

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter the researcher presents data from interviews with teachers to find out teachers' perceptions of emergency remote teaching at ELT in the midst of a pandemic. For the research collected data on Teacher's perceptions of Emergency Remote Teaching in ELT During a Pandemic by conducting online interviews via WhatsApp, interviews were conducted in English and Indonesian.

The researcher also presented data from a questionnaire to determine student perceptions on emergency remote teaching in ELT amidst pandemic. The questionnaire is divided into three aspects as follows; Students' Feelings About Learning English on emergency remote teaching amidst pandemic, The benefit of learning English in emergency remote teaching amidst pandemic, The drawback of learning English in emergency remote teaching amidst pandemic.

1. Teacher's Perceptions on Emergency Remote Teaching in ELT Amidst Pandemic

Interviews were conducted with the only English teacher in this school to obtain more detailed information about the teacher's perception, the teacher provided positive feedbacks on this research. There are 14 questions which are divided into 3 aspects; feeling, benefit and drawback.

a. Teacher's Feelings About Learning English on Emergency Remote Teaching Amidst Pandemic

For the first question, the teacher stated that she was confused about the method to be applied to students and that choosing the proper method was a significant problem at the time because it is her first time teaching online. She mentioned that:

... 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 ...

By providing the right method and not confusing for students, emergency remote teaching did not burden teachers and students. Knowing the right method can also help students learn better in the midst of a pandemic like this, and that is why determining the right method is important for her at that time.

For the next question, the teacher explained how she planned to teach English during an emergency remote teaching situation. She said that:

... It's the same with face-to-face learning as usual, in advance, prepare teaching materials related to the material that will be given...

According to her statement, there is no difference when preparing English language teaching as usual. The same as face-to-face learning, when online learning, she first prepares teaching materials related to the

material to be given and chooses the appropriate media.

There are four components of the implementation of online activities (preparation, self-learning, support, and cooperation). In the next question, she also discussed about the four components during emergency remote teaching, she said that:

...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...

She also added problems regarding cooperation between parents which sometimes did not support and how to overcome them, she said that:

... 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...

According to her explanation, a collaboration between teachers and students, as well as between parents and schools, is critical for the effectiveness of emergency remote teaching. Because there always be issues if there is no cooperation. Students would be unable to follow the lesson better if they engage in other activities than learning during school hours.

For the next question, she explained whether she prefers an online learning system or an offline learning system. She said that:

...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 can measure the ability of each student so that it is easier for me to determine assignments...

According to his explanation, she prefers face-to-face learning or offline learning. Because it is easier to control understanding and measure the ability of all students directly. Although there are some things that can make it easier when emergency remote teaching, but he prefers it is better for face-to-face learning.

b. The Benefit of Learning English in Emergency Remote Teaching Amidst Pandemic

Overall, she also mentioned the benefits she felt from emergency remote teaching, she said:

...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...

According to her explanation, there are benefits of emergency remote teaching. One benefit is that students become more technologically competent than before, allowing them to explore more modern learning media.

In the next question she also explained how she covered the four English skills (speaking, writing, listening, and reading) during emergency remote teaching, she said that:

... 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...

According to her explanation, reading the most recent journals and watching expert-created learning videos can assist her cover the four English skills. This is done to ensure that students learn the four skills effectively during emergency remote teaching.

For the next question, she explained that there was no significant difference in preparing the learning process during emergency remote teaching, she said that:

... 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...

Preparing for the learning process is important for successful learning. According to his explanation, there was no significant difference in the learning process preparation. The only difference is between face-to-face and online learning.

She also thoroughly described the tools and media she used for the learning process, which aided in the improvement of students' skills during emergency remote teaching, she said that:

...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 practice their reading abilities...

According to her explanation, she employed media in the form of the Google Meet application to explain the material because it was thought to be more efficient. Furthermore, the use of the Google Meet application encourages students to interact and improves students in speaking skills. However, network problems limit student interaction and only a few responds to her. She frequently utilizes Google Classroom to

collect assignments and distribute material.

Emergency remote teaching allows teachers and students to communicate online. This makes it difficult for teachers to keep supervising all of their students. For the next question, she explained how she handled that lack of equal supervision. She said that:

...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...

Supervising all students during emergency remote teaching is certainly very difficult to do because not all teachers are able to reach all students. Supervision is carried out so that students continue to follow learning regularly and do not underestimate it because they do not meet face to face directly. based on what she described, giving more approaches like mindfulness and positive affirmations are needed for students at this point. Because students really need to be given this treatment. Because of course, it can affect the teaching and learning process.

c. The Drawback of Learning English in Emergency Remote Teaching Amidst Pandemic

Apart from the benefits, she also mentioned the drawbacks she felt from emergency distance teaching, she said that:

...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...

According to her explanation, there is drawbacks of emergency remote teaching. One drawback is that she has no control over students' ability to submit assignments on time; there are always students who procrastinate in collecting assignments.

For the next question she explained the process of English language teaching during emergency remote teaching, she said that:

...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...

Many things affect the learning process during emergency remote teaching becomes ineffective. Many students underestimate it because they think that learning from home allows them to relax and not be closely controlled by the teacher. Furthermore, many students are too lazy to take online classes and simply join classes with little interaction.

In response to the next question, she explained whether she had any concerns about the additional work required to prepare content and materials for the new system. She said that:

...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...

Preparing learning materials and content certainly takes a lot of time, but as she mentioned, she is not worried and afraid of the extra work required to prepare all of it. Moreover, the internet provides many teaching materials, be it in the form of content or other materials for her to use as a reference.

In response to her next question, she described how she dealt with the problem that teachers frequently confront in emergency remote teaching, there are attendance and cheating. She said that:

...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...

Attendance and cheating are two issues that teachers frequently face when providing emergency remote teaching. Based on her explanation, attendance was essential since she instilled in all students the importance of adhering to this emergency remote teaching; attendance was also required for the final assessment afterward.

In response to the cheating problem, she explained that the assessment she provided was not only based on the task but was also given during the learning process. Students who are detected cheating received a warning and a grade reduction because the ERT must evaluate students' honesty in completing assignments.

For the last question, she explained about the obstacles faced in providing assessments during remote emergency teaching. She said that:

...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...

Based on what she explained, the obstacle in the assessment she faced was that not all students were on time in submitting assignments, even though the deadlines were longer than face-to-face learning. In fact, some students did not submit their assignments for various reasons, so it made their grades incomplete.

2. Students' Perceptions on Emergency Remote Teaching in ELT Amidst Pandemic

The research collected data on Student Perceptions of Emergency Remote Teaching in ELT During a Pandemic by distributing questionnaires online via Google Forms. The data results are shown in the tables below:

a. Students' Feelings About Learning English on emergency remote teaching amidst pandemic

In this aspect discuss the students' feelings whether they are pleasant or unpleasant in learning the English language on emergency remote teaching amidst pandemic.

Table 4

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

No	Responses	Frequency	Percentage
1	SDA	1	2,3%
2	DA	5	11,4%
3	N	2	4,5%
4	A	26	59,1%
5	SA	10	22,7%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 1 (2,3%), disagree is 5 (11,4%), neutral is 2 (4,5%), agree is 26 (59,1%), and strongly agree is 10 (22,7%). It could be implied that many of them like when ERT allows them to be more flexible in learning.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They like when ERT allows them to be more flexible in learning English, which means they have a positive perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

Table 5

I can improve the way I think and feel when online learning.

No	Responses	Frequency	Percentage
1	SDA	8	18,2%
2	DA	11	25%
3	N	4	9,1%
4	A	16	36,4%
5	SA	5	11,4%
Total		44	100

The table above showed that total of students chooses strongly disagree is 8 (18,2%), disagree is 11 (25%), neutral is 4 (9,1%), agree is 16 (36,4%), and strongly agree is 5 (11,4%). It could be implied that many of them feel can improve the way they think and feel when online learning.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They feel can improve the way they think and feel when online learning, which means they have a positive perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

Table 6

An unsupportive environment does not affect my ability to learn

No	Responses	Frequency	Percentage
1	SDA	14	31,8%
2	DA	19	43,2%
3	N	5	11,4%
4	A	5	11,4%
5	SA	1	2,3%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 14 (31,8%), disagree is 19 (43,2%), neutral is 5 (11,4%), agree is 5 (11,4%), and strongly agree is 1 (2,3%). It could be implied that many of them feel an unsupportive environment affects their ability to learn.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They feel an unsupportive environment affects their ability to learn, which means they have a negative perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

Table 7

I'm not concerned about my grade and the amount of time it will take me to learn new material.

No	Responses	Frequency	Percentage
1	SDA	16	36,4%
2	DA	22	50%
3	N	3	6,8%
4	A	1	2,5%
5	SA	2	4,5%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 16 (36,4%), disagree is 22 (50%), neutral is 3 (6,8%), agree is 1 (2,5%), and strongly agree is 2 (4,5%). It could be implied that many of them feel concerned about their grade and the amount of time it took to learn new material.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They feel concerned about their grade and the amount of time it took to learn new material, which means they have a negative perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

Table 8

I prefer Google Classroom and Google Meet over WhatsApp When online learning.

No	Responses	Frequency	Percentage
1	SDA	1	2,3%
2	DA	5	11,4%
3	N	6	13,5%
4	A	18	40,9%
5	SA	14	31,8%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 1 (2,3%), disagree is 5 (11,4%), neutral is 6 (13,5%), agree is 18 (40,9%), and strongly agree is 14 (31,8%) It could be implied that many of them prefer Google Classroom and Google Meet over WhatsApp when online learning.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They prefer Google Classroom and Google Meet over WhatsApp when online learning, which means they have a positive perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

Table 9

I am more self-assured and do not feel embarrassed to practice English when learning online.

No	Responses	Frequency	Percentage
1	SDA	-	-
2	DA	5	11,4%
3	N	2	4,5%
4	A	29	65,9%
5	SA	8	18,2%
Total		44	100%

The table above showed that total of students chooses disagree is 5 (11,4%), neutral is 2 (4,5%), agree is 29 (65,9%), strongly agree is 8 (18,2%) and none of them are choose strongly disagree. It could be implied that many of them more self-assured and do not feel embarrassed to practice English when learning online.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They more self-assured and do not feel embarrassed to practice English when learning online, which means they have a positive perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

Table 10

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

No	Responses	Frequency	Percentage
1	SDA	13	29,5%
2	DA	10	22,7%
3	N	-	-
4	A	17	38,6%
5	SA	4	9,1%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 13 (29,5%), disagree is 10 (22,7%), agree is 17 (38,6%), strongly agree is 4 (9,1%) and none of them are choose neutral. It could be implied that many of them feel online fees are less expensive, and can save time.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They feel online fees are less expensive, and can save time, which means they have a positive perception of students' feelings about learning English in emergency remote teaching amidst a pandemic.

b. The benefit of learning English in emergency remote teaching amidst pandemic.

This aspect discusses the benefits of learning the English language in emergency remote teaching amidst pandemics. Emergency remote

teaching makes use of the internet to connect the learning process, particularly in the aftermath of the COVID-19 pandemic. The teachers and students perceived the benefit of education in this crisis. This aspect may shed light on the advantages of online English language learning.

Table 11

I like using online media helps long-distance learners learn.

No	Responses	Frequency	Percentage
1	SDA	-	-
2	DA	1	2,3%
3	N	3	6,8%
4	A	24	54,5%
5	SA	16	36,4%
Total		44	100%

The table above showed that total of students chooses disagree is 1 (2,3%), neutral is 3 (6,8%), agree is 24 (54,5%), strongly agree is 16 (36,4%) and none of them are choose strongly disagree. It could be implied that many of them like using online media helps long-distance learners learn.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They like using online media helps long-distance learners learn, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 12

I believe the activity focuses on critical thinking and self-care in a pandemic as well as knowledge acquisition.

No	Responses	Frequency	Percentage
1	SDA	-	-
2	DA	2	4,5%
3	N	4	9,1%
4	A	20	45,5%
5	SA	18	40,9%
Total		44	100%

The table above showed that total of students chooses disagree is 2 (4,5%), neutral is 4 (9,1%), agree is 20 (45,5%), strongly agree is 18 (40,9%) and none of them are choose strongly disagree. It could be implied that many of them believe the activity focuses on critical thinking and self-care in a pandemic as well as knowledge acquisition.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They believe the activity focuses on critical thinking and self-care in a pandemic as well as knowledge acquisition, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 13

I can change the schedule of activities with the teacher, depending on the circumstances.

No	Responses	Frequency	Percentage
1	SDA	1	2,3%
2	DA	7	15,9%
3	N	6	13,6%
4	A	27	61,4%
5	SA	3	6,8%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 1 (2,3%), disagree is 7 (15,9%), neutral is 6 (13,6%), agree is 27 (61,4%) and strongly agree is 3 (6,8%). It could be implied that many of them can change the schedule of activities with the teacher, depending on the circumstances.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They can change the schedule of activities with the teacher, depending on the circumstances, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 14

I like use WhatsApp to deliver materials, communicate, and practice writing.

No	Responses	Frequency	Percentage
1	SDA	1	2,3%
2	DA	2	4,5%
3	N	3	6,8%
4	A	26	59,1%
5	SA	12	27,3%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 1 (2,3%), disagree is 2 (4,5%), neutral is 3 (6,8%), agree is 26 (59,1%) and strongly agree is 12 (27,3%). It could be implied that many of them like use WhatsApp to deliver materials, communicate, and practice writing.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They like use WhatsApp to deliver materials, communicate, and practice writing, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 15

I believe listening can help me improve my communication skills.

<u>No</u>	Responses	Frequency	Percentage
1	SDA	4	9,1%
2	DA	8	18,2%
3	N	2	4,5%
4	A	23	52,3%
5	SA	7	15,9%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 4 (9,1%), disagree is 8 (18,2%), neutral is 2 (4,5%), agree is 23 (52,3%) and strongly agree is 7 (15,9%). It could be implied that many of them believe listening can help me improve my communication skills.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They believe listening can help me improve my communication skills, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 16

I can improve my listening skills with audio and video during online learning.

No	Responses	Frequency	Percentage
1	SDA	-	-
2	DA	1	2,3%
3	N	7	15,9%
4	A	28	63,6%
5	SA	8	18,2%
Total		44	100%

The table above showed that total of students chooses disagree is 1 (2,3%), neutral is 7 (15,9%), agree is 28 (63,6%), strongly agree is 8 (18,2%) and none of them are choose strongly disagree, it could be implied that many of them can improve my listening skills with audio and video during online learning.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They can improve my listening skills with audio and video during online learning, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 17

I believe reading digital books or listening to music helps me learn new words.

No	Responses	Frequency	Percentage
1	SDA	3	6,8%
2	DA	3	6,8%
3	N	6	13,6%
4	A	22	50%
5	SA	10	22,7%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 3 (6,8%), disagree is 3 (6,8%), neutral is 6 (13,6%), agree is 22 (50%) and strongly agree is 10 (22,7%). It could be implied that many of them believe reading digital books or listening to music helps me learn new words.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They believe reading digital books or listening to music helps me learn new words, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 18

I believe online learning encourages me to search for information from the various sources.

<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	2	4,5%
4	A	23	52,3%
5	SA	19	43,2%
Total		44	100%

The table above showed that total of students chooses neutral is 2 (4,5%), agree is 23 (52,3%), strongly agree is 19 (43,2%) and none of them chose disagree and strongly disagree. It could be implied that many of them believe online learning encourages them to search for information from the various sources.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They believe online learning encourages them to search for information from the various sources, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

Table 19

I believe taking online classes is easy than attending a regular class.

No	Responses	Frequency	Percentage
1	SDA	6	13,6%
2	DA	10	22,7%
3	N	4	9,1%
4	A	13	29,5%
5	SA	11	25%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 6 (13,6%), disagree is 10 (22,7%), neutral is 4 (9,1%), agree is 13 (29,5%) and strongly agree is 11 (25%). It could be implied that many of them believe taking online classes is easy than attending a regular class.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They believe taking online classes is easy than attending a regular class, which means they have a positive perception of the benefit of learning English in emergency remote teaching amidst pandemics.

c. The drawback of learning English in emergency remote teaching amidst pandemic

In this aspect, discuss the drawbacks of learning the English language in emergency remote teaching amidst pandemics. In English language teaching, there must be obstacles and deficiencies in using online

media. The shortcomings in online English language learning could influence teachers' and students' activities.

Table 20

I believe technology and media illiterate make me not struggle to adapt quickly.

No	Responses	Frequency	Percentage
1	SDA	14	31,8%
2	DA	14	31,8%
3	N	9	20,5%
4	A	5	11,4%
5	SA	2	4,5%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 14 (31,8%), disagree is 14 (31,8%), neutral is 9 (20,5%), agree is 5 (11,4%), and strongly agree is 2 (4,5%). It could be implied that some of them strongly believe technology and media illiterate make them struggle to adapt quickly and some more believe technology and media illiterate make them struggle to adapt quick.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They strongly believe technology and media illiterate make them struggle to adapt quickly and some more believe technology and media illiterate make them struggle to adapt quick,

which means they have a negative perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 21

I believe my anxiety and lack of preparedness have not increased because of the emergency remote teaching.

No	Responses	Frequency	Percentage
1	SDA	1	2,3%
2	DA	3	6,8%
3	N	4	9,1%
4	A	18	40,9%
5	SA	18	40,9%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 1 (2,3%), disagree is 3 (6,8%), neutral is 4 (9,1%), agree is 18 (40,9%), and strongly agree is 18 (40,9%). It could be implied that some of them strongly believe anxiety and lack of preparedness have not increased because of the emergency remote teaching and some more believe anxiety and lack of preparedness have not increased because of the emergency remote teaching.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They strongly believe anxiety and lack of preparedness have not increased because of the emergency remote teaching and some more believe anxiety and lack of preparedness have not

increased because of the emergency remote teaching, which means they have a positive perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 22

I feel prepared to face a lot of new educational challenges during an emergency remote teaching.

No	Responses	Frequency	Percentage
1	SDA	14	31,8%
2	DA	13	29,5%
3	N	5	11,4%
4	A	8	18,2%
5	SA	4	9,1%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 14 (31,8%), disagree is 13 (29,5%), neutral is 5 (11,4%), agree is 8 (18,2%), and strongly agree is 4 (9,1%). It could be implied that many of them strongly feel unprepared to face a lot of new educational challenges during an emergency remote teaching.

Based on the table of interpretations, most of them dominantly could be inferred as highly negative perceptions of learning English in emergency remote teaching amidst a pandemic. They strongly feel unprepared to face a lot of new educational challenges during an emergency remote teaching, which means they have a negative perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 23

I have no difficulty when teachers provide less practical instructions and inconsistent teaching methods.

No	Responses	Frequency	Percentage
1	SDA	10	22,7%
2	DA	27	61,4%
3	N	5	11,4%
4	A	2	4,5%
5	SA	-	-
Total		44	100%

The table above showed that total of students chooses strongly disagree is 10 (22,7%), disagree is 27 (61,4%), neutral is 5 (11,4%), agree is 2 (4,5%), and none of them are choose strongly agree. It could be implied that many of them have difficulty when teachers provide less practical instructions and inconsistent teaching methods.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They have difficulty when teachers provide less practical instructions and inconsistent teaching methods, which means they have a negative perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 24

I believe my participation and interaction are not limited due to online learning.

No	Responses	Frequency	Percentage
1	SDA	18	40,9%
2	DA	18	40,9%
3	N	4	9,1%
4	A	4	9,1%
5	SA	-	-
Total		44	100

The table above showed that total of students, disagree is 18 (40,9%), neutral is 18 (40,9%), agree is 4 (9,1%), strongly agree is 4 (9,1%), and none of them are choose strongly agree. It could be implied that some of them strongly don't believe they participation and interaction is not limited due to online learning and some more don't believe they participation and interaction is not limited due to online learning.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They strongly don't believe they participation and interaction is not limited due to online learning and some more don't believe they participation and interaction are not limited due to online learning, which means they have a negative perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 25

I believe internet signal interference and device failure on computers and smartphones are not common problems.

No	Responses	Frequency	Percentage
1	SDA	17	38,6%
2	DA	20	45,5%
3	N	4	9,1%
4	A	1	2,3%
5	SA	2	4,5%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 17 (38,6%), disagree is 20 (45,5%), neutral is 4 (9,1%), agree is 1 (2,3%), and strongly agree is 2 (4,5%). It could be implied that many of them believe internet signal interference and device failure on computers and smartphones are common problems.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They believe internet signal interference and device failure on computers and smartphones are common problems, which means they have a negative perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 26

I feel online learning not spends a lot of my internet quota.

No	Responses	Frequency	Percentage
1	SDA	22	50%
2	DA	15	34,1%
3	N	1	2,3%
4	A	3	6,8%
5	SA	3	6,8%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 22 (50%), disagree is 15 (34,1%%), neutral is 1 (2,3%), agree is 3 (6,8%), and strongly agree is 3 (6,8%). It could be implied that many of them strongly feel online learning spends a lot of their internet quota.

Based on the table of interpretations, most of them dominantly could be inferred as negative perceptions of learning English in emergency remote teaching amidst a pandemic. They strongly feel online learning spends a lot of their internet quota, which means they have a negative perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 27

I don't feel online learning is disturbing and making me in a hurry.

No	Responses	Frequency	Percentage
1	SDA	6	13,6%
2	DA	6	13,6%
3	N	3	6,8%
4	A	17	38,6%
5	SA	12	27,3%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 6 (13,6%), disagree is 6 (13,6%), neutral is 3 (6,8%), agree is 17 (38,6%), and strongly agree is 12 (27,3%). It could be implied that many of them strongly don't feel online learning is disturbing and making them in a hurry.

Based on the table of interpretations, most of them dominantly could be inferred as positive perceptions of learning English in emergency remote teaching amidst a pandemic. They strongly don't feel online learning is disturbing and making them in a hurry, which means they have a positive perception of the drawback of learning English in emergency remote teaching amidst pandemics.

Table 28

I often take online learning seriously.

No	Responses	Frequency	Percentage
1	SDA	5	11,4%
2	DA	5	11,4%
3	N	5	11,4%
4	A	8	18,2%
5	SA	21	47,7%
Total		44	100%

The table above showed that total of students chooses strongly disagree is 5 (11,4%), disagree is 5 (11,4%), neutral is 5 (11,4%), agree is 8 (18,2%), and strongly agree is 21 (147,7%). It could be implied that many of them strongly often take online learning seriously.

Based on the table of interpretations, most of them dominantly could be inferred as highly positive perceptions of learning English in emergency remote teaching amidst a pandemic strongly often take online learning seriously, which means they have a positive perception of the drawback of learning English in emergency remote teaching amidst pandemics.

B. Discussion

The discussion section aims to answer the questions that have been posed; this aims to discuss the data results in order to infer the answers to the research questions about teacher and students' perception on emergency remote teaching amidst a pandemic in ELT. These research questions would be discussed in the following section.

1. Teacher's Perception on Emergency Remote Teaching Amidst a Pandemic in ELT

To answer the first research question about teacher's perception of emergency remote teaching amidst a pandemic in English language teaching. Data were collected through interviews with English subject teachers. There are 14 questions that answered the teacher's perception. Interviews were conducted online via WhatsApp. Based on the finding of this study, from interview data on teachers, the researcher got the result that teacher has a positive and negative perception of emergency remote teaching amidst a pandemic in ELT.

Choosing the right method for emergency remote teaching is critical for teachers. The teacher mentioned that choosing the proper method was a significant problem at the time because it is her first time teaching online. Emergency remote teaching did not overwhelm teachers or students by providing the correct way or method that is not perplexing to them. Knowing the proper strategy can also help students learn more effectively during a pandemic.

Aside from selecting the appropriate method, planning for English teaching during emergency remote teaching is also required. Teacher mention that there is no difference when planning English language teaching as usual. As with face-to-face learning, she creates instructional materials linked to the content to be presented and selects acceptable media for online learning. According to Amin and Sundari (2020, pp.362-378), tools for emergency remote teaching: video conferencing, learning management systems (LMS), and mobile messengers. Teachers can use video conferencing to share materials. Google Classroom is an excellent tool for distributing and collecting assignments. Teachers and students utilize messenger in the form of WhatsApp to communicate.

Then the teacher also gave their perception about the benefits and drawbacks felt during emergency remote teaching. From the interview, it turns out that there are several benefits, students become more technologically competent than before, enabling them to explore more modern learning media. Then, time efficiency in learning can be handled more efficiently, material can be caught up than during face- to-face learning. Besides that, there are also drawbacks in emergency remote teaching. Drawbacks are not being able to determine directly whether each student has caught the lesson given or not. Then in terms of assignments she has no control over the students' ability to submit assignments on time; there are always students who procrastinate in collecting assignments. One of the reasons they are late in submitting assignments is the unstable internet network. Online learning has

weaknesses when internet service is weak, and teacher instructions are poorly understood by students (Astuti, P., & Febrian, F.,2019, p.118).

Many things affect the learning process during emergency remote teaching, making the learning process ineffective. The teacher mentioned that the process was not effective because many things influenced it, many students underestimated it because they thought studying from home, made them relax and was not tightly controlled by the teacher. In addition, many students are too lazy to take online classes and only attend classes with little interaction. Even though there are many things that affect emergency remote teaching, teachers still try their best to be able to cover the four English skills to students. The teacher mentioned that reading the latest journals and watching the learning videos made by experts can help her to cover the four English skills. This is done to ensure that students learn the four skills effectively during emergency distance teaching.

Then the teacher also gave his perception of the differences in preparing the learning process during emergency remote teaching. The teacher mentioned that there was no significant difference in the preparation of the learning process. 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 difference is only between face-to-face learning and online learning. According to Arkorful & Abaidoo (2015, p.399), online media can provide long-distance learning opportunities during times of crisis.

The teacher also gives the perception that the selection of tools and media used for the learning process is also important to help improve students' skills during emergency remote teaching. The teacher mentioned that she used the media in the form of the Google Meet application to explain the material because it was considered more efficient. Furthermore, the use of the Google Meet application encourages students to interact and improve students speaking skills. She also often uses Google Classroom to collect assignments and distribute materials. This statement of the Teachers is in line with Rahiem (2020, p.11), the online activity's discussion section can use applications such as Google Meet, Zoom, WhatsApp, and social media. Locating materials on the Internet that teachers and students can use. Additionally, language teaching and learning make extensive use of the online environment.

According to Coryell et al., (2007, p.267), the four components of applying online activity are preparation, self-learning, support, and cooperation. The teacher also gives his perception of these four components. The teacher mentioned that the four components were not fully fulfilled. Only some of the four components are fulfilled during the learning process. Sometimes in collaboration, online learning has various obstacles. The lack of collaboration between parents and schools also has an impact on learning activities, as a collaboration between teachers and students, as well as between parents and schools, is critical to the effectiveness of emergency distance teaching. Students did not able to follow lessons better if they are involved in activities other than studying during school hours. Teacher's

statement related to Whittle et al., (2020, p.7) adapting online learning for emergency remote teaching entangles teachers, students, and student parents in times of crisis.

Emergency remote teaching allows teachers to create learning content that fits the new system. Teachers may be concerned about the extra work required to prepare content for the new system. Preparing learning materials and content certainly take a long time, the teacher mentioned that she was not worried and afraid of the extra work required to prepare all of it. Moreover, the internet provides many teaching materials, be it in the form of content or other materials for him to use as a reference. Emergency remote teaching also has individual risks in can manifest in various ways, including compromises in academic integrity, attendance, and cheating.

Attendance and cheating are two problems that teachers often face when providing emergency remote teaching. The teacher gives the perception that attendance is very important because attendance is also needed for the final assessment afterward. For the problem of cheating, she mentioned that the assessment she gave was not only based on assignments but was also given during the learning process. Students who are detected cheating received a warning and a reduction in grades because ERT must evaluate students' honesty in completing assignments.

Another obstacle in the assessment that she also faced was that she faced not all students on time in submitting assignments, even though the deadline was longer than face-to-face learning. In fact, there were some

students who did not submit their assignments for various reasons, thus making their grades incomplete.

Emergency remote teaching allows teachers and students to communicate online. This makes it difficult for teachers to keep an eye on all their students. Supervision is carried out so that students continue to follow learning regularly and do not underestimate it because they do not meet face to face directly. The teacher mentioned that giving more approaches like mindfulness and positive affirmations are needed for students at this point. Because students really need to be given this treatment. Because of course, it can affect the teaching and learning process. The teacher's statement relates to Arkorful & Abaidoo (2015, p.403), the online process results in a lack of interaction between teachers and students and between students themselves. Since they learn from a different location, it wasn't easy to gain prominence in online activity.

The teacher also gave his perception of a better learning system according to him. The teacher mentioned that he prefers face-to-face learning or offline learning. Emergency remote teaching makes the lack of interaction between students and teachers directly impact on teachers who have difficulty controlling understanding and measuring the abilities of all students directly. Arkorful & Abaidoo (2015, p.403) points out that the online process results in a lack of interaction between teachers and students and between students themselves.

2. Students' Perception on Emergency Remote Teaching Amidst a Pandemic in ELT

To answer the second research question about students' perception of emergency remote teaching amidst a pandemic in English language teaching, data were obtained by disseminating a questionnaire to students with three aspects: feelings, benefits, and drawbacks. The questionnaire has 25 positive statements, which are further separated into three aspects: 7 statements for feelings, 9 statements for benefits, and 9 statements for drawbacks. Therefore, the lower the scale participants selected, the more negative their perception.

Based on the finding of this study, from the data of the questionnaire that distributed to the students, the researcher got the result that the students had a positive and negative perception of emergency remote teaching amidst a pandemic in ELT.

The result showed that, for the first aspect regarding students' perceptions of feeling, statement number 6 has the highest score in positive perception with 65.9%, the students are more self-assured and do not feel embarrassed to practice English when learning online. Statement number 1 is the second statement which has a high score of 59.1%, it is stated that students like it when it allows them to be more flexible in learning.

Statement number 3 gets a percentage of 40.9%, students prefer Google Classroom and Google Meet over WhatsApp when online learning. The student's perception is related to the statement Amin and Sundari (2020, pp.362-378) mentioned teachers can use video conferencing to share

materials and google Classroom is very useful for sharing and collecting assignments. Statement number 7 gets a percentage of 38.6%, students feel online fees are less expensive and can save time. And the last is statement number 2 with a percentage of 36.4%, the students feel can improve the way they think and feel when online learning.

The highest negative perception of students is in statement number 4 with a percentage of 50%, students feel concerned about their grades and the amount of time it took to learn new material. This perception relates to the statement of Yılmaz & Kılıçoğlu (2013, pp.14-21), which says that students may be concerned about their academic progress or the time required to learn new techniques for study and preparation. and the last one is number 3 with 43.2% results, the students feel an unsupportive environment affects their ability to learn.

The second aspect is regarding student perceptions based on the benefits felt by students. In this aspect, students have a positive perception even the average percentage is at 50%. The highest score is statement number 6 with a percentage of 63.6%, students can improve their listening skills with audio and video during online learning. This perception relates to the statement of Blake (2016, pp.129-142) mentioned that the implications of online learning for listening skills are that teachers can create numerous links to videos or audio files, which students can practice in real life under the supervision of teachers.

The second highest statement is statement number 3 with a score of 61.4%, students can change the schedule of activities with the teacher, depending on the circumstances. The student's perception is related to the statement Arkorful & Abaidoo (2015, p.399) emphasized that online activity could be used to control the timing and location of the learning process. statement number 4 got a score of 59.1%, the students like to use WhatsApp to deliver materials, communicate, and practice writing. This perception relates to the statement of Blake (2016 pp.129-142) pointed out that writing and speaking in English are productive skills. Statement number 1 gets a score of 54.5%, students like using online media helps long-distance learners learn.

Statements number 5 and 8 have the same score, which is 52.3% which means that students believe listening can help me improve my communication skills and believe online learning encourages them to search for information from the various sources. Statement number 7 has a score of 50% which means students believe reading digital books or listening to music helps them learn new words. Reading skills could be implemented in online English language learning by providing students with digital books. The students could read books from various sources and finish reading on time (Hun 2006, as cited in Blake, 2016 pp.129-142).

Statement number 2 is 45.5% which means students believe the activity focuses on critical thinking and self-care in a pandemic as well as knowledge acquisition. The student's perception is related to the statement Bozkurt & Sharma (2020, p.2) mention that the activity is focused not only

on acquiring knowledge but also on students' critical thinking and self-care in a pandemic. The last and lowest score is number 9 with a score of 29.5% of students believe taking online classes is easy than attending a regular class. all students have a positive perception of this benefit aspect.

On the drawback's aspect, students have positive and negative perceptions. The students' highest positive perception was in statement number 9 with a score of 47.7%, the students stated that they often take online learning seriously. The next highest score is in statement number 2 with a percentage of 40.9%, students believe anxiety and lack of preparedness have not increased because of the emergency remote teaching. The last positive perception of students is in statement number 8 with a score of 38.6%, the students agree that they don't feel online learning is disturbing and making them in a hurry.

Students' negative perceptions of drawbacks, the highest is in statement number 4, students have difficulty when teachers provide less practical instructions and inconsistent teaching methods. The student's perception is related to the statement of Rababah (2020, p.28) found three significant drawbacks to online activity: practical instruction deficiency, lack of accessibility, and inconsistent teaching style. The unfamiliar online environment makes it difficult for teachers and students to adjust to the learning process. In statement number 7 with a score of 50%, students feel online learning spends a lot of their internet quota. 45.5% of students believe internet signal interference and device failure on computers and smartphones

are common problems. Al-Azawi (2021, p.246) pointed out that around 14% of students had issues due to a lack of internet access.

Statement number 5 has a score of 40.9%, the students don't believe they participation and interaction are unlimited due to online learning. The disadvantage of online activity is that it may limit student interaction (Rababah, 2020, p.28). Statements number 3 and 1 have the same score which is 31.8%, the students feel unprepared to face a lot of new educational challenges during an emergency remote teaching, and the students believe technology and media illiterate make them struggle to adapt quickly. The statement relates to Gaur et al., (2020, p.3), teachers and students struggle to adapt to a new learning the system quickly, and they are also not technologically and media-literate.