

ABSTRACT

A Narrative Inquiry Of English Teachers' Perceptions Regarding Their Emergency Remote Teaching Experiences Toward Their Current Teaching Activity. A paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study explores the teachers' perceptions while teaching English in an emergency remote teaching. This study is essential to know the teachers' strategy and the challenges they experience. This study is conducted to portray the learning English that happens to Indonesian students during the pandemic.

This study uses a qualitative approach, specifically, the study design for this study is a narrative inquiry. The researcher uses a narrative inquiry design to focus on students' personal experiences with online classes. This study selected two participants to participate in this study. It used purposive sampling to select two participants. In the data collection process, the researcher conducts face-to-face interviews with the intended participant and also asks for photos of activities carried out by the participants.

This study showed that there are several points; English teaching experiences in an emergency remote teaching (ERT), the teachers' strategy during their ERT, and the challenges do teachers find during an ERT; time issues that are too flexible making it difficult to be disciplined, technical issues covering connections or networks that are difficult to predict, and specific issues such as assignment collection, low motivation to learn due to boredom, difficulty to be on camera, embarrassment to use English for fear of many mispronunciations, and difficult for teachers to monitor students when the material is delivered due to the difficulty of students to be on camera.

In conclusion, the findings of this study indicate that the teachers find it easier to teach English in-person face-to-face than in an ERT. Teacher creativity and problem solving are very important in ERT because learning is limited. In other words, the teacher's ability to teach greatly influences students' learning interest in ERT conditions.

Keywords: *Emergency remote teaching, teachers' perception, narrative inquiry*