APPENDICES

Appendix 1. Letter of Disposition

PEMERINTAH KABUPATEN KLUNGKUNG
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SMP NEGERI 1 SEMARAPURA
ALAMAT : JALAN TERATAI NO. – SEMARAPURA 80714
TELP/FAX.(0366)21072, email : smpsatusemarapura@ymail.com
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SURAT KETERANGAN

Nomor :423.7/ 169.a/SMPN.1 KLK/Disdikpora

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Semarapura, menerangkan dengan sebenarnya bahwa

Nama   : Komang Pitri Purwita Sari

NIM   : 1812021079

Program Studi   : Pendidikan Bahasa Inggris

Memang benar mahasiswa tersebut diatas telah melaksanakan penelitian di SMP Negeri 1 Semarapura.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan semestinya.

Semarapura, 27 Januari 2022
Kepala SMP Negeri 1 Semarapura

I Nyoman Karyawan,S.Pd.,M.Pd.
NIP.19680509 199103 1 012

Appendix 2. Informed Consent

Appendix 3. Expert Judgment Sheet

Form Penilaian Lembar Observasi

Form ini digunakan untuk mengecek dan menilai relevasi dari instrumen berupa lembar observasi yang digunakan untuk melihat proses implementasi emergency remote teaching oleh baby boomer English teacher. Dengan meninjau instrument berikut, dimohon untuk para ahli untuk memberikan penilaian kelayakan terhadap pernyataan dalam instrumen dengan memberi tanda centang atau check mark (√) yang telah tersedia di kolom relevan dan tidak relevan. Mohon kepada Bapak/Ibu untuk mengisi dengan jujur form ini.

Expert 1:

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Observation Sheet of Emergency Remote Teaching Implementation by Baby Boomer English Teacher

Indicator	Learning Activities	Relevant	Irrelevant	Note
Pre-activity	The teacher prepared the students physically and mentally before conducting the learning activities	√		

		The teacher is praying together with the students	√		
		The teacher is checking students' attendance	√		
		The teacher engages students to review previous material by asking some questions related to the previous material	√		
		Teacher delivering the aim topic/material	√		
		The teacher introduces the material	√		
	Whilst Activities	The teacher engages students in finding more information related to the topic and material	√		
		The teacher used an approach or strategy to motivate students	√		

	to learn collaboratively through engaging activities(scientific learning, discovery learning, project-based learning, problem-based learning)			
	The teacher provides creative media to the students through online	√		
	The teacher leads the students to interact with other students in the learning process	√		
	The teacher engages students to be more active in the learning process	√		
	The teacher engages the student to observe their environment or daily activities	√		

	related to the topic and material				
	The teacher accustom the students to read and write by giving the assignment to improve their creativity	√			
	The teacher engages students to do group discussions to launch creative ideas based on the topic/material	√			
	The teacher engages students using high-order thinking, analyzing, and problem-solving	√			
	The teacher facilitates students to conduct the learning process cooperatively and collaboratively	√			

		The teacher engages students to compete with other students to increase the achievement of the learning process	√		
		The teacher facilitates students to create a report individually or group	√		
		The teacher leads the students to serve the result (originally) of the learning process	√		
		The teacher leads students to show performance or product individually or group	√		
		The teacher grows self-appreciation for the students after making the product	√		

		The teacher and students give feedback about the result of the students learning process	√		
		The teacher appreciates students' work and relates it to the topic and material	√		
		Teacher leading students to do self-reflection about the process and the result of the learning activities	√		
		The teacher becomes a facilitator if the students have questions about the learning activities	√		
		The teacher help students solve the difficulty of the learning process	√		

		by giving feedback			
		The teacher gives additional information to help students explore their skills	√		
		The teacher gives motivation and appreciation to the student who actively participates and students who passively participate	√		
	Post-Activity	Teacher and students conclude material and learning process	√		
		Teacher giving feedback and advice about the process and the result of the learning activities	√		
		Teacher giving further activities in the form of	√		

	remedial if it is needed			
	The teacher explains the new material for the next meeting	√		
	The teacher closed the class by saying goodbye	√		

Singaraja, April 18th, 2022

Prof. Dra. Luh Putu Artini,
M.A., Ph.D.
NIP. 196407141988102001

Form Penilaian Lembar Observasi

Form ini digunakan untuk mengecek dan menilai relevasi dari instrumen berupa lembar observasi yang digunakan untuk melihat proses implementasi emergency remote teaching oleh baby boomer English teacher. Dengan meninjau instrument berikut, dimohon untuk para ahli untuk memberikan penilaian kelayakan terhadap pernyataan dalam instrumen dengan memberi tanda centang atau check mark (√) yang telah tersedia di kolom relevan dan tidak relevan. Mohon kepada Bapak/Ibu untuk mengisi dengan jujur form ini.

Expert 2:

Kadek Sintya Dewi, S.Pd., M.Pd.

Observation Sheet of Emergency Remote Teaching Implementation by Baby Boomer English Teacher

Indicator	Learning Activities	Relevant	Irrelevant	Note
Pre-activity	The teacher prepared the students physically and mentally before conducting the learning activities	√		
	The teacher is praying together with the students	√		

		The teacher is checking students' attendance	√		
		The teacher engages students to review previous material by asking some questions related to the previous material	√		
		Teacher delivering the aim topic/material	√		
		The teacher introduces the material	√		
Whilst Activities		The teacher engages students in finding more information related to the topic and material	√		
		The teacher used an approach or strategy to motivate students to learn collaboratively through engaging	√		

	activities(scientific learning, discovery learning, project-based learning, problem-based learning)			
	The teacher provides creative media to the students through online	√		
	The teacher leads the students to interact with other students in the learning process	√		
	The teacher engages students to be more active in the learning process	√		
	The teacher engages the student to observe their environment or daily activities related to the topic and material	√		

	The teacher accustom the students to read and write by giving the assignment to improve their creativity	√		
	The teacher engages students to do group discussions to launch creative ideas based on the topic/material	√		
	The teacher engages students using high-order thinking, analyzing, and problem-solving	√		
	The teacher facilitates students to conduct the learning process cooperatively and collaboratively	√		
	The teacher engages students	√		

	to compete with other students to increase the achievement of the learning process			
	The teacher facilitates students to create a report individually or group	√		
	The teacher leads the students to serve the result (originally) of the learning process	√		
	The teacher leads students to show performance or product individually or group	√		
	The teacher grows self-appreciation for the students after making the product	√		
	The teacher and students give	√		

			√		
		feedback about the result of the students learning process			
		The teacher appreciates students' work and relates it to the topic and material	√		
		Teacher leading students to do self-reflection about the process and the result of the learning activities	√		
		The teacher becomes a facilitator if the students have questions about the learning activities	√		
		The teacher help students solve the difficulty of the learning process by giving feedback	√		

			√		
		The teacher gives additional information to help students explore their skills	√		
		The teacher gives motivation and appreciation to the student who actively participates and students who passively participate	√		
	Post-Activity	Teacher and students conclude material and learning process	√		
		Teacher giving feedback and advice about the process and the result of the learning activities	√		
		Teacher giving further activities in the form of remedial if it is needed	√		

	The teacher explains the new material for the next meeting	√		
	The teacher closed the class by saying goodbye	√		

Singaraja, April 22nd, 2022

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

Form Penilaian Pedoman Wawancara

Form ini digunakan untuk mengecek dan menilai relevasi dari instrumen berupa pedoman wawancara yang digunakan untuk mengetahui persepi baby boomer English teacher terhadap penerapan emergency remote teaching. Dengan meninjau instrument berikut, dimohon untuk para ahli untuk memberikan penilaian kelayakan terhadap pernyataan dalam instrumen dengan memberi tanda centang atau check mark (√) yang telah tersedia di kolom relevan dan tidak relevan. Mohon kepada Bapak/Ibu untuk mengisi dengan jujur form ini

Expert 1:
Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Dimensions	Indicators	Questions			Note
The classroom condition during emergency remote teaching	The curriculum use?	1. What curriculum that the school uses?			
	Baby boomer English teacher readiness in teaching during emergenc	2. What are the differences between teaching during emergency remote teaching and face-to-face learning?			

	y remote teaching				
	The preparation of baby boomer English teacher	3. How do you teach students the four skills (listening, speaking, reading, and writing) during emergency remote teaching?			
		4. How do you teach soft skills to your students during emergency remote teaching?			
		5. How do you prepare the teaching and learning process during emergency remote teaching? Please explain the process?			
	Student-teacher	6. How do you differentiate between students who do not have to			

		intera ction	study and students who study during emergency remote teaching?			
			7. Compared to before emergency remote teaching, are the students actively interacting and communicating with you?			
	Assig nmen ts		8. What kind of assignment do you give your students during emergency remote teaching? Written assignment or making videos?			
			9. Have you compared it before conducting emergency remote teaching? Do you find yourself giving more assignments to students? Why?			

			10. Do you often give group assignments to your students?			
			11. If you are giving an assignment? How do you know the process of their learning?			
			12. Do you ever give an assignment like videos during emergency remote teaching? Please explain!			
		Asses smen t	13. How do you assess students' competence or performance during emergency remote teaching?			
			14. Do you prefer objective questions or essay questions? Why?			
Bab y boo mer diffi	The syst em of eme		15. Do you find conducting the teaching and learning process during emergency			

culties in teaching during emergency remote teaching	rgency remote teaching	remote teaching hard?			
		16. What kind of obstacles that you face while conducting the learning process?			
	Technology	17. Do you think conducting emergency remote teaching using technology is hard?			
		18. Do you think using technology is bothering you so much? Please explain			
		19. Do you have difficulty teaching during emergency remote teaching because of internet data?			
	Material development	20. Are there any difficulties while creating materials during the Covid-19 pandemic?			

			21. Do you facilitate any specific media, such as creating self-video during the learning process? If it's right, please explain how you made it. If it's not, where did you get it?			
			22. You used Google classroom to teach. Do you think it is hard to use that? Please explain			
			23. During emergency remote teaching, what kind of materials do you use? Printed or digital materials? Why?			
Baby boomer English teacher	Teaching strategy		24. What kind of strategy do you use to teach during emergency remote teaching?			
			25. Do you have a specific teaching and learning			

strategy in conducting emergency remote teaching		strategy during emergency remote teaching?			
	The source of material	26. Where do you find the source of the materials?			
		27. Do you teach using written material, or do you ever give pictures, video, or mindmap during emergency remote teaching?			
	The awareness of encouraging students to be active in the classroom	28. How do you encourage your students to be more involved in class during emergency remote teaching?			
		29. How do you encourage students to use technology for their learning activities?			
		30. How do you encourage students who do not actively participate during			

		emergency remote teaching?			
		31. Do you often tell your student to find information about English material actively?			
		32. Do you ever been told by your students to learn from students and not only from books or teacher's materials?			
In the evaluation of baby boomer English, the teacher tow	The solution to facing problems	33. Do you have other teachers or people to help you operate the technology? If it is true, who helps you, and how do they help you?			
		34. What kind of solution do you apply if you encounter problems while implementing emergency remote teaching?			
		35. Do you ever get advice/feedback			

ards the implementation of emergency remote teaching		from students or other teachers about how to teach during emergency remote teaching?			
	Time management	36. Do you think you get difficulties in time management in teaching?			
		37. Do you feel that you work more than when you teach during face-to-face learning before the covid-19 pandemic?			
	Teaching satisfaction	38. Are you claiming yourself a hard worker, risk-taker, optimistic and innovative person?			
	Benefits of conducting emergency	39. What benefit do you get after conducting emergency remote teaching during the covid-19 pandemic?			
		40. Which one do you prefer, emergency			

	remote teaching	remote teaching or face-to-face teaching, if you choose?			

Singaraja, April 18th, 2022

Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP. 196407141988102001

Form Penilaian Pedoman Wawancara

Form ini digunakan untuk mengecek dan menilai relevasi dari instrumen berupa pedoman wawancara yang digunakan untuk mengetahui persepi baby boomer English teacher terhadap penerapan emergency remote teaching. Dengan meninjau instrument berikut, dimohon untuk para ahli untuk memberikan penilaian kelayakan terhadap pernyataan dalam instrumen dengan memberi tanda centang atau check mark (√) yang telah tersedia di kolom relevan dan tidak relevan. Mohon kepada Bapak/Ibu untuk mengisi dengan jujur form ini

Expert 2:

Kadek Sintya Dewi, S.Pd., M.Pd.

Dimensions	Indicators	Questions			Note
The classroom condition	The curriculum use?	1. What curriculum that the school uses?			
	Baby boomer	2. What are the differences between teaching during			

during emergency remote teaching	English teacher readiness in teaching during emergency remote teaching		emergency remote teaching and face-to-face learning?		
	The preparation of baby boomer English teacher	3.	How do you teach students the four skills (listening, speaking, reading, and writing) during emergency remote teaching?		
		4.	How do you teach soft skills to your students during emergency remote		

		teaching?			
		5. How do you prepare the teaching and learning process during emergency remote teaching? Please explain the process?			
	Stude nt-teach er intera ction	6. How do you differentiate between students who do not have to study and students who study during emergency remote teaching?			
		7. Compared to before emergency remote teaching, are the students actively interacting and communicating with you?			
	Assig nmen ts	8. What kind of assignment do you give your students during emergency			

		remote teaching? Written assignment or making videos?			
		9. Have you compared it before conducting emergency remote teaching? Do you find yourself giving more assignments to students? Why?			
		10. Do you often give group assignments to your students?			
		11. If you are giving an assignment? How do you know the process of their learning?			
		12. Do you ever give an assignment like videos during emergency remote teaching? Please explain!			
	Assessment	13. How do you assess students' competence or			

		performance during emergency remote teaching?			
		14. Do you prefer objective questions or essay questions? Why?			
Baby boomer difficulties in teaching during emergency remote teaching	The system of emergency remote teaching	15. Do you find conducting the teaching and learning process during emergency remote teaching hard?			
		16. What kind of obstacles that you face while conducting the learning process?			
	Technology	17. Do you think conducting emergency remote teaching using technology is hard?			
		18. Do you think using technology is bothering you so much? Please explain			

		19. Do you have difficulty teaching during emergency remote teaching because of internet data?			
	Material development	20. Are there any difficulties while creating materials during the Covid-19 pandemic?			
		21. Do you facilitate any specific media, such as creating self-video during the learning process? If it's right, please explain how you made it. If it's not, where did you get it?			
		22. You used Google classroom to teach. Do you think it is hard to use that? Please explain			
		23. During emergency remote teaching, what kind of			

		materials do you use? Printed or digital materials? Why?			
Baby boomer English teacher strategy in conducting emergency remote teaching	Teaching strategy	24. What kind of strategy do you use to teach during emergency remote teaching?			
		25. Do you have a specific teaching and learning strategy during emergency remote teaching?			
	The source of material	26. Where do you find the source of the materials?			
		27. Do you teach using written material, or do you ever give pictures, video, or mindmap during emergency remote teaching?			
	The awareness of	28. How do you encourage your students to be more involved in class			

	enco uragi ng stude nts to be active in the classr oom		during emergency remote teaching?			
		29.	How do you encourage students to use technology for their learning activities?			
		30.	How do you encourage students who do not actively participate during emergency remote teaching?			
		31.	Do you often tell your student to find information about English material actively?			
		32.	Do you ever been told by your students to learn from students and not only from books or teacher's materials?			
In the eval uati on	The soluti on to facin g	33.	Do you have other teachers or people to help you operate the technology? If it is true, who helps			

of baby boomer English, the teacher towards the implementation of emergency remote teaching	problems	you, and how do they help you?			
		34. What kind of solution do you apply if you encounter problems while implementing emergency remote teaching?			
		35. Do you ever get advice/feedback from students or other teachers about how to teach during emergency remote teaching?			
	Time management	36. Do you think you get difficulties in time management in teaching?			
		37. Do you feel that you work more than when you teach during face-to-face learning before the covid-19 pandemic?			
	Teaching	38. Are you claiming yourself a hard			

	satisfaction	worker, risk-taker, optimistic and innovative person?			
	Benefits of conducting emergency remote teaching	39. What benefit do you get after conducting emergency remote teaching during the covid-19 pandemic?			
		40. Which one do you prefer, emergency remote teaching or face-to-face teaching, if you choose?			

Singaraja, April 18th, 2022

Kadek Sintya Dewi, S.Pd., M.Pd.

NIP. 198803232015042004

Appendix 4. Interview Guide

Dimensions	Indicators	Questions	Answer
The classroom condition during emergency remote teaching	The curriculum use?	1. What curriculum that the school uses?	
	Baby boomer English teacher readiness in teaching during emergency remote teaching	2. What are the differences between teaching during emergency remote teaching and face-to-face learning?	
	The preparation of baby boomer English teacher	3. How do you teach students the four skills (listening, speaking, reading, and writing) during emergency remote teaching?	

		4. How do you teach soft skills to your students during emergency remote teaching?	
		5. How do you prepare the teaching and learning process during emergency remote teaching? Please explain the process?	
	Student - teacher interaction	6. How do you differentiate between students who do not have to study and students who study during emergency remote teaching?	
		7. Compared to before emergency remote teaching, are the students actively interacting and communicating with you?	
	Assignments	8. What kind of assignment do you give your students	

		during emergency remote teaching? Written work or making videos?	
		9. If compared before conducting emergency remote teaching? Do you find yourself giving more assignments to students? Why?	
		10. Do you often give group assignments to your students?	
		11. If you are giving an assignment? How do you know the process of their learning?	
		12. Do you ever give an assignment like videos during emergency remote teaching? Please explain!	
	Assess ment	13. How do you assess students' competence or performance during emergency remote teaching?	

		14. Do you prefer objective questions or essay questions? Why?	
Baby boomer difficulties in teaching during emergency remote teaching	The system of emergency remote teaching	15. Do you find conducting the teaching and learning process during emergency remote teaching hard?	
		16. What kind of obstacles that you face while conducting the learning process?	
	Technology	17. Do you think conducting emergency remote teaching using technology is hard?	
		18. Do you think using technology is bothering you so much? Please explain	
		19. Do you have difficulty teaching during emergency remote teaching because of internet data?	

		Materi al develop ment	20. Are there any difficulties while creating materials during the Covid-19 pandemic?	
			21. Do you facilitate any specific media, such as creating self-video during the learning process? If it's right, please explain how you made it. If it's not, where did you get it?	
			22. You used Google classroom to teach. Do you think it is hard to use that? Please explain	
			23. During emergency remote teaching, what kind of materials do you use? Printed or digital materials? Why?	
Bab y boo mer	Teachi ng strategy	24. What kind of strategy do you use to teach during emergency remote teaching?		

English teacher strategy in conducting emergency remote teaching		25. Do you have a specific teaching and learning strategy during emergency remote teaching?	
	The source of material	26. Where do you find the source of the materials?	
		27. Do you teach using written material, or do you ever give pictures, video, or mindmap during emergency remote teaching?	
	The awareness of encouraging students to be active in the classroom	28. How do you encourage your students to engage more in class during emergency remote teaching?	
		29. How do you encourage students to use technology for their learning activities?	
		30. How do you encourage students	

		who do not actively participate during emergency remote teaching?	
		31. Do you often tell your student to find information about English material actively?	
		32. Do you ever been told by your students to learn from students and not only from books or teacher's materials?	
The evaluation of baby boomer English teacher towards	The solution to facing problems	33. Do you have other teachers or people to help you operate the technology? If it is true, who helps you, and how do they help you?	
		34. What kind of solution do you apply if you encounter problems while implementing emergency remote teaching?	
		35. Do you ever get advice/feedback from	

the implementation of emergency remote teaching		students or other teachers about how to teach during emergency remote teaching?
	Time management	36. Do you think you get difficulties in time management in teaching?
		37. Do you feel that you work more than when you teach during face-to-face learning before the covid-19 pandemic?
	Teaching satisfaction	38. Are you claiming yourself a hard worker, risk-taker, optimistic and innovative person?
	Benefits of conducting emergency remote teaching	39. What benefit do you get after conducting emergency remote teaching during the covid-19 pandemic?
		40. Which one do you prefer, emergency remote teaching or face-to-face teaching,

		if you choose? Please explain!	

Appendix 5. The Result of the Interview

1. **What curriculum that the school uses?**

   Guru: 2013

   Teacher: 2013

2. **What are the differences between teaching during emergency remote teaching and face-to-face learning?**

   Guru: mengajar selama pembelajaran jarak jauh menggunakan pemanfaatan *web internet* sementara, pembelajaran tatap muka menggunakan sistem *offline*. Kita bertemu siswa dan mengajar secara daring membuat saya belajar tentang teknologi seperti Google Classroom dan Google Form. Selama pembelajaran tatap muka, saya tidak perlu untuk mempersiapkan teknologi.

   Teacher: During emergency remote teaching, teaching uses web-based learning while face-to-face learning uses the offline system. We meet students, and teaching online makes me learn technology like Google Classroom dan Google Form. In face-to-face learning, I do not need to prepare the technology.

3. **How do you teach students the four skills (listening, speaking, reading, and writing) during emergency remote teaching?**

   Guru: dengan memberikan tugas. Hal itu akan membuat mereka belajar

   Teacher: by giving them assignments. It will make them learn

4. **How do you teach soft skills to your students during emergency remote teaching?**

   Guru: tidak banyak yang bisa saya lakukan karena situasi ini

   Teacher: there is nothing much I can do in this situation

5. **How do you prepare the teaching and learning process during emergency remote teaching? Please explain the process?**

   Guru: berpedoman dengan silabus dan program. Setelah itu, kita mencari video pembelajaran yang sesuai dengan materi yang harus saya kirimkan melalui Google Form. Selanjutnya, kita bisa menngecek pemahaman siswa dengan memberi beberapa pertanyaan.

Teacher: the syllabus and program guide us. After that, we found a learning video appropriate to the material I should deliver using Google form. Next, we can check students' comprehension by giving them several questions

6. **How do you differentiate between students who do not have to study and students who study during emergency remote teaching?**

   Guru: Melihat pesan di Whatsapp, apakah mereka aktif atau tidak dan mereka sudah mengerjakan tugas atau belum

   Teacher: Looking at the message on Whatsapp, whether they are active or not and they already do the assignments or not

7. **Compared to before emergency remote teaching, are the students actively interacting and communicating with you?**

   Guru: lebih aktif pembelajaran tatap muka daripada pembelajaran daring karena siswa bisa aktif bertanya dan merespon tanpa mengalami hambatan seperti sinyal internet

   Teacher: Face-to-face learning is more active than emergency remote teaching because they can actively ask questions and respond without any obstacle like signal

8. **What kind of assignment do you give your students during emergency remote teaching? Written assignment or making videos?**

   Guru: dengan memberikan video pembelajaran yang diikuti dengan pertanyaan untuk mengetahui pemahaman siswa tentang materi pembelajaran.

   Teacher: Giving learning video followed by questions to find students' comprehension of materials

9. **Have you compared it before conducting emergency remote teaching? Do you find yourself giving more assignments to students? Why?**

   Guru: Tidak, tugas secukupnya saja agar siswa tidak terbebani

   Teacher: No, assignments with rights amount to not make a burden for them

10. **Do you often give group assignments to your students?**

    Guru:

Teacher: Rarely, it is hard to give group assignments because they will gather while making the assignments

11. **If you are giving an assignment? How do you know the process of their learning?**

   Guru: mengecek tugas yang mereka telah kirim

   Teacher: checking their work that has been sent

12. **Do you ever give an assignment like videos during emergency remote teaching? Please explain!**

   Guru: Ya, pernah. Mereka membuat materi simple present tense

   Teacher: yes, I have. They were making about simple present tense material

13. **How do you assess students' competence or performance during emergency remote teaching?**

   Guru: Dengan tugas yang telah dikirim dengan video

   Teacher: the assignment has been sent with the video

14. **Do you prefer objective questions or essay questions? Why?**

   Guru: esai, karena lebih mudah membuat esai

   Teacher: essay, because it easier to make it

15. **Do you find conducting the teaching and learning process during emergency remote teaching hard**?

   Guru: tentu saya, hal itu sangat sulit bagi saya karena saya harus belajar dari awal sebelum saya bisa mengajar. Namun, seiring jalannya waktu, saya terbiasa menggunakannya.

   Teacher: of course, it is hard for me because I have to learn it first before being able to teach, but as time goes by, I used to do it.

16. **What kind of obstacles that you face while conducting the learning process?**

   Guru: persiapan materi untuk kegiatan belajar mengajar, jika menggunakan *virtual learning*, guru harus menghadapi kesulitan tentang biaya jadi hanya sedikit siswa yang bisa ikut belajar

Teacher: Preparing the materials for teaching and learning. If using virtual learning, the teacher has difficulty with the cost, so only several students can join.

17. **Do you think conducting emergency remote teaching using technology is hard?**

    Guru: ya, itu sulit karena ini kali pertama saya menggunakannya

    Teacher: Yes, it is hard because it is the first time for me

18. **Do you think using technology is bothering you so much? Please explain**

    Guru: ya, karena kita tidak bisa menggunakan teknologi. Jika kita bisa meggunakannya, maka akan lebih mudah untuk menyampaikan materi

    Teacher: Yes, it bothers me because we could not do it (technology). If we can do it, it will be easier for me to deliver the material

19. **Do you have difficulty teaching during emergency remote teaching because of internet data?**

    Guru: di sekolah maupun di rumah ada Wi-Fi namun kadang-kadang sinyalnya jelek, hal itu menjadi tantangan dan sulit untuk menggunakannya

    Teacher: in the school or my house, there is Wi-Fi, but sometimes bad signals become an obstacle, and a lack of ability to use

20. **Are there any difficulties while creating materials during the Covid-19 pandemic?**

    Guru: awalnya, sulit bagi saya namun teman saya membantu saya jadi saya bisa belajar seiring jalanya waktu. Terkadang, saya bertanya ke anaknya saya di rumah. Kemudian, anak saya membantu saya.

    Teacher: At first, it was hard for me, but then my friend helped me so that I learned as time goes. Sometimes, I ask my child at home. She helped me

21. **Do you facilitate any specific media, such as creating self-video during the learning process? If it's right, please explain how you made it. If it's not where you find it?**

    Guru: mencari materi melalui google. Saya tidak pernah membuat sendiri video pembelajaran

Teacher: Find the material through Google. I never try to make a self-learning video

22. **You used Google classroom to teach. Do you think it is hard to use that? Please explain**

    Guru: awalnya sulit. Saya harus belajar karena tugas saya sebagai guru. Biasanya saya menggunakan Google Form dan membagikannya melalui Google Classroom

    Teacher: it is difficult at first. I have to learn because it's a charge being a teacher. Mostly I use Google Form and share it through Google Classroom

23. **During emergency remote teaching, what kind of materials do you use? Printed or digital materials? Why?**

    Guru: *soft copy* lebih mudah diberikan selama pembelajaran daring

    Teacher: soft copy is easier to give during emergency remote teaching

24. **What kind of strategy do you use to teach during emergency remote teaching?**

    Guru: mendekati mereka dengan mengirim pesan menggunakan hp

    Teacher: approaching them by messaging them through mobile phone

25. **Do you have a specific teaching and learning strategy during emergency remote teaching?**

    Guru: mengajar seperti biasa, membuat tugas siswa di Google Form dan mengirimkannya melalui Google Classroom

    Teacher: teaching like a usual, making an assignment in Google Form and sending it to Google Classroom

26. **Where do you find the source of the materials?**

    Guru: Internet, biasanya dari Youtube

    Teacher: Internet, usually from Youtube

27. **Do you teach using written material, or do you ever give pictures, video, or mind maps during emergency remote teaching?**

    Guru: Ya, foto dan video. Pernah saya mengajar menggunakan Google Meet namun karena kesulitan siswa, saya milih menggunakan Google Classroom

Teacher: Yes, photos and videos. One time I teach using meet, but because of students' obstacles, so it is better to use Google classroom

28. **How do you encourage your students to be more active in class during emergency remote teaching?**

    Guru: memberi motivasi

    Teacher: giving motivation

29. **How do you encourage students to use technology for their learning activities?**

    Guru: memberi tugas lewat teknologi

    Teacher: Giving assignments by using technology

30. **How do you encourage students who do not actively participate during emergency remote teaching?**

    Guru: memberi instruksi tentang pentingnya membuat tugas

    Teacher: Instructing the importance of making assignments

31. **Do you often tell your student to find information about English material actively?**

    Guru: ya, sering, memberi tahu mereka untuk mencari informasi lewat internet secara mandiri

    Teacher: Yes, often, telling them to find information from the internet individually

32. **Do you ever been told by your students to learn from students and not only from books or teacher's materials?**

    Guru: ya, karena belum cukup untuk belajar hanya dengan buku dan materi

    Teacher: Yes, because it is not enough to learn only from books and teacher's materials

33. **Do you have other teachers or people to help you operate the technology? Who helps you, and how do they help you if it is true?**

    Guru: bertanya kepada teman tentang bagaimana cara membuat dan mengirim materi pembelajaran

    Teacher: ask my friend about how to make and send learning material

34. **What kind of solution do you apply if you encounter problems while implementing emergency remote teaching?**

Guru: meminta tolong kepada orang yang bisa membantu saya

Teacher: Asking help to people who able to do it

35. **Do you ever get advice/feedback from students or other teachers about how to teach during emergency remote teaching?**

Guru: ya, pernah, biasanya tentang bagaimana menggunakan teknologi seperti menggunakan Google Form.

Teacher: yes, I have, usually about how to use technology like using Google form

36. **Do you think you get difficulties in time management in teaching?**

Guru: tidak, karena sudah terjadwal

Teacher: no, because it being scheduled

37. **Do you feel that you work more than when you teach during face-to-face learning before the covid-19 pandemic?**

Guru: tidak, persiapannya yang lebih menghabiskan waktu karena saya tidak paham tentang teknologi

Teacher: No, the preparation costs more time because I don't understand technology

38. **Are you claiming yourself a hard worker, risk-taker, optimistic and innovative person?**

Guru: Ya, saya merasa saya pekerja keras dan orang yang optimis namun saya tidak merasa saya seorang yang berani mengambil risiko dan seseorang yang inovatif

Teacher: Yes, I do claim myself as a hard worker and optimistic person, but I do not think I am a risk-taker and innovative person

39. **What benefit do you get after conducting emergency remote teaching during the covid-19 pandemic?**

Guru: banyak manfaat yang saya dapat lewat aplikasi Google yang sebelumnya saya tidak tahu

Teacher: so many benefits that I get from Google application that I don't know before

40. **Which one do you prefer, emergency remote teaching or face-to-face teaching, if you choose?**

Guru: mengajar secara tatap muka karena tidak ada kesulitan seperti sinya; yang buruk

Teacher: Face-to-face teaching because there is no obstacle like a bad signal

BIOGRAPHY

Komang Pitri Purwita Sari was born in Kemoning on January 9th, 2000. The author is the youngest of three siblings. The author was raised by a father named I Nengah Wirta and a mother name Ni Ketut Serinten. The author lives at Jl. Menuh Gang II No. 2 Semarapura Klod, Klungkung, Bali. The author completed her education at SD Negeri 1 Semarapura Tengah and graduated in 2012. Then, the author continued at SMP Negeri 2 Semarapura and graduated in 2015. From there on, the author continued her study at SMA Negeri 1 Semarapura majoring in Natural Science. After graduating, the author continued to pursue her education at the undergraduate level in the English Language Education S1 study program at Ganesha University of Education. The author studied from 2018 until 2022. In the eight semesters in May 2022, the author completed the thesis entitled "Baby Boomer English Teacher's Implementation Of Emergency Remote Teaching During The Covid-19 Outbreak: An Analysis Of Strategy And Perception".