CHAPTER I

INTRODUCTION

1.1. Background

The corona virus has been expanding since the end of 2019, and it has drastically altered the global landscape. Industry, finance, and even education are among the many elements of human existence that were impacted. Many countries, including Indonesia, witnessed changes in the teaching and learning process throughout this period. "Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2020) writes *Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 36962/MPK.A/HK/2020 tentang pembelajaran secara daring"* stated that in the covid-19 period schools were required to conduct online learning. For a variety of reasons, traditional classroom learning is now being replaced by online learning (Altunay, 2019)

Furthermore, because of the COVID-19 pandemic, technology usage in learning management has increased. Students and teachers no longer conduct face-to-face learning but are replaced with online learning to avoid spreading the virus. People are unable to congregate in large groups as a result of their condition. Due to an unexpected circumstance, the learning process was carried out via emergency remote teaching (Hodges et al., 2020). Distance learning that takes place in an emergency with limited human resources and time was referred to as emergency remote teaching. This teaching-learning procedure makes use of online media was being used in the Indonesian classroom to connect teachers and

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students. The various media that can be used, among others, are Zoom, Google Classroom, Google Meet, Edmodo, Schoology, What Apps, and Line.

Although the media has been used to help the continuity of learning, however, in the real situation, Indonesian classrooms have found the advancement of technology to be a source of difficulty in the learning process (Ponto and Nurlaily, 2020). The difficulty faced by students, in this case, is the lack of motivation to learn. It was because online meetings are often only given assignments and explanations of material that were not as detailed as during the previous face-to-face learning. Besides that, the use of media also requires them to continue to deal with cell phones or laptops so that sometimes it hurts the eyes. Another issue was the difficulty in signaling, which occasionally occurred, disrupting the learning process's continuity.

It wasn't just the students who were struggling. It was the teachers' fault. The use of the media has to container requires skill and knowledge. It was a new challenge for the teacher to adapt to this situation. As one of the conductors of learning, the teacher must be able to use various techniques to aid the ERT process (K. J. B. Talidong, 2020). Meanwhile, Syarifah and Zainil (2021) mentioned that the teachers did not have a well-prepared to teach online suddenly because it makes teachers not have a particular method that can overcome students who did not focus on taking online lessons and several other factors that hinder online learning.

In this study, the researchers want to investigate the English instructional process during emergency remote teaching at SMP N 1 Sukasada. Observations revealed that the teaching and learning processes had not been optimized. The

teachers revealed that they were having difficulty using technology to conduct the teaching and learning process. Because remote teaching was more challenging than the traditional learning process, teachers realized they had limited knowledge about Emergency Remote Teaching and experience designing online education. It was because they had never gotten online teaching training before.

The process of teaching and learning via ERT differed from face-to-face teaching and learning. Face-to-face learning allows the teacher to easily monitor students' focus in the learning process and arrange flexible teaching planning. It was easy to determine what learning methods could be used according to the conditions of the class at that time. It was different from learning during this pandemic, where teachers could not use learning methods freely as before for health protocols. Then the teacher pusses to be more creative in teaching methods using media.

Based on this situation, the researcher was interested in investigating the English instructional process during emergency remote teaching, such as the resources that teachers use, how the activity is done in remote teaching, what tools were available to students and how teachers evaluated students during emergency remote teaching in SMPN 1 Sukasada. The research subjects in this study are four English teachers in SMP N 1 Sukasada.

1.2. Identification of problem

The pandemic of covid-19 has changed, the learning system where teachers and students learn from home, assisted by online learning platforms. Teachers realize that they have difficulty in conducting the teaching and learning

process using technology. The comprehensive learning in question is resources, activity, support, and evaluation done by teachers in remote teaching. So it was necessary to investigate the English instructional process that inhibiting factors could be detected and handled because this online learning has been running from March 2020 until this year 2022.

1.3. Limitation of problem

This study focuses on investigating the English instructional process during emergency remote teaching by using the RASE framework. The researcher used 4 English teachers in SMP N 1 Sukasada as participants because they revealed difficulty conducting remote teaching.

1.4 Research questions

The study purposive to know the answer from the questions:

1. What resources were utilized by the English teacher of SMP N 1 Sukasada during English instructional in the ERT context ?

2. What activity took place by the English teacher of SMP N 1 Sukasada during English instructional in the ERT context ?

3. What support were available for the students by the English teacher of SMP N 1 Sukasada during English instructional in the ERT context ?

4. How did the English teacher of SMP N 1 Sukasada during English instructional in the ERT context assess the students?

1.5 Research Objective

The research objective of this study was based on the research problem stated above.

1. The teaching and learning processes in emergency remote teaching in SMPN 1 Sukasada were based on learning resources.

2. The teaching and learning processes in emergency remote teaching in SMPN 1 Sukasada were based on learning activities.

3. The teaching and learning processes in emergency remote teaching in SMPN 1 Sukasada were based on learning support.

4. The teaching and learning processes in emergency remote teaching in SMPN 1 Sukasada are based on assessment.

1.6. Scope of Study

Because of the Covid-19 virus outbreak, classroom teaching and learning have been transformed into a remote teaching environment. The teaching and learning process is carried out using virtual platforms such as Zoom, Line, Google Meet, WhatsApp, and others. This condition has been present since March 2020. This study aims to investigate the English instructional process during emergency remote teaching, such as what resources teachers use, how the activity is carried out in remote teaching, what kind of support were available for the students, and how teachers assess students during emergency remote teaching. Four English teachers from SMP N 1 Sukasada participated in this study as research subjects.

1.7. Research Significance

1. **Theoretical Significance**

   The current study incorporates the RASE framework as a theory that teachers can use to recognize when content is insufficient to achieve full learning outcomes. Aside from maximizing the learning process, teachers must consider the resources, the media to be used, the design of learning activities, student support, and proper evaluation.

2. **Practical Significance**

a. For the Teachers and Students

   The findings of this study should aid English teachers and students in conducting emergency remote teaching to attain the crucial point or learning target. Knowing and comprehending the flaws in the implementation of Emergency Remote Teaching would assist individuals in reducing learning hurdles caused by technical constraints while also improving their English skills.

b. Other researchers The study's findings are expected to be able to provide resources to other researchers as well as a variety of instructions for conducting their research.