. If the first student who responds, I take notes. I give a sign for assessing students' attitudes, social and spiritual. The first response I gave was A. In one class, I categorized based on the groups. Sometimes some students respond tomorrow, some are late, and maybe some students sleep a lot or stay up late at night. When I gave assignments the next day, they did not respond immediately. The response was even late.

Third, when online learning, students who do not understand learning materials or have problems with the learning do not want to ask teachers and refuse to work on the assignments. As Pak Darto mentions, "Comparison between offline and online scores is far because we online are very limited in both learning material and time. For example, some students cannot understand or have a problem. They do not want to ask, and even if they do, they refuse to work on the assignments.

However, the limited face-to-face meeting policy continues to have an impact on online learning. The teacher communicates with students through the internet. Learning activities experienced by students are related to all learning activities, both physically and non-physically. Students feel that the online learning process is not conducive, so students feel boredom in learning and are less active in learning. In the learning process, the teacher plays an active role as a facilitator who helps students learn actively. Learning activities are expected to make students actively involved in learning activities and develop both knowledge and student behavior for the better. Sudjana (2020) explains

> Online learning has indicators of student learning activity, including several indicators such as 1) participating in work on assignments, 2) actively asking questions if neither the teacher nor friends, 3) participating in discussions, 4) participating in solving the problems being discussed 5) participating in finding information to solve the problems for the topic being discussed, 6) students being able to assess themselves with the results they have obtained. (As cited in Syaif & Hasanah. 2020, p. 27).

The activeness of student learning is one of the basic elements that is important for the success of the learning process. The involvement of students in the learning process makes students actively involved in learning activities, both physical and non-physical. According to Wibowo (2016), "student activity is all physical and non-physical activities in the process of optimal learning activities so that they create a conducive classroom atmosphere" (p. 130).

The Solutions Implemented by the English Teachers to Solve the Challenges

Besides the challenges experienced by English teachers during limited face-to-face meetings, some of the teachers also applied solutions to their learning, such as:

Visiting Students' Homes

The home visit's purpose is to help solve students' issues when learning from home. Bu Woro and Pak Bass agree that home visits are used to find students who have problems learning and convey learning to students at home. As Pak Bas mentions, "My assignments in Google Classroom were sometimes done—sometimes not. Some students did not respond. Finally, the solution was that I came to the student's house with a paper assignment from Google Classroom, printed it out, and completed their grades. I am proactive. Some students were playing; then I told them to do the assignments, and later they would take a photo and then send it to me." One of the solutions provided is home visits in teachers' free time during online learning and following health protocol. Purwasih and Elshap found that "The solution provided by schools or teachers is to do home visits between online learning by following health protocols" (p. 946).

Schools' teaching and learning activities are not fully optimal, considering the teaching and learning conditions are not conducive. The home visit program is a step for teachers to find out the condition of students. Through the homeroom teacher, he or she establishes communication with the parents of students. Communication that exists on both sides between the school and parents is expected to create a harmonious atmosphere. Also, home visits can be used as an alternative to delivering lessons and assignments. Jama'ah (2021) found that "Teachers use home visits because home visits can help students obtain maximum learning. It is hoped that by using home visits, students will achieve "learning competence" (p. 6).

Simplifying and Reducing the Difficulty Level of Student Assignments

When students have difficulty working on the questions given by the teachers, the teacher's solution is to simplify and reduce the difficulty of the questions so that they will be easier to work on. Bu Win said, "For example, if the score is less, if the questions are not like the usual or difficult questions, then I made the questions the easiest and very simple. The important thing was that students finish their assignments."

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The level of questions on the evaluation tool plays a role in determining the questions made from the material that students have received. Imran (2018) mentions that "the aspects of students' intelligence level are decisive in making evaluation questions". (Para.13) The relationship with the level of the questions on the evaluation tool is the portion given to students. For example, elementary school students will be given a portion of questions with lower levels of analysis, synthesis, and evaluation. While in high school, students will usually be given more questions at a higher level to be able to develop their intelligence.

Making a List of the Students' Assignments

The teachers create an assignment list which contains the lists of students who have not submitted assignments or students with not enough grades. Bu Woro stated, "When many students did not do assignments in Google Classroom, I made a recap of the implementation of the assignments in Google Classroom. I contacted them. I announced to each class what assignments had not been completed and needed to be completed immediately. The teacher makes a list of assignments containing individual tasks that must be completed or have been completed within a certain time frame. Cristina (2014) explains

Teachers can make small notes or small lists to track student homework. Keep a list of students who did not do their homework in the record. However, if the class size is bigger and there are more students, the teacher can switch to Excel; the teacher types the student's name and fills in the date and name of homework assignments every day. (Para.7)

The teacher fills in the student's part of the assignment after giving homework the day before and then fills in the info or list when the teacher checks the homework the next day. This way made the teacher's work nicer and more organized. The list helps the teachers to find the students who did not submit the assignment, so the students can immediately finish the assignments.

Inviting and Assisting Students with Problems at Schools

Various problems are often experienced by students when studying. If students have problems with learning, the teachers will invite students to come to school and assist students with school facilities. Pak Darto, Bu Woro, and Bu Win agree that teachers should invite students to come to school and assist with school facilities. As Pak Darto mentions, "We ask students to finish immediately. If they have internet connection problems later, they will be invited to the school. The students use the school's WI-FI so that the internet connection can run smoothly.

Besides that, the teachers also help students as much as they can by lending their phones and giving them paper tests. Bu Win said, "If students are from low-income families, they will get help from the government. When the time was collected, assignments were not submitted yet. Then, students' reason for not submitting assignments was that they ran out of internet quota. I finally lent my phone to the students. There were several students to whom I gave a paper test. The important thing is that students collect assignments. I do not burden them because the conditions are like this, and the most important thing is that students participate in learning. We cannot do it online, and we cannot be idealistic. "

One study also found that the students were called or contacted by the teachers or through homeroom teachers to finish their assignments immediately. Similar findings from Purwasih & Elshap (2021) found that "Students who are often late for assignments will usually be contacted by their teachers directly to do their assignments immediately or through a tutor forwarded to the homeroom teacher and the student's parents." (p. 947). Students come to school to collect assignments given by the teacher. Teachers can easily call students when they are at school. Putro (2020) found students come to school apart from submitting assignments; it's also because the teacher calls them. For example, some students have not done their assignments, or only a small part has been done. (Para. 4) Previously, if there were students who did not do their assignments or had difficulty communicating online, the teacher would come to the students. However, this method is considered less effective. Therefore, students need to be invited to school.

Providing Printed-Out Instructions as an Alternative for Online Assignments

When online learning does not work optimally, teachers have alternative forms of assignments given to students who cannot access online learning. Then the students will return to school to submit their assignments. Pak Darto said, "For example, online learning cannot be implemented or not optimal; we go back to offline by printing out the assignment and then giving it to students in hardcopy later. There are many obstacles to online learning, and if it is expected to be as effective as face-to-face learning, it is not easy. Obviously, not as expected. " The same finding was found by Purwasih & Elshap, where teachers prepared worksheets and learning materials to be taken by students and studied at home. Purwasih & Elshap (2021) found that "teachers prepare and make learning modules or worksheets printed to be taken by students to school and can be studied by students independently." (p.946).

Print-out learning media includes materials prepared on paper containing learning and information. According to Wahidin (2018), print-out learning media is a form of visual learning media that conveys learning messages containing

supporting text, readings, and illustrations. (p.235). Even though students cannot submit assignments online, they can still deliver assignments to school. Priyatni (2021) explains:

> Online learning problem-solving strategies combine online learning with the offline collection of assignments. After receiving learning materials from the teacher, students work on the tasks sent by the teacher. After completing the assignments, students send them offline. Students come to school and put their assignments in place provided by the teacher. (para. 4)

CONCLUSIONS, AND RECOMMENDATIONS

The Indonesian government implements CARE to minimize the spread of the COVID-19 pandemic in several points that the spread of the COVID-19 pandemic in the Java and Bali regions. After the vaccination programs, the level of CARE in the Yogyakarta Special Region has reduced. These conditions allow opportunities to be implemented for limited face-to-face meetings at schools. Limited face-to-face meetings are different from face-to-face meetings in normal conditions. Face-to-face meetings are carried out on a limited basis between students and teachers by obeying health protocols as solution of various problems in online learning. This research uses the qualitative method of interviewing 5 (five) English teachers. After data gathering data from participants, the researcher processed the data with several steps, including transcript, member checking, and coding.

From the study results, it can be concluded that the challenges experienced by teachers during limited face-to-face meetings come from 3 factors. The first factor is learning facilities come from unsupported learning gadgets and internet connections. The second factor is student behaviours. Students show various not-good behaviours in online learning, such as cheating, dishonesty, and low participation in learning. The last factor is the learning policy about limited duration in face-to-face meetings. The learning policies about face-to-face meeting duration make the learning duration short and the learning activities of the teachers limited.

The teachers have various solutions for students. The first solution is to visit students' homes. Teachers visit students' homes with the purpose of finding students who have problems learning. The second solution is to simplify and reduce the difficulty level of student assignments. The purpose of this solution is to simplify the questions to be easier for students to work on, so that it does not burden students or feel difficult to work

on the questions. The third solution is making a list of students' assignments. The function of a student's assignments list is to track and find students who have not submitted assignments or students with not enough grades. The fourth solution is inviting students to come to school. In this solution, the teachers will invite students who have experienced problems with learning to school, and the teachers will help the students use facilities from school or with the help of the teachers themselves. The fifth solution is to provide printed-out instructions as an alternative to online assignments. The print-out form of assignments is used as a solution if online learning does not work optimally, and students will return to school to submit their assignments.

The limitation of the research is the schools used as research locations only cover junior high schools and the location schools in the village so the results of the study cannot be generalized to a wider population such as at private junior high schools or junior high schools in urban areas. The research data was obtained only through interviews so there is no crosscheck with other data collection methods such as observation.

Recommendations from the researchers for researchers who want to conduct similar research: researchers can add more detailed questions and increase the number of interviewees to get more specific data about challenges and solutions for English teachers during limited face-to-face meetings. Researchers can also carry out research on limited face-to-face meetings in schools located in urban areas to find more research findings.

English teachers can reduce students' assignments or homework activities because too many assignments or homework for students can cause more stress and physical health problems. After the habits of online learning have been established for a long time, teachers can add more learning activities that develop and increase the interaction between students and their friends in offline meetings. Besides, the teachers can set up online learning questions randomly. The questions have the same type but the answers or the questions are different, or it can also randomize the number of each question so that the students do not have the opportunity to ask other students, and the cheating can be minimized.

The government can consider increasing the amount of learning time because learning duration in limited face-to-face meetings made the teachers difficult to teach in class. Also, increase the number of students who can come to school for face-to-face learning so that students do not spend their time with activities that do not have benefits such as playing, or reduce students' difficulty in online learning.

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