

Appendix 1. Letter of Disposition



PEMERINTAH KABUPATEN KLUNGKUNG DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA SMP NEGERI 1 SEMARAPURA



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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.

SMP NEGERI SEMARAPURA

Semarapura, 27 Januari 2022

MP Negeri 1 Semarapura

Nyoman Karyawan,S.Pd.,M.Pd.

NIP.19680509 199103 1 012

Appendix 2. Informed Consent

INFORMED CONSENT

SURAT PERNYATAAN PERSETUJUAN

Saya yang bertanda tangan di bawah ini

Nama

: Ni Nengah Suniti, S.Pd.

Umur

: 58

NIP

: 196312311986012061

Pekerjaan

: Guru Bahasa Inggris

Sekolah

: SMP Negeri 1 Semarapura

Dalam kegiatan ini saya menyadari dan memahami dan menerima bahwa saya merupakan subjek penelitian yang berjudul "Baby Boomer English Teacher Implementation of Emergency Remote Teaching during The Covid-19 Outbreak: An Analysis of Strategy and Perception". Adapun saya diminta untuk memberikan informasi sejujur-jujurnya dan identitas dan informasi yang saya berikan akan DIRAHASIAKAN oleh penulis. Penelitian tersebut disepakati oleh kedua belah pihak tanpa paksaan dari pihak tertentu. Apabila terjadi sesuatu yang merugikan diri saya, maka saya tidak akan menuntut penelitian ini dikemudian hari.

Semarapura, 26 Januari 2022

Subjek Penelitian

Ni Nengah Suniti, S.Pd.

NIP. 196312311986012061

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 (\sqrt) 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

Ind	Learning	Rele	Irr	N
ica	Activities	vant	ele	О
tor		1	va	t
	ONDIE	Be	nt	e
Pre	The teacher	$\sqrt{}$		
-	prepared the	100		
act	students			
ivit	physically and			
у	mentally before			
	conducting the			
	learning activities			

	The teacher is	$\sqrt{}$	
	praying together		
	with the students		
	The teacher is	V	
	checking		
	students'		
	attendance		
	The teacher	1	
	engages students		
	to review previous	-	
	material by asking	IDIRA.	
	some questions		
	related to the	0-	7
	previous material		
	Teacher		
	delivering the aim		
	topic/material		
1	The teacher	V	
	introduces the		
	material	TYY / J	
W	The teacher	√ V	
hil	engages students	A. S.	
st	in finding more	SHA	
Ac	information		
tivi	related to the topic		
ties	and material		
	The teacher used	V	
	an approach or		
	strategy to		

	to learn			
	collaboratively			
	through engaging			
	activities(scientifi			
	c learning,			
	discovery			
	learning, project-			
	based learning,			
	problem-based			
	learning)	-		
	The teacher	V		
	provides creative	1	0	
	media to the	D-	7	
	students through			
	online	2/60	善	
	The teacher leads	V	-	ı
	the students to	2110		
	interact with other	THE STATE OF		
	students in the		4	
	learning process	TYY / J		
	The teacher	V		
	engages students	1	-	
	to be more active	OH		
10	in the learning			
	process	100		
	The teacher	V		
	engages the			
	student to observe			
	their environment			
	or daily activities			

<u> </u>	1 . 1		<u> </u>	
	related to the topic			
	and material			
	The teacher	$\sqrt{}$		
	accustom the			
	students to read			
	and write by			
	giving the			
	assignment to			
	improve their			
	creativity			
	The teacher	1	The state of the s	6.
	engages students			
	to do group	D-	7.4	
	discussions to		100	
1) (4)	launch creative	2/60	1	
-	ideas based on the		100	
	topic/material	JI Ka		
10	The teacher	1		7/
	engages students		4	
	using high-order		1	
1//	thinking,	\leftarrow		
	analyzing, and	1	-	
	problem-solving	-aH	7/	
1	The teacher	V		
and the same of th	facilitates			
	students to			
	conduct the			
	learning process			
	cooperatively and			
	cooperate of all			

	The teacher	$\sqrt{}$	
	engages students		
	to compete with		
	other students to		
	increase the		
	achievement of		
	the learning		
	process		
	The teacher	1	
	facilitates		
and the same of	students to create	IDIR,	
1/4	a report		
	individually or		4
	group	3	
		- T	2 1
1 23	The teacher leads		
	the students to		
	serve the result	and the	
	(originally) of the	THEY	
	learning process	MATERIAL	
	The teacher leads	1	
1/4	students to show		
7//	performance or	2	
	product	OH	
	individually or		
-	group	100	
	The teacher grows	V	
	self-appreciation		
	for the students		
	after making the		

	The teacher and	$\sqrt{}$	
	students give		
	feedback about		
	the result of the		
	students learning		
	process		
	The teacher	√	
	appreciates		
	students' work		
	and relates it to	-	
	the topic and	WIR.	
	material		0
AS AS	Teacher leading	√ V	120
	students to do		
	self-reflection	2/60	
-	about the process		
	and the result of	J Va	
1	the learning	THE STATE OF	
	activities		
	The teacher	V	
1/4	becomes a	\leftarrow	
	facilitator if the	1	3
	students have	AHD	
	questions about		
	the learning	195	
	activities		
	The teacher help	V	
	students solve the		
	difficulty of the		
	learning process		

	by giving		
	feedback		
	The teacher gives additional	V	
	information to		
	help students		
	explore their skills	J	
	The teacher gives	V	
	motivation and		
	appreciation to the	Into.	
	student who		
1/4	actively		G.
	participates and	15/2	
	students who	172	<i>3</i> 2
	passively	64.98V	
	participate	≤ 1	
Po	Teacher and		
st-	students conclude	THIRT	77
Ac	material and	NVV	
tivi	learning process		
ty			
7//	Teacher giving	$\sqrt{}$	
7	feedback and	SHP	
	advice about the		
1	process and the		
	result of the		
	learning activities		
	Teacher giving	$\sqrt{}$	
	further activities		
	in the form of		

remedial if it is		
needed		
The teacher	$\sqrt{}$	
explains the new		
material for the		
next meeting		
The teacher	1	
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 $(\sqrt{})$ 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

Ind	Learning	Rele	Irr	N
ica	Activities	vant	ele	o
tor		YESTIN	va	t
			nt	e
Pre	The teacher	V	1	
-	prepared the		(m)	18
act	students		- 4	
ivit	physically and	o a fi		
У	mentally before			
	conducting the			
	learning activities			
	The teacher is	V		
	praying together			
	with the students			

	The teacher is	$\sqrt{}$		
	checking			
	students'			
	attendance			
	The teacher	$\sqrt{}$		
	engages students			
	to review previous			
	material by asking			
	some questions			
	related to the			
	previous material	M_{R_A}	The state of the s	6.
1/	Teacher	V	0	
	delivering the aim	D-3	7.4	
	topic/material			
	The teacher	4/5/	150	
	introduces the			
	material	TIL.	t	
W	The teacher	$\sqrt{}$		77
hil	engages students			A. Carrier
st	in finding more	17772	1	
Ac	info <mark>rmation</mark>		9	78
tivi	related to the topic			
ties	and material	OB		
11	The teacher used	1		
4	an approach or		-	
	strategy to			
	motivate students			
	to learn			
	collaboratively			
	through engaging			

П				
	activities(scientifi			
	c learning,			
	discovery			
	learning, project-			
	based learning,			
	problem-based			
	learning)			
	The teacher	V		
	provides creative			
	media to the	70-		
4	students through	$\mathbf{w}_{\mathbf{R}_{\mathbf{A}}}$		k.
1/4	online		R	1
	The teacher leads	V	7.1	100
	the students to			1
	interact with other	2/60		
-	students in the			
	learning process	DIV.		
14	The teacher	N. A.		7/
	engages students			
	to be more active	YYY/J	1	
1/4	in the learning	\leftarrow	(m)	7.8
	process	1	7	
7	The teacher	V	7/	
	engages the	.90		
4	student to observe		and the same of	
	their environment			
	or daily activities			
	related to the topic			
				1

	The teacher	V		
	accustom the			
	students to read			
	and write by			
	giving the			
	assignment to			
	improve their			
	creativity			
	The teacher	1		
	engages students	700		
	to do group	WIRA.		k.
1/4	discussions to		0	100
1/12	launch creative	\mathcal{D}^2	7.0	A TOWN
	ideas based on the			
	topic/material	Z (48)	1	
	The teacher	1	100	
	engages students	all.		
	using high-order	ALLIES V		
	thinking,	TO TO		1
	analyzing, and		1	
1/4	problem-solving			7.8
11/1/	The teacher	1	- W	
	facilitates	COLP	1/	
1	students to			
·	conduct the			
	learning process			
	cooperatively and			
	collaboratively			
	The teacher	$\sqrt{}$		
	engages students			

	to compete with			
	other students to			
	increase the			
	achievement of			
	the learning			
	process			
	The teacher	V		
	facilitates			
	students to create			
	a report	10-		
	individually or	MIR_{A}	The state of the s	6.
	group		0	1
	The teacher leads	V	7	
	the students to		100	
	serve the result			- 10
-5	(originally) of the			
	learning process	$\supset V$	1	
10	The teacher leads	V		78
	students to show		<u> </u>	100
	performance or	YYY)		
1/6	product	\leftarrow		7.8
	individually or		7	1
	group	HP		
1	The teacher grows	V		
	self-appreciation			
	for the students			
	after making the			
	product			
	The teacher and	V		
	students give			

	feedback about			
	the result of the			
	students learning			
	process			
	The teacher	V		
	appreciates			
	students' work			
	and relates it to			
	the topic and			
	material	100		
4	Teacher leading			V .
1/4	students to do		0	26
	self-reflection	\mathcal{D}^{2}	1	
	about the process			
	and the result of	77 48	至	- 4
	the learning		100	
	activities		1	
	The teacher	$\sqrt{}$	1.5	77
	becomes a	ATTO A		1
	facilitator if the			
	students have		7	7.8
11/1	questions about			
	the learning	ZSE		
	activities			
-	The teacher help	$\sqrt{}$		
	students solve the			
	difficulty of the			
	learning process			
	by giving			
	feedback			

	The teacher gives	V		
	additional			
	information to			
	help students			
	explore their skills			
	The teacher gives			
	motivation and	·		
	appreciation to the			
	student who			
	actively			
4	participates and	IDIA.	1	
	students who			
2/	passively		G.	
	participate		1	100
Do			3	-7.
Po	Teacher and			
st-	students conclude	= 1		
Ac	material and	unida		7//
tivi	learning process	Illiox	A	
ty	VVVV	MATAN		
	Teacher giving	V		
	feedback and		7	
	advice about the		7	
4	process and the	CSIL		
	result of the			
	learning activities	100	and the same of	
	Teacher giving	$\sqrt{}$		
	further activities			
	in the form of			
	remedial if it is			
	needed			

The teacher	V	
explains the new		
material for the		
next meeting		
The teacher	$\sqrt{}$	
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 $(\sqrt{})$ 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.

Indic	Questions		N
ators			0
			te
	A		
A STATE OF THE PARTY OF THE PAR			
	- NETS		
The	1. What curriculum	1000	
curric	that the school	6	b.
ulum	uses?		
use?		100	
Baby	2. What are the	=	- 18
boom	differences between		
er	teaching during	3	
Engli	emergency remote		7.8
sh	teaching and face-		
teach	to-face learning?		
er			7
readi		- ///	
ness	VALUET		
in	V21113512		
teachi		-	
ng			
durin			
g			
emer			
genc			
	The curric ulum use? Baby boom er Engli sh teach er readi ness in teaching durin g emer	The curriculum that the school ulum uses? Baby boom er teaching during emergency remote teach to-face learning? er readi ness in teachi ng durin g emer	The 1. What curriculum curric that the school ulum uses? Baby 2. What are the differences between er teaching during emergency remote teaching and faceteach to-face learning? er readi ness in teaching gemer

y remot e teachi ng	3. How do you teach
prepa ration of baby boom er	students the four skills (listening, speaking, reading, and writing) during emergency remote teaching?
Engli sh teach er	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
Stude	process? 6. How do you
nt- teach er	differentiate between students who do not have to

			
	intera	study and students	
	ction	who study during	
		emergency remote	
		teaching?	
		. Compared to	
		before emergency	
		remote teaching,	
		are the students	
	A Particular Section 1	actively interacting	
		and	
		communicating	
	400	with you?	0
	400	c(tall)	
	Assig	. What kind of	
	nmen	assignment do you	
	ts	give your students	
		during emergency	
		remote teaching?	
		Written	
		assignment or	
		making videos?	
	. 1	. Have you	- //
7		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?			
	ARSITA!	12. Do you ever give an assignment like videos during emergency remote teaching? Please explain!	CAN		
	Asses smen t	13. How do you assess students' competence or performance during emergency remote teaching?	,		
	0,	14. Do you prefer objective questions or essay questions? Why?			3
Bab	The	15. Do you find		31	
у	syst	conducting the			
boo	em	teaching and			
mer diffi	of eme	learning process during emergency			
GIIII	Cific	during emergency			

culti	rgen	remote teaching
es in	cy	hard?
teac	rem	16. What kind of
hing	ote	obstacles that you
duri	teac	face while
ng	hing	conducting the
eme		learning process?
rgen	Tec	17. Do you think
су	hnol	conducting
rem	ogy	emergency remote
ote		teaching using
teac	ALITE .	technology is hard?
hing	2	18. Do you think using
1		technology is
		bothering you so
	' (much? Please
		explain
	2	19. Do you have
		difficulty teaching
1 (1)		during emergency
	1	remote teaching
		because of internet
3		data?
	Mate	20. Are there any
	rial	difficulties while
	devel	creating materials
	opme	during the Covid-19
	nt	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	
	رايال المتنيد	you get it?	
	CON.	22. You used Google	
1/4	6	classroom to teach.	C_
	A	Do you think it is	
		hard to use that?	2 7
		Please explain	
3		23. During emergency	
		remote teaching,	
		what kind of	
		materials do you	
		use? Printed or	
		digital materials?	
		Why?	
Bab	Teac	24. What kind of	
у	hing	strategy do you use	
boo	strate	to teach during	
mer	gy	emergency remote	
Eng		teaching?	
lish		25. Do you have a	
teac		specific teaching	
her		and learning	

strat		strategy during	
egy		emergency remote	
in		teaching?	
con	The	26. Where do you find	
duct	sourc	the source of the	
ing	e of	materials?	
eme	mater	A	
rgen	ial	27. Do you teach using	
су		written material, or	
rem		do you ever give	
ote		pictures, video, or	
teac	ALIVE.	mindmap during	0
hing	A	emergency remote	
7 2		teaching?	1 2
	The	28. How do you	
	aware	encourage your	
	ness	students to be more	
	of	involved in class	
4.6	enco	during emergency	
	uragi	remote teaching?	9/
	ng	29. How do you	
3	stude	encourage students	
	nts to	to use technology	
	be	for their learning	Accessed to the second
	active	activities?	
	in the	30. How do you	
	classr	encourage students	
	oom	who do not actively	
		participate during	

In The soluti eval on to help you operate teacher's materials? In The soluti eval on to help you operate to help you operate to help you operate to help you, and how do head of head of help you? 34. What kind of solution do you mer Eng lish, while implementing emergency remote teaching? 35. Do you ever get advice/feedback			emergency remote	
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 soluti eval on to uati facin on g of probl bab ems probl bab ems you, and how do they help you? 34. What kind of solution do you apply if you encounter problems while implementing emergency remote teac teaching? 35. Do you ever get				
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 the soluti eval on to uati facin on g is true, who helps you, and how do they help you? y 34. What kind of solution do you apply if you encounter problems while implementing emergency remote teaching? her 35. Do you ever get			-	
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 the soluti eval on to uati facin on g of probl bab ems y 34. What kind of boo mer Eng lish, the teac eval y 35. Do you ever get			31. Do you often tell	
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 the soluti eval on to uati facin on g is true, who helps of probl bab ems you, and how do they help you? y 34. What kind of solution do you apply if you encounter problems while implementing emergency remote teaching? her 35. Do you ever get			your student to find	
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 soluti teachers or people to help you operate the teachnology? If it on g is true, who helps you, and how do they help you? 34. What kind of solution do you mer Eng lish, the emergency remote teac her 35. Do you ever get			information about	
32. Do you ever been told by your students to learn from students and not only from books or teacher's materials? In The soluti teachers or people to help you operate teachers or people of probl you, and how do they help you? y 34. What kind of solution do you apply if you encounter problems while implementing the teaching? 135. Do you ever get			English material	
told by your students to learn from students and not only from books or teacher's materials? In The soluti teachers or people eval on to to help you operate the technology? If it is true, who helps of probl you, and how do bab ems they help you? y 34. What kind of solution do you apply if you Eng lish, the emergency remote teac teaching? 35. Do you ever get			actively?	
students to learn from students and not only from books or teacher's materials? In The the soluti eval on to to help you operate the technology? If it on g is true, who helps of probl bab ems y 34. What kind of solution do you apply if you encounter problems while implementing the teac teac her 35. Do you ever get			32. Do you ever been	
from students and not only from books or teacher's materials? In The soluti teachers or people to help you operate the technology? If it is true, who helps you, and how do they help you? y 34. What kind of solution do you apply if you encounter problems while implementing the teaching? her from students and not only from books or teacher's materials?			told by your	
In The the soluti eval on to uati facin on g is true, who helps of probl you, and how do bab ems they help you? y 34. What kind of solution do you apply if you encounter problems while implementing the teach is the teaching? In The 33. Do you have other teachers or people to help you operate the teachers or people to help you?			students to learn	
books or teacher's materials? In The soluti teachers or people to help you operate teachers or people to help you operate to help you, and how do bab ems they help you? y 34. What kind of solution do you apply if you encounter problems lish, the emergency remote teac her 35. Do you ever get			from students and	
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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 (\sqrt) 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.

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		hard to use that?
		Please explain
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Singaraja, April 18th, 2022

Kadek Sintya Dewi, S.Pd.,

M.Pd.

NIP. 198803232015042004

Appendix 4. Interview Guide

Dim	Indicat	Questions	Answer
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Т Т		
		4. How do you teach
		soft skills to your
		students during
		emergency remote
		teaching?
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		the teaching and
		learning process
		during emergency
		remote teaching?
		Please explain the
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63	interact	have to study and
	ion	students who study
		during emergency
		remote teaching?
		7. Compared to before
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		teaching, are the
	O _A	students actively
		interacting and
-		communicating with
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		Written work or	
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		14. Do you prefer	
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		essay questions?	
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		because of internet	
		data?	

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		who do not actively	
		participate during	
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	tion	optimistic and	
		innovative person?	7/
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	g	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 secukupunya 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



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

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