

ABSTRACT

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Investigation of Grade 11th Teachers' and Students' Perception and the Implementation of Emergency Remote Teaching and Learning in EFL Context in Bangli.

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Keywords: Emergency Remote Teaching, Perception, Teaching and Learning

This study aimed to analyze grade 11th teachers' and student' perception and the implementation of Emergency Remote Teaching and Learning in English Foreign Language context. This study also gives an overview what problems are experienced by teachers and students during the teaching and learning process. This research employed mixed method design, where the quantitative method was conducted to identify the EFL teachers and students' perception towards ERT, while qualitative method was conducted to identify the implementation of ERT. The data were collected by using 3 research instruments, they were questionnaire, interview guide and observation checklist. The questionnaire was carried out to 110 grade 11th students in SMKN 2 Bangli and 30 English teacher and analyzed using central tendency to seek the mean score and variability to seek standard deviation. The interview was collected by interviewing 5 English teachers and 5 students, the data were analyzed with guidance of analyzing qualitative data. In analyzing the observation checklist, the researcher used descriptive analysis. The research findings show teachers have a positive perception of ERT implementation. Teachers have sufficient access that can support ERT implementation, and in its implementation, the teachers has tried to provide authentic and various learning material. There are differences in perceptions between teachers and students. Students have negative perceptions of the implementation of ERT. They are hampered by lack of access to the internet so that they are not able to fully participate in ERT. The difference in perception can also be seen from the learning material. Students felt that the material provided by the teacher was difficult to understand, teachers do not provide explanations and they find it difficult to ask the teacher questions because of limited internet access. The challenges faced by teachers and students in general are technical challenges, teaching and learning instructions, and pedagogical challenges. The present study revealed that teachers and students have their own perception of the implementation of ERT. The implementation of ERT can be maximally implemented if teacher and school institution choose the appropriate teaching method, learning materials and also assessment in making teaching and learning's regulation

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Penelitian ini bertujuan untuk menganalisis persepsi guru dan siswa kelas XI dan implementasi Emergency Remote Teaching and Learning dalam konteks Bahasa Inggris. Penelitian ini juga memberikan gambaran masalah apa saja yang dialami oleh guru dan siswa selama proses belajar mengajar. Penelitian ini menggunakan desain Mixed- method, dimana metode kuantitatif dilakukan untuk mengidentifikasi persepsi guru EFL dan siswa terhadap ERT, sedangkan metode kualitatif dilakukan untuk mengidentifikasi penerapan ERT. Pengumpulan data dilakukan dengan menggunakan 3 instrumen penelitian yaitu angket, pedoman wawancara dan lembar observasi. Kuesioner dilakukan kepada 110 siswa kelas 11 di SMKN 2 Bangli dan 30 guru bahasa Inggris dan dianalisis menggunakan sentral tendensi untuk mencari skor rata-rata dan variabilitas untuk mencari standar deviasi. Wawancara dikumpulkan dengan mewawancarai 5 guru bahasa Inggris dan 5 siswa, data dianalisis dengan pedoman analisis data kualitatif. Dalam menganalisis checklist observasi, peneliti menggunakan analisis deskriptif. Hasil penelitian menunjukkan guru memiliki persepsi positif terhadap penerapan ERT. Guru memiliki akses yang memadai yang dapat mendukung pelaksanaan ERT, dan dalam pelaksanaannya guru telah berusaha memberikan materi pembelajaran yang otentik dan beragam. Ada perbedaan persepsi antara guru dan siswa. Siswa memiliki persepsi negatif terhadap penerapan ERT. Mereka terhambat oleh minimnya akses internet sehingga tidak bisa berpartisipasi penuh dalam ERT. Perbedaan persepsi juga terlihat dari materi pembelajaran. Siswa merasa materi yang diberikan guru sulit untuk dipahami, guru tidak memberikan penjelasan dan kesulitan untuk mengajukan pertanyaan kepada guru karena keterbatasan akses internet. Tantangan yang dihadapi guru dan siswa secara umum adalah tantangan teknis, pengajaran dan pembelajaran, dan tantangan pedagogis. Penelitian ini mengungkapkan bahwa guru dan siswa memiliki persepsi sendiri tentang penerapan ERT. Penerapan ERT dapat diimplementasikan secara maksimal jika guru dan institusi sekolah memilih metode pengajaran, materi pembelajaran yang tepat serta penilaian dalam membuat peraturan belajar mengajar.

