CHAPTER I

INTRODUCTION

This chapter explains the introduction of the research, including background, research question, research purpose, research significances, framework, and previous studies.

A. Background

The COVID-19 pandemic in 2020 has had a significant impact on education around the world. These impacts include the way teaching and learning are done. There are several main impacts of the pandemic on the world of education, namely; shift to emergency remote teaching and technology access challanges. Many educational institutions were forced to switch to remote teaching during the pandemic. This requires the use of technology and online learning platforms. Not all students and educators have equal access to computer devices and stable internet connections, creating inequities in online learning.

This research explores the English teachers' perceptions regarding their emergency remote teaching experiences. This study will gain an understanding of the experiences in which teachers do their emergency remote teaching toward the current situation.

Currently, the situation have returned to normal. The shift from Emergency Remote Teaching (ERT) to normal teaching after the pandemic situation stabilized had various impacts felt by teachers. In many cases, these changes can produce mixed feelings, including relief, challenge, or a change in teaching approach.

This research is essential to explore if sometimes in the future there unexpected situation that makes the education policy change to emergency remote teaching. No one knows what will happen in the future. Even though there is no pandemic anymore in this year, but the insight and the experience

of the several teacher can help to overcome the same challanges in the future.

According to Hodges (2020), ERT (Emergency Remote Teaching) is a temporarily shifts alternative delivery from instructional delivery modes due to crisis circumstances. ERT is a policy that happens due to the pandemic. ERT makes the process of teaching and learning still doing even there an emergency situation. The pandemic has been identified since March 2020 in Indonesia. The government issued a new ordinary policy to slow down and prevent its spread. This policy makes universities, schools, and many other educational institutions being suspended. This situation also forced to put emergency remote teaching into practice at all levels of educational institutions. Due to very significant change, there are several teachers who are not fully professionally trained and prepared to teach through ERT. They still struggle with the challenges that arise from the lack of readiness for an abrupt transition from conventional curriculum to online-based curriculum (Toquero and Talidong, 2020).

Limited observation at one of the senior high schools in Bandung reveals that both the teachers and the students are not familiar with emergency remote teaching. The sudden change in the learning system made both of the teachers and the students have to adapt to instance learning problems. It becomes a challenge for students to be able to learn English effectively and for teacher to be eble to teach English even though it is an emergency remote teaching.

This study is inspired by previous studies conducted by Schuck and Lambert (2020), Talidong (2020), Chuah and Mohamad (2020), Atmojo and Nugroho (2020), and Rekola and Siltanen (2021). The focus of Schuck and Lambert (2020) is to explore the special educators'experiences with ERT. Talidong (2020) focuses on how Filipino teacher deal with learning strategies for implementing distance teaching English. Chuah and Mohamad study reports the ways teachers articulate their perspectives as an educator during emergency remote teaching. In particular, Schuck and

Lambert (2020), Talidong (2020), and Chuah and Mohamad (2020) focus on the teacher in general. Furthermore, this study only focused on English teachers. Atmojo and Nugroho (2020) focus on teaching activities, while this study focuses on teachers' experiences. Rekola and Siltanen (2021) focus on the distance learning methods, the challenges and opportunities that emerged in the work, and the impact of teachers 'experiences on their thoughts on teaching and teaching. Furthermore, this study only focus on the way the teachers teach and the challanges.

B. Research Questions

This research is intended to answer these following questions:

1. How do the teachers do their emergency remote teaching?
2. What challenges do the teachers face during their emergency remote teaching?
3. How do their experience in ERT reflect their current teaching process?

C. Research Purpose

From the research questions above, this study is aimed at obtaining these three following purposes:

1. To describe the teachers' ways of teaching during their emergency remote teaching
2. To identify the challenges of emergency remote teaching based on the teachers' experiences.
3. To describe their current teaching process that are influenced by teachers' experience in ERT.

D. Significances of Research

This research is expected to answer the research questions and to provide theoritical and practical meaning. Theoretically, this research can be useful as information about the response of English teachers in emergency remote teaching and the challenges of teaching English in

emergency remote teaching. Practically, the teachers can evaluate the process of teaching English, determine and develop methods or media that are appropriate to emergency remote teaching.

E. Rationale

English is a foreign language in Indonesia. TEFL or Teaching English as Foreign Language refers to teaching the English language to students with different mother tongue. Indonesia is one of the country that make English language as foreign language. Learning English in Indonesia occur either with a tutor or privately at a language school or within the state school system.

EFL teacher effectiveness is not only limited to teacher characteristics or simply a abiding specific set of criteria, but also about applying valued teaching practices, and contributing to the wider community in which teaching takes place (Celik, 2013). According to Douglas (2000), principled teaching and contexts of learning are two important backdrops that set the stage for classroom activity. Without considering these two important backdrops, the teachers cannot even begin to design techniques in the classroom. There are techniques, textbooks, and technology that support the teaching process. Techniques are the way that you "do" in the classroom. Commonly, the terms techniques are considered with the other terms as like practice, procedure, activity, task, strategy, exercise, even behaviour. Textbooks are the sources, the use of materials to support and enhance the techniques. Language instruction, much of the richness derived from supporting materials. Even though the classroom could have role-plays, conversation, chalkboard works and discussion, but still needed supporting materials like charts, pictures, realia and technological aids. Textbooks are one type of text, a book for use in educational curriculum. There are two specialized texts that are valuable sources of various form of text: teacher resource books and other students textbook. The technology first entered the language classroom around the

1950s and 1960s. Educational institution had a promosing new twchnology that could offer linguisic input and output, student collaboration, fun, feedback, and interactivity.

This pandemic situation requires all parties involved in the teaching and learning process to use technology, including parents who help their children in the learning process. Technology becomes a bridge to keep education carried out in this world.

Emergency remote teaching or ERT is a distance teaching solution for education that should be delivered face-to-face and will return to a face-to-face format after an emergency or crisis has ended. The primary objective of these systems is not to re-create a strong education system, but to provide temporary means of teaching in a manner that is prompt and reliably available during a crisis or emergency.

An interdisciplinary field that has evolved over time and has sucsessfully responded to needs of learning is distance education. Distance education is distance in space and time between learning resources and learners. While remote education refers to spatial distance. Emergency remote teaching should be considered as a temporary solution to current problems (Bozkurt and Sharma 2020).

Educational institutions were turning to emergency remote teaching. Many teachers were ill-equipped to face the many unforeseen challenges of ERT. In fact, Teachers were not fully professionally trained and prepared to teach through ERT, and they still struggle with the challenges of the lack of readiness in the sudden transition. Educational institutions were turning to digital technology to empower teachers to be a frontline workers during the pandemic. Processes that were currently deemed possible can reduce the dilemma experienced by teachers in delivering teaching amid COVID-19. This has resulted in teachers in most countries around the world undergoing training via webinar technology. Organizing webinars for teachers can pave the way for overcoming challenges in ERT while preventing the spread of the COVID-19 (Toquero & Talidong, 2020).

F. Previous Study

There are some researchers related to teachers' perceptions regarding their emergency remote teaching experiences.

The first research conducted by Schuck and Lambert (2020) was to explore the special educator's experiences with ERT. The research detailed the experiences of two elementary special education teachers as they navigated the transition to ERT. Three elementary teachers participated in this study. The authors sought insight into a novel phenomenon and the authors designed exploratory interviews. The result showed the inequity in resources amongst their students, needed to rely on at-home support to teach students meaningfully, and the change in what it meant to be a teacher while having to teach online (Schuck & Lambert, 2020).

The second research was carried out by Talidong (2020). The focus of this study was to explore Filipino teacher learning strategy for implementing distance teaching English among primary school students in Xi'an, China. The online survey method was used to get the gist of Filipino teacher experience in distance teaching. Descriptive statistics were used to analyze teacher responses. The results highlight learning strategies as they were aware of the strategies that must be undertaken, taking into account the students' level of implementing ERT. The findings of this study emphasized the positive outlook, caring for students, and instructional strategies of Filipino teachers in implementing distance teaching, despite the sudden changes in the face of education (Talidong, 2020).

The third research was conducted by Chuah and Mohamad (2020). The study was a necessary step to identify and determine how teachers articulate their perspectives as an educator during emergency remote teaching. A case study on a group of trained graduate teachers in Malaysia was conducted to investigate strategies and struggles they faced in the emergency remote teaching period through a survey and a thematic analysis of narratives they provided. The findings showed that though respondents were equipped with pedagogical knowledge in integrating technology, they could not to fully

utilize what they had learned in their teacher training program during emergency remote teaching due to lack of administrative support from school and poor infrastructure accessibility (Chuah & Mohamad, 2020).

The fourth research was carried out by Arief Eko Priyo Atmojo and Arif Nugroho (2020). This study aimed to investigate how teachers who teach EFL conducted EFL online learning and its challenges. 16 EFL teachers volunteered to participate in this study by invitation. EFL teachers are asked to make a written reflection about their practice in implementing online EFL learning and the challenges they face. Five of them were involved in follow-up interviews individually. Semi-structured interviews were conducted. Data encoding was performed and the appropriate extract was informed in the results section. As a result, the teachers have implemented online learning through a series of activities ranging from checking students' attendance to providing grades for student work synchronously or asynchronously according to their respective school policies. Various platforms and applications ranging from learning management systems to additional resources were used. However, problems arise from teachers, students, and parents (Eko, Atmojo, Nugroho, & Author, 2020).

The last research was conducted by Senni Rekola and Mona Siltanen (2021). The purpose of the research was to determine what kind of things English teachers in Finland experienced during the distance learning period. They explored the distance learning methods used by English teachers, the challenges and opportunities that emerged in the work, and the impact of teachers 'experiences on their thoughts on teaching and teaching. The research material was collected in the summer and autumn of 2020 through video and e-mail interviews. The data were analyzed qualitatively from a data-driven basis content analysis method. The results showed that teachers used a lot of synchronized communication, such as Google Meet video calls, for hour organization. The content of the English lessons hardly changed, but the working methods had to be adapted to virtual suitable for the environment. (Rekola, Siltanen Master', & English, 2021).

This research is different from previous research. Previous research focused on the experiences and problems faced during the pandemic which resulted in the changing of the teaching system to emergency remote teaching. Meanwhile, this research also examines the impacts or things felt after the pandemic and the emergency remote teaching ends.