

CHAPTER I

INTRODUCTION

1.1 Background of Study

At the end of 2019 and beginning of 2020, the coronavirus has been spreading, and has greatly changed the face of life in the world. Many aspects of human life affected include industry, economics and even education. Education in this era in many countries, such as Indonesia experienced changes in the teaching and learning process. Learning that is usually done at school, now turns into online-based learning for particular reasons (Altunay, 2019). Teachers and students no longer come to school to do the learning process, but they do it at home with the help of platforms that support this process. Communication between students and teachers involves email, telephone, web and learning management system.

Learning through online platforms is widely known by various terms such as online learning, remote teaching, distance learning. Hodges, Moore, Lockee, Trust, and Bond (2020) use the term emergency remote teaching to adjust the appropriate terminology for this pandemic condition. The teacher and students are in different places in this situation, in their respective homes in the learning process. In its application, emergency remote teaching (ERT) is slightly different from distance learning. Distance Learning requires careful planning so that it can be done sustainably (Bozkurt & Sharma, 2020). ERT is only a temporary solution to the occurrence of a pandemic or certain circumstance, learning will return to normal if the conditions experienced or in this context is a pandemic starts get

better. The current implementation of ERT is not focused on helping students to pass a course but is saving them from health threats (Alvarez, 2020).

Although the use of ERT is only at certain times, ERT provides many benefits in the teaching and learning process. ERT engage the learners, and manage a variety of technology, including the video conferencing equipment and a laptop with a variety of software and websites, so that ERT can present language, practice pronunciation, show songs and videos, play games, etc. (Stanley, 2017). Learning that is able to engage students with visual media will certainly motivate students in the learning process. In a pandemic situation, motivation is an important factor in providing psychological or emotional support (Carver, 2020).

The success of ERT learning is very dependent on the mastery and accessibility of technology. The teacher as one of the conductors of learning, must be able to various technologies to support the ERT process (Talidong, 2020). In addition, availability and access of internet are also very significant factors in the implementation of any online learning setting (Wu, 2016). With a little preparation and consideration, problems be occurred during the implementation of ERT.

In order to implement physical distancing, since the end of March 2020, the Indonesian government has made a policy about learning from home due to the COVID-19 outbreak. All learning activities are carried out at home with the support of various applications and platforms such as WhatsApp, Zoom, Schoology, Edmodo and others. The result of preliminary observations in several schools in Bangli showed that the teachers faced difficulties in conducting the

teaching and learning process. The problems are caused by poor internet connection, lack of supported technological devices. Teachers also realize that they are not maximal in designing learning because they do not have experience in teaching online, never attended online teaching training, and have limited experience and knowledge in implementing ERT.

Teaching and learning through Emergency Remote teaching different with teaching and learning face to face. The difference can be seen as during the normal time the teachers were free to set teaching planning and teaching method to be more flexible. The creativity of a teacher is also really needed; the teacher is expected to be able to convey the education materials. Therefore, within pandemic time, there are some limitations caused by health protocol and it does have significant impact towards teaching method. Teachers are pushed to be more creative in implementing the teaching method during online learning.

As happened in Sekolah Menengah Kejuruan Negeri 2 Bangli where the teachers especially English teachers, carry out the online teaching and learning process by using some online platforms. Before the COVID-19 pandemic, the teaching and learning process in SMK Negeri 2 Bangli, especially in English learning class, was done in a face-to-face in the school, but during the current COVID-19 pandemic, English learning class must continue on, despite their responsibility on carry out school session. Therefore, it is very interesting to identify how teachers and students see the emergency remote teaching and learning. This includes the planning process, implementation, assessment and obstacles encountered during emergency remote teaching and learning process

and also identify what challenges are faced by English Teachers and Students since the implementation of Emergency Remote Teaching.

1.2 Problem Identification

The existence of the Covid-19 outbreak caused a change in the teaching and learning model. Usually students and teachers come to school to conduct the teaching and learning process but now distance learning is implemented to follow the government's advice in inhibiting the spread of the corona virus. In the application of distance learning, there are certainly many challenges experienced by students and teachers, especially for those who have never applied this learning model before.

1.3 Research Questions

1. How do teachers of SMKN 2 Bangli perceive emergency remote teaching in EFL context?
2. How do 11th grade students in SMKN 2 Bangli perceive emergency remote teaching in EFL context?
3. How do English teachers of SMKN 2 Bangli in implementing instructional plans in emergency remote teaching?
4. How do students in SMKN 2 Bangli in learning English in emergency remote teaching?
5. What are the challenges faced by English teachers of SMKN 2 Bangli in conducting emergency remote teaching?

6. What are the challenges faced by students in learning English in emergency remote teaching?

1.4 Objective of Study

This study seeks to analyze:

1. The perception of teachers towards emergency remote teaching in EFL context
2. The perception of 11th grade students towards emergency remote teaching in EFL context
3. The implementation of instructional design in emergency remote teaching.
4. The learning process in emergency remote teaching.
5. The challenges faced by teachers in conducting emergency remote teaching.
6. The challenges faced by students in learning English in emergency remote teaching.

1.5. Scope of Study

The outbreak of Covid-19 virus has shifted the face of classroom teaching and learning into a remote teaching setting. The teaching and learning process are conducted virtually through online platform such as Zoom, Webinar, Google meet, WhatsApp, etc. This situation has been going since March 2020 until in the end of February 2021. This study is intended to identify how the grade 11th English teacher in Bangli perceive the sudden change from face to face setting into remote teaching setting and how they implement remote teaching.

1.6 Significance of Study

1.6.1 Theoretical Significance

The present study add literature on Emergency Remote Teaching and the general information toward the implementation of emergency remote teaching in EFL context. The present study would be used as a continuous improvement undertaking to their personal, professional, pedagogic, and social competencies in the perspective of current information technology.

1.6.2 Practical Significance

The practical benefits of the research outputs would be for the following parties.

1.6.2.1 For Teacher and Students

The results of this study are expected to help the English teacher and students in conducting emergency remote teaching so the important point or learning objective can be achieved. Knowledge and understanding of weaknesses of the implementation of Emergency Remote Teaching would help them minimize barriers in learning due to some technical constraints and also improve their English proficiency for future job or vocation. Practical benefits in implementing Emergency Remote Teaching would provide them with rich exposures to learning materials, designing the classroom, exposing to teaching method, reducing paper or book needed, reducing waste time in learning, and engaging to active learning.

For other related study

The result of this study will add literature for researcher who are going to conduct similar study related with emergency remote teaching.

