

CHAPTER I

INTRODUCTION

A. Background of Study

The COVID-19 pandemic was confirmed to have entered Indonesia in March 2020. The presence of the disease has a massive impact on this country. According to Tanu (2020, p.1), the virus originated in bats and was transmitted to humans through yet unknown intermediary animals in Wuhan, Hubei province, China, in December 2019. The disease is transmitted by inhalation or contact with infected droplets and the incubation period ranges from 2 to 14 days. The COVID-19 pandemic has had a significant effect on personal life, work, and even education.

Based on UNESCO (2020), The COVID-19 pandemic is an evolving disease that significantly impacts the education system. As a response to this issue, most academic heads now support online education. Educational institutions face decisions about continuing teaching and learning processes while shielding their lecturers and students from a rapid and not well-known public health emergency. Even a year has passed, Indonesia is still implementing emergency learning from home; this is because the cases of Covid-19 are increasing every day. The effort to carry out emergency learning from home is hoped that there will be no new clusters for this COVID-19 case.

The impact of the COVID-19 threat has left schools and universities facing decisions about how to continue teaching and learning activities while ensuring their teachers, staff, and students are kept safe from this emergency.

Many educational institutions have chosen to cancel their face-to-face classes and have decided to move their learning online to prevent the spread of the covid-19 virus. According to UNESCO (2020), Efforts to reduce the spread of the COVID-19 virus among the younger and adult populations have prompted the widespread closure of schools, colleges, universities, and other educational institutions in many countries. As of March 25, 150 countries have closed schools and educational institutions nationwide, impacting over 80% of the world's student population. Several countries have implemented localized school closures, and those closures are expected to be nationwide. However, seeking knowledge is an obligation for everyone, even if not at school commonly, as explained in the Hadith of Muslim History No. 2699:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Nowadays, everyone uses English in communication, business and even education. As a result, teaching English is critical for everyone. Teaching is an activity that is intertwined with others. Brown (2000, p.7) defines teaching as "showing or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, causing

knowledge or understanding". The teaching-learning process, which is made up of various components that are linked to one another.

English is significant in everyday life. As a result, English teachers play a critical role in ensuring that all students learn English effectively. The teacher is expected to be able to adapt to all learning conditions at all times. Nevertheless, teaching and learning activities are not always successful in achieving their objectives.

As of late, education throughout the world is being shocked by Covid-19. With the pandemic, teaching English in schools has also shifted to distance learning. According to the World Health Organization (2020), people should avoid gathering in large groups to prevent the disease. As a result, people cannot gather in massive quantities, making education in Indonesia which was previously face-to-face, turned into emergency remote teaching. Hodges et al. (2020) state the learning process was carried out through emergency remote teaching (ERT) since the unexpected situation occurred. This teaching and learning process uses online media to keep teachers and students connected in learning in Indonesia. During this pandemic, emergency remote teaching is the most effective method of reducing virus spread, as explained in the Holy Qur'an An-Nahl Verse.125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Hodge et al. (2020) mentioned that in contrast to planned experiences and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances. It involves utilizing minimal teaching solutions for instruction or education that would otherwise be delivered face-to-face as blended or hybrid courses and will return to that format once the crisis or emergency has passed. From this explanation, in contrast to the notion of online learning, emergency remote teaching makes more sense for our current situation when facing the covid-19 pandemic.

Education in Indonesia has started to use technology in English learning activities. Based on *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standard Proses Pendidikan Dasar dan Menengah*, stated that technology improves students' potential and productivity.

Thus, teachers and students need to use technology in the learning-teaching activity. Indonesian classrooms encountered the emergence of technology as a challenge in the learning activity (Ammade et al., 2018, p.109). Difficulty in implementing online study related to internet networking among Indonesian students (Cakrawati, 2017, pp. 22–30).

Implementing an emergency remote teaching in English presents new challenges for teachers to adapt to the present situation. According to Marshall et al. (2020, pp.46-50), teachers did not have a well-prepared to teach online all of a sudden. Teachers are concerned about low-quality online teaching because

they have limited control over student progress. Students lose contact with their peers because of the sudden online environment, and teachers cannot teach effectively through online media (Jeffery & Bauer, 2020, pp. 2472–2485). In an emergency, the face-to-face classroom must be changed to an online environment; students and teachers must admit it openly to continue the learning process. As a result, online activity allows teachers and students to make quick changes in education (Adedoyin & Soykan, 2020, pp.1-13).

During the implementation of emergency remote teaching, there are many advantages and disadvantages. Studying at home has several benefits, including lower transportation costs, less stress from highway congestion, and more free time (Purwanto, A et al., 2020, pp.1-12). On the other hand, studying at home has several drawbacks, including boredom, decreased work motivation, and increased electricity costs or internet quotas (Nurhasanah, S & Sobandi, A, 2016, pp. 128-135).

The implementation of this emergency remote teaching also raises a lot of different perceptions of teachers and students. Perception is the process of identifying and interpreting sensory cues. According to Hamachek (1995, p.199), people perceive stimuli by using their sensory receptors to pick up on information from the environment. Their outlook on the world swayed people's perceptions. Perception is the act of forming an opinion about someone or something. (Campbell, 1967, p.817). According to Baron and Byrne (1991), Perception is how people try to understand others and learn about the short-term causes of their behavior, such as their emotions or feelings.

Emergency remote teaching implementation relies heavily on teacher and student perceptions to determine how to achieve teaching success best while also enhancing the learning process. According to Farley (2014), data from students' perceptions can provide a big picture of what's going on in the classrooms. Students' perceptions are a significant determinant of student behavior during the teaching and learning process. Students' perceptions are important to understand in the teaching and learning process because teachers need to know their students' preferences regarding learning style, interest, and other factors that can influence their learning outcome.

Teachers' perception is the attentional processes of teachers provide essential insights into teachers' ability to focus their attention on relevant information (Sumer, O et al., 2018). Teacher's perception can be defined as the process of perceiving and understanding relevant information to provide essential insights. The perception of one teacher to another varies depending on the teacher's experience and knowledge.

Based on the background of the research above, this research needs to be continued to determine students and teachers' perceptions of the implementation of emergency remote teaching for teaching English during this pandemic. By knowing this learning, it is hoped that the teacher can determine the right way to implement the learning system, knowing the characteristics, benefits, and drawbacks obtained when implementing emergency remote teaching.

Therefore, researchers are interested in conducting a study entitled, **“TEACHER’S AND STUDENTS’ PERCEPTION ON EMERGENCY REMOTE TEACHING IN ELT AMIDST PANDEMIC”**.

B. Research Question

This research will be conducted to answer the following research questions:

1. How is the teacher’s perception to emergency remote teaching amidst a pandemic in English language teaching?
2. How are the students’ perception to emergency remote teaching amidst a pandemic in English language teaching?

C. Research Objective

Based on the research question above, there are two objectives of the study:

1. To describe how is the teacher’s perception to emergency remote teaching amidst a pandemic in English language teaching.
2. To describe how are the students’ perception to emergency remote teaching amidst a pandemic in English language teaching.

D. Significance of Study

The results of this research are expected to have benefits as follows:

1. Theoretical

The researcher is expected that this research can be another source for future researchers as additional information or reference by exploring

students' perceptions of teacher strategies to prevent cheating in emergency remote teaching.

2. Practical

a. Students

The researcher hopes that this research will be helpful for English students when faced with teachers' perceptions of teachers' perceptions of emergency remote teaching amidst a pandemic.

b. Teachers

The researcher hopes that this research can be an additional reference to determine students' perceptions of emergency remote teaching amidst a pandemic.

E. Definition of the Key Terms

There are four definition of key terms as follow:

1. Covid-19 Pandemic

Coronavirus is a disease caused by SARS-CoV-2 virus infection. The infection primarily affects the respiratory tract and is spread through large droplets or aerosols and less frequently through contact with infected surfaces or fomites.

2. Emergency Remote Teaching

The learning process that uses online activity to connect teachers and students is known as emergency remote teaching. Emergency remote teaching was a short-term solution to the education process problem. Emergency

remote teaching allows employees to continue their education in a disaster; it can be done through online learning, blended learning, or hybrid courses.

3. Teacher's Perception

Teacher's perception is teacher's opinion and preferences on Emergency Remote Teaching in English Language Teaching amidst pandemic.

4. Students' Perception

Students' perception is students' opinion and preferences on Emergency Remote Teaching in English Language Teaching amidst pandemic.