

**“TEACHER’S AND STUDENTS’ PERCEPTION ON  
EMERGENCY REMOTE TEACHING IN ELT AMIDST  
PANDEMIC”**

**By  
RAMA DANITA WAHDINI**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2022**

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

**AN UNDERGRADUATE THESIS**

Presented to  
Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English Language Education

**by**

**Rama Danita Wahdini**

**180101030087**

**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION DEPARTMENT  
BANJARMASIN  
2022**

## APPROVAL

Title : Teacher's And Students' Perception On  
Emergency Remote Teaching in ELT Amidst  
Pandemic

Name : Rama Danita Wahdini

SRN : 180101030087

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2021/2022

Place/Date of Birth : Kotabaru, December 14<sup>th</sup> 1999

Address : Jl. Pangeran Hidayat No. 04 Kecamatan Pulau  
Laut Utara Kabupaten Kotabaru Kalimantan  
Selatan

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, May 18<sup>th</sup>, 2022

Advisor  
Contents and Research Methods  
Techniques

Drs. Sa'adillah. M.Pd  
NIP. 196406201992031006

Advisor  
Language and Writing

Hidayah Nor, S.Pd., M.Pd  
NUP. 201701017

Acknowledged by  
Head of English Education Department  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin,



Arifan Linda Sari, S.S., M.Pd  
NIP. 198711102015032004

## VALIDATION

Title: Teacher's and Students' Perception on Emergency Remote Teaching in ELT Amidst Pandemic, Name Rama Danita Wahdini, SRN 180101030087 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Friday  
Date : July 1st, 2022  
Stated : Passed  
Score : 81 (A)



Dean Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin

Dr. H. Hamdan, M.Pd  
NIP. 196604051993031005

### THE BOARD OF EXAMINERS:

Name	Signature
1. Drs. Sa'adillah, M.Pd (Chairperson)	
2. Fajrianor, M.Pd (Member)	
3. Hidayah Nor, M.Pd (Member)	

### STATEMENT OF AUTHENTICITY

I, the undersigned, Rama Danita Wahdini, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June 9<sup>th</sup>, 2022

The writer,



**Rama Danita Wahdini**

## ABSTRACT

**Rama Danita Wahdini.** 2022. Teacher's and Students' Perception on Emergency Remote Teaching in ELT Amidst Pandemic. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Drs. Saadilah, M.Pd, (II) Hidayah Nor, M.Pd.

**Keywords:** Perception, Emergency Remote Teaching, Pandemic.

Many activities, including school, have moved online as a result of the COVID-19 pandemic. Emergency remote teaching is the best way to make learning that is normally done offline available online. This is done so that we can all help to reduce the virus's spread. Therefore, the researcher was interested to know Teacher's and Students' Perceptions on Emergency Remote Teaching in ELT Amid the Pandemic.

This research applied mix-method research. The population of this research was 51 students and the samples of this research were 44 students and a teacher in SMA Muhammadiyah Kotabaru. The data were collected by spreading questionnaires to find out students' perceptions and the interview to find out teacher's perceptions. This research is divided into three aspects; feelings, benefits, and drawbacks. The researcher applied two methods of analysis, descriptive statics analysis for analyzed statements from questionnaires and descriptive qualitative analysis which analyzed interview data.

The results reveal that both teachers and students had positive and negative perceptions of emergency distance in teaching English. Teaching is going well, despite the challenges that teachers and students face. However, study online offer something useful in learning in an emergency situation. Teachers and students are unfamiliar with online learning, but they are willing to adapt during the COVID-19 pandemic.

## ***ABSTRAK***

**Rama Danita Wahdini.** 2022. Teacher's and Students' Perception on Emergency Remote Teaching in ELT Amidst Pandemic. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Drs. Saadilah, M.Pd, (II) Hidayah Nor, M.Pd

**Kata kunci:** Persepsi, Pengajaran Jarak Jauh Darurat, Pandemi.

Pandemi covid-19 membuat banyak aktivitas berubah menjadi online, salah satu nya adalah sekolah. Emergency remote teaching adalah cara terbaik yang dapat dilakukan agar pembelajaran yang biasanya dilakukan secara offline dapat terlaksana secara online. Hal ini dilakukan agar kita semua dapat mengurangi penyebaran virus. Oleh karena itu, peneliti tertarik untuk mengetahui persepsi Guru dan Siswa mengenai pengajaran jarak jauh darurat di pengajaran Bahasa Inggris ditengah pandemi.

Penelitian ini menggunakan metode penelitian campuran. Populasi dalam penelitian ini adalah 51 siswa dan sampel penelitian ini adalah 44 siswa dan seorang guru di SMP Muhammadiyah Kotabaru. Pengumpulan data dilakukan dengan menyebarkan angket untuk mengetahui persepsi siswa dan wawancara untuk mengetahui persepsi guru. Penelitian ini terbagi menjadi tiga aspek; perasaan, manfaat, dan kekurangan. Peneliti menggunakan dua metode analisis, analisis statika deskriptif untuk menganalisis pernyataan dari kuesioner dan analisis deskriptif kualitatif yang menganalisis data wawancara.

Hasilnya menunjukkan bahwa baik guru maupun siswa memiliki persepsi positif dan negatif tentang jarak darurat dalam pengajaran bahasa Inggris. Pengajaran berjalan dengan baik, terlepas dari tantangan yang dihadapi guru dan siswa. Namun, belajar online menawarkan hal bermanfaat dalam belajar disituasi darurat. Guru dan siswa asing dengan pembelajaran online, tetapi mereka bersedia beradaptasi di masa pandemi COVID-19.

## **MOTTO**

“Keep Moving Forward”



## **DEDICATION**

I dedicate this thesis for:

1. My parents, Ahmad Wahyudi and Noor Janah who Always give me endless love and support mentally, spiritually, and materially during my studies and thesis writing process.
2. My sisters, Adinda. For the support and positive affirmations when I'm down, even though you're annoying.
3. My closest one, thank you for your help and for always being beside me when I need your help.
4. All my bestie, and EED 18 friends that I can't mention one by one.
5. All my lecturers, thank you for giving me so much knowledge.

## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا  
ومولانا محمد وعلى آله وصحبه أجمعين. أما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled **“Teacher’s and Students’ Perception on Emergency Remote Teaching in ELT Amidst Pandemic.”**. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters..
2. Afifah Linda Sari, S.S., M.Pd as the Head of English Education Department for the guidance and encouragement.
3. My thesis advisors, Drs. Saadillah, M.Pd, as the advisor of content and research methods for the advice, helps, suggestion and correction.
4. Hidayah Nor, M.Pd, as the advisor of language and writing technique for the advice, help, suggestion and correction.
5. My academic advisors, Hidayah Nor, M.Pd for the guidance and encouragement.
6. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dhu’l-Qi’dah, 10th 1443 A.H  
June, 9th, 2022 A.D



Rama Danita Wahdini

## CONTENTS

### COVER PAGE

<b>TITLE PAGE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>VALIDATION</b> .....	iii
<b>STATEMENT OF AUTHENTICITY</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ABSTRAK</b> .....	vi
<b>MOTTO</b> .....	vii
<b>DEDICATION</b> .....	viii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>CONTENTS</b> .....	x
<b>LIST OF TABLES</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of Study .....	1
B. Research Question .....	7
C. Research Objective .....	7
D. Significance of Study .....	7
E. Definition of the Key Terms .....	8
<b>CHAPTER II THEORETICAL REVIEW</b> .....	10
A. Theoretical Review .....	10
1. Definition of Perception .....	10
2. Emergency Remote Teaching .....	14
3. Emergency Remote Teaching in the English Language Teaching .....	23
B. Review of Previous Studies .....	25
<b>CHAPTER III RESEARCH METHOD</b> .....	28
A. Research Design .....	28
B. Research Setting .....	28
C. Population and Sample .....	29

D. Research Instruments .....	30
E. Data Collection Procedures .....	33
F. Data Analysis .....	34
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>37</b>
A. Findings .....	37
B. Discussion .....	72
<b>CHAPTER V CLOSURE .....</b>	<b>83</b>
A. Conclusion.....	83
B. Suggestion .....	84
<b>REFERENCES .....</b>	<b>85</b>
<b>APPENDICES .....</b>	<b>93</b>
<b>CURRICULUM VITAE .....</b>	<b>109</b>

## LIST OF TABLES

Table 1 The number of samples based on the number of populations. ....	29
Table 2 Likert's scale. ....	31
Table 3 Likert scale with its interpretation. ....	31
Table 4 I liked when ERT allows me to be more flexible in learning. ....	47
Table 5 I can improve the way I think and feel when online learning. ....	48
Table 6 An unsupportive environment does not affect my ability to learn. ....	49
Table 7 I'm not concerned about my grade and the amount of time it will take me to learn new material. ....	50
Table 8 I prefer Google Classroom and Google Meet over WhatsApp when online learning. ....	51
Table 9 I am more self-assured and do not feel embarrassed to practice English when learning. ....	52
Table 10 Online fees are less expensive, and I can save time. ....	53
Table 11 I like using online media helps long-distance learners learn. ....	54
Table 12 I believe the activity focuses on critical thinking and self-care in a pandemic as well as knowledge acquisition. ....	55
Table 13 I can change the schedule of activities with the teacher, depending on the circumstances. ....	56
Table 14 I like use WhatsApp to deliver materials, communicate, and practice writing. ....	57
Table 15 I believe listening can help me improve my communication skills. ....	58

Table 16 I can improve my listening skills with audio and video during online learning.....	59
Table 17 I believe reading digital books or listening to music helps me learn new words.....	60
Table 18 I believe online learning encourages me to search for information from the various sources. ....	61
Table 19 I believe taking online classes is easy than attending a regular class. .	62
Table 20 I believe technology and media illiterate make me not struggle to adapt quickly.....	63
Table 21 I believe my anxiety and lack of preparedness have not increased because of the emergency remote teaching.....	64
Table 22 I feel prepared to face a lot of new educational challenges during an emergency remote teaching.....	65
Table 23 I have no difficulty when teachers provide less practical instructions and inconsistent teaching methods.....	66
Table 24 I believe my participation and interaction are not limited due to online learning.....	67
Table 25 I believe internet signal interference and device failure on computers and smartphones are not common problems.....	68
Table 26 I feel online learning not spends a lot of my internet quota.....	69
Table 27 I don't feel online learning is disturbing and making me in a hurry....	70
Table 28 I often take online learning seriously.....	71

## **LIST OF APPENDICES**

1. List of Translation .....	93
2. Research Instrument .....	94
3. Interview Guideline .....	97
4. Data From Questionnaires .....	101
5. Surat Riset .....	102
6. Surat Keterangan Selesai Riset.....	105
7. Surat Keterangan Selesai Seminar .....	106
8. Thesis Consultation Notes.....	107