

APPENDICES

Appendix 1

List of translation

No	Verse	English Translation	Indonesian Translation
1	Hadith of Muslim History No. 2699	Whoever takes a path in search of knowledge, Allah will make easy for him the path to Paradise.	<i>Siapa yang menempuh jalan untuk mencari ilmu, maka Allah akan mudahkan baginya jalan menuju surga.</i>
2	Q.S An Nahl 124	Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in a good way. Verily, your Lord, it is He who knows best who has strayed from His path, and He who knows best who is guided	<i>Serulah (manusia) kepada jalan Tuhanmu dengan hikmah dan pengajaran yang baik, dan berdebatlah dengan mereka dengan carayang baik. Sesungguhnya Tuhanmu, Dialah yang lebih mengetahui siapayang sesat dari jalan-Nya dan Dialah yang lebih mengetahui siapayang mendapat petunjuk</i>

Appendix 2
Research Instrument
Questionnaire

No	Aspect	Indicator	Score				
			1	2	3	4	5
1.	Feeling	1. I liked when ERT allows me to be more flexible in learning. 2. I can improve the way I think and feel when online learning. 3. An unsupportive environment does not affect my ability to learn. 4. An unsupportive environment does not affect my ability to learn. 5. I prefer Google Classroom and Google Meet over WhatsApp When online learning. 6. I am more self-assured and do not feel embarrassed to practice English when learning online. 7. Online fees are less expensive, and I can save time.					

2.	Benefit	<ol style="list-style-type: none"> 1. I like using online media helps long-distance learners learn. 2. I believe the activity focuses on critical thinking and self-care in a pandemic as well as knowledge acquisition. 3. I can change the schedule of activities with the teacher, depending on the circumstances. 4. I like use WhatsApp to deliver materials, communicate, and practice writing. 5. I believe listening can help me improve my communication skills. 6. I can improve my listening skills with audio and video during online learning. 7. I believe reading digital books or listening to music helps me learn new words. 8. I believe online learning encourages me to search for information from the various sources. 9. I believe taking online classes is easy than attending a regular class. 					
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3.	Drawbacks	<ol style="list-style-type: none"> 1. I believe technology and media illiterate make me not struggle to adapt quickly. 2. I believe my anxiety and lack of preparedness have not increased because of the emergency remote teaching. 3. I feel prepared to face a lot of new educational challenges during an emergency remote teaching. 4. I have no difficulty when teachers provide less practical instructions and inconsistent teaching methods. 5. I believe my participation and interaction is not limited due to online learning. 6. I believe internet signal interference and device failure on computers and smartphones are not common problems. 7. I feel online learning not spends a lot of my internet quota. 8. I don't feel online learning is disturbing and making me in a hurry. 9. I often take online learning seriously. 					
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Note:

(1): Strongly Agreed

(3): Undecided

(5): Strongly Disagreed

(2): Agreed

(4): Disagreed

Appendix 3

INTERVIEW GUIDELINE

1	What are the problems that arise when learning shifts to emergency remote teaching?
2	How do you plan the teaching English during emergency remote teaching?
3	The four components of applying online activity are preparation, self-learning, support, and cooperation. Are these four components been met when carrying out emergency remote teaching?
4	For a learning system, do you prefer an online learning system or an offline learning system?
5	Could you tell me the advantages of emergency teaching?
6	Could you tell me the disadvantages of emergency teaching?
7	How could you cover all four English skills during emergency remote teaching?
8	Are there any significance differences in preparing learning process during emergency remote teaching?
9	What kind of tools do you often use in teaching English during emergency remote teaching?
10	Teachers and students communicate online because they are studying at home; consequently, student control is reduced in emergency remote teaching. How do teachers deal with this lack of control?
11	How was the process of teaching English during emergency remote teaching?
12	The teacher is concerned about the extra work required to prepare content and materials for the new system?
13	Attendance and cheating are two problems that teachers often face in emergency remote teaching. How do teachers deal with this problem?
14	What are the obstacles faced in providing an assessment during emergency remote teaching?

The Result of Interview

Participants	Interview results
Teacher	<p>1. I was initially confused about the method to be given to students, as well as what not to confuse students. And the selection of the appropriate method was also my main problem at that time because this was my first-time doing distance learning.</p> <p>2. It's the same with face-to-face learning as usual, in advance, prepare teaching materials related to the material that will be given.</p> <p>3. Not totally fulfilled. Only a couple of the four components are met throughout learning. Every learning process must be deficient in some way. For example, because the current state of the internet network does not enable it, students cannot fully grasp learning. Because we cannot ensure that all students understand and are clear when we convey the material. Sometimes in cooperation, online learning has various obstacles. For example, there are students who are late for class because they are helping their parents at home. His parents verified it when it was clarified. That is, there is no collaboration between parents and the school to not undertake things outside of learning during school hours. And for network problems, I will give another explanation to students. I provide them with learning videos relating to the material so they may review it. So, when they are at home, they may go back to read and learn what was left behind.</p> <p>4. Offline learning of course. Because it is more able to condition students in terms of being ready for learning, more able to control student understanding directly, and</p>

	<p>can measure the ability of each student so that it is easier for me to determine assignments.</p> <p>5. The benefit may be that time efficiency can be handled more efficiently, materials can be overtaken than during face-to-face learning, another benefit is that children can be technology literate with this distance learning.</p> <p>6. The drawbacks may not be able to determine directly whether each child has caught the learning given or not, also in terms of assignments, of course, it is very difficult to ask students to be on time for collection.</p> <p>7. Watching learning videos, which are done by experts with the ERT method, can help me cover the four English skills, as can reading the most recent journals about ERT also can help me.</p> <p>8. Although learning online is easier but in my opinion, there is no significant difference. Because both make teaching preparations in advance as usual whether online or offline. The learning process, as usual, prepares the material, explains the material, and understands students' understanding of the material. The only difference is in the conditions. Face to face or offline learning.</p> <p>9. My laptop and smartphone are usually what I use. I frequently use Google Meet to explain since it is more efficient. I also usually explain in a combination of English and Indonesian, which is done to practice listening skills and familiarize students with listening to English. Google Meet also allows me to communicate with students directly and practice their speaking skills. I usually use Google Classroom for assignment collecting, and I also give material for students to read in order for them to</p>
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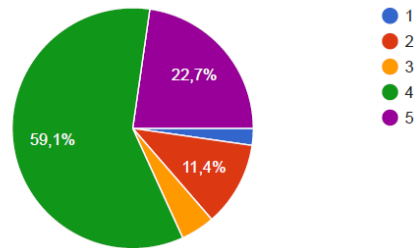
	<p>practice their reading abilities.</p> <p>10. With a better approach to students, giving attention and affirmation that they can do well in learning even with these conditions. Students really need to be given this treatment. Because of course, it can affect the teaching and learning process.</p> <p>11. The process is not effective because there are many things that affect it, starting from students who are too lazy in ERT, because they think they are also learning from home, and there are no special things that must be prepared. Many other things affect this ERT.</p> <p>12. No, I am not concerned or afraid of working longer hours than usual to prepare materials and sometimes also preparing learning videos. Because there are many teaching materials, whether in the form of content or other materials available on the internet that I can use as a reference.</p> <p>13. For attendance to be further emphasized by giving understanding to all students about the importance of attending ERT, for cheating problems, I personally give an assessment during the learning process not only on the task. Because the evaluation in the ERT must be in the honesty of students in doing assignments.</p> <p>14. Constraints in the assessment, maybe the incomplete grades of each student. Because every assignment, not all students are on time or collect for various reasons.</p>
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Appendix 4

Data from questionnaires

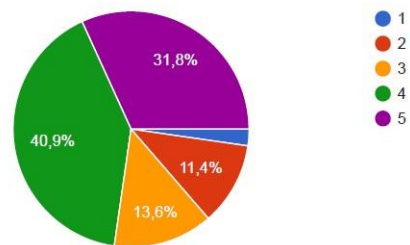
I liked when ERT allows me to be more flexible in learning.

44 jawaban



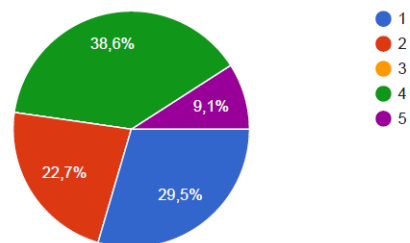
I prefer Google Classroom and Google Meet over Whatsapp When online learning

44 jawaban



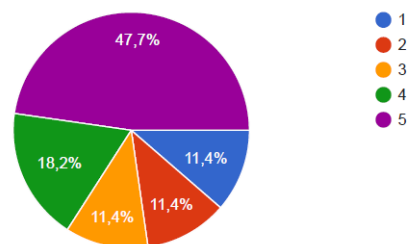
Online fees are less expensive, and I can save time.

44 jawaban






I often don't take online learning seriously

44 jawaban



Appendix 5

Surat Riset

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBİYAH DAN KEGURUAN Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: ftk@uin-antasari.ac.id Web: www.ftk.uin-antasari.ac.id	
	<hr/>	
Nomor	: B- 70 /Un.14/III.1/PP.00.9/01/2022	12 Januari 2022
Sifat	: Penting	
Lampiran	: I (satu) berkas	
Hal	: Riset dalam Rangka Penyusunan Skripsi	
<p>Yth. Kepala Dinas Pendidikan Kabupaten Kotabaru</p> <p>Kotabaru</p> <p><i>Assalamu'alaikum Wr. Wb.</i></p> <p>Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :</p> <p>Nama : Rama Danita Wahdini N I M : 180101030087 Jurusan : S1 Tadris Bahasa Inggris (TBI) Fakultas : Tarbiyah dan Keguruan Alamat : Jl. Pangeran Hidayat No. 04 RT. 002 RW. 001 Desa Sebatung Kec. Pulau Laut Utara Kab. Kotabaru</p> <p>Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.</p> <p><i>Wassalamu'alaikum Wr. Wb.</i></p> <div style="text-align: center;">  Wakil Dekan Bidang Akademik dan Kelembagaan,  Ahmad Muradi </div> <p>Tembusan :</p> <ol style="list-style-type: none"> 1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari; 2. Kepala SMP Muhammadiyah Kotabaru <p><small>Subbag. Atikwa & Alumni FTK UIN Antasari</small></p>		



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI ANTASARI

FAKULTAS TARBIYAH DAN KEGURUAN

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin

Telepon (0511) 3253939 Faksimile (0511) 3274492

Email: ftk@uin-antasari.ac.id Web: www.ftk.uin-antasari.ac.id

SURAT RISET

Nomor: B- 30 /Un.14/III.1/PP.00.9/01/2022

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Rama Danita Wahdini
 Nomor Induk Mahasiswa : 180101030087
 Semester : DELAPAN (VIII)
 Alamat : Jl. Pangeran Hidayat No. 04 RT. 002 RW. 001 Desa Sebatang Kec. Pulau Laut Utara Kab. Kotabaru
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

Teacher And Students Perception On Emergency Remote Teaching In ELT Amidst Pandemic

Tempat yang dituju : Kepala SMP Muhammadiyah Kotabaru
 Barang yang dibawa : Seperangkat alat riset
 Lamanya Riset : 2 (Dua) bulan
 Dari tanggal : 17 Januari 2022
 Sampai dengan tanggal : 18 Maret 2022

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 12 Januari 2022
 Wakil Dekan Bidang Akademik
 dan Kelembagaan

 Dr. Ahmad Muradi, M.Ag
 NIP. 197808082005011006

Mahasiswa yang bersangkutan,


 Rama Danita Wahdini
 NIM. 180101030087



KEMENTERIAN AGAMA REPUBLIK INDONESIA

**UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk@uin-antasari.ac.id Web: www.ftk.uin-antasari.ac.id

Nomor : B- 70 /Un.14/III.1/PP.00.9/01/2022 12. Januari 2022
Sifat : Penting
Lampiran : 1 (satu) berkas
Hal : Riset dalam Rangka Penyusunan Skripsi

Yth. **Kepala SMP Muhammadiyah Kotabaru
Kabupaten Kotabaru**

Kotabaru

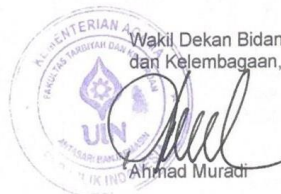
Assalamu'alaikum Warahmatullah Wabarakatuh

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Rama Danita Wahdini
N I M : 180101030087
Jurusan : S1 Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Pangeran Hidayat No. 04 RT. 002 RW. 001 Desa Sebatung Kec. Pulau Laut Utara Kab. Kotabaru

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh



Wakil Dekan Bidang Akademik
dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.

Appendix 6

Surat Selesai Riset



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
 Web: www.fk.iain-antasari.ac.id

SURAT KETERANGAN SELESAI RISET

No: B-604/Un.14/III.1./PP.00.9/05/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

Nama	: Rama Danita Wahdini
NIM	: 180101030987
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak 17 Januari 2022 – 18 Maret 2022 dengan judul:

“Teacher And Students Perception on Emergency Remote Teaching in ELT Amidst Pandemic”

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.



Banjarmasin, 31 Mei 2022
 Ketua Prodi TBI,

Afifah Linda Sari, M.Pd
 NIP.198711102015032004

Appendix 7

Surat keterangan selesai seminar



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B -139/Un.14/III.1.f/PP.00.9/02/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rama Danita Wahdini
 N I M : 180101030087
 Jurusan/Prodi : TBI
 Alamat : Jl. Pangeran Hidayat No. 4 RT. 02 Desa
 Sebatung Kabupaten Kotabaru

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

TEACHER AND STUDENTS PERCEPTION ON EMERGENCY REMOTE TEACHING IN ELT AMIDST PANDEMIC

Pada Hari/Tanggal : Senin, 13 Desember 2021
 Tempat : Zoom Meeting

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.







Banjarmasin, 19 Februari 2022
 Ketua,

Alifah Linda Sari, M.Pd
 NIP.198711102015032004

Appendix 8

Thesis Consultation Notes

DATES	Notes	SIGNATURE
29 March 2022	It's okay if there is only one English teacher, depending on the type of your research. If its qualitative, that's fine. And also consult with the supervisor 1.	
12 May 2022	<ul style="list-style-type: none"> - on RA1 adjust it with the title title in the thesis sk to be consistent. - This is the correct writing, Brown (2000, p. 7). Check again in its ente entirety and revise according to what has been exemplified. - The correct placement of apostrophes is like this, students' perception. Check again because students are plural. For the teacher, the writing is correct, teachers' perception. - in the theoretical description, it immediately becomes A. Definition of Perception, then check the numbering again. - for benefit and drawback, provide explanation points, so that they are easy to understand. - add challenges and risks in ERT in the sub-chapter, so that the context can be understood. - add the previous study again, because there are at least 3 previous study. - Explain the reason why you chose the school in the research setting. If there is a population and sample, then delete the subject and object. 	

	<ul style="list-style-type: none"> - In the data collection procedure, add the source and who are the experts you quoted. - the numbering in the findings change to a paragraph, also include about the teacher. - the writing of the table must be in accordance with the existing guidelines. - in the findings, teacher's perception should also be categorized into three (feeling, benefit, and drawback). - make 2 points on the discussion according to RQ. 	
13 May 2022	<ul style="list-style-type: none"> - Uma Sekaran, just write the last name. - all the names in the quote only use the last name. 	
6 June 2022	<ul style="list-style-type: none"> - Statement of authenticity change into English. - In the previous study, just use the last name for the citation - In the chapters 3 and 4 use the past tense. - change the table format according to APA 7. 	

Curriculum Vitae

CURRICULUM VITAE

I. Personal Details			
Name	: Rama Danita Wahdini		
Place and Date of Birth	: Kotabaru, December 14 th 1999		
Gender	: Female		
Marital Status	: Single		
Religion	: Islam		
Nationality	: Indonesia		
Parents	: Ahmad Wahyudi, Noor Janah		
Siblings	: Adinda Nor Maulida		
II. Formal Education Background			
2005	-2006	Kindergarten of Kodeco Batulicin	
2006	-2012	State Elementary School of Batuah 1 (SDN 1 Batuah Kotabaru)	
2012	-2015	Junior High School 1 Kotabaru (SMPN 1 Kotabaru)	
2015	-2018	Senior High School 1 Kotabaru (SMAN 1 Kotabaru)	
2018	-2022	English Education Department of Antasari State Islamic University Banjarmasin	
III. Organization Experience			
2018	-2021	Member of English Students Association of UIN Antasari (Public Relation)	
2018	-2021	Student Cooperative of UIN Antasari (Business Operations)	

