THE IMPLEMENTATION OF EMERGENCY REMOTE TEACHING IN ENGLISH GRAMMAR LEARNING DURING COVID-19 PANDEMIC

(A Case Study of The Third Semester English Education Study Program Students at Raden Mas Said State Islamic University of Surakarta)

THESIS

Submitted as Partial Fulfillment of The Requirements for the Undergraduate Degree in English Language Education Study Program

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2022

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advice, herewith, as the advisors, we state that the thesis of:

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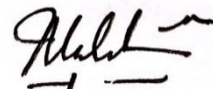
Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain a Degree of Undergraduate in English Language Education.

Thank you for your attention.

Wassalamu'alaikum Wr. Wb.
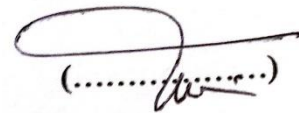
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RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "*The Implementation of Emergency Remote Teaching in English Grammar Learning During Covid-19 Pandemic (A Case Study of The Third Semester English Education Study Program Students at Raden Mas Said State Islamic University of Surakarta)*" by Yulia Dwi Kartika has been approved by the Board of Thesis Examiners as the requirements for Undergraduate Degree in English Language Education.

Chairman : <u>Muh. Husin AL Fatah, M.Pd.</u> (...............)
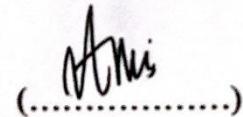NIP. 19893007 201701 1 155

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DEDICATION

Alhamdulillahirabbil'alamin. Praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis to the people who I love yesterday, now, and tomorrow ever after.

1. My beloved parents, Mr. Sumadi and Mrs. Sri Mulyati.

2. My little brother, Rangga Maulana Saputra.

3. My lovely cousin sister, Mrs. Anisa Putri Cahyani, M.Pd.

May God bless them all.

MOTTO

"For indeed, with hardship will be ease, indeed with hardship will be ease."
(Qr. Asy-Syarh, 94: 5-6)

"The only way to do great work is to love what you do."
(Steve Jobs)

"Be happier with do anything that makes you happy."

"Be good, do good."

PRONOUNCEMENT

Name   : Yulia Dwi Kartika

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I hereby sincerely state that the thesis titled **"THE IMPLEMENTATION OF EMERGENCY REMOTE TEACHING IN ENGLISH GRAMMAR LEARNING DURING COVID-19 PANDEMIC** (A Case Study of The Third Semester English Education Study Program Students at Raden Mas Said State Islamic University of Surakarta)**"** is my real masterpiece. The things out my masterpiece this thesis was signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 18 November 2022

Stated by,

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Sukoharjo, 18 November 2022
The Researcher

Yulia Dwi Kartika
SRN. 18.32.2.1.235

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ABSTRACT

Yulia Dwi Kartika, 2022. *"**The Implementation of Emergency Remote Teaching In English Grammar Learning During Covid-19 Pandemic** (A Case Study Of The Third Semester English Education Study Program Students At Raden Mas Said State Islamic University Of Surakarta)."* Thesis. English Language Education. Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor   : Mrs. Nor Laili Fatmawati, M.Pd.

This research is to know the implementation of emergency remote teaching in the class activities in English grammar classes and student perceptions in English grammar learning during the pandemic. The objectives of this research are (1) to know the class activities in the delivery of instruction and material, learning activities, integration of technology, and assessments during the implementation of emergency remote teaching (2) to find out the students' perception toward the implementation of emergency remote teaching and (3) to know the strengths and weakness of implementing emergency remote teaching.

This research is qualitative research methodologies and a case study methodology. The participants in this research were 75 students of English grammar class in the third semester of the academic year 2021/2022 at Raden Mas Said State Islamic University of Surakarta and 2 lecturers of English grammar. The data were collected by using observation, questionnaire, and interview. Both of them were conducted online and offline meeting. The techniques of analyzing data were data reduction, data display, and drawing conclusion.

The findings showed that English grammar lecturers have implemented emergency remote teaching well in learning English grammar in terms of various aspects, such as delivery of instruction and materials, learning activities, integration of technology through platform used, and assessments. The combination of synchronous and asynchronous learning is applied in the delivery of material and learning activities in online classes by using many applications and platforms. In addition, from the perception of students, 80% more still feel comfortable to take part in learning advanced English grammar during emergency remote teaching. There are still many factors that arise that hinder learning activities, but there are also advantages during the implementation of emergency remote teaching that can be used for future learning.

Keywords: *Emergency Remote Teaching, English Grammar Learning, Student's Perception.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Since the end of 2019, the whole world has been shocked by disease outbreaks that have attacked almost all countries from various parts of the world, where this virus spreads very quickly through transmission from one human to another which was declared as pandemic on March 12, 2020, by the World Health Organization (Ferri, 2020). Many sectors were affected of this pandemic. However, The United Nations (UN) in (Correia, 2020), concluded that education is one of the sectors most affected in a fast and large scale, thus requiring school closures in various countries (McCarthy, 2020). Indonesia is one of the country that was affected with the data from the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), around 68,265,787 students in Indonesia at various levels of education are forced to switch teaching and learning activities carried out at home in distance as the Minister of Education and Culture of the Republic of Indonesia issued a Circular Number 4 of 2020 concerning the Implementation of Education Policies in Emergencies of the Spread of COVID-19 (Pusdiklat, 2020).

The existence of this pandemic has caused an emergency transformation from traditional learning to distance learning at all levels of education, which is called emergency remote teaching (Misirli, 2021). Emergency remote teaching is a teaching-learning system implemented due to a sudden emergency with no time to plan or prepare in terms of strategies,

tools and platforms in the transition to an online/technology-enhanced learning and teaching environment (Pickett, 2022). As the transition to emergency remote teaching is imposed due to the pandemic, there are many important things for its implementation, especially for teachers. Teachers must learn new technologies, teaching approaches, and good communication strategies with students (Hodges, 2020). This transition is called hastily, driven by the urgent need to adapt to rapid changes in its implementation that are poorly understood (Veletsianos, 2020). Teachers certainly feel unprepared to change their practice at some point when students need it the most.

In contrast to experiences that are pre-planned and designed to go online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternative mode of delivery due to a crisis (Hodges, 2020). This involves using a fully distanced teaching solution for teaching or education that is supposed to be delivered face-to-face or as a mixed or hybrid course and which will return to that format once the crisis or emergency subsides. Several things need to be analyzed in the implementation of emergency remote teaching, especially in the class activity, including the delivery of instruction and material, learning activities, integration of technology through platform used, and assessments and also students' perceptions when following it.

Perception is the process of using knowledge already possessed to obtain a stimulus for interpretation by the sensory system (Desmita, 2009).

With perception, people can capture the interpretation of various phenomena, information or data that always surrounds them. In addition, Hong states that perception is a person's thoughts about something that has learned to measure how behaves towards the use of about something, whether agrees or not about that method or about something that has learned (Jaelani, 2019). So, students have their own opinion about something they get from the teaching and learning process and how they react to it. In this case, students' perceptions were used to find out how the experience of implementing emergency remote teaching was during the pandemic.

As in the research conducted by Maila D. H. Rahiem (2020), in her research entitled "The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis" with the aim of exploring and interpreting the life experiences of Indonesian students in remote emergency learning (ERL) during COVID-19. The results reveal that students' experiences fall into two overarching themes, blended learning and paradox learning. Both lessons are under ongoing review and better combine similar programs in the future if this happens again. Therefore, online activities offer convenience for teachers and students to transform into rapid modifications in education (Adedoyin, 2020). On the other hand, the implementation of emergency remote teaching also has disadvantages in its implementation to unexpected situations. Onyema et al. states that the impact of the pandemic can make students have low achievements

(Onyema, 2020). The students could not fully participate in the activities because they felt anxious and lost interest in learning.

The implementation of emergency remote teaching is carried out in many universities with many study programs, one of which is the Raden Mas Said State Islamic University Surakarta. Since the implementation of emergency remote teaching as an alternative to continuing education, many new experiences have been gained by lecturers and students. However, in the statement of Marshall et al. (2020) stated that teachers are not properly prepared to teach online under these conditions. Lecturers apply various teaching strategies with various platforms in the main activity class, where classrooms that are supposed to be face-to-face suddenly have to go online in an emergency. This is in line with the lecturer who teaches English grammar at the Raden Mas Said State Islamic University of Surakarta.

In English grammar classes, especially Advanced English Grammar, the lecturers apply remote teaching by combining synchronous and asynchronous in the implementation of remote teaching. As applied by Miss Anisa, one of the English grammar lecturers who always tries various platforms and applications when teaching in class to get the best solution in English grammar learning during emergency remote teaching. Unlike the case with Mister Furqon, an English grammar lecturer, who more often applies synchronously in teaching in the classroom by using Gmeet to explain the material. From the applied remote teaching, most of the students still find it difficult to understand the material being taught.

In conducting this research, the researcher also carried out a preliminary study process to determine the class to be studied based on skills in learning English during emergency remote teaching. This previous research was conducted by observation in many classes of English skill in the third semester of English Education Study Program and asking questions to third semester English Education students in five classes. The questions posed by the researcher were related to English language skills that experienced obstacles and difficulties during emergency remote teaching. From the submission of questions on Google Form until October 30th, 2021, at 13.45 WIB, there were 50 respondents. This study indicates that 70% of students find it difficult to learn English grammar during emergency remote teaching because of many reasons. As said by Aliffia Rizka Rahmadhani, one of the student representatives in the 3A English Education class who said that English grammar material is complex and interconnected with each other. If students don't understand one material because of signal constraints during learning, then the next material will also have difficulty understanding it.

Therefore, the researcher then determined the grammar class as the class to be studied in order to find a picture related to the implementation of emergency remote teaching in learning English grammar. Based on that condition and the results of the preliminary research, the researcher will conduct a research entitled "*The Implementation of Emergency Remote Teaching in Learning English Grammar During the Covid-19 Pandemic*".

This study aims to know what is the teaching strategies that is applied by teachers through emergency remote teaching in learning activities of English, including delivery of instruction and material, learning activities, integration of technology, and assessments. In addition, this study aims to observe respondents' perceptions of the benefits, deficiencies, feelings, and achievements of emergency remote teaching in English, especially those used in English grammar classes in third semester students at Raden Mas Said State Islamic University Surakarta through the experience.

B. Identification of the Problems

According to the background of study, the researcher identifies the problems of this study that would be investigated in the study, as follows:

1. There is the different of class activities in the implementation of emergency remote teaching in the COVID-19 pandemic.

2. Student's perceptions of the implementation of emergency remote teaching.

3. The strengths and weakness of the implementation of emergency remote teaching through students' perceptions.

C. Limitation of the Problems

This study focuses on the class activities in the implementation of emergency remote teaching through delivery of instruction and material, learning activities, integration of technology through platform used, and assessments in English grammar classes and student perceptions in English grammar learning during the pandemic, especially in English grammar class of the third semester students (3A, 3C, 3D, 3E, 3I and 3J) of the academic year 2021/2022 at Raden Mas Said State Islamic University of Surakarta.

D. Formulation of the Problems

Based on the background of study and the limitation of problem, the researcher formulates the research questions below:

1. How does the class activities in the implementation of emergency remote teaching in English Grammar learning of the third semester English Language Education Study Program students at Raden Mas Said State Islamic University of Surakarta of the academic year 2021/2022 during COVID-19 pandemic?

2. How about the students' perception toward the implementation of emergency remote teaching in the English Grammar learning of the third semester English Language Education Study Program students at Raden Mas Said State Islamic University of Surakarta of the academic year 2021/2022 during COVID-19 pandemic?

3. What are strengths and weakness of the implementation of emergency remote teaching through students' perceptions.

E. Objectives of the Study

Based on the research questions, there are two objectives of this study as follows:

1. To know the class activities in the implementation of emergency remote teaching in English Grammar learning in the third semester English Language Education Study Program students at Raden Mas Said State Islamic University of Surakarta of the academic year 2021/2022during COVID-19 pandemic.

2. To find out the students' perception toward the implementation of emergency remote teaching in the English Grammar learning of the third semester English Language Education Study Program students at Raden Mas Said State Islamic University of Surakarta of the academic year 2021/2022 during COVID-19 pandemic.

3. To know the strengths and weakness of the implementation of emergency remote teaching through students' perceptions.

F. Benefits of the Study

The result from this research is to expect to be use theoretical and practically:

1. Theoretically

This research can support and complement the previous theories and will be useful information and reference for further research with the same case related to the implementation of emergency remote teaching for learning English, both in grammar and other skills. For researchers,

it will provide many valuable new experiences on how teachers apply material delivery strategies, choose learning platforms, and deliver assignments through remote teaching. In addition, researchers can also find out students' perception in the application of emergency remote teaching.

2. Practically

a. For Dean

The implementation of emergency remote teaching happened suddenly in an emergency. Therefore, the entire academic community, especially the dean, can prepare strategies that will be used if there is a change in the learning process by inviting all levels of the faculty, including the assistant deans and heads of each study program. Starting from the facilities that will be used, the teaching strategies that will be used by lecturers, and other things that affect the change in the learning system in an emergency. That way, all academic layers will not be surprised by the sudden changes in learning.

b. For Teachers

Teachers can identify and apply appropriate learning strategies according to students' perceptions regarding the implementation of emergency remote teaching which must be done suddenly. That way, teachers can prepare and control teaching activities as much as possible. Teachers can improve their training to strengthen their ability to master remote emergency learning that relies on the use of

technology, especially in learning English. Therefore, this research is expected to be used as a reference and improvement in the implementation of emergency learning.

c. For Students

The implementation of emergency remote teaching strategies makes students understand the conditions of the learning system that must be implemented suddenly. In addition, students can prepare and adapt quickly to take part in learning more optimally in the use of technology in online learning. Thus, emergency remote teaching is expected to encourage students to become active, creative, and self-disciplined learners. The existence of increasingly sophisticated technology is able to connect people around the world, so that students can easily understand, especially in English knowledge and social changes to adapt to new situations.

d. For The Other Researchers

This research can assist other researchers in knowing the implementation of emergency remote teaching through several aspects, such as the strategy for delivering materials, assignments, and platforms used based on student perceptions from various perspectives during a sudden transition period or pandemic period, such us COVID-19 pandemic. It is hoped that this research can be used as a reference for conducting the same research regarding the implementation of emergency remote teaching.

G. Definition of Key Terms

1. Teaching

   Teaching is the process of paying attention to what people need, experiencing and feeling, and intervening so that they learn certain things, and go beyond what is given. Interventions can be in the form of asking questions, listening, providing information, explaining some phenomena, demonstrating skills or processes, testing understanding and capacity, and facilitating learning activities (such as taking notes, discussing, writing assignments, simulations and practice). In teaching activities, of course there is a strategy, media/platform, assignments to be used as an assessment and evaluation.

2. Emergency Remote Teaching

   Emergency remote teaching (ERT) is a method of temporarily switching instructional delivery to an alternative mode of delivery due to a crisis. This involves teaching or education that should be delivered face-to-face as a mixed or hybrid course. Teaching modalities are conducted partially or completely online due to a crisis situation (such as a natural disaster, war, or health emergency). This is a temporary change in the form of instructions until the crisis or emergency is over.

3. English Grammar Learning

   Grammar is the study of rules that explain how words are combined, arranged or changed according to patterns to show several types of meaning and form language so that it has meaning or can be understood

when used when communicating. The 'rules' of grammar tell us how. So, English grammar learning is a learning process related to the grammar rules that exist in English.

4. COVID-19 Pandemic

COVID-19 is the name of the respiratory disease caused by SARS-CoV2, which is a form of the new coronavirus. This disease is a type of infectious disease and transmission occurs very quickly in various countries around the world. Therefore, the COVID-19 disease is designated as a pandemic because of its wide spread and affects a large number of people in various countries on several continents, one of which is Indonesia.

5. Students' Perceptions

Students' perceptions are students' thoughts and beliefs or the process of students' preferential treatment of the information they get from an object. For example, in this study, the information is about the implementation of emergency remote teaching in English grammar classes.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. Emergency Remote Teaching

    a. The Definition of Emergency Remote Teaching

    In the world of online learning, many terms are used to describe the teaching and learning process, such as digital learning, e-learning, distance learning, virtual learning, and online learning. Although the terms used are different, Hodges, Moore, Lockee, Trust, and Bond (2020) in (Shammari, 2021), state that in contrast to learning experiences that are pre-planned and designed to go online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternative mode of delivery due to a crisis. This involves the full use of distance teaching solutions for teaching or education that would otherwise be delivered face-to-face (Shammari, 2021). According to Steven Shisley, the phrase "emergency remote teaching" suggests what educators are doing today is an alternative and unplanned method of delivering instruction remotely because they cannot physically be in a classroom with their students (Shisley, 2020). Emergency remote teaching is used to continue the learning process in disaster situations that can be done through online learning, blended, or hybrid courses (Hodges, 2020). Of course, in its application, learning must take advantage of online activities to connect teachers with their students.

On the other hand, based on the views of Bozkurt and Sharma (2020), emergency remote teaching is a temporary thing that is done during a crisis or emergency to solve problems in the ongoing educational process (Bozkurt, 2020). One of them is if there is a pandemic in an area or region, of course it is impossible to do face-to-face learning which must then be transferred to the distance learning process from home. Therefore, online media is indispensable in the implementation of remote learning. Emergency remote teaching brings together learning activities through an online environment. In the implementation, the use of online learning media is different from ordinary online learning where the media is used to support the learning process in distance activities. While alternative online media for instruction have been deployed in response to national and regional crises or disasters (Rush, 2016), COVID-19 is the first time that emergency distance teaching has been implemented on a global scale (Moorhouse, 2021).

In the application of emergency remote teaching, design and implementation of the steps leads to dependence on various contextual, human, and existing challenges. Emergency remote teaching is implemented with the impact on teacher and student access to technology resources, including the need for high-speed internet, readiness for online learning, availability of instructional support, and policies mandated by institutions or governments (Hodges, 2020).

Therefore, in the implementation of ERT, teachers must be able to adapt quickly to radical things different teaching and learning environments (Xie, 2019), while addressing social and psychological problems impact of the crisis that may occur on students later based on the statement of American Psychological Society in (Moorhouse, 2021).

Based on this explanation, the researcher conclude that emergency remote teaching is a learning system transition that must be carried out in the teaching and learning process during an emergency or in the event of a pandemic or other disaster on a large scale. Such an urgent situation forces everyone to be far from each other in everything, especially in the field of education, teachers and students in teaching and learning activities. Thus, emergency remote teaching unites learning activities through an online environment with the use of learning strategy and media/platform that supports the learning process in distance activities.

b. The Characteristics of Emergency Remote Teaching

During the pandemic, the ERT strategy was considered a branch of distance education (Bozkurt, 2020); (Hodges, 2020). A special feature of emergency remote education is that it is not planned practice, with no choice but to use any kind of online and/or online resources that may be readily available (Ferri, 2020). The phrase "emergency remote teaching" suggests what educators are doing today is an alternative and unplanned method of delivering instruction remotely because they cannot physically be in a classroom with their students. In other words,

emergency remote teaching can be done online and share similar components to online learning, but differs from online learning because of its design. There are several characteristics of remote teaching in terms of several things, including the following:

1) Delivery of instruction and material

In the event of an emergency due to a lack of time and insufficient resources to fully prepare the required number of faculties and courses, in the delivery of instruction, ERT is different from face-to-face or online delivery. Based on campus support, tools and recommendations, student circumstances, and adaptability and personal skills, teachers and students are asked to make choices and decisions about the design and delivery of future course instructions (Pickett, 2022). As a substitute for face-to-face learning due to circumstances, the delivery of material instructions remotely is carried out in some learning models, such us synchronous learning, asynchronous learning, and mixed learning (Shisley, 2020).

Synchronous learning is learning where teachers and students meet online through certain online platforms to teach and communicate about a lesson that occurs in real time without time delay (Pickett, 2022). Teachers can try to recreate the synchronous learning experience via video conferencing on multiple platforms, such as Zoom, Google Meeting, or others to give the instruction to

the students (Amitii, 2020). Asynchronous learning is learning that is carried out by giving instructions or materials to students, the available materials are audio/video lectures, handouts, articles and power point presentations (Pickett, 2022). This material can be accessed anytime anywhere and takes place under a time delay, i.e. instructions are directly recorded/stored and accessed later. Mixed learning is a mix of optional and required synchronous and asynchronous course interaction and delivery. Direct instructions combine Synchronous and Asynchronous types. For live video it is mainly synchronous (with multiple asynchronous activities/components happening online but not directly or at the same time/place. Whereas, mainly asynchronous, online but not live or at the same time/place (with multiple synchronous activities or components which appear directly and simultaneously.)

2) Learning Activities

Learning activities are usually designed to facilitate students achieving course objectives in face-to-face learning experiences and as a result, learning activities may not adequately support active online learning (Shisley, 2020). Students may feel less interaction with their peers and teachers. In choosing learning activities, it is good activity that is interesting and can be completed asynchronously and synchronously. Based on the opinion of Dr. Jennifer Baumgartner, as Associate Professor at Louisiana State

University, there are several learning activities that can be applied in distance learning, such as think-pair-share, small group discussion, turn & talk, partial outlines/slides provided for lecture, pausing in lecture, fishbowl, and other (Baumgartner, 2020).

3) Integration of Technology

Every emergency event creates many obstacles that must be faced, including the use of technology in emergency remote teaching. Introducing too many new tools and approaches can leave less energy to learn, so choosing a low-tech solution to achieve course outcomes is the best option (Montgomery, 2022). Choosing the most appropriate technology to support learning and teaching will depend on how the program or course will be delivered, how the teaching process will be, learning outcomes, and the assessments and activities chosen (Rouge, 2020). Content can be delivered asynchronously or synchronously using various technologies to communicate, collaborate, and provide feedback.

All involved in learning activities experience rapid adaptation of technology to deliver online instruction with minimal professional development. Limited technology can lead to less than ideal situations of engagement and interaction (Shisley, 2020). This rapid adaptation can result in an unfavourable situation for face-to-face teachers. In the use of technology, there needs to be conformity with the teaching situation, for example class size, type

of activity, course objectives/learning outcomes (CITL, St. Croix, Wicks, & & Beaton, 2020). Incorporating technologies can be done to encourage communication and collaboration, such as LSM, video assignment tools on platforms (YouTube), conferencing tools, and other technologies.

4) Assessment

The transformation process and limitations in technology training can result in iterative assessment strategies. Lack of time to prepare for transformation can also result in unclear directions and/or expectations for learners (Shisley, 2020). Some educators may feel the need for more assessments to measure student competence and understanding because learning takes place online rather than face-to-face and technological capabilities and resources are limited. In this case, the teacher provides many opportunities to demonstrate learning and transfer some of the assessments online (York, 2022). In addition, there is a need for assessment reviews to help students achieve overall course learning outcomes. Assessment can be done in various ways, such as using a question bank to provide a different quiz experience for each student. Alternative quizzes are used to conduct formative or summative assessments. Scaffolding, multi-part projects allow students to demonstrate not only their understanding of concepts but also their critical thinking and digital fluency skills

(Montgomery, 2022). Adapted to ON: York University, there are several categories of assessment in terms of effort needed by course instructors, namely low, medium, and high (York, 2022).

The low category assessment is a low effort both in terms of initial preparation and class time whether it is carried out synchronously or asynchronously. Usually, this form of assessment does not require much time to evaluate and is not resource intensive. For example, critique articles, concept maps, briefs, etc. Medium category assessments, alternatives which may require more preparation before class and/or during class time either synchronously or asynchronously. These alternative forms of assessment do not necessarily require a lot of time or resources. For example, letters to the editor, application of articles, field expert reviews, reflective journals, etc. And for the high category assessment, it shows the most time on behalf of the teacher in terms of preparation, inside or outside class time either done simultaneously or asynchronously, such as oral exam. In addition, according to (Sally Brown, 2004), there are several assessments that can be used in implementing ERT, including Questions and Quizzes, papers, class discussions, blogs, etc.

5) Faculty Support

The use of technological devices as media in the teaching and learning process has expanded online educational learning; for

example, virtual classrooms and social networks have a significant activity role (Malhotra, 2013). Therefore, the school management system must regulate the requirements of the online learning process, especially to anticipate emergencies. The faculty equips teachers and students to be ready to face any online learning activities. In the online learning process, schools use various learning management systems (LMS). Ippakayala and El-Ocla (2017) suggest that LMS is an application or platform for learning with advanced technology. The use of LMS in must be seen before teachers and students use online learning. Faculty should have instructional guidelines for teachers and students; it covers step-by-step how to operate, manage assignments, and communicate with teachers (Schoology, 2019).

Part of the training is required for teachers and students before they undertake distance learning (Alberta, 2019). Faculty, teachers, and students must work together and ensure the learning process runs well. Students can be guided in operating the online learning system, such as logging in, sending assignments, downloading materials. In addition, Alberta (2019) mentions that students need motivational support in online learning because they only learn through screen displays, and are not likely to meet their peers often.

c. The Challenges of Emergency Remote Teaching

In the provision of education, inclusive changes are needed, both through education investment and reform at the government level (Nations, 2020). Pandemic situations, such as the COVID-19 pandemic, can be used as opportunities and training in remote emergency processes teaching to identify challenges that arise during emergencies and develop a coherent online education with strategies that can be used in an emergency or other natural disaster that has the potential to occur in the future (Ferri, 2020). This is also in line with UNESCO's statement (UNESCO, Distance Learning Strategies in Response to COVID-19 School Closures, 2020), which states that:

> Education systems around the world are facing unprecedented problems, where many challenges following the massive school closures mandated as part of public health efforts to address spread of COVID-19. Government agencies should act in collaboration with international organizations, private sector and civil society partners to provide distance education through technology integration to ensure the continuity of curriculum-based learning for all.

In addition, in line with one of the goals of The Global Education 2030 Agenda of UNESCO, which states that quality education is inclusive education that aims to promote lifelong learning opportunities for all levels of learning (UNESCO, Education for Sustainable Development Goals: Learning Objectives, 2020). Thus, more attention needs to be paid to how technology and learning can be integrated effective, including the role of the teacher and what is needed by

students. Therefore, it is very important to analyze the challenges associated with emergency remote teaching in order to make it a reference and find solutions for the learning process going forward.

Experience during the COVID-19 crisis poses many different challenges that need to be addressed in order to develop new pedagogical methodologies and approaches, infrastructure and platforms that specifically designed to be used for online teaching. The state of emergency during COVID-19 has made it clear that what constitutes learning is not only technology, but pedagogical and social challenges as well (Ferri, 2020). During the COVID-19 pandemic, the long-term gap of students in different situations in the education system is often the main focus. Students and teachers are faced with different obstacles in implementing remote teaching due to existing limitations related to technology, pedagogical and social challenges.

In the technological challenges related to access to infrastructure such as device technology and internet connections used during emergency remote teaching (Montacute, 2020). This is a major challenge in implementing emergency remote teaching which will increase inequalities through unequal access to technology used or needed by students and teachers (Jacob, 2021), because not all students have access to the technology needed to take advantage of online education such as fast internet connections and the need for strong and adequate devices (Ferri, 2020). Although the Indonesian government

has provided internet data to all students and teachers, it is unable to produce maximum output because Indonesia has a different cellular signal coverage (Sundarwati, 2021). According to Hashemi (2021), which is in line with research from Mouchantaf (2020), the teacher acknowledged that internet connection problems hit student-teacher involvement in delivering material in crisis situations (Hashemi, 2021).

In the pedagogical challenge, there are several things related to knowledge and feedback in distance learning activities. The lack of teacher skills in using technology is one of the things that is a challenge in delivering material to students (Mukhtar, 2020). There needs to be training and also guidelines given to teachers and students. Teachers must be trained to improve and enhance digital knowledge and skills in the implementation of online education in order to implement innovative and adequate pedagogical programs (Ferri, 2020). Likewise with students, even though they are used to and very familiar with the use of digital devices, but they may not be ready to accept remote teaching and it is quite difficult to attract their attention. In addition, in the use of teaching materials it is necessary to have interactive multimedia media, both in the form of images, animations, and educational games that can attract and maintain student motivation (Thomas, 2020). This will reduce the lack of student feedback and can be used as an evaluation system for the future (Mukhtar, 2020).

In social terms, emergency teaching is said to be a good opportunity to practice practical skills that increase students' independence and responsibilit (Ferri, 2020). However, the existence of a learning environment at home that is not suitable for learning can affect student learning outcomes (Thomas, 2020). In addition, there are problems related to the lack of physical space at home where lessons can be received and also the lack of support from parents (Outhwaite, 2020). Support from parents during the implementation of emergency remote learning is also needed, both in terms of motivation and the availability of the equipment used.

From the explanation, it can be concluded that emergency remote teaching faces many drawbacks as well as challenges. The challenges start from technological, pedagogical, to social challenges. The systems used in the implementation of emergency remote teaching have multiple tasks to provide a learning process that goes well in this crisis. The unusual use of online media in the teaching and learning process becomes complicated for both teachers and students. Scary situations have an impact on student performance in learning, they cannot participate properly. Teachers and students conduct learning from home and interact through online communication, resulting in a lack of student control in emergency remote teaching. In addition, the lack of technological tools owned by both students and teachers also obstructs online activities.

d. The Differences between Emergency Remote Teaching and Online Learning

A well-planned online learning experience is very different from courses offered online in response to a crisis or disaster. Colleges working to sustain learning during the COVID-19 pandemic must understand the difference when distance learning is an emergency. The threat of COVID-19 has forced colleges and universities to face decisions regarding the continuation of the teaching and learning process while keeping faculty, staff, and students safe from a fast-moving and poorly understood public health emergency. Many institutions have chosen to cancel all face-to-face classes and move courses online to help prevent the spread of the virus that causes COVID-19. In educational technology, especially in distance learning, various terms have been defined, such as distance learning, distributed learning, blended learning, online learning, mobile learning, and others. Yet understanding of these important distinctions has largely not spread beyond the world of educational technologists, researchers, and instructional design professionals (Hodges, 2020).

Online education, be it teaching or online learning, has been widely studied for some time, even before the COVID-19 pandemic. Effective online learning results from careful and thorough instructional design and planning using a systematic model for learning design and development (Branch, 2015). The design process and careful

consideration of different design decisions impact the quality of instruction, which is a careful design process that will not be encountered in many emergencies learning cases (Hodges, 2020). In general, online learning goes through the stages of planning, preparation, and development time of approximately six to nine months before the course is delivered. Thus, there is an important difference between normal and everyday types of online instruction which are effective and those which are done in a hurry with minimum resources and limited time.

In contrast to experiences that are pre-planned and designed to go online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternative mode of delivery due to a crisis (Hodges, 2020). This involves using a full remote teaching solution for teaching or education that should be delivered face-to-face or being a mixed or hybrid course that will return to the way it was once a crisis or emergency subsides. This is in line with the thinking from Mohmmed, Khidhir, Nazeer, & Vijayan (2020), that emergency remote teaching is defined as "suddenly" which is a temporary shift of instructional delivery to online delivery modes as a result of a major disaster, as opposed to online courses that were originally planned and designed to be delivered virtually (Mohmmed, 2020). The main goal of emergency remote teaching is not to re-create a strong educational ecosystem, but rather to provide temporary access to instruction and

instructional support in a way that is quickly prepared and reliably available during an emergency or crisis. Everyone involved in this sudden migration to online learning should be aware that these crises and disasters are also creating disruptions to the lives of students, staff and faculty, outside of their relationship with the university (Hodges, 2020).

So, all this work has to be done with the understanding that moving to emergency remote teaching is unlikely to be a priority for all parties involved. In the implementation of emergency remote teaching there will be little or no course design for a few days to weeks, while online learning is designed with a strong course for a few weeks or more. Instructors and administrators are urged to consider that students may not be able to attend courses immediately, so asynchronous activities may make more sense than synchronous activities. Relying on a synchronous attendance system is proving to be very challenging due to technology, connectivity, accessibility, and time zone issues. Whereas in online learning there are many standards to ensure optimal learning that provides opportunities to build community among students and with instructors, opportunities for student engagement with material through realistic exercises, real-world context, and feedback, as well as meeting the needs of all students, including accessibility.

2. English Grammar Learning

a. The Nature of English Grammar Learning

According to Debata (2013) in (Qibamawarnie, 2021), grammar is a science that studies the relationship between words and terms that work together to compose words into sentences with several language rules. Grammar is used by everyone in terms of communication, both orally and in writing. Grammar guides humans who have the awareness of understanding and the ability to communicate in a unique and structured way (Debata, 2013). Therefore, grammar is very important to learn in speaking and grammar itself so that it becomes a good and correct arrangement of words or sentences, not only in speaking skill, buat also in writing skill (Redjeki, 2020). Grammar enables language to function by enjoining the universality and predictability of structural rules. According to Noam Chomsky (2000), grammatical rules are innate and that all human minds are naturally equipped with a universal grammar which all human languages later develop (Farley, 2018).

The main characteristics of grammatical material in advanced English grammar are related to the use of tenses, modals and semi-modals, linking verbs, passive, and questions, word classes, reporting, clauses, and sentences which are also used in the English grammar syllabus for third semester students. by a lecturer at UIN Raden Mas Said Surakarta. Grammar is not just naming words and groups of words which

then form sentences in English, but in almost all languages (Nordquist, Why Grammar Is a Timeless Subject to Study and Teach, 2019). There are a few things to note and it will take a lot of hard work which can take a while for a person to master grammar (Pachina, 2019). The focus of language learning in this era is not only memorizing, then learning from rote, but how to use language and good cultural knowledge as a means to communicate and connect with other people around the world, including in learning the grammar of a language (Eaton, 2010). This statement is in line with the objectives of learning English grammar at UIN Raden Mas Said Surakarta, which is to familiarize students with the rules and use of English grammar at an advanced level for daily, academic, and professional use by using a generative linguistic approach so that they can find a set of rules. and the principles that govern how native speakers speak English.

In practice, grammar is difficult to teach and learn if only using past methods, especially in emergency period (Qibamawarnie, 2021). In a society that is technologically literate and willing to adapt to more effective teaching methods, students and teachers are required to follow the development of technology-based teaching to achieve better grammar learning goals (Djurayeva, 2020). In this emergency period, English grammar learning is done through online learning system, both synchronously and asynchronously. Lecturers in UIN Raden Mas Said Surakarta use several technology-based methods in delivering material

during an emergency, such as Mind Mapping, lecturing, question and answer, presentation, discussion, and exercises through various platforms (Schoology, Google Meeting, Zoom Meeting, SiKulon, and voice spice). Learning is carried out once a week with 100 minutes in each meeting with for the total of 14 meetings. Lecturers share it with warming-up (10 minutes), presentation and questions and answer (60 minutes), discussion (20 minutes), and also reflection (10 minutes) activities to create a class that is not boring.

Therefore, learning English grammar should be fun to support students in better language skills. Teachers must follow a series of processes and be willing to adapt to more efficient methods by adjusting conditions to produce the best results in grammar learning activities. That way, students can apply the standard use of grammatical rules that apply in their communication life.

b. The Advantages of English Grammar Learning

Grammar is one of language learning which is defined as a difficult subject to learn (Marlina, 2016). This is also stated by Hossain and Phil (2018), they state that students are weak in English grammar, vocabulary and speaking skills, although they believe that formal study of grammar is important for language learning (Redjeki, 2020). However, they also tend to believe that learning and practicing grammar in class helps to improve their communicative skills very quickly. Learning grammar correctly allows students to speak the language effectively. According to

Haussamen, Brock, et al (2002), humans have the ability to compose sentences even from childhood (Redjeki, 2020). However, to be able to talk about how sentences are constructed, about the types of words and groups of words that make up sentences, it is necessary to have knowledge of grammar. Thus, knowing about grammar can open a window into the incredibly complex human mind and mental capacity to know and learn a particular language (Pachina, 2019).

A person's ability to write and speak a complex and delicate language such as English is entirely dependent on one's knowledge of the grammar mastered. Grammar can also be said to be the basis on which meaningful communication in English is possible. According to Greenbaum and Nelson (2002) in (Redjeki, 2020), provides a statement that grammar occupies a major position in language studies, but there are also practical reasons to emphasize the study of grammar. In learning the pronunciation, spelling or meaning of words, one can easily use the dictionary. That is not same with the case of learning grammar which is quite difficult if it is not based on a lot of knowledge about grammar. In the application of grammar learning, one can better understand the use of punctuation marks, assist in learning foreign languages, especially English which is an international language, assist in interpreting literary works, because the interpretation of a reading is sometimes very dependent on grammar, and can help evaluate and revise previous articles into a complete written draft (English Club, 2021).

Thus, the author can conclude that learning grammar makes it essential for those who want to communicate ideas and thoughts to others in a more understandable and practical way. As English is used worldwide in fields such as business, politics, education and medicine, the use of proper grammar is essential to ensure clarity and efficiency in all communications. Without adequate knowledge of grammar, one will not be able to clearly communicate their thoughts in the right tone and purpose.

3. Students' Perception

Theories regarding technology acceptance in the last two decades have focused on user perceptions and attitudes to encourage actual technology use (Almekhlafy, 2020). According to Hossain et al. (2019) in the technology acceptance model (TAM), the theory is that perceived benefits and ease of use factors can assess the actual use of technology. In addition, Hossain et al. (2019) also adds that measuring students' perceptions and beliefs about the technology used is based on the emotional they feel, the perceived benefits in understanding the material, and the ease-of-use factor based on knowledge of technology (Hossain, 2019). Goldstein (2009), states that all perceptions involve signals that pass through the nervous system resulting from physical or chemical stimulation of the sensory system (Hossain, 2019). On the other hand, Qiong (2017), states that perception is a process experienced to achieve awareness or an understanding of sensory information on the stimulus

obtained from sensing (Qiong, 2017). The last, students have a positive perspective in online learning; they enjoy the activity (Mu'in, 2018)

In this time of the COVID-19 pandemic, reflecting student perceptions and implementing emergency remote teaching can help improve future online-based practices or other similar contexts. In other words, the shift in the learning process from face-to-face to online classes is imperative in the use of alternative technological tools to present and instruct different courses at almost all levels making it important to take perceptions from students. Therefore, based on Hossain's theory, there are several indicators that influence students' perceptions in the implementation of the remote teaching process in times of crisis, including emotional presence, comprehension of the materials, and knowledge about the technology that is used during emergency remote teaching (Hossain, 2019). All of the indicators will be explained below:

a. Students' Emotional Presence

In a crisis situation, the role of students is needed to evaluate the process of implementing emergency remote teaching. Emotions that exist in students can affect the quality of learning and achievement of student learning outcomes (Zulfa, 2021). In the implementation of remote learning, one of the things that affect student expression in learning activities is the use of online learning media. The media used can affect both the enthusiasm and comfort of students when participating in the learning process (Smart, 2006). This is as stated

by (Cleveland-Innes, 2012), that emotions can be disturbing, but can be corrected during the learning process. This is because the situation created during the learning process using online media depends on student participation.

Emotional emergence can identify students' understanding of learning materials in the teaching and learning process that they follow (Sarsar, 2016). Likewise in online learning, the higher the interest and participation of students in learning activities, then it shows that they are happy with the learning process that is followed. In line with the opinion of (Hewson, 2018), which states that temperamental and cognitive are part of learning activities. What the teacher does in the learning process will affect the student's personality. Therefore, both teachers and students should be aware of emotional presence, especially in emergency remote teaching activities.

The importance of emotions has been identified, both in face-to-face and distance learning. The learning process does not occur in emotional isolation or step by step application of the procedure only, but there are socio-cognitive and assessment with the theory from (Scherer, 2014) that emotions act as monitors for assessing the nature of learning and encouraging learner goals (Alenezi, 2020). Therefore, emotions are constructs of internal states, such as cognitive, psychological, motivational and expressive feelings that result in

positive or negative learning outcomes (Marko, 2016). Positive emotions lead to academics with good results, whereas negative emotions lead to lower performance (Pekrun, 2010). Likewise, in the emergency remote learning stage, where positive emotions during various times can help students to reach good goals, have a better learning experience, and maintain constructive behaviour pattern through the learning process (Alenezi, 2020).

Thus, the author can conclude that the emotional presence of students in emergency remote teaching during the COVID-19 pandemic is an important concern. Students' emotions need to be controlled in order to review the success of learning activities, whether students are happy or not in understanding the material being taught. Both teachers and students must be aware of the importance of learning with emotional presence and learning achievement. Emotional and cognitive balance must be sought to be able to achieve success in the teaching and learning process, especially in a crisis situation like today.

b. Students' Comprehension of the Materials

The English ability possessed by students is an important thing that will affect students in the learning process. That is because English is an important international language to be studied in the field of education, both orally and in writing (Nishanthi, 2018). There are many books or material texts in English that students can

study to gain knowledge (Zulfa, 2021). English proficiency in students can be said as the goal of competence. English proficiency includes reading, listening, writing, and speaking skills, as well as grammatical processing skills.

According to Richards (2018) in (Renandya, 2018), there are several indicators that measure students' language skills, especially in grammar, that are appropriate, namely accuracy, fluency, complexity, suitability, and capacity. Accuracy competence is related not only to understanding grammar, but also to vocabulary and pronunciation in speaking. In fluency points, students can provide thoughts and concepts in communicating. Then, complexity means that students can use a mix of complex grammar and vocabulary. Language accuracy means that students can adjust the use of grammar according to the audience as well as the context. The last, student capacity is the amount of student knowledge related to topics that have been studied, understood, and can be discussed as well as possible in formal and informal contexts.

It can thus be concluded that grammar teaching has moved beyond memorizing rules or dialogues and lies more firmly in helping students develop communicative competence, requiring tasks that enable students to pay attention, and increasing awareness of the existence of grammatical forms and their use in everyday life. This is related to the existence of various indicators in the mastery

of English grammar being studied, including accuracy, fluency, complexity, suitability, and capacity, which complement each other to achieve mastery of speaking and writing with good and correct grammar.

c. Students' Technology Knowledge

Technological developments in every aspect of modern life have influenced social life to education. Technological knowledge and skills have become an important science over time. Lack of understanding of access to information and communication technology can be a barrier to social, personal and educational integration. According to Christmann & Badgett (2003), the integration of technology in universities have the potential to improve students' cognitive, affective and behavioural learning goals (Hazar, 2021). Students are expected to have access to technology in universities which will train them to be creative and problem-solving individuals who possess information, media and technology skills. The use of technology in universities offers resources for gathering and analyzing information, as well as gaining deeper knowledge. To enable this opportunity to be used meaningfully in the classroom, teaching and learning process, the curriculum is shaped accordingly, including when in emergency remote teaching.

21st century students have been able to access information at any time by communicating and following the media through the use of

countless technology-based tools, such as the use of the internet, smartphones, computers, tablets, game systems, and multimedia devices (Kaware, 2015). Thus, it becomes very important to teach students how to evaluate and interpret technology and use it effectively (Spengler, 2015). Lecturers should no longer use traditional methods in teaching and learning because the characteristics of students today have turned into learners who are addicted to technology (Handayani, 2020). Technological developments have an effect on changes in the learning process which also provide various strategies according to the characteristics of students to make them independent learners (Putri, 2020).

Students' knowledge of technology will make them productive individuals in the globalized 21st century digital world by integrating digital technology into science and educational curriculum (Hazar, 2021). This is in line with the 21st century learning paradigm which is based on students being educated with the skills, knowledge and expertise needed to succeed in the digital economy (Kivunja, 2014). Terms such as digital competence, ICT literacy, digital literacy and digital skills are used to encompass the skills and competencies that students must possess in relation to their use, both in digital technology and application in education (Ilomäki, 2011). This year, the importance of language learning strategies in EFL classrooms is increasing along with the increasing importance of language learning.

As stated by Tanjung (2018), language learning strategies are methods, techniques, activities, or conscious devices that students use in preparation, process, and evaluation of learning by utilizing the technological knowledge they understand, so that they can acquire the language and achieve learning objectives effectively (Hazar, 2021).

In conclusion, teachers and students must know the rules and actions that must be taken in using technology in the learning process. Understanding how to operate technology will help students in online learning, then teachers can provide various types of teaching innovations. However, it must be in line with the protection of each student's privacy in the use of cyberspace, such as personal data. Therefore, it is necessary for teachers and students to build defence strategies in using internet technology which will run in harmony with learning activities.

4. Implementation of Emergency Remote Teaching in English Grammar Learning

Within the scope of education, teachers and students can share knowledge and learn together in a pleasant atmosphere. According to Malhotra and Goyal (2013) in (Zulfa, 2021), education means knowing the knowledge, skills, and behaviour of the cluster, and will be sustainable for the future. The learning system implemented in schools has undergone a transformation process from traditional classes to online classes. Technological devices used as media in the teaching and learning process

have expanded online educational learning, such as virtual classrooms and social networks that have a significant role (Malhotra, 2013). Therefore, the learning management system must prepare the requirements for the online learning process, especially in universities. University is the highest level of education, where lecturers and students are required to be ready to face any online learning activities (Sinaga, 2021). In the online learning process, schools use various learning management systems (LMS), which according to Ippakayala and El-Ocla (2017) suggests that LMS is an application or platform for learning with advanced technology (Ippakayala, 2017).

In practice, universities must have instructional guides for lecturers and students, including step-by-step how to operate, manage assignments, and communicate with teachers (Schoology, 2019). The training section is needed for both lecturers and students before they conduct online learning (Sinaga, 2021). The era of globalization encourages people to use technology, lecturers need to embrace and apply it in the classroom (Handayani, 2020). This is also the case during this pandemic era. Therefore, technology incorporation is one way to support teaching and learning materials that help students improve achievement and encouragement of learners to learn English through online platforms (Ayu, 2020). In addition, lecturers have a role in controlling student activities or students' emotions (Schoology, 2019) because students must have mentors to lead and explain online learning procedures (Alberta, 2019).

Many researches have been conducted around the world addressing other elements involved in emergency remote teaching. The experiences of students in various majors at the university level have been investigated around the world during the pandemic. Experiences that have been researched may include student learning methods, readiness, access to synchronous and asynchronous distance learning, electronic learning platforms, acceptance and satisfaction, achievement, faculty preparation, performance, etc (Shammari, 2021). Research conducted by (Almekhlafy, 2020) seeks to evaluate and assess students' perceptions regarding the use of language teaching tools and devices during the COVID 19 pandemic and reflects that in the state of emergency created by the COVID-19 outbreak in Saudi Arabia, the ERT tool proved to have a major influence in motivate students to continue their education. Online activities are used to link communication between teachers and students during emergency remote teaching (Zulfa, 2021).

In the current situation, the college support team that is usually available to help faculty members learn and apply online learning, this time will not be able to offer the same level of support to all faculty who need it (Hodges, 2020). Universities also have to struggle to keep course content consistent and relevant, by communicating clearly with the academic community (Marinoni, 2020). Current support models may include full course design support, professional development opportunities, content development, learning management system training and support, and

multimedia creation in partnership with faculty experts (Coman, 2020).
The faculty support team plays an important role in the student learning
experience by helping faculty members develop face-to-face or online
learning experiences. Faculty seeking support typically have varying
degrees of digital fluency and are often accustomed to one-on-one support
when experimenting with online tools. In this case, according to Goian
(2010), the campus, lecturers, and students must be able to work together
and ensure the learning process goes well through good interaction and
communication (Coman, 2020). Students can be guided in operating the
online learning system, such as logging in, sending assignments,
downloading materials.

Online activities carried out can be in the form of discussions using
applications such as Google Meet, Zoom, WhatsApp, and social media
(Rahiem, 2020). In addition, several devices are also used in the
implementation of ERT. This is as research shows that laptops rank first
as devices used by male and female students in their ERL (44.7%)
compared to smartphones (42%), desktop computers (14%), and tablets
(13.3%) (Shammari, 2021). Respondents indicate a paradoxical position
regarding the devices they use and which they prefer and recommend.
Even though they like laptops in ERT learning, they also continue to use
smartphones as the second device that is often used, followed by other
devices that show a small percentage. According to (Amin, 2020), mention
three tools for use in emergency remote teaching: video conferencing,

learning management systems (LMS), and mobile messengers. Teachers can teach material through video conferencing as well as face-to-face learning.

In the application of online activities, there are four interrelated things, namely preparation, independent learning, support, and cooperation (Zulfa, 2021). This requires the readiness of students and the availability of technology tools. Technology is an important thing that must be prepared in online activities because learning is not done face-to-face. Then, independent learning is the ability of students to become independent learners and know the knowledge of technology. Support such as funding is indispensable for online classes. And lastly, the achievement of online English learning cannot be separated from cooperation with the supervision of teachers and friends.

Based on the explanation above, the author can conclude that the application of ERT in learning English grammar is needed to study science, information, and technology. Therefore, it is important to learn English using advanced technology, especially using online activities. Focus on the objectives of learning English related to learning grammar. Grammar is an important component of English which is important for students to learn because they can apply these four skills well by understanding the rules of grammar. In online learning activities, teachers can organize exercises such as filling in blanks on online sites, writing text and grammar check-in applications, and using video transcripts to analyze

grammar rules (Bikowski, 2018). The practice of grammar material needs repetition and various activities in online learning. Google Classroom gets a big role for sharing and collecting assignments. Many other online platforms also support emergency remote teaching depend of the need of learning.

B. Previous Related Studies

In making this research, the researcher considered several relevant previous studies related to the use of emergency remote teaching in the learning process during the COVID-19 pandemic. Some of the relevant research, as follows:

The first previous study is written by Ni Luh Putu Novi Wulandari (2021) from English Language Education, Ganesha University of Education that has conducted the research entitled "Exploring Students and Lecturers' Anxiety in Learning English During the Emergency Remote Teaching in Ganesha University of Education in Singaraja". This research aims to track the level of anxiety of students and lecturers and find out how they can reduce the anxiety experienced during the process of learning and teaching English online. In this research, the method used is a mixed method by providing surveys and conducting interviews to collect data. The respondents involved in this research were 200 students and 9 lecturers of English Education from Ganesha University of Education.

The results of this research were from questionnaires and interviews. The results of the questionnaire revealed that the students' anxiety level was

3.27 which was included in the medium level which means they did not enjoy it too much but were not too happy and the lecturer's anxiety level was 1.87 which was included in the low level which means they are not worried and happy in teaching English during the pandemic situation. While the results of the interviews showed that students and lecturers still had problems in the online teaching and learning process of English. Although, students and lecturers have problems faced from various sides, they also have ways of solving problems in their own way.

Second, the research from Iga Anggraini (2021), graduated student of English Education Study Program, Sultan Thaha Saifuddin State Islamic University, Jambi with the title "Students' Perceptions of Online Learning English During the Covid-19 Pandemic". This research aims to determine students' perceptions of online English learning during the Covid-19 pandemic at MAN 1 Jambi City. The method in this research is a descriptive study with a quantitative approach. The method used is a survey method with data collection conducted through a questionnaire. There were 87 students from the twelfth grade at MAN 1 Jambi City who participated in this research.

The findings of this research are that learning English online during the covid-19 pandemic has received a positive perception because it is flexible and effective by using several applications, such us WhatsApp, Telegram, Zoom and using Google Classroom. Based on the analysis of the data obtained, the conclusion that can be drawn is that students' perceptions of

online English learning during the covid-19 pandemic have a positive perception with the dimensions of teaching materials having a percentage of 84.3%, perceptions related to the dimensions of the atmosphere or learning environment by a percentage of 77 %, and perceptions related to student interaction with a percentage of 83.7%. Thus, the results of this study are expected that students can adapt and adjust to all the dimensions contained in the online learning process.

The third, research from Min Huang, Yahui Shi, and Xiaoqiong Yang (2020) with the title "Emergency Remote Teaching of English As A Foreign Language During COVID-19: Perspectives From A University in China". This study focuses on analyzing data on student engagement and feedback from students providing summaries during ERT classes. In addition, this study also investigates the online learning status of students in a College English class at a university in China during the COVID-19 pandemic. This study adopts a mixed methods design, surveys followed by qualitative visual methods, collects data on the experiences of ERT students from College English and presents an inquiry into the detailed interactive process of the classroom.

The findings of this study indicate that students have an extrinsic goal orientation, which is no different from face-to-face learning experiences. The motivation of students in this emergency remote teaching period is dominated by extrinsic goals, including graduating with perfect scores. ERT gives students more opportunities to interact with their instructors and peers,

while collaboration among students is limited. Research results can be linked to the larger structure of global language teaching in a crisis context, providing teachers with empirical lessons, and assisting instructors with their future decision-making about technology-enabled activities.

The fourth previous study is from Ani Cahyadi, Hendryadi, Sri Widyastuti, and Suryani (2021) with the title "COVID-19, Emergency Remote Teaching Evaluation: The Case of Indonesia". This research focuses on the concept of emergency remote teaching (ERT), including implementation and evaluation in the context of higher education in Indonesia. The purpose of this study is to evaluate the implementation of ERT based on the experiences of 45 faculty members and 82 students from seven universities and colleges in three provinces in Indonesia. The results of this research reveal several points of view, such as a shift to the ERT process depending on various aspects and the design of ERT learning needs to be framed using three principles (simplicity, flexibility, and empathy). On the other hand, the researcher hopes that the results of this study can provide recommendations that will be used as input for future strategies in education policy, both in Indonesia and other developing countries in general. This research can also be expected to be used as a benchmark for evaluating learning in similar emergency situations in other countries.

The last research under the title "The Impact of Faculty Experience with Emergency Remote Teaching: An Interpretive Phenomenological Study" conducted by Maha Al-Freih (2021). This phenomenological study aims to

provide a deeper understanding of the impact of distance teaching on the perceptions of online learning instructors and future teaching practices during the COVID-19 pandemic. This research was conducted using interpretive phenomenological analysis to analyze open semi-structured interviews in five faculties of higher education in Saudi Arabia. There are three research themes that are the focus of this study, including increasing student engagement, increasing student engagement, awareness of affordability and technological constraints, and shifting from remote emergency teaching to technology-enhanced learning and blended learning.

The study found ways to support active student engagement in this new learning environment, which in turn increased their awareness of the affordability of education and the constraints of online learning and technology. Respondents' deeper understanding of the potential of online technology in supporting student learning and increasing students' familiarity and comfort with online learning and technology can be a key driver of implementing the potential of blended learning and technology enhancement in future teaching practices. Nonetheless, respondents were still concerned about engaging in fully online teaching. Respondents described a set of skills required for student success in online courses that went beyond technical abilities such as students' ability to effectively manage their effort and time or to seek help when they need it.

Table 2. 1 The comparison of this research and previous

No.	Title of Research	Similarities	Differences
1.	Exploring Students and Lecturers' Anxiety in Learning English During the Emergency Remote Teaching in Ganesha University of Education in Singaraja."	Research Object: Students and lecturers in the university level	Research Method: Mixed Method
2.	Iga Anggraini (2021) "Students' Perceptions of Online Learning English During the Covid-19 Pandemic."	Research Subject: Students' Perception	Research Method: Descriptive study with a quantitative approach. Research Object: Students from the twelfth grade at MAN 1 Jambi City. Theory: Hartley (2001), Konent (2011)
3.	Min Huang, Yahui Shi, and Xiaoqiong Yang (2020) "Emergency Remote Teaching of English As A Foreign Language During COVID-19: Perspectives From A University in China."	Theory: Hodges et al. (2020)	Research Method: Quantitative descriptive approach. Research Object: Students' university from various department in China.

4.	Ani Cahyadi, Hendryadi, Sri Widyastuti, and Suryani (2021) "COVID-19, Emergency Remote Teaching Evaluation: The Case of Indonesia."	Theory: Hodges et al. (2020)	Research Method: Multi-case methodology Research Subject: The experiences of 45 faculty members and 82 students from seven universities and colleges in three provinces in Indonesia.
5.	Maha Al-Freih (2021) "The Impact of Faculty Experience with Emergency Remote Teaching: An Interpretive Phenomenological Study."	Theory: Hodges et al. (2020), Bozkurt et al. (2020)	Research Method: Phenomenological approach. Research Object: Five female respondents from three different higher education institutions in Saudi Arabia.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research uses qualitative research as the method and case studies as the research design. Qualitative research emphasizes the depth of data obtained by researcher. The researcher uses methods and designs to find a deep understanding of emergency remote teaching in English grammar learning during the COVID-19 pandemic. The method used is qualitative research, where qualitative research focuses on social phenomena whose understanding must be expanded (Hancock B., 2009). The advantage of using qualitative methods, especially case study designs, is the conceptual validity of the literature review and theoretical concepts that suit the needs of researchers in the assessment (Starman, 2013). This study uses a qualitative effort to explain cases that occur in the community and then identify them and their effects. According to Hatch (2002), one of the characteristics of qualitative studies is to seek the involvement of people and their point of view about real-life problems (Hatch, 2002). The qualitative method in this study relates to the situation of the community and tries to understand it with in-depth explanations.

In this study, the researcher used a qualitative method because this research focused on the analysis or interpretation of the implementation of emergency remote teaching methods and student perceptions when participating in the remote emergency teaching process with several indicators. The researcher conducted to find out the implementation of the

emergency remote teaching method by the lecturers and the students' perceptions when following it in the third semester English grammar class of the English Language Education Study Program. In the above study, researcher tried to analyze the results of observations and interviews. Researcher makes observations, collect data, and make descriptions and finally make conclusions. The data will include direct interviews with lecturers and interviews using google forms to answer several questions related to the topic to students. Next, the researcher collects and describes the data to get a conclusion.

Then, in this study, a case study was used as the research design. Case study is one of the first types of research used in the scope of qualitative methodologies and are now being used in practice-oriented social sciences, one of which is in the field of education (Mills, 2010). Based on the statement from Given (2008), the case study is an in-depth research concern related to several phenomena of social life (Given, 2008). The benefit of case studies in the field of education is to observe the problem and its impact on society. The purpose of a case study is to describe the problem in depth, so that this design is able to explain the research problem. This is in line with Punch's (1998) thinking, that a case study is the existence of one problem or more cases that will be analyzed in depth to create a full understanding of the case as expected (Silverman, 2008). In this study, the problem of a case becomes important to be investigated and compiled for

factual knowledge related to the application of emergency remote teaching during the pandemic in learning English grammar.

B. Research Setting

1. Location of the Research

   The research will be conducted at Raden Mas Said State Islamic University of Surakarta, which is located at Pandawa Street, Pucangan Village, Kartasura Sub-District, District of Sukoharjo, Central Java. Researchers conducted a special study for third semester students in English grammar learning classes. The researcher chose this location for her research because she believed in the English Language Education Program as a department for educating English language instructors, and the researcher was also a student at the institution. Therefore, this location was chosen as the research location.

2. Time of the Research

   The research will be conducted strating with the observation in the class on August, 2021 until November, 2021. Then, it was continued by filling out questionnaires and interviews until April, 2022.

   This is the schedule that the research does, there are:

Table 3. 1 Research Schedule

Activities	Aug	Sep	Oct	Nov	Dec	Jan	April	July	Aug	Sep	Oct
Pre-research	■	■	■								
Observation	■	■	■	■							

Proposal writing and guidance				■	■								
Proposal Seminar						■							
Research data collection							■	■					
Report writing and guidance										■	■		
Thesis Examination												■	

C. Research Subject

The subjects of this study were the third semester students of the English Education Study Program at Raden Mas Said State Islamic University of Surakarta. The researcher chose four English grammar classes in the third semester with a total of approximately 75 students. Information related to the research was also taken from interviews with two lecturers who taught English grammar courses in the third semester of the English Language Education Study Program. The researcher chose classes 3A, 3C, 3D, 3E, 3I, and 3J to analyze the implementation of emergency remote teaching in English grammar classes. In this study, the researcher collects data specifically according to certain criteria, meaning that the data sample based on the research needs to be directed at the research objectives.

D. Data and Source of the Data

Sources of data are important in research because these data sources will affect the results of a study. Therefore, data sources are considered in choosing data collection techniques. Data is the subject that provides information or from where the data is obtained (Given, 2008). The data

source of this research is the subject who informs about the data obtained and then collected for the benefit of the researcher. This study uses questionnaires and interviews so that researchers obtain data from research subjects (informant). In qualitative research, the response of respondents in the study is the key material, the material being processed is adjusted to the research objectives. In this study, the data were obtained from questionnaires through the Goggle Form which was addressed to third semester students who had participated in the English grammar class learning process during this emergency period. The source of the data will be obtained from the results of observation in the class and interviews addressed to lecturers who implement emergency remote teaching in the third semester English grammar class in the 2021/2022 academic year.

E. Research Instrument

In this study, the instrument is the researcher herself. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on this research. The researcher is the instrument that will be do the activity of research, start from observation until collecting the data. Questionnaires were conducted using Google Forms for students and documentation was conducted using Google Meet through students' activities in participating in remote learning in English grammar classes. Interviews were also conducted with related lecturers. They are lecturers who taught English grammar classes in the third semester in order to obtain

more in-depth information as a follow-up to the media notes from the observations.

F. Techniques of Collecting the Data

According to Sugiyono (2013) data collection techniques are the most strategic step in research, because it has the main goal of obtaining data (Sugiyono, 2013). Data collection in research requires a well-organized strategy. Given (2008) shows that words are correlated with qualitative research data (Given, 2008). The findings in qualitative research obtain empirical data in the research field. The data provide detailed information about the problem in the narrative, meaning that the data collection will contain a lot of writing. In addition, Creswell (2012) writes that data collection in qualitative research is needed to get respondents' consent to collect text or image data and information (Creswell, 2012). Evidence from the sample will be present in the research discussion, therefore it is mandatory to obtain permission with the sample in advance.

There are several categories in collecting qualitative research data, namely observations, interviews and questionnaires, documents, and audio-visual materials (Creswell, 2012). In this study, data collection used observation, questionnaires and interviews to get in-depth answers about the problems in this research.

1. Observation

Observations are needed to make the data stronger through a list of observations and systematic recording of the phenomena being studied

(Mismara, 2019). In this study, the subject of the observation is a student and the lecturer who taught the students in English grammar class. This instrument was used to obtain data about student activities and perceptions during the emergency remote teaching process of English grammar during the pandemic. In addition, observation is also a data collection technique used to collect research data through observation and sensing. There are three statements written in the observation checklist related to students during emergency remote learning, including student motivation, student reactions, and student interest in following it.

2. Questionnaires

Questionnaire is a list of questions or statements addressed to respondents, where the use of the questionnaire must have a precise purpose that relates to the research objectives and must be clear as data analysis (Roopa, 2012). Part of the questionnaire is related to the research problem, then the researcher asks the respondents or respondents to answer based on their point of view. According to Codó (2009), through filling out questionnaires, researcher will get useful data in research (Codo, 2009). This means that the manufacture and selection of questionnaires must be tailored to the needs of the research so that it will help researcher obtain information related to the research objectives. There are four kinds of questionnaires, contingency/cascade format questions, matrix questions, closed questions, and open

questions. In this study, researcher used closed-ended questions as data questionnaires.

In this study there were five indicators of the questionnaires, namely emotional presence, understanding of the material, strengths and weaknesses of emergency remote teaching, and knowledge of the technology used during emergency remote teaching. Each indicator contains five statements and a total of 25 questions. The questionnaire was created using simple words and clear statements to avoid misunderstandings.

Table 3. 2 Questionnaire Blueprint

Indicators	Statement
Students' emotional presence	1-5
Students' understanding of the material	6-10
The strengths of ERT	11-15
The weakness of ERT	16-20
Students' knowledge of the technology	21-25

In this study, researcher used Google forms to collect data from the respondents. The researcher used Likert Scale to get data questionnaire from the students. Likert Scale usually have five potential choices (Strong Agreed "SA", Agreed "A", Neutral "N", Disagreed "DA", Strong Disagreed "SDA"). According to Irwanto (2002) discuss the

perception results can be divided into two types, there are positive perception and negative perception (Irwanto, 2002).

Interval score of the students' responses on the questionnaire:

Positive statement (+)

Score 1. SD (Strong Disagreed)

Score 2. D (Disagreed)

Score 3. N (Neutral)

Score 4. A (Agreed)

Score 5. SA (Strong Agreed)

Negative statement (-)

Score 1. SA (Strong Agreed)

Score 2. A (Agreed)

Score 3. N (Neutral)

Score 4. D (Disagreed)

Score 5. SD (Strong Disagreed)

3. Interview

Interview is the most widely used instrument in qualitative research methods. Researcher can ask respondents for detailed information by making notes or tapes, then the sample data is transcribed into a document (Creswell, 2012). The interview was focused on evidence by research respondents, carried out by a list of questions asked regarding the problem. According to Hancock et al. (2009), interviews in qualitative research use semi-structured interviews, namely a list of

open-ended questions that are in accordance with the research objectives (Hancock B., 2009). The use of open-ended questions allows respondents to answer freely, so there are no answer choices.

The use of interviews in qualitative research to reveal the significance context used by the sample to construct their perspective and understanding related to the problem (Hatch, 2002). The respondent's point of view will be straight information in the data collection process. Therefore, researcher must follow the interview flow. This will affect the results of the data in the interview that emerges from the interviewer and the interviewee. In addition, the open-ended questions in the interview section give the respondents the possibility to express their ideas. According to Reja et al. (2003) the benefits of using open-ended questions are that respondents' thoughts are presented extemporaneously, there is no compulsion to ask questions, respondents voluntarily give their opinions in the interview section (Reja, 2003). The interview instrument of this research, the researcher used a list of open-ended questions posed to the respondents.

The list of open-ended questions in this interview is related to what methods are used by lecturers during the implementation of emergency remote learning. In addition, the researcher also took a sample of several students to be interviewed directly regarding the four main indicators of this study: students' emotionality, understanding of the material, strengths and weakness, and knowledge of technology in emergency

remote learning. The number of interview questions for lecturers is 10 questions. The total interview questions for students were 8 questions. The questions are based on the development of a questionnaire instrument. Interviews were conducted in detail about the problem. In addition, the interview section uses Indonesian in conversation with the respondents, questions are also distributed in Indonesian. The interview process is carried out through WhatsApp messages interviews and also in person, the results of which will be recorded and typed into a file.

G. **Trustworthiness of the Data**

Trustworthiness of data is the degree to which it accurately measures and represents what it should be. The validity of the data is important in conducting an investigation to check the credibility of the data. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of the phenomenon (Patton, 1999). Triangulation has also been viewed as a qualitative research strategy to test validity through the convergence of information from multiple sources (Carter, 2014). According to Moleong, triangulation is a technique that utilizes the validity of the data, the purpose of checking or as a comparison of the data (Moleong, 2017). Moleong (2017: 330) distinguishes triangulation techniques, there are four types of triangulations: data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation (Moleong, 2017).

One type of triangulation is methodological triangulation. Methodological triangulation involves the use of multiple methods of collecting data about the same phenomenon (Polit & Beck, 2012). This type of triangulation, which is often used in qualitative studies, includes interviews, observations, and field notes. In this study, researcher used the methodological triangulation. Data were taken from all of the instruments. Researcher use several methods of data collection to solve research problems, where this combination aims to provide a more holistic and better understanding of the phenomenon. Researchers used questionnaires and interviews to obtain data from the same source.

H. Techniques of Analyzing the Data

Research data analysis is the process of reducing data into narratives and interpretations by selecting the appropriate data to be discussed in the findings (Zulfa, 2021). According to LeCompte & Schensul (1999), this process can be carried out in the field or not, depending on the researcher, and if analyzed in the field it will contain writings, illustrations, and transcriptions (Kawulich, 2004). In this study, the data analysis technique refers to the theory of Miles & Huberman (1994), activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated (Miles, 1994). There are three concurrent verification flow of activity in the model: data reduction, data display, and conclusion drawing and verification. All data that has been collected will be analyzed through three steps, the explanation is as follows:

1. Data Reduction

   Data reduction is the first step taken in analyzing the data in this study. In data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data in field notes, papers, or transcripts. Data reduction as a way for researchers to choose a conceptual framework, research questions, cases, and instruments. The process starts since the data from the questionnaire has been filled out and interviews have been conducted with the respondents. In this case the researcher reduces some information during research activities that are not important or not supportive. Researcher must be wise in analyzing data into a tangible unit of research needs.

2. Data Display

   The next step of the data analysis process is the data display. In this case the data reduction has been completed into a file, the researcher must display the data in an attractive display. According to (Sugiyono, 2013) states that the most frequent display of data for qualitative research data in the section is narrative text, but it can also be in the form of graphs, tables, matrices, networks, charts, etc. The researcher analyzed the teaching techniques used in English grammar classes during the emergency remote implementation and also the perception of students in following them based on the results of questionnaires and interviews. In data interview, the researcher can

use narrative to explain the data and when the data is disclosed, it means the researcher must understand the data and interpret it well.

3. Conclusion Drawing and Verification

    The last step of data analysis is drawing conclusions and verification. Researcher must be careful and thorough in researching so that there are no misunderstandings. In this step, the researcher will draw the data after describing and interpreting the data continuously and throughout the course of the study as a result of interpretation. At the end of the study, there must be a conclusion from the research obtained. In addition, researchers must check all data, theories, and sources to be clear and valid. After all the stages have been passed, the stage of analyzing the data is complete.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In several classes at UIN Raden Mas Said Surakarta, emergency remote teaching during the pandemic is carried out asynchronously and synchronously. Asynchronous and synchronous schedules are carried out alternately every week. In asynchronous activities, lecturer and students use WhatsApp, SiKulon, Google Classroom and Schoology groups to share assignments and materials. While in synchronous activities, lecturer and students conduct virtual meetings through Google Meet for discussion of material or assignments. The data is explained based on the data findings and discussion.

A. Findings

These findings answer research questions related to the implementation of emergency remote teaching in online English grammar learning during the COVID-19 pandemic. First, the researcher explains the results of observations that have been carried out for approximately three months related material delivery strategy (instructional materials), the platform used, and assessments started from August until November, 2021. Second, the researcher identifies the results of questionnaire and interview data are explained based on four indicators, namely students' emotional presence, students' understanding of the material, the strengths and weaknesses of ERT, and students' knowledge of the technology, both synchronous and asynchronous. The explanation is as follows:

1. **The class activities in the implementation of emergency remote teaching of English Grammar learning of the third semester English Language Education Study Program students at Raden Mas Said State Islamic University of Surakarta of the academic year 2021/2022 during COVID-19 pandemic**

   a. Delivery of instruction and material

   In delivering material based on observations from several classes with two different English grammar lecturers, there are some differences in the implementation of strategies for delivering material during emergency remote teaching. Because the implementation of emergency remote teaching was carried out suddenly, the two lecturers were still changing in the application of material delivery strategies with the aim that students could understand the material optimally. Several strategies were carried out and applied to find the most suitable and in accordance with the student's character.

   In the implementation of emergency remote teaching, lecturer A, applies asynchronous and synchronous learning. Asynchronous is done to provide material in the form of mind-mapping as learning material for students. The material is distributed through the Schoology application along with practice questions related to the topic of the material being studied within a day or two before the learning schedule. It is intended that students learn and understand the material first. Then, to clarify understanding, the lecturer held a virtual

meeting through Google Meet to explain the material topics to students while discussing practice questions and opening question and answer sessions. Likewise with lecturer A, lecturer B also applies the same learning application, namely a combination of synchronous and asynchronous. However, the strategies applied are different. Lecturer B prefers to deliver the material first by students by forming small groups and presenting the results of their discussions to other friends on a topic through Google Meet. One day there is one group with one topic of material presented. After the presentation, there is question and answer session, then after that the lecturer will help explain parts of the material that have not been understood by students. After the learning on that day was finished, the lecturer then distributed the practice questions through the website page.

Regarding how to deliver instructions and materials during emergency remote teaching, lecturer A gave a statement to clarify the results of the observations as follows:

> "*Untuk cara penyampaian materi masih menggunakan mind mapping. Ya, kemudian saya menjelaskan mind-mapping yang saya berikan kepada mereka. Saya menggunakan mind mapping untuk memudahkan mereka belajar dan mengajar nanti kepada siswa, seperti itu. Jadi, metodenya masih menggunakan ceramah dari mind-mapping yang saya berikan. Dalam menyampaikan materi, saya menggunakan Google Meet. Jadi, saya kira itu kombinasi asynchronous dan synchronous.*"
>
> "For the method of delivering the material, it still uses mind mapping. Yes, then I explain the mind-mapping that I gave to them. I use mind mapping to make it easier for them to learn and teach later to students, like

that. So, the method still uses the lecture from the mind-mapping that I gave. In the delivering of material, I use Google Meet. So, I think that is a combination of asynchronous and synchronous."

In addition, the same thing was also conveyed by English grammar lecturer B, in her statement:

> "*Di semester awal saya menerapkan pembelajaran sinkronus, dimana mahasiswa secara berkelompok melakukan presentasi materi masing-masing kelompok melalui Google Meet. Akan tetapi, di pertengahan semester setelah ulangan tengah semester aku memutuskan untuk menerapkan kombinasi keduanya, dimana aku share link materi yang ada di website dan menjelaskan dengan diskusi besar di kelas melalui Google Meet dan dilanjutkan diskusi bersama.*"
> "In the first semester, I applied synchronous learning, where students in groups made presentations of each group's material through Google Meet. However, in the middle of the semester after the midterm test, I decided to apply a combination of the two, where I shared the link to the material on the website and explained it with a big discussion in class through Google Meet then continued discussion together."

b. Learning activities

In the online class learning activities, there are several activities implemented by two English grammar lecturers during the emergency period. The class activities implemented by lecturer A prioritized lecture activities during learning, and then continued with joint practice questions related to the topic of the material. In this case, synchronous activities with problem discussions are more dominant in learning activities in online classes.

Meanwhile, lecturer B prefers to apply small and large discussions in English grammar activities in class. By forming small

groups, in which the group consists of several students and each group discusses one material topic. Then, the results of the small group discussions were presented in class, then discussed together with additional explanations from the lecturer. Then, after half a semester, a big discussion was implemented, where the lecturer was more dominant in explaining and the students were active in asking and answering questions regarding the topics discussed.

Based on the question that relate with the result of observation of learning activities, lecturer A gave his answer as follows:

> "*Saya menjelaskan mind-mapping yang saya berikan itu ke mereka. Mind-mapping itu saya gunakan untuk mempermudah mereka belajar maupun mengajarkan nantinya ke para siswa, seperti itu. Jadi, metodenya tetap menggunakan ceramah dari mind-mapping yang saya berikan. Untuk aktivitas pembelajaran tambahan, ya diskusi soal tadi. Jadi, setelah saya menjelaskan biasanya nanti ada beberapa soal, kemudian dari soal tersebut didiskusikan bersama-sama. Dengan begitu, tujuan pembelajarannya biar sampai kepada mereka.*"
>
> "I explained the mind-mapping that I gave them. I used the mind-mapping to make it easier for them to learn and teach later to students, like that. So, the method still uses lectures from the mind-mapping that I gave. For learning activities In addition, yes, the discussion about the previous question. So, after I explain, usually there will be several questions, then the questions are discussed together. That way, the learning objectives will reach them."

Lecturer B also gave her statement relate with learning activities that she used in online learning as follows:

> "*Di semester awal diskusi melalui presentasi kelompok, yang mana itu dilakukan sebagai salah satu bentuk tanggung jawab mahasiswa terhadap materi yang dipelajari. Akan tetapi, itu hanya berjalan selama setengah semester sebelum dilakukan UTS. Jadi,*

setelah saya pikir, presentasi kelompok ini bukan solusi terbaik dalam pembelajaran grammar karena dalam penerapannya ternyata yang aktif dan mampu menguasai materi presentasi kurang lebih paling hanya 5 orang dalam satu kelas, sehingga aku memutuskan untuk memakai sinkronus dan asinkronus, dimana aku melakukan ceramah kemudian dilanjutkan diskusi bersama. Dalam diskusi kelas besar dilakukan pembaasan latihan-latihan soal bersama, karena ternyata mahasiswa tidak suka jika hanya mendengarkan saja tanpa adanya praktek."

"In the first semester, the discussion went through group presentations, which was done as a form of student responsibility towards the material being studied. However, it only lasted for half a semester before the UTS was held. So, after I thought, this group presentation was not the best solution in learning grammar because in practice it turns out that there are only 5 people who are active and able to master the presentation material in one class, so I decided to use synchronous and asynchronous, where I did a lecture and then continued with a group discussion. practice questions together, because it turns out that students don't like it if they just listen without any practice."

c. Integration of technology

In implementing the use of technology, the world of English grammar lecturers uses different online learning platforms according to the activities and learning methods used. According to lecturer A, Schoology and Google Meet are the best platforms that are suitable for delivering English grammar material. Schoology is used to share material and exercises, while Google Meet is used to deliver material virtually and do the discussion together.

In contrast to lecturer A, in virtual class activities, lecturer B uses a variety of platforms, such as LMS SiKulon, Google Classroom, Google Meet, Quizizz, Voice Spice, and links on the website. Google

Classroom and SiKulon are used to share materials. In group presentations or discussions using Google Meet and practice questions using several sources from various platforms which are then discussed together at the next meeting.

The result of observation about technology, there is the statement from lecturer A, as follows:

> "*Untuk learning management sistem, saya menggunakan Schoology tadi, dan penyampaian materinya menggunakan Goggle Meet, itu sudah bagus banget. Kemudian, tambahan WhatsApp Group untuk penyampain aktivitas kelas aja, tidak sampai materi. Kemudian, di pandemi akhir-akhir itu, saya coba ubah ke open learning tapi kayaknya mereka harus beradaptasi dengan tool-toolnya, dan saya pikir mereka kesulitan, sehingga saya kembali lagi ke Schoology.*"
>
> "For the learning management system (LMS), I used Schoology earlier, and the delivery of the material was using Google Meet, it was really good. Then, the addition of a WhatsApp Group to convey class activities, not to the point of material. Then, in the recent pandemic, I tried to change to open learning but I think they have to adapt to the tools, and I think they are having a hard time, so I went back to Schoology."

In the other hand, there is other answer from the statement of lecturer B during the interview:

> "*Menurut saya, platform terbaik yang saya gunakan sejauh ini selama ERT adalah Google Classroom dan Google Meet, kemudian ada tambahan penggunaan aplikasi, seperti Quizizz, voice spice, website, dan lain-lain. Untuk penyampaian absen dan jadwal kelas dilakukan melalui WhatsApp Group.*"
>
> "In my opinion, the best platforms I have used so far during ERT are Google Classroom and Google Meet, then there are additional applications, such as Quizizz, voice spice, websites, and others. The submission of absences and class schedules is carried out via WhatsApp Group."

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d. Assessment

Assignments during emergency remote teaching are carried out by utilizing an online learning platform to facilitate the final assessment. Lecturer A gives practice questions through Schoology which are then discussed together at the next meeting. Lecturer A places more emphasis on formative tests which are conducted on average once a month, where in one semester there are four formative tests according to the topics studied. Assignment assessments and tests are carried out transparently which are shown through the Schoology application so that all students can see their respective scores.

Lecturer B gives assignments during emergency remote teaching through various platforms, such as Google Classroom for group assignment sharing, SiKulon to share practice questions, and also website links that are shared through the WhatsApp Group application. At the time of assignment, the mid-term test was carried out by means of an oral test through the Voice Spice application, but only during the mid-term test.

In the questions related to assignments, lecturer A gave the answers as follows:

> "*Setiap materi saya berikan latihan soal, jadi setiap topik itu ada latihan soal. Kemudian, setelah tiga kali pertemuan, tiga sampai empat kali materi, itu nanti akan diadakan formatif tes seperti ujian harian begitu. Formatif tes itu dilakukan sebanyak empat kali dalam satu semester, jadi ujian mahasiswa sebanyak enam*

kali selama satu semester. Ibaratnya, sebulan sekali melakukan tes. Untuk formatif tes, dalam penilaiannya saya berikan batasan nilai. …."
"I give each material practice questions, so each topic has practice questions. Then, after three meetings, three to four times the material, it will be held formative tests such as daily exams. Formative tests are carried out four times in one semester, so student examinations are conducted six times in one semester. It's like doing a test once a month. For the format of the test, in the assessment I give a value limit."

In addition, lecturer A gave the answers as follows

"*Penugasan sempat dilakukan melalui LMS (SiKulon), tetapi kemudian menetap di Google Classroom yang ternyata lebih nyaman dan tidak ribet dalam pemasukan tugas di setiap kelasnya.*"
"The assignment was carried out through LMS (SiKulon), but later settled in Google Classroom which turned out to be more comfortable and less complicated in entering assignments in each class."

e. Faculty Support

In the implementation of emergency remote teaching which was carried out suddenly, the faculty and university did not just stand still. There is training provided for lecturers as a form of support for implementing remote teaching in an emergency. In 2020, the university conducted training twice through virtual meetings which were attended by all lecturers. This training also introduces the LMS that will be used by The State Islamic University of Raden Mas Said Surakarta during the pandemic, namely SiKulon. Lecturer B had used the LMS but only briefly. In contrast to lecturer B, lecturer A did not use the LMS because it was deemed unsuitable for the English grammar material presented.

Regarding whether or not there is support from the university or faculty during emergency remote teaching, lecturer A gave the following answers, as he stated as follows:

> "*Pelatihan dilaksanakan oleh pihak universitas sebanyak dua kali, dimana itu dilakukan melalui Zoom Meeting. Pelatihan dilakukan untuk membahas terkait LMS yang dilakukan di masa darurat, yaitu SiKulon. Akan tetapi, saya menggunakan hanya sebentar untuk share materi dan tugas. Hanya itu sih, selebihnya tidak ada pelatihan lagi setelah tahun 2020.*"
>
> "The training was carried out by the university twice, which was carried out through Zoom Meetings. The training was conducted to discuss the LMS that was carried out during an emergency, namely SiKulon. However, I used only a few minutes to share materials and assignments. That's all, the rest there will be no more training after 2020."

In line with the answer from lecturer A, lecturer B gave the following statement:

> "*Pelatihan ada, tapi dari pihak universitas bukan fakultas. Itu dilakukan sebanyak dua kali melalui Zoom Meeting, dimana pelatihan itu membahas terkait penggunaan SiKulon sebagai platform yang disediakan oleh pihak universitas. Akan tetapi, sejauh ini saya tidak menggunakannya dikarenakan saya rasa itu kurang cocok untuk penyampaian materi di mata kuliah saya. Jadi, saya lebih prefer memakai Schoology, keunggulannya itu mahasiswa bisa tau terkait hasil mereka, jadi skornya transparan.*"
>
> "There is training, but from the university, not the faculty. This was done twice through Zoom Meetings, where the training discussed the use of SiKulon as a platform provided by the university. However, so far I have not used it because I think it is not suitable for delivering material in my courses. So, I prefer to use Schoology, the advantage is that students can know about their results, so the score is transparent."

2. **Students' perception toward the implementation of emergency remote teaching in the English Grammar learning of the third semester English Language Education Study Program students at Raden Mas Said State Islamic University of Surakarta of the academic year 2021/2022 during COVID-19 pandemic**

   a. The results of questionnaires

   The findings of this study were taken from a phenomenon that occurred among third semester English Education students. Based on a questionnaire using google form, there are 25 statements about students' perceptions about the implementation of emergency remote teaching in English grammar classes in the third semester. Students are asked to fill out a questionnaire by choosing an answer from SA (Strongly Agreed), A (Agreed), N (Neutral), D (Disagreed), SD (Strongly Disagreed) on the Google form. The researcher found some data, which will be explained below:

   1) **Students' emotional presence in English grammar learning during ERT**

      In this aspect, it discusses the feelings of students in participating in online English grammar learning, especially during the pandemic. The nature and emotions of students can affect the quality of the way they learn and their learning outcomes. Feelings in the learning process can change into

students' personalities, whether they can be active learners or passive learners in online activities.

Table 4. 1 Tabulation data from the questionnaires of student's emotional presence in English grammar learning during ERT

NO.	Statements	Likert Scale				
		SA	**A**	**N**	**DA**	**SDA**
1	Learning English grammar in Emergency Remote Teaching is convenient	15,1%	67,1%		17,8%	
2	I felt active and confidence in the class when Emergency Remote Teaching	12,3%	67,1%		19,2%	1,4%
3	Learning English grammar with Emergency Remote Teaching makes me more likely to be interested in learning and reduces worries when participating in English class	13,7%	61,6%		20,5%	4,1%
4	My performance in learning English will be better by learning through Emergency Remote Teaching than learning in ordinary classes.	12,5%	40,3%		43,1%	4,2%
5	Learning English grammar in Emergency Remote Teaching is more difficult than face-to-face learning	19,2%	46,6%		28,8%	5,5%

In statement 1, most respondents (82.2%), strongly agreed (15.1%) and agreed (67.1%) that emergency remote teaching is a teaching model that is still convenient in grammar learning. However, the respondents also disagreed (17.8%) that emergency remote teaching could create comfort in learning.

Furthermore, statement 2 indicates that respondents strongly agreed (12.3%) and agreed (67.1%) that they feel active and confident when participating in remote teaching. On the other hand, other respondents disagreed (19.2%) and strongly disagreed (1.4%) that they did not feel active and confident in the remote teaching activities when grammar learning.

Statement 3 shows that respondents strongly agreed (13.7%) and agreed (61.6%) that they are interested in remote teaching activities and do not feel worried when participating in grammar online learning. On the other hand, other respondents disagreed (20.5%) and strongly disagreed (4.1%) with remote teaching activities which are fun learning activities and can reduce worries during grammar learning.

It is interesting to note from statement 4, where most of the respondents strongly agreed (12.5%) and agreed (40.3%) that their performance in grammar class is better through remote teaching. However, half of the respondents disagreed (43.1%) and strongly disagreed (4.2%) with remote teaching activities because they had uncomfortable learning activities.

Interestingly, statement 5 shows that most of the respondents strongly agreed (19.2%) and agreed (46.6%) that remote teaching is more difficult to follow than face-to-face classes. Meanwhile, other respondents strongly disagreed (5.5%) and

disagreed (28.8%) that they can learn English grammar better in remote teaching activities.

2) **Students' understanding of the material**

This aspect discusses students' understanding in deepening English grammar material during emergency remote teaching. The application of the delivery of material applied by the lecturer during long-distance teaching will greatly affect students' understanding of what is being learned. The understanding obtained will determine whether students can implement the material learned or not.

Table 4. 2 Tabulation data from the questionnaires of students' understanding of the material

NO.	Statements	Likert Scale				
		SA	A	N	DA	SDA
1	Remote teaching either synchronously or asynchronously is a better way to change face-to-face learning to understand English grammar material.	8,2%	50,7%		39,7%	1,4%
2	I find it very difficult to understand the explanations of friends when using the presentation discussion method.	14,9%	63,5%		16,2%	5,4%
3	I can understand the material better if it is directly delivered by the lecturer through an online meeting.	18,1%	48,6%		33,3%	
4	I really understand the material presented during the Emergency Remote Teaching so that I can do	9,5%	47,3%		41,9%	1,4%

	well on the tests given by the lecturer.					
5	The results of my final assessment are in accordance with the understanding of the material I have captured.	9,5%	75,7%		9,5%	1,4%

In statement 1, most of the respondents (58,9%) consisting of strongly agreed (8,2%) and agreed (50,7%) stated that distance teaching, both synchronously and asynchronously could help them understand English grammar material. well. On the other hand, some respondents found it easier to understand the material with face-to-face learning by strongly disagreed (1,4%) and disagreed (39,7%).

The interesting thing in statement 2, most of the respondents (78,4%) consisting of strongly agreed (14,9%) and agreed (63,5%) turned out to have difficulty in understanding the material explained by friends in the class discussion method. On the other hand, some respondents were still able to understand the material even though it was only explained through presentations made by students who strongly disagreed (5,4%) and disagreed (16,2%).

Through statement 3, most of the respondents (66,7%) consisted of strongly agreed (18,1%) and agreed (48,6%) that they could better understand the material if it was delivered directly by the lecturer in face-to-face learning in class.

Meanwhile, some respondents were still able to understand the material even though the lecturer explained only online with the answer disagreed (33,3%).

Interesting statement, where statement 4 has an answer that is almost the same position. Most of the respondents (56,8%) consisted of strongly agreed (9,5%) and agreed (47,3%) that while attending distance teaching they could understand the material and complete the tests given by the lecturer well. However, some of the other respondents by disagreed (41,9%) and strongly disagreed (1,4%) stated that they felt they could not understand the material so they still had difficulty completing the tests given by the lecturer.

In statement 5 has an extraordinary answer, where almost all respondents agreed that the final results, they get are in accordance with their understanding of the material by strongly agreed (9,5%) and agreed (75,7%). Nevertheless, there are still students who feel that their results are not in accordance with the understanding of the material captured by them by disagreed (9,5%) and strongly disagreed (1,4%).

3) **Students' knowledge of the technology used during pandemic**

This aspect discusses technological knowledge during the implementation of emergency remote teaching in English

grammar courses. Knowledge and use of this technology are the main things in determining the success of the online learning process. This aspect will be the future reference in implementing remote learning, if suddenly there is pandemic or crisis.

Table 4. 3 Tabulation data from the questionnaires of students' knowledge of the technology used during pandemic

NO.	Statements	Likert Scale				
		SA	**A**	**N**	**DA**	**SDA**
1	During the implementation of ERT, my knowledge regarding various types of learning media has increased.	25,3%	72%		1,3%	1,3%
2	I can be creative with the material I convey during class discussions, either through videos, animations, PPT, etc.	33,3%	65,3%		1,3%	
3	I find it difficult to understand the use of online learning media, such as Zoom Meetings, Google Meetings, etc.	4%	25,3%		52%	18,7%
4	I can access information at any time by communicating and following the media through the use of technology-based tools, such as the use of the internet, smartphones, computers, tablets, game systems, and multimedia devices.	41,3%	58,7%			
5	My performance in understanding English grammar has improved better through the technology used and directed by the lecturer.	16%	76%		8%	

The respondents demonstrated in statement 1 that they get more knowledge regarding various types of learning media during emergency remote teaching by strongly agreed (25,3%) and agreed (72%). On the contrary, the other respondents strongly disagreed (1,3%) and disagreed (1,3%) that they could not expand their knowledge about various types of learning media.

In statement 2, respondents claimed that they could be more creative with the material they conveyed during class discussions, either through videos, animations, PPT, etc. by strongly agreed (33,3%) and agreed (65,3%). On the other hand, other respondents disagreed (1,3%) that they could not be more creative with the material they presented during class discussions.

Statement 3 is very interesting, where respondents rejected it because they did not find it difficult to understand the use of online learning media, such as Zoom Meetings, Google Meetings, etc. strongly disagreed (18,7%) and disagreed (52%). On the other hand, other respondents still find it difficult to use online learning media used by lecturers in English grammar courses by agreed (25,3%) and strongly disagreed (4%).

In statement 4 has a very extraordinary response, where all respondents can easily access information at any time by communicating and following the media through the use of technology-based tools, such as the use of the internet, smartphones, computers, tablets, game systems, and multimedia devices in remote teaching. strongly agreed (41,3%) and agreed (58,7%).

For the last one, in the statement, 5 respondents felt that their performance in understanding English grammar had improved better through the technology used and directed by the lecturer with strongly agreed (16%) and agreed (76%). Meanwhile, there are respondents who feel that they still cannot be helped by the technology that is directed or used by English grammar lecturers in understanding the material and disagreed (8%).

b. The results of interview

1) **Students' emotional and performance presence in English grammar learning during ERT**

In this aspect, there are several questions related to students' feelings in participating in online English grammar learning, especially during the pandemic. These questions are a continuation of the results of the questionnaires that have been answered by students, which aims to thoroughly discuss the reasons for each of their answers. Feelings here relate to the

nature and emotions of students that can affect their quality to become active learners or passive learners in online activities.

- *Apa yang membuatmu setuju/tidak setuju bahwa pembelajaran English grammar secara ERT (pengajaran jarak jauh) itu nyaman sehingga bisa membuatmu merasa lebih aktif/tidak aktif dan percaya diri/tidak saat pembelajaran?*

Table 4. 4 Interview Results of First Question

Interview Data Finding	Context
"*Saya setuju ERT itu nyaman, karena bisa melakukan pembelajaran tanpa harus datang ke kampus dengan suasana belajar nyaman ... .*" (S1/3A/INT/A1)	S1 feels comfortable with ERT, because there is a quiet atmosphere at home and there is no direct face to face with the lecturers, but that convenience makes the active and enthusiastic in learning decrease.
"*Saya tidak setuju, karena menurut saya pembelajaran grammar secara ERT itu akan terasa nyaman jika dosen yang mengajar menggunakan metode yang membuat mahasiswa lebih mudah memahami. ... .*" (S2/3A/INT/A1)	S2 disagrees, because ERT creates an awkward learning atmosphere and there is no closeness between students and lecturers, so there is no self-activity in the virtual classroom.
"*Saya tidak setuju, karena biasanya saya terkendala signal saat pelajaran, jadi sulit untuk memahami materi, juga saya lebih suka jika dapat berinteraksi secara langsung (bertemu) ... .*" (S3/3A/INT/A1)	S3 disagrees, because of signal constraints and the rigid learning situation, which led to insecurity's feeling during learning.
"*Saya sangat setuju, karena dengan adanya model pengajaran jarak jauh siswa akan lebih cepat dan akan terlihat fokus saat pembelajaran grammar. ... .*" (S4/3A/INT/A1)	S4 strongly agrees, because learning grammar requires high focus, so remote teaching will create more focus and confidence during learning.

"Aku setuju, karena pengaruh cara pengajaran dosen juga. ... ." (S5/3A/INT/A1)	S5 agrees, because during remote teaching in the grammar course there were details regarding the explanation of the material with two-way communication and discussion of practice questions together which required being active in the class.
"Saya setuju dan tidak setuju, karena metode pembelajaran yang digunakan itu gak bikin bosan dengan menggunakan video melalui YouTube, tapi disatu sisi emang bikin aku kurang percaya diri ... ." (S6/3C/INT/A1)	S6 has two answers, where she feels comfortable with the teaching method that is not boring during the ERT, but the activity in the class cannot be maximized because of the lack of understanding of the material.
"Saya setuju, karena dosen yang mengajarkan materi grammar di semester 3 ini sangat inovatif dalam pembelajaran ... ." (S7/3C/INT/A1)	S7 feels comfortable with the learning innovations implemented, which create active demands during learning.
"Saya tidak setuju, karena memang saya rasakan pembelajaran English grammar secara ERT itu kurang nyaman namun ketidaknyamanan yang saya rasakan itu dapat meningkatkan kepercayaan diri saya, ..." (S8/3D/INT/A1)	S8 does not feel comfortable with remote teaching, but the distance could maximize understanding of material that can be studied repeatedly.
"Saya tidak setuju, karena saya merasa pembelajaran menjadi tidak efektif, materi yang disampaikan tidak dapat saya pahami dengan jelas, tidak dapat menyampaikan pendapat/pertanyaan dengan lebih bebas. ... ." (S9/3E/INT/A1)	S9 does not agreed, because remote teaching caused an imbalance in understanding and lack of focus caused by internal factors, so that class activity was not optimal.
"Saya sangat setuju, karena tidak adanya kontak langsung antara lecturer dan student sehingga tingkat kepercayaan diri lebih tinggi, ..." (S10/3I/INT/A1)	S10 strongly agreeds, because there is no direct contact with the lecturer during learning, so students can explore more to understand the material.

"*Saya setuju, karena pada saat pembelajaran English grammar melalui ERT, beberapa dosen merangkum dan menjelaskan materi dengan semenarik mungkin sehingga mahasiswa juga cenderung menjadi tidak ... .*" (S11/3J/INT/A1)	S11 agreeds with the ERT, because it creates material delivery that is not boring so that students can easily understand the material and are more active in asking questions.
"*Saya setuju, karena saya merasa percaya diri saat mengemukakan pendapat secara online dan merasa tidak ada orang yang secara langsung mengamati ... .*" (S12/3J/INT/A1)	S12 agreeds with the implementation of ERT, because it increases confidence when no one is directly observing when expressing opinions in class.

Based on table 4.6 above, it can be seen that there are seven students who agree that they still feel comfortable in participating in learning English grammar through emergency remote teaching, due to several things, such as no face-to-face meetings with lecturers, more self-confidence, and encouragement to become more active in understanding the material. However, of the eight students, there was one student who felt inactive because of external factors that influenced him. On the other hand, four other students said that they did not agree because there were several factors, such as signal constraints, no direct two-way interaction, unattractive teaching methods, and external factors that caused a lack of understanding of the material.

The lecturer A of English grammar gave the opinion regarding student activity during emergency remote teaching, as follows:

> "... *semangat mahasiswa dalam mengikuti kelas online pun tetap sama. Mahasiswa yang berpartisipasi aktif di dalam kelas itu banyak, terutama dalam pembelajaran grammar ini. Keaktifan dan respon mahasiswa di kelas saat penyampaian materi sekitar 40-50%....*"
>
> "… the enthusiasm and excited of students in taking online classes is the same as face-to-face learning. There are many students who actively participate in the class, especially in this grammar lesson. The activeness and response of students in class when delivering material is around 40-50% ...."

On the other hand, lecturer B gave her statement, as follows:

> "*Kalau masalah aktif tidaknya, menurut saya hanya sebagian dari meerka yang aktif. Bahkan, terkadang yang aktif di dalam suatu kelas hanya orang-orang itu saja, sehingga saya rasa ya diskusi kelompok itu sangat amat tidak cocok. Kemudian, setelah saya terapkan diskusi kelas besar, banyak mahasiswa yang mau speak-up dan aktif di kelas untuk menjawab latihan-latihan soal yang saya berikan. Ibaratnya, saat diskusi kelompok keaktifan hanya sekitar 40%, setelah saya ganti dengan diskusi besar menjadi lebih dari 50%.*"
>
> "If the problem is active or not, I think only some of them are active. In fact, sometimes there are only those people who are active in a class, so I think that group discussions are very, very inappropriate. Then, after I implemented a large class discussion, many students were willing to speak up and were active in class to answer the practice questions that I gave. It's like, during a group discussion the activity was only about 40%, after I changed it to a big discussion it became more than 50%.""

- *Apa yang membuatmu setuju/tidak setuju bahwa ERT dapat mengurangi kekhawatiran saat pembelajaran English*

grammar di kelas sehingga membuatmu menjadi

tertarik/tidak tertarik mengikutinya?

Table 4. 5 Interview Results of Second Question

Interview Data Finding	Context
"*Saya tidak setuju, karena menurut saya dalam pembelajaran English grammar itu justru akan lebih mudah dimengerti dan dipahami jika dilakukan secara tatap muka langsung di dalam kelas … .*" (S1/3A/INT/A2)	S1 does not agree, because the grammar course requires a high focus so that during ERT are careless, it will increase the worries in the future because of the lack of understanding the material that is missed.
"*Saya setuju, karena setiap dosen yang mengajar grammar memiliki karakter yang berbeda-beda, saya sering menemui teman-teman saya merasa sangat takut saat waktunya mata kuliah tersebut karena dosen yang kurang friendly kepada mahasiswa, … .*" (S2/3A/INT/A2)	S2 agrees, because remote teaching was done virtually without meeting the lecturer, thus reducing the nervousness and fear when having to answer or discuss questions from the lecturer.
"*Saya tidak setuju, karena tidak bisa berkomunikasi secara langsung (face to face) dengan lawan bicara, … .*" (S3/3A/INT/A2)	S3 disagrees, because virtual communication creates a sense of awkwardness in learning.
"*Saya setuju, karena menurut saya ERT dapat mengurangi kekhawatiran saat pembelajaran English grammar … .*" (S4/3A/INT/A2)	S4 agrees, because through remote teaching, the preparation of explaining the material and answering questions in learning could be maximized.
"*Tidak setuju, karena meskipun aku sempet nyaman dengan PJJ, kekhawatiranku itu hadir saat aku mikir nanti kalo pas pembelajaran offline gimana ya, apakah lebih menegangkan atau gimana. … .*" (S5/3A/INT/A2)	S5 disagrees, because ERT could cause future concerns when implementing the material in real life .
"*Saya tidak setuju, karena itu tadi adanya kekhawatiran karena kurangnya rasa percaya diri, adanya rasa ragu dan kurang dalam pemahaman materi dalam diri saya.*" (S6/3C/INT/A2)	S6 does not agree, because there was no maximum understanding of the material during the ERT, causing concern in doubt.

"Saya setuju, karena selain banyak inovasi dalam pembelajarannya, juga karna lingkungan … ." (S7/3C/INT/A2)	S7 agrees, because a more private position in learning can minimize worries and shyness.
"Saya setuju, karena sebagai orang yang tidak terlalu suka keramaian atau bertemu banyak orang, belajar sendiri dari rumah itu lebih nyaman dan tidak menimbulkan perasaan cemas, dll, … ." (S8/3D/INT/A2)	S8 agrees, because the environment is not too crowded during ERT can make the focus more leverage and not cause anxiety.
"Saya tidak setuju, karena grammar adalah matkul yang sangat penting untuk dipelajari, saat skripsi nanti juga grammar dapat menjadi faktor utama kelancaran skripsi. … ." (S9/3E/INT/A2)	S9 does not agree, because the assessment during ERT did not match reality in understanding the material which would be burdensome in the future.
"Saya setuju, karena terlihat dari keaktifan saya pribadi maupun teman dikelas, cenderung lebih aktif ketika pembelajaran online." (S10/3I/INT/A2)	S10 agrees, because the activity was better than other friends in the class when remote teaching.
"Saya tidak setuju, karena menurut saya justru English grammar dengan ERT mungkin akan menimbulkan beberapa kekhawatiran dalam diri kita … ." (S11/3J/INT/A2)	S11 does not agree, because some of the obstacles encountered during the delivery of the material made the enthusiasm in attending the class decrease.
"Saya setuju, karena biasanya kalo kelas offline saat kita berpendapat masih takut salah gara gara takut diberi tahu langsung, tapi jika online walaupun salah tetap tenang, … ." (S12/3J/INT/A2)	S12 agrees, because during ERT there was no fear in expressing the opinion.

Based on table 4.7 above, it can be seen that there are six students who agree that through emergency remote teaching can reduce worries when learning English grammar and are interested in following it. There are several reasons, including there is no worry when you have to meet directly with lecturers

because it is only virtual, there is more preparation during remote teaching, creates many interesting innovations, there is no anxiety and fear. In addition, 50% of other students said they did not agree because English grammar is a subject that requires high focus and there is no direct communication.

In this case, there is lecturer A who thinks that the fear or worry that exists in them could be because since the first time they took part in emergency remote teaching, as follows:

> "... *Mungkin mereka merasa ini materi baru, terutama untuk mahasiswa semester satu, jadi mungkin ada rasa takut tersendiri dalam diri mereka.*"
> "… Maybe they feel this is new material, especially for first year students, so there may be a certain fear within them."

- *Mengapa kamu setuju/tidak setuju bahwa melalui ERT performamu menjadi lebih/tidak meningkat di kelas saat pembelajaran English grammar?*

Table 4. 6 Interview Results of Third Question

Interview Data Finding	Context
"*Saya sangat tidak setuju, karena saya memiliki kekhawatiran dalam mengikuti pembelajaran dengan ERT, tentunya saya juga memiliki cara tersendiri untuk mengatasinya. ... .*" (S1/3A/INT/A3)	S1 strongly disagrees, because there are worries in self that make performance not optimal but can be overcome in other ways.
"*Saya tidak setuju, karena sering saya temui bahkan sering terjadi dalam diri saya sendiri disaat pembelajaran melalui ERT itu semuanya bisa dipersiapkan bahkan bisa di setting terlebih dahulu ... .*" (S2/3A/INT/A3)	S2 does not agree, because it was easy for students to make settings that led to perfect performance, but actually they were not as critical as face-to-face learning.

"Saya tidak setuju, karena kalau online kebanyakan lebih ada perasaan nggampangke gitu mba, bisa liat google atau tanya temen, kalau offline tuh bisa fokus dan ada rasa beban tersendiri … ." (S3/3A/INT/A3)	S3 doesn't agree, because there is a feeling of making things easier leads to a loss of performance of responsibility and focus.
"Saya setuju, karena menurut saya pembelajaran jarak jauh dapat mendorong siswa belajar secara lebih mandiri dimanapun ia berada. … ." (S4/3A/INT/A3)	S4 agrees, because ERT encourages students to be more independent, so there is an effort to improve performance during learning.
"Tidak setuju, karena meskipun aku merasa aktif dan percaya diri tadi mbak, ternyata pas ada tes itu terkadang nilaiku ngga seberapa dan aku merasa ternyata performaku belum maksimal." (S5/3A/INT/A3)	S5 does agree, because there was a mismatch between confidence and understanding that led to sub-optimal performance.
"Sebenarnya ini ada ditengah-tengah sih, dalam satu semester itu saya merasa ada materi yang masih kurang saya pahami, tapi juga merasa ada peningkatan walaupun tidak banyak." (S6/3C/INT/A3)	S6 fels neutral, because there was an increase in understanding of the material which made the performance slowly increase, although not much.
"Saya setuju, karena merasa private jadi saya bisa secara bebas tanpa rasa ragu untuk eksplor lebih … ." (S7/3C/INT/A3)	S7 agrees, because privacy is maintained to improve performance with the freedom of self-exploration.
"Saya tidak setuju, karena menurut saya saat ERT seperti ini perfoma saya bisa dibilang cukup baik kak tapi tidak stabil, nilainya cenderung naik turun … ." (S8/3D/INT/A3)	S8 disagrees, because of the unstable performance during ERT which was influenced by internal and external factors.
"Saya sangat tidak setuju, karena saya pribadi merasa tidak ada progres karena batasan antara belajar dengan kehidupan personal seperti mengabur, yang menyebabkan mudah kehilangan fokus pada saat pembelajaran sedang berlangsung. … ." (S9/3E/INT/A3)	S9 strongly disagrees, because there is no self-progress in learning that causes loss of focus.
"Saya setuju, karena terlihat dari nilai saya yang lebih baik pada mata kuliah	S10 agrees, because it can be seen from the results of the assessment of courses that

yang mengaplikasikan ERT, ..." (S10/3I/INT/A3)	apply ERT better than face-to-face.
"*Saya setuju, karena melalui ERT ini, saya dituntut untuk lebih aktif mencari tahu apa yang belum saya pahami sehingga hal itu bisa meningkatkan performa saya.*" (S11/3J/INT/A3)	S11 agrees, because ERT can demand activities that can improve performance in class on understanding the material.
"*Saya setuju, karena saya berani berpendapat dan bertanya saat kelas berlangsung, serta saya juga mudah memahami materi grammarnya.*" (S12/3J/INT/A3)	S12 agrees, because through ERT the performance can be improved through the courage to ask questions and give opinions virtually.

Based on table 4.8 above, it can be seen that there are six students who agree that through emergency remote teaching their performance in class can improve for reasons, including increased independence, privacy for material exploration, and demands to be more active. Five other students said they did not agree because of their inner worries, there were settings, they thought the material presented was easy, there was no limit between learning and personal life. Meanwhile, one other student felt that he was in the middle, felt that his performance had increased but his understanding of the material was not maximal.

Regarding student performance in class during emergency remote teaching, lecturer B gave her opinion, as follows:

> "*Menurut saya, tidak bisa seexcited saat pembelajaran offline. Hal tersebut dikarenakan banyak faktor eksternal yang mempengaruhi. Banyak mahasiswa yang tidak fokus saat di kelas, karena saat saya panggil terkadang mereka tidak*

merespon. Jadi, antara ada dan tiada dari mereka itu."

"In my opinion, can't be excited when learning offline. This is due to many external factors that influence. Many students are not focused in class, because when I call sometimes, they don't respond. So, between the presence and absence of them."

2) Students' understanding of the material

This aspect discusses the continuation of the questionnaire related to students' understanding in deepening English grammar material during emergency remote teaching. From the answers of student interviews, it can be seen that the understanding gained will determine whether students can implement the material learned or not.

- *Sistem pembelajaran dilakukan dengan kombinasi sinkronus dan asinkronus, sistem manakah yang membuatmu lebih bisa memahami materi? Alasannya?*

Table 4. 7 Interview Results of Fourth Question

Interview Data Finding	Context
"*Kalau saya lebih suka dan akan lebih bisa memahami materi jika sistem pembelajaran yang dilakukan dengan sinkronus, ...*" (S1/3A/INT/A4)	S1 choses synchronous learning to minimize misunderstandings in understanding the material presented.
"*Saya prefer ke sinkronus, dikarenakan dapat membuat komunikasi/interaksi antara mahasiswa dan dosen lebih meningkat, ...*" (S2/3A/INT/A4)	S2 chose synchronous to increase the interaction between lecturers and students directly even though it was only virtual.
"*Sinkronus sih mba, karena walaupun ngga bisa memahami maksimal tapi ada penjelasan*	S3 chose synchronous to improve understanding

tambahan dari dosen itu ngebuat pemahamannya sedikit lebih mudah. ... ." (S3/3A/INT/A4)	of the material that was explained directly by the lecturer.
"Saya akan lebih nyaman ketika pembelajaran dilakukan secara sinkronus. Karena jika hanya menggunakan perantara saja tidak akan membantu dalam memahami materi. ... ." (S4/3A/INT/A4)	S4 chose synchronous because learning without direct explanation did not help in understanding the material.
"Kalau materi-materi yang lain sih milih yang asinkronus mbak. ... , soalnya kalau virtual (sinkronus) sendiri kemungkinan fokus pada penyampaian materi bisa terpecah, karena ya tadi, bisa disambi-sambi." (S5/3A/INT/A4)	S5 agrees asynchronously because it can be learned on its own without the focus being divided due to other factors.
"Kalo aku lebih suka sama yang kombinasi asinkronus dan sinkronus sih, karena kayak lebih jelas aja kalo dapat materi tetapi juga dengar langsung penjelasannya dari dosen meskipun secara virtual." (S6/3C/INT/A4)	S6 chose combination learning both synchronous and asynchronous, where material was shared and also explained.
"Saya lebih bisa memahami pemahaman materi secara asinkronus, seperti dengan adanya penugasan dari dosen gitu. ... ." (S7/3C/INT/A4)	S7 chose asynchronous because the material given could be studied repeatedly and asked for difficulties at another time of learning.
"Menurut pendapat saya, dari kedua sistem tersebut saya lebih memilih sinkronus karena masih ada interaksi antara pengajar dan mahasiswa meskipun secara online. ... ." (S8/3D/INT/A4)	S8 chose synchronous to create a direct interaction (question and answer/explanation) between lecturers and students in learning.
"Sistem asinkronus bisa lebih dipahami, adanya media perantara mungkin seperti video tambahan, ataupun ppt sangat membantu, karena kan nanti pada saat akhir pembelajaran dapat kita pelajari lagi, lebih mudah juga mempelajarinya karena lebih simple, tidak rumit. ... ." (S9/3E/INT/A4)	S9 chose asynchronous because the delivery of material through video, PPT, or other will be easier to learn and less complicated when reading to understand the material.
"Sinkronus, karena bagaimanapun penjelasan akan lebih mudah dipahami ketika berbagi	S10 chose synchronous because through a direct

macam indra berfungsi bersamaan." (S10/3I/INT/A4)	explanation the material would be easy to understand.
"*Sistem pembelajaran yang lebih mudah saya pahami adalah sinkronus, karena melalui tatap muka secara virtual, materi yang disampaikan juga lebih mudah untuk dipahami, pemaparan materi pun juga lebih jelas, ...*" (S11/3J/INT/A4)	S11 chose synchronous because through face-to-face the material presented would be clearer, easier to understand, and able to directly ask questions.
"*Lebih ke sinkronus, karena bedasarkan pengalaman kemarin kalo dosennya yang menjelaskan lebih jelas dan bisa sekalian nyatet terus bisa langsung tanya apa yang nggak dimengerti, kaya timingnya pas gitu. ... .*" (S12/3J/INT/A4)	S12 chose synchronous because the direct explanation was clearer and had the right timing in learning.

Based on table 4.9 above, it can be seen that there are eight students who agree with the implementation of the synchronous learning system because there is direct interaction with the lecturers virtually and can ask questions directly about material that has not been understood. Three students chose asynchronous because they think it is more flexible and can be accessed and studied at any time. Then, one student agreed if there was a combination of synchronous and asynchronous, so that understanding would be clearer (S6/3C/INT/A4).

In its implementation, English grammar lecturers have implemented synchronous learning and even the two lecturers used a combination of synchronous and asynchronous in learning English grammar during emergency remote teaching. This is as conveyed by lecturer A, as follows:

"… Jadi semua materi kemudian latihan soal, lalu ada ulangan formatif, lalu ulangan tengah semester sampai ulangan akhir, saya share di Schoology. Sedangkan dalam menyampaikan materi, saya menggunakan Google Meet. Jadi, saya pikir itu adalah kombinasi dari asinkron dan sinkron. …."

"So, all the material then practices questions, then there is a formative test, then a mid-semester test until the final test, I share it on Schoology. Meanwhile, in adding material, I use Google Meet. So, I think it's a combination of asynchronous and synchronous. …."

On the other hand, lecturer B also gave a statement regarding the learning that had been implemented, with the following statement:

"… saya menerapkan pembelajaran sinkronus, dimana mahasiswa secara berkelompok melakukan presentasi materi masing-masing kelompok melalui Google Meet. Akan tetapi, di pertengahan semester setelah ulangan tengah semester aku memutuskan untuk menerapkan kombinasi keduanya, dimana aku share link materi yang ada di website dan menjelaskan dengan diskusi besar di kelas melalui Google Meet."

"… I applied synchronous learning, where students in groups made presentations of each group's material through Google Meet. However, in the middle of the semester after the midterm test, I decided to apply a combination of the two, where I shared the link to the material on the website and explained it with a big discussion in class through Google Meet."

- *Berdasarkan hasil pengisian kuisioner, dalam pengajaran secara sinkronus, kamu lebih setuju jika dijelaskan oleh mahasiswa atau oleh dosen? Mengapa demikian?*

Table 4. 8 Interview Results of Fifth Question

Interview Data Finding	Context
"*Sebenarnya saya lebih setuju jika materi pembelajaran dijelaskan oleh dosen secara langsung, karena akan lebih mudah untuk memahami materi yang memang harus dipelajari. ... .*" (S1/3A/INT/A5)	S1 prefers to be explained by the lecturer, because it will be easier to understand the material compared to student explanations that are too broad.
"*Saya lebih setuju dijelaskan oleh dosen, karena apabila mahasiswa presentasi, biasanya terdapat beberapa mahasiswa yang kurang paham akan materi tersebut sehingga hanya mempresentasikan secara umum tidak mendetail atau bahkan seadanya saja, ...*" (S2/3A/INT/A5)	S2 prefers to be explained by the lecturer, because the explanations from students are not detailed and improvised according to their abilities.
"*Penyampaian materi secara berkelompok oleh mahasiswa itu kalo aku setuju mba, karena ada rasa untuk belajar nyari materi dan memahami materi tadi (setidaknya materi kelompok sendiri), tapi kalo dosennya ngga begitu aktif untuk kasih penjelasan tambahan itu yang repot, ...*" (S3/3A/INT/A5)	S3 agrees the combination of students and lecturers to create a desire to find material and deepen material from the lecturer's explanation.
"*Menurut saya, akan lebih jelas jika dosen yang menjelaskannya. ... .*" (S4/3A/INT/A5)	S4 chose a combination of students and lecturers so that students actively search for material and the lecturer plays a role afterwards to explain.
"*Dijelaskan oleh dosen mba, karena sejauh ini tidak ada penjelasan yang dilakukan secara berkelompok oleh mahasiswa.*" (S5/3A/INT/A5)	S5 was used to being explained by the lecturer.
"*Kalo aku sih lebih setuju kalo dijelaskan langsung sama dosennya karena bisa lebih cepat nangkapnya gitu.*" (S6/3C/INT/A5)	S6 prefers to be explained by the lecturer so that she understands more quickly.
"*Kalau saya lebih bisa paham saat dijelaskan oleh dosen, karena kalau mahasiswa yang menjelaskan saya banyak kurang pahamnya. ... .*" (S7/3C/INT/A5)	S7 prefers to be explained by the lecturer because it will make it easier to understand and

	quickly get feedback and corrections
"*Menurut pendapat saya, seperti presentasi pembahasan materi itu saya lebih memilih penjelasan dari dosen karena lebih dapat dipercaya dan lebih expert dibidang tsb. ... .*" (S8/3D/INT/A5)	S8 prefers to be explained by the lecturer because of more expertise, but the combination of students and lecturers agrees as long as the lecturer is involved.
"*Kalo menurutku, tergantung bagaimana, kalo mahasiswa yang menjelaskan, itu jangan diserahkan penuh ke mahasiswa terus dosen lepas tangan, bisa dosennya ngasih penjelasan tambahan atau feedback, yang penting diawasi juga. ... .*" (S9/3E/INT/A5)	S9 is more adapted to the conditions, if students explain there should be additional information from the lecturer and if the lecturer explains it should not be monotonous and there should be 2-way communication.
"*Tergantung, tetapi selama ini dijelaskan oleh dosen itu yang terbaik sih, karena mereka lebih dulu mengetahui materi yang akan disampaikan.*" (S10/3I/INT/A5)	S10 prefers to be explained by the lecturer who knows the material first.
"*Saya lebih setuju jika materi yang diajarkan disampaikan dan dijelaskan oleh dosen, karena dosen tentu lebih tahu dengan materi yang dijabarkan sedangkan kami mahasiswa belum tentu sepenuhnya paham dengan materi yang akan disampaikan sekalipun kami sudah belajar pasti pengetahuan kami masih terbatas. ... .*" (S11/3J/INT/A5)	S11 prefers to be explained by the lecturer because the explanation is more complete, but if the student is explaining, the lecturer should review and provide additional information.
"*Dosen, karena mungkin sudah berpengalaman dalam mengajar jadi tau bagaimana cara menjelaskan yang baik dan benar serta mudah dipahami, sedangkan kalo teman pas presentasi itu kan kita baru belajar ... .*" (S12/3J/INT/A5)	S12 prefers to be explained by the lecturer because of more experienced and understands how to teach so that students can understand.

Based on table 4.10 above, it can be seen that most of the students (10 students) could better understand the material delivered directly by the lecturer than other students who made presentations. Then, the other two students preferred a combination explanation of the two, between students and lecturers. This is because, in addition to students being able to actively search for material, students can also understand better with additional material from the lecturer.

In this case, lecturer B had time to implement a group presentation, but it was considered less effective and finally the lecturer became the main speaker in delivering the material, as her statement as follows:

> "… . *Jadi, setelah saya pikir, presentasi kelompok ini bukan solusi terbaik dalam pembelajaran grammar karena dalam penerapannya ternyata yang aktif dan mampu menguasai materi presentasi kurang lebih paling hanya 5 orang dalam satu kelas, sehingga aku memutuskan untuk memakai sinkronus dan asinkronus, dimana aku melakukan ceramah kemudian dilanjutkan diskusi bersama.*"
> "… . So, after I thought, this group presentation is not the best solution in learning grammar because in practice it turns out that there are only 5 people active and able to master the presentation material in one class, so I decided to use synchronous and asynchronous, where I did a lecture later continued discussion together."

- *Apakah kamu bisa memahami materi English grammar secara maksimal selama pengajaran jarak jauh? Alasannya?*

Table 4. 9 Interview Results of Sixth Question

Interview Data Finding	Context
"Cukup maksimal, karena biasanya kalau merasa kurang jelas saya akan menghubungi teman untuk menjelaskan ataupun saya pelajari sendiri sampai paham, dimana pemahaman materi grammar saya sekitar 70%." (S1/3A/INT/A6)	S1 felt quite maximal with the addition of friends or self-study with an understanding of about 70%.
"Saya merasa lebih mudah memahami materi grammar karena metode dan penjelasan yang digunakan oleh dosennya menarik dan jelas,... ." (S2/3A/INT/A6)	S2 was able to understand the material because the application of the learning method used by the lecturer was appropriate.
"Tidak, karena kalau jarak jauh lebih kurang motivasi dan semangat untuk mendengarknan materinya, sehingga peahaman materi saya hanya sekitar 40%." (S3/3A/INT/A6)	S3 felt not optimal, due to lack of motivation and enthusiasm during the ERT, so the understanding was only 40%.
"Sejauh ini cukup paham dengan penjelasan dosen karena terdapat penjelasan tambahan dari dosen yang menurut saya menambah pemahaman saya dengan pencapaian sekitar 65%." (S4/3A/INT/A6)	S4 quite understands about 65% of the material with additional explanations from the lecturer.
"Di beberapa materi awal, aku bisa memahami materi secara maksimal. ..., jadi ya pemahamanku cuma sekitar 65-70%." (S5/3A/INT/A6)	S5 can understand the material but still up and down due to split focus during ERT so only 65-70%.
"Belum bisa maksimal sih, masih ada beberapa yang bingung karena kurang bisa nangkap materinya, jadi hanya ketangkep sekitar 50%." (S6/3C/INT/A6)	S6 felt that she had not been able to maximize her understanding because of the lack of understanding of the material so that her understanding was only about 50%.
"Masih belum bisa dikatakan maksimal saat PJJ ini, karena saya belum bisa sepenuhnya	S7 felt not able to maximize, due to lack of

fokus pada saat kelas virtual dan terbiasa nggampangne, ya hasilnya pemahaman saya paling hanya sekitar 64%." (S7/3C/INT/A6)	focus so that the understanding was only 64%.
"_Kalau menurut saya ya tidak sampai maksimal kak, sekitar 85%, tetapi jika dibandingkan dengan offline class lebih baik ERT. … ._" (S8/3D/INT/A6)	S8 felt not optimal, only about 85%, but it was better than the face-to-face courses.
"_Kalau untuk materi yang masih sederhana mungkin bisa, selama masih ada niat buat belajar sendiri, karna kalo pembelajaran online gak dibarengi dengan belajar sendiri tuh kayaknya gak bakal bisa paham. … ._" (S9/3E/INT/A6)	S9 felt not optimal in understanding the material, especially the more complex material during ERT.
"_Secara maksimal tidak, namun lebih baik daripada pertemuan offline mungkin iya, karena disaat pembelajaran online ketika saya tidak mengerti akan suatu topik, saya bisa langsung mencari tahu sendiri melalui search engine, dan pemahaman materi grammar saya sekitar 80% lah._" (S10/3I/INT/A6)	S10 felt not optimal, but it is better than offline learning because during ERT can find out directly what it doesn't know through search engines, so understanding is around 80%.
"_Saya tidak terlalu dapat memahami materi English grammar secara maksimal karena terkadang terkendala oleh beberapa sarana prasarana, seperti sinyal atau perangkat elektronik yang kurang mendukung sehingga menghambat pembelajaran, … sekitar 70% materi yang bisa dipahami._" (S11/3J/INT/A6)	S11 felt not optimal because of the constraints of infrastructure during ERT causing a lack of interaction between students and lecturers so that understanding was only about 70%.
"_Sebenarnya kalo aku nggak males ngulang materi insyaAllah hasilnya maksimal, …, sehingga pemahamanku bisa sampai 90%-an._" (S12/3J/INT/A6)	S12 felt the maximum in understanding the material up to 90% because the lecturer explained in detail and clearly during the ERT.

Based on table 4.11 above, it can be seen that the average understanding of English grammar material that can be understood by students during emergency remote teaching is

around 70%. Thus, it turns out that remote teaching cannot completely replace face-to-face teaching because the material transferred by the lecturer cannot be fully understood by students.

In this case, students' understanding of the material also depends on the delivery of the material and platform that used. As lecturer A had time to change learning to deepen the material and students easily understand it, but this actually makes it difficult and students understand more easily with the learning that was applied at the beginning. The following is a statement from lecturer A:

> "… *Kemudian, di pandemi akhir-akhir itu, saya coba ubah ke* open-learning *tapi kayaknya mereka harus beradaptasi dengan tool-toolnya, dan saya pikir mereka kesulitan, sehingga saya kembali lagi ke Schoology.*"
> "Then, in the recent pandemic, I tried to change to open-learning but it seemed they had to adapt to the tools, and I thought they were having a hard time, so I went back to Schoology."

- *Mengapa kamu setuju/tidak setuju bahwa hasil akhirmu sesuai dengan pemahaman materimu selama pengajaran jarak jauh?*

Table 4. 10 Interview Results of Seventh Question

Interview Data Finding	Context
"*Saya setuju, karena saya yakin bahwa hasil akhir nilai saya sesuai dengan pemahaman, pertama untuk matkul English grammar dosen sangat hafal*	S1 agrees, because the lecturer knows the students so that the grades given are appropriate and the best efforts have been

dengan mahasiswanya yang beliau ajar pada saat itu ... ." (S1/3A/INT/A7)	made to understand the material being taught.
"Saya setuju, karena selama ini prinsip belajarku tuh gini, apa yang aku dapatkan selama pelajaran dari pertemuan 1 sampai akhir itu merupakan pondasi dari hasil ujianku nantinya, soalnya aku tuh tipe yang nggak sks (sinau kebut semalam) ... ," (S2/3A/INT/A7)	S2 agrees, because the material was really understood during the lesson right away so that the value obtained was in accordance with the understanding of the material.
"Saya setuju, karena yang saya paham betul cara pengerjaannya jawaban saya betul, dan yang salah adalah materi yang saya blm paham, sehingga dengan IP 3,00 menurut saya sudah sesuai." (S3/3A/INT/A7)	S3 agrees, because the results obtained were in accordance with what was understood.
"Saya setuju, karena sudah dibuktikan dengan adanya UTS, UAS. Dari situ saya bisa melihat hasil akhir saya sesuai dengan pemahaman materi dan selama ini semua dosen menilai sesuai dengan pemahaman siswa." (S4/3A/INT/A7)	S4 agrees, because seeing the scores obtained after the UTS/UAS is in accordance with the understanding.
"Saya setuju, karena di materi awal nilaiku lumayan lah, aku paham segini nilaiku ternyata segini (meskipun tetep aja remidi). ... , ternyata ya bisa lah dikatakan sesuai pemahaman sampai bisa dapat skor B atau setara dengan bobot 3,00." (S5/3A/INT/A7)	S5 agrees, because the final results were in accordance with the learning efforts made.
"Saya setuju, karena pemahamanku emang masih banyak kurangnya tapi waktu lihat hasil akhirnya tuh bisa dibilang cukup memuaskan sih dan itu sesuai gitu." (S6/3C/INT/A7)	S6 agrees, because even though the understanding is still lacking, the final result is in accordance with the understanding.
"Saya sangat setuju, karena dari penugasan dan karakter dosen memberi penilaian kepada mahasiswa itu real dan sesuai dengan porsi pemahaman mahasiswa, ..." (S7/3C/INT/A7)	S7 strongly agrees, because the assessment given by the lecturer is in accordance with the portion of student understanding.
"Saya setuju, karena selama pembelajaran English grammar secara	S8 agrees, because the maximum score obtained was

ERT ini pemahaman saya bisa dibilang cukup baik dan bagus dan nilai yang saya dapatkan juga sesuai dengan yang saya harapkan, yaitu A. ... . (S8/3D/INT/A7)	influenced by the lecturer's explanation which was easy to understand during the ERT.
"*Sebenernya kurang setuju kak, tapi saya tetep berusaha aja biar nilai sama pemahaman saya bisa lebih sinkron. ... .*" (S9/3E/INT/A7)	S9 does not agree, because the high score obtained during the ERT was a claim, not a pure result.
"*Saya setuju, karena hasil akhir saya memiliki presentase yang sesuai dengan pemahaman selama pembelajaran, ... Jadi, skor A- dengan bobot 3,7 menurut saya sudah sangat sesuai.*" (S10/3I/INT/A7)	S10 agrees, because the percentage of the final result is in accordance with the understanding that she does not fully understand.
"*Saya setuju, karena ketika saya mampu memahami dengan baik maka hasil yang saya dapatkan juga baik, jika saya sudah memahami materi atau teori yang disampaikan maka saya dapat mengerjakan prakteknya yang diaplikasikan lewat soal yang ada. ... . Maka dari itu hasil akhir saya sesuai dengan pemahaman materi yang mampu saya tangkap, dengan skor akhir A-.*" (S11/3J/INT/A7)	S11 agrees, because the results of the application of the material that was understood were in accordance with the practice in working on the questions.
"*Saya tidak setuju, karena menurutku pribadi, kebiasaan, apalagi pas PJJ lingkungan sama perasaan ikut berpengaruh sama outputnya, aku kan ngerasa kalo PJJ aku lebih mudah memahami materi dan lebih percaya diri tapi di satu sisi habis PJJ nggak mau ngulang materi lagi buat dipelajari ... jadinya hasil akhirnya udah nggak sesuai karena banyak faktor yang mempengaruhi.*" (S12/3J/INT/A7)	S12 does not agree, because the final results obtained are not in accordance with the understanding of the material which is influenced by many factors.

Based on table 4.12 above, it can be seen that almost all students agree that the final score they get is in accordance with

their performance and understanding of the material in class. That way, there is no manipulation of grades made by lecturers in giving assessments to students. However, two students did not agree because for them high scores during remote teaching were demands and there were external factors that influenced them.

This was conveyed by two English grammar lecturers who stated that the assessment given was in accordance with the student's performance during learning. The following statement was delivered by lecturer A:

> "*Ya sesuai, saya memberikan penilaian di kelas itu saya sesuaikan dengan performa mereka di dalam kelas. Saya tahu ya beberapa orang yang aktif itu seperti apa dan mayoritas orang-orang yang aktif itu biasanya skor tesnya itu bagus. Saya bisa melihat keaktifan mahasiswa itu sejak awal, dan bisa mengenali setidaknya setelah tiga atau empat kali pertemuan, oh anak ini bagus, tesnya juga pasti bagus. Jadi, penilaiannya itu saya berikan berdasarkan keaktifan di kelas dan juga skor tesnya mereka.*"
>
> "Yes, it is, I give an assessment in the class that I adjust according to their performance in the class. I know what some active people are like and the majority of active people usually have good test scores. I can see the student's activity from the start, and can recognize at least after three or four meetings, oh this student is good, the test must be good too. So, I gave the assessment based on their activeness in class and also their test scores."

In addition to performance and test results, lecturer B provides additional value for students who are active in class, as stated in the following statement:

"*Skor yang saya berikan sesuai dengan performa mereka di kelas, saya nilai dari hasil presentasi, materi yang disajikan, dan skor tes yang dilakukan, seperti UTS dan UAS. Jadi, saat pembelajaran itu saya juga memancing mereka untuk bisa akif dengan adanya poin tambahan untuk mahasiswa yang aktif.*"

"The score I give is in accordance with their performance in class, I judge from the results of the presentation, the material presented, and the scores of the tests carried out, such as UTS and UAS. So, during the study, I also provoked them to be active with additional points for active students."

3) Students' knowledge of the technology

This aspect discusses the continuation of technological knowledge during the implementation of emergency distance teaching in English grammar courses. Knowledge and use of this technology are the main things in determining the success or failure of teaching during the pandemic at the distance**.**

- *Apakah penggunaan teknologi yang diterapkan oleh dosen yang kaitannya dengan platform, media, atau alat pembelajaran jarak jauh bisa benar-benar membantumu dalam memahami materi English grammar yang disampaikan?*

Table 4. 11 Interview Results of Tenth Question

Interview Data Finding	Context
"*Kalau untuk English grammar menurut saya cukup membantu, ...*" (S1/3A/INT/A10)	S1 is able to understand the material through the use of the platforms used, such as Schoology, flexible application that

	makes it easier to deliver and store materials
"*Bisa, karena dengan adanya platform2 yang tersedia itu sangat mempermudah dosen untuk dapat menyampaikan materi2 dengan berbagai cara, ...*" (S2/3A/INT/A10)	S2 can understand the material by using technology in the delivery of varied and creative material so that students are not bored
"*Jika di mk grammar kemarin maksimal sih mb, karena selain materi di schoology juga dijelasin lagi di gmeet pelan pelan satu-satu, ...*" (S3/3A/INT/A10)	S3 is able to understand the material optimally through the use of the Schoology application and mind-mapping
"*Iya benar sangat membantu, karena menurut pengalaman saya pada saat MK English grammar, dosen menggunakan platform schoology, dan dosen tersebut sangat aktif dalam penyampaian materi di schoology serta Gmeet. ... .*" (S4/3A/INT/A10)	S4 feels technology is very helpful in understanding the material through the use of the Schoology platform
"*Kan ada 2 platform, yaitu GMeet dan Schoology. Nah, menurutku keduanya benar-benar membantu dengan catatan keduanya diterapkan semua. ... .*" (S5/3A/INT/A10)	S5 finds it helpful in understanding learning by using two complementary platforms, Schoology and Gmeet
"*Kalau menurut saya membantu sih, Ya pada intinya memang bisa membantu dalam menambah wawasan dan pemahaman materi English grammar, ...*" (S6/3C/INT/A10)	S6 found it helpful in understanding the material through the use of the Moodle and YouTube platforms in delivering the material
"*Sangat membantu, karena bisa membantu saya memahami materi grammar dengan berbagai platform yang tidak membosankan, seperti melalui YouTube, Kahoot, quizizz, dll gitu.*" (S7/3C/INT/A10)	S7 found it helped in understanding the material through the use of YouTube, Kahoot, and quizizz platforms which made learning not boring
"*Menurut saya iya benar bisa membantu pemahaman saya terhadap materi English grammar, contohnya seperti saat dosen memberikan link yang berisi quiz mengenai*	S8 found it helpful in understanding the material by implementing the use of

English Grammar menurut saya itu sangat bagus untuk meningkatkan pemahaman … ." (S8/3D/INT/A10)	the YouTube platform to share learning videos and website links containing practice questions
"Untuk teknologi dan platform yang digunakan cukup membantu, dalam hal ini yang digunakan adalah web yang didalamnya ada banyak sekali latihan soal dan penjelasan singkat yang mudah dipahami. … ." (S9/3E/INT/A10)	S9 feels quite helped by the use of technology through the use of a website that contains practice questions to hone understanding of the material
"Sangat membantu kak, terutama pada matkul grammar, banyak website quiz yang diberikan dapat membantu menambah pengetahuan." (S10/3I/INT/A10)	S10 found it helpful to use many quiz websites to increase her knowledge
"Dalam makul English grammar dosen sudah menerapkan metode pengajaran yang baik serta didukung juga oleh penggunaan beberapa platform yang tepat, … ." (S11/3J/INT/A10)	S11 finds it helpful to use various platforms, such as google meet, zoom, or learning videos that can help improve understanding of the material
"Menurut saya iya, karena penjelasan dosen itu yang utama kalo ada penunjang yang memadai seperti penggunaan teknologi pembelajaran semakin dipermudah karena kita belajar tidak hanya teori namun juga praktek langsung … ." (S12/3J/INT/A10)	S12 found it helpful, because with the use of technology and the lecturer's explanation, understanding of the material would be maximized.

Based on table 4.12 above, it can be seen that all students feel that the use of technology through several platforms can help them understand the material presented. However, there is still a need for direction from the lecturer to be able to achieve maximum understanding as stated in the S12 statement.

Apart from students who felt an increase in their mastery of learning technology during emergency remote teaching,

lecturers also felt the same way. Lecturers become more familiar with the use of learning platforms or learning management system that are used in emergencies when learning cannot be done face-to-face. The statement is as explained by lecturer A, as follows:

> "*Untuk learning management sistem, saya menggunakan Schoology tadi, dan penyampaian materinya menggunakan Goggle Meet, itu sudah bagus banget. Kemudian, tambahan WhatsApp Group untuk penyampain aktivitas kelas aja, tidak sampai materi.*"
> "For the learning management system (LMS), I used Schoology earlier, and the delivery of the material was using Google Meet, it was really good. Then, the addition of a WhatsApp Group to convey class activities, not to the point of material. Then, in the recent pandemic, I tried to change to open learning but I think they have to adapt to the tools, and I think they are having a hard time, so I went back to Schoology."

Likewise with lecturer A, in terms of using technology for learning purposes, lecturer A prefers to explore various learning applications. Here is her statement:

> "*Menurut saya, platform terbaik yang saya gunakan sejauh ini selama ERT adalah Google Classroom dan Google Meet, kemudian ada tambahan penggunaan aplikasi, seperti Quizizz, voice spice, website, dan lain-lain. Untuk penyampaian absen dan jadwal kelas dilakukan melalui WhatsApp Group. Penugasan sempat dilakukan melalui LMS (SiKulon), tetapi kemudian menetap di Google Classroom yang ternyata lebih nyaman dan tidak ribet dalam pemasukan tugas di setiap kelasnya.*"
> "In my opinion, the best platforms I have used so far during ERT are Google Classroom and Google Meet, then there are additional applications, such as Quizizz, voice spice, websites, and others. The

submission of absences and class schedules is carried out via WhatsApp Group."

3. **The strengths and weakness of the implementation of emergency remote teaching through students' perceptions**

   a. The results of questionnaires

      1) **The strengths of ERT in the English grammar learning**

         This aspect discusses the strengths of implementation of emergency remote teaching in learning English grammar during pandemic. Emergency remote teaching utilizes online to connect the learning process, especially since the COVID-19 pandemic situation. Lecturers and students feel some during education in this crisis. This aspect can reveal the strengths of remote teaching from the perceptions of lecturers and students.

Table 4. 12 Tabulation data from the questionnaires of the strengths of ERT in the English grammar learning

NO.	Statements	Likert Scale				
		SA	**A**	**N**	**DA**	**SDA**
1	Emergency Remote Teaching is more practical and makes me easy to get value from various assessments	13,3%	66,7%		18,7%	1,4%
2	Lecturer always accept and explain questions asked by students clearly during Emergency Remote Teaching	18,7%	69,3%		12%	
3	I understand the various platforms used during Emergency Remote Teaching, other than just	22,7%	68%		8%	1,4%

	books, and other printed documents					
4	Lecturers become more creative in delivering material than during face-to-face learning	18,9%	67,6%		13,5%	
5	I can easily download learning materials, submit coursework, and take tests online using various platforms	29,3%	68%		2,7%	

In statement 1, very many respondents (80%) consist of strongly agreed (13,3%) and agreed (66,7%) stating that remote teaching is practical to use in learning activities during a pandemic and does not feel constrained in getting an assessment. end. On the other hand, respondents found it difficult to participate in remote teaching and found it difficult to get marks by strongly disagreed (1,4%) and disagreed (18,7%).

It is interesting to note from statement 2, where most of the respondents strongly agreed (18,7%) and agreed (69,3%) that during remote teaching the lecturer can still receive and answer questions from students clearly. There are only a few respondents who disagreed (12%) where they still think that the lecturers have not been able to accept and answer student statements virtually clearly.

Statement 3 shows that most respondents strongly agreed (22,7%) and agreed (68%) that they can understand various learning platforms other than books and other documents during

emergency remote teaching. Meanwhile, only a few respondents who have not been able to understand the use of online learning platforms disagreed (8%) and strongly disagreed (1,4%).

In statement 4, most respondents strongly agreed (18,9%) and agreed (67,6%) that they feel that lecturers are becoming more creative in delivering learning materials during emergency remote teaching. On the other hand, there are still respondents who feel that the lecturers are still the same as during face-to-face learning in delivering material by disagreed (13,5%).

The last, statement 5 shows that almost all respondents strongly agreed (29,3%) and agreed (68%) that they find it easy to access and obtain materials, submit coursework, and take online tests using various platforms during emergency remote teaching. There are only (2,7%) respondents who disagreed because they are still constrained by several factors in accessing and obtaining materials, submitting coursework, and taking online tests using various platforms by disagreeing (2,7%).

2) The weakness of ERT in the English grammar learning

This aspect discusses the weaknesses in implementing online activities in emergency remote teaching during the pandemic. In learning English grammar which is considered difficult by students, there must be obstacles and shortcomings by using

online media. Lack of learning English online can affect the activities of lecturers and students.

Table 4. 13 Tabulation data from the questionnaires of the weakness of ERT in the English grammar learning

NO.	Statements	Likert Scale				
		SA	A	N	DA	SDA
1	Online learning used much quota internet.	64%	34,7%		1,3%	
2	Remote teaching time is shorter than face-to-face, so I'm in a hurry and it's hard to understand the material.	22,7%	52%		22,7%	2,7%
3	Internet connection in my area is making it difficult for me to keep up with full-time lessons.	28%	41,3%		25,3%	5,3%
4	Many students lack seriousness in studying during ERT.	26,7%	64%		8%	1,3%
5	There are problems when sending lecture assignments, both daily assignments and mid-test also final-test.	18,7%	60%		20%	1,3%

In statement 1, most of the respondents (98,7%), strongly agreed (64%) and agreed (34.7%) that online learning uses a lot of internet quota in learning activities. However, respondents also disagreed (1,3%) that online learning activities only require a small internet quota.

Statement 2 signify those students consented to the idea, they felt the time of online learning is shorter than face-to-face, making them in a hurry and it's hard to understand the material

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by strongly agreed (22,7%) and agreed (52%). However, the rest of the students were strongly disagreed (22,7%) and disagreed (2,7%), they were not felt disturbing and make them in a hurry with the online learning time.

Statement 3 shows that respondents strongly agreed (28%) and agreed (41,3%) that if the internet connection in their area makes it difficult for them to attend full-time lessons. However, other respondents rejected it; they feel that internet connection is not an obstacle when participating in learning by strongly disagreed (8%) and disagreed (1,3%).

Statement 4 indicates the respondents were strongly agreed (26,7%) and agreed (64%) that if they are lack seriousness in studying during emergency remote teaching. Besides, other respondents refused with this statement; they felt serious in studying during emergency remote teaching by strongly disagreed (8%) and disagreed (1,3%).

In statement 5, most of the respondents strongly agreed (18,7%) and agreed (60%) that they experienced some problems when sending assignments given by the lecturer during emergency remote teaching. However, other respondents felt that there were no problems and they were safe in sending assignments given by the lecturer with strongly disagreed (20%) and disagreed (1,3%).

b. The results of interview

1) The strengths of ERT in the English grammar learning

This aspect discusses the continuation of the strengths of implementation of emergency remote teaching in learning English grammar during a pandemic, seen from the perceptions of students and also the additions of English grammar lecturers. Lecturers and students experience and discover many things during emergency remote teaching.

- *Menurutmu, apa saja manfaat yang bisa diperoleh dari pembelajaran jauh jauh di masa darurat ini? Dilihat dari berbagai aspek?*

Table 4. 14 Interview Results of Eighth Question

Interview Data Finding	Context
"Menurut saya lumayan banyak, antara lain mahasiswa jadi bisa tetap melaksanakan pembelajaran di situasi apapun karena kita semua baik pelajar dan pengajar sudah mulai terbiasa. Kedua, ..." (S1/3A/INT/A8)	S1 argues, among others: 1. Flexible learning in all situations and conditions 2. Improve technology mastery skills 3. There is special interest in learning
"Mungkin lebih praktis dan tidak ribet ya, kayak nggak perlu jauh2 datang ke kampus, terus hemat energi dan fisik. ... ." (S2/3A/INT/A8)	S2 argues, among others: 1. Practical, not complicated, and economical because there is no need to come to campus 2. Increase creativity in the introduction of technology 3. The use of learning media that does not make saturation
"Lebih efisien, hemat biaya karena ga harus keluar transport walau perlu kuota lebih, mudah akses dimana saja	S3 argues, among others: 1. Flexible in terms of media, material, and time

asalkan sinyalnya memadai ... .” (S3/3A/INT/A8)	2. Efficient in terms of expenses 3. More varied learning with various media and strategies
“Dari aspek waktu, lebih fleksibel, karena bisa dilakukan dimana saja dan kapan saja. Aspek disiplin, mengajarkan sikap disiplin dan tanggung jawab, ...” (S4/3A/INT/A8)	S4 argues, among others: 1. Flexible in terms of time 2. Increase discipline and responsibility 3. Adding insight regarding the use of learning technology 4. Creating creativity in learning
“Itu mbak, model pengajarannya. Jadi aku suka pas bagian diawal sebelum masuk ke pembelajaran, di situ ada pre-test nya, trus setelah setiap 3 materi penjelasan itu ada test/ujian ... .” (S5/3A/INT/A8)	S5 argues, among others: 1. There is fun learning model 2. Increase insight into the use of online learning media
“Menurut saya, bisa meningkatkan kemandirian karena disaat ada materi yang kurang dipahami bisa dicari melalui internet kemudian akses informasi luas dan mudah didapat, ...” (S6/3C/INT/A8)	S6 argues, among others: 1. Increase independence in understanding the material 2. Interesting learning strategy
“Pengeluaran menjadi lebih ekonomis, karena tidak ada uang transport dan kos. Penugasan dilakukan secara online itu juga hemat. ... .” (S7/3C/INT/A8)	S7 argues, among others: 1. Economical in terms of expenses 2. Free time that can be used more 3. Increase knowledge regarding variations in the use of learning applications
“Menurut saya, variasi pembelajaran yang baru dan pengetahuan mengenai teknologi (penggunaan hp dan internet untuk pembelajaran).” (S8/3D/INT/A8)	S8 argues, among others: 1. There are new learning variations 2. Increased knowledge about technology
“Adanya pembelajaran jarak jauh yang walaupun kita, para pelajar juga para pengajar seakan 'dipaksa' untuk	S9 argues, among others: 1. Creating interesting teaching creativity

menjalani, tapi dengan keadaan itu kita jadi bisa eksplor banyak hal yang sebelumnya gak pernah dilakukan, terutama untuk pengajar bisa lebih berkreasi menciptakan cara mengajar yang menarik agar siswa bisa lebih memahami ... ." (S9/3E/INT/A8)	2. Learning that is not monotonous only through books 3. Flexible in terms of time
"Secara pribadi manfaat yang dapat saya peroleh adalah waktu luang yang bisa dimaksimalkan untuk kegiatan lain seperti bekerja, belajar mandiri dapat dilakukan secara maksimal ketika pembelajaran online, kemudian pemahaman materi dapat dikejar dengan belajar mandiri ... ." (S10/3I/INT/A8)	S10 argues, among others: 1. Utilize free time for other useful activities 2. Can maximize self-study and independent 3. Increase knowledge regarding the use of learning applications
"Menurut saya banyak manfaat yang bisa didapat dari pembelajaran jarak jauh diantaranya adalah waktunya menjadi lebih fleksibel, sehingga bisa belajar kapan saja dan dimana saja, ..." (S11/3J/INT/A8)	S11 argues, among others: 1. Flexible in terms of time 2. Increase student independence in learning 3. Adding insight into the use of various online learning platforms 4. Creative teaching methods
"Fleksibel, bisa dilakukan dimana aja dan kapan aja bisa ngulang penjelasan dosen karena bisa direkam juga lewat gawai. Lebih ekonomis, karena hanya modal kuota, ..." (S12/3J/INT/A8)	S12 argues, among others: 1. More flexible learning 2. Economical in expenses 3. Maximizing knowledge and use of technology in learning

Based on table 4.12 above, it can be seen that there are several strengths of the implementation of emergency remote teaching from the perceptions of the twelve students. These the strengths, such us flexible learning in all situations and conditions, improve technology mastery skills, economical because there is no need to come to campus, there are more varied learning with various media, platform, and strategies,

increase discipline and responsibility, increase independence in understanding the material, and utilize free time for other useful activities.

In terms of strength, lecturer A stated that during emergency remote teaching, English grammar learning was effective even though it had to be with new media, platforms, materi, or teaching strategies. This was conveyed by him as follows:

> "*Kalau menurut saya, dari segi materi sudah efektif saya sampaikan melalui platform Schoology yang saya gunakan. Kalau untuk penyampaian materi melalui Google Meet mungkin belum bisa dikatakan efektif karena adanya faktor eksternal, seperti sinyal dan adanya kegiatan berbarengan di rumah yang membuat nereka tidak fokus terhadap apa yang saya sampaikan.*"

> "In my opinion, in terms of material, I have conveyed it effectively through the Schoology platform that I use. For the delivery of material through Google Meet, it may not be said to be effective because of external factors, such as signals and concurrent activities at home that make them not focus on what I say."

2) The weakness of ERT in the English grammar learning

This aspect discusses the continuation of the weakness of implementation of emergency remote teaching in learning English grammar during a pandemic, seen from the perceptions of students and also the additions of English grammar lecturers.

- *Menurutmu, apa saja kendala yang sering kamu hadapi selama pelaksanaan pengajaran jauh jauh? Dan gimana cara kamu meminimalisir itu?*

Table 4. 15 Interview Results of Ninth Question

Interview Data Finding	Context
"*Kendala yang paling sering dihadapi biasanya sinyal ya ka. ... Lalu, yang paling cukup mengganggu sih kondisi dan situasi di rumah ya, karena kalau ramai jadi ga bisa fokus*." (S1/3A/INT/A9)	S1 argues, among others: 1. Internet connection is not stable 2. Situations and conditions of the learning environment are quite disturbing
"*Yang tidak bisa dipungkiri tuh kendala sinyal, ... Terus ada kek beberapa pembahasan yang perlu dilakukan praktik secara langsung tapi karena keterbatasan jarak jadinya kan nggak bisa ya, dan ini dosen kadang cuma ngasih teori saja, jadi itu merugikan banget sih.*" (S2/3A/INT/A9)	S2 argues, among others: 1. Internet connection is not stable 2. Limitations of learning practice
"*Paling sering kendala signal, ... Kemudian, kendala eksternal dari lingkungan yang berisik, jadi kurang fokus, ...*" (S3/3A/INT/A9)	S3 argues, among others: 1. Internet connection is not stable 2. Learning environment conditions that affect learning focus
"*Menguras paket data, sehingga harus bisa mengatur penggunaan data di waktu senggang. Diskusi antar teman yang kadang bermasalah, sehingga harus banyak2 sabar dan saling memahami. ... .*" (S4/3A/INT/A9)	S4 argues, among others: 1. Excessive use of internet quota 2. Ineffective discussion between friends 3. Excessive use of HP capacity 4. Communication with lecturers is hampered because they can only communicate during lecture hours
"*Kendala utama di dalam fokus. Bagiku, grammar nggak fokus dikit aja bisa ketinggalan. Saat GMeet makul grammar, ruangannya harus sepi, harus dalam posisi duduk atau pake meja, harus ada buku catatan, ...*" (S5/3A/INT/A9)	S5 argues, among others: 1. Focus when learning is not optimal due to various factors 2. Left behind learning materials

"*Kendala biasanya itu sinyal sih, ya biasanya kalo gangguan sinyal tuh aku cari tempat yang kemungkinan jaringan sinyalnya bagus.*" (S6/3C/INT/A9)	S6 argues, among others: 1. Unstable internet connection
"*Kendala lebih ke saat kerja kelompok, sulit berkomunikasi dengan teman-teman. Apalagi adanya kendala sinyal juga sangat berpengaruh, ...*" (S7/3C/INT/A9)	S7 argues, among others: 1. Communication between group friends is not optimal 2. Unstable internet connection
"*Kendala yang sering sekali dihadapi adalah saat zoom/ google meet sinyal internetnya tiba2 hilang (jaringan tidak stabil) ... .*" (S8/3D/INT/A9)	S8 argues, among others: 1. Unstable internet connection 2. The emergence of a sense of laziness in facing tasks in ERT situations
"*Kendala yang paling terasa lebih ke mudah hilang fokus, ...* (S9/3E/INT/A9)	S9 argues, among others: 1. Loss of focus during learning hours 2. Excessive use of internet quota
"*Kendala yang paling sering dirasakan terkait dengan koneksi/jaringan internet yang terkadang terhambat atau habis tiba-tiba,. ... .*" (S10/3I/INT/A9)	S10 argues, among others: 1. Unstable internet connection 2. Communication between group friends is not optimal 3. An error occurred when using the application or learning platform
"*Kendala yang sering saya hadapi selama PJJ diantaranya adalah perangkat elektronik dan sinyal yang kurang mendukung. ... .*" (S11/3J/INT/A9)	S11 argues, among others: 1. Unstable internet connection 2. Less conducive learning environment
"*Karena di Indonesia internetnya itu nggak cepet jadi masalah sinyal itu yang paling utama, apalagi kalo pake kuota, ...*" (S12/3J/INT/A9)	S12 argues, among others: 1. Unstable internet connection 2. Learning devices that are constrained by several things 3. Understanding the use of technology which is quite time consuming

Based on table 4.12 above, it can be seen that there are several weaknesses of the implementation of emergency remote teaching from the perceptions of the twelve students. These the weaknesses, such us internet connection is not stable, learning environment conditions that affect learning focus, limitations of learning practice, excessive use of internet quota, communication with lecturers and friends is not optimal, and an error occurred when using the application or learning platform.

What students feel regarding the weakness of implementation of emergency remote teaching, it turns out that lecturers also know and influence online teaching and learning activities, as conveyed by lecturer B as follows:

> "*Kendala yang ditemui saat mengajar di kelas selama ERT, mungkin lebih ke kendala dari mahasiswa. Kendala utama adalah koneksi internet dari mahasiswa, dimana wilayah tempat tinggal sebagian mahasiswa masih ada di bagian pelosok. Selain itu, paling lebih ke kendala memancing keaktifan mahasiswa di kelas dan aku seneng banget saat mahasiswa banyak yang aktif ketika aku terapkan diskusi besar di kelas*."
> "The obstacles I encountered while teaching in class during ERT, maybe more to the constraints of the students. The main obstacle is the internet connection of students, where the area where some students live is still in remote parts. Apart from that, most of the time it is the problem of provoking student activity in class and I am very happy when many students are active when I apply big discussions in class."

B. Discussions

The explanation based on the research questions, as follows:

1. **The class activity in the implementation of emergency remote teaching in English Grammar learning**

The state of emergency in the midst of the COVID-19 pandemic forces teachers and students to quickly adapt to new learning situations. Emergency remote teaching (ERT) is a temporary shift of instructional delivery to alternative delivery modes due to a crisis by taking over the regular learning process in the classroom (Hodges, 2020). As a substitute for face-to-face learning due to circumstances, the delivery of material instruction from a distance is carried out in many ways, such as synchronous learning, asynchronous learning, and mixed learning (Shisley, 2020). Teachers can manage the main activities in the learning process through applications or online media to help the learning process in different situations, such as the WhatsApp platform and Google Classroom often sharing materials or assignments (Rahiem, 2020). In addition, teachers and students can also meet through a virtual learning process using a video conference application (Amin, 2020). In this case, based on observations on the implementation of emergency remote teaching in the third semester English grammar class, both lecturers have implemented both synchronous and asynchronous learning with various applications that can support learning, such as WhatsApp group, Schoology, Google Classroom, and LMS SiKulon

used to share notes, materials, and assignments. Meanwhile, the delivery of material orally is done through Google Meet.

Online activities offer convenient activities for teachers to study English grammar material in emergency remote teaching. However, the teaching process still faces many shortcomings. Emergency remote teaching poses problems for other learning activities due to the unavailability of qualified technology, networks, accessibility, and time zone problems (Schlesselman, 2020). In addition, lazy students can affect the learning process because they are not serious in learning. Difficult pandemic situations trap students' emotions related to stress and anxiety; it makes it difficult for them to participate properly in emergency distance teaching (Petillion, 2020). Online activities are also still unfamiliar in the regular learning process; teachers and students are expected to improve learning in this situation. In addition, obstacles in distance teaching are also related to the current situation outside of school. This can be seen from video conferencing activities that are not optimal, where some students do not participate and some students do not focus when participating in virtual learning.

In addition to the difficulties in online activities, there are also benefits in the emergency remote teaching process. Educational institutions can improve the quality of online activities by directing lecturers to solve learning problems during a crisis (Bozkurt, 2020). In an urgent situation, teachers rush to use online media in the learning

process, and the university provides training on online learning activities. To support the sudden implementation of emergency remote teaching, the university provides a learning management system facility in the form of the SiKulon website for communication intermediaries between lecturers and students. In addition, the existence of new online activities during COVID-19 encourages teachers to be ready in any learning situation. Emergency remote teaching activities allow the development of online activities or media, so that teachers and students can use in normal situations or any circumstances in the future (Ferri, 2020). This opportunity can shape lecturers and students with online activities by utilizing advanced technology for learning. Emergency remote teaching is a new challenge for lecturers and students to accept different types of learning in every situation. As lecturers apply various teaching methods and use applications that make learning more interesting and innovative. Teachers and students can also discover from this crisis that education remains important to be continued throughout life with knowledge and technology.

2. **The students' perception toward the implementation of emergency remote teaching in the English Grammar learning**

As stated in the findings, the results of the questionnaire (table 4.1 to table 4.5) and interviews (table 4.6 to table 4.15 indicate that students have some positive perceptions about the process of implementing emergency remote teaching during the pandemic. Although there were

still some students who objected and experienced some difficulties which were only in small numbers. This can be seen from the average of data results. Students have a variety of feelings in emergency remote teaching; some are fun and can learn better and be active in class; some are unpleasant and cause inactivity in participating in learning due to several factors. However, lecturer A emphasized that learning English grammar both face-to-face and online, students will experience a period of boring learning activities and cause inactivity in class.

According to Mu'in & Amelia, students have a positive perspective in online learning; they enjoy the activity (Mu'in, 2018). Even though it has drawbacks, such as an unstable internet network, students can still access online activities easily because of the flexible time. In addition, the application of the use of technology can make students excited to participate because of the varied and creative methods applied by the lecturers. In line with (Cleveland Innes & Campbell, 2012), they write that emotions can be distracting, but can be improved during online learning by offering students many opportunities to explore English grammar material.

3. **The strengths and weakness of the implementation of emergency remote teaching through students' perceptions**

Respondents stated that class activities in emergency remote teaching have many benefits, one of which is forming independent learners. The benefits of online activities form a comfortable learning

environment so that students can become independent learners and create discipline and responsibility in their self (Mukhtar, 2020). Learning activities direct students to explore the material independently. Online learning activities are allowed to set the schedule and location of the learning process; teachers and students can adjust to learning conditions (Arkorful, 2015). The learning process in crisis considers the situation and conditions of teachers and students. In addition, education stakeholders are providing rapid changes in online activity in this crisis; there are so many new rules and directions in emergency remote teaching to support online media in the learning process (Adedoyin, 2020). Several rules and directions are applied flexibly, both from the faculty and the university, so that lecturers and students will find it easier to communicate with each other and determine varied learning methods and strategies that will be applied according to the character of students.

The weaknesses of online learning activities through emergency remote teaching in English grammar learning will create a burden for teachers and students. The teacher acknowledged that internet connection problems hit student-teacher involvement in delivering material in crisis situations (Hashemi, 2021). As said by lecturer A, poor networking and other activities at home that coincide with class hours can cause misunderstandings between lecturers and students due to students' lack of focus. In addition, Yuyun argues that students are not well prepared for online activities because some students have

inadequate tools and cannot learn in a sudden online environment (Yuyun, 2014). This also causes limitations in learning practices, difficulties in communicating with lecturers and friends, and errors occur when using applications or learning platforms. However, the two English grammar lecturers have been able to apply teaching methods and use of technology according to the needs of students. Students feel helped by the technology used during emergency remote teaching in English grammar courses. This can be applied in the future by lecturers in the event of a crisis or pandemic in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

Finally, by following the explanation of the research results and discussion, the authors can conclude the conclusions and research suggestions, as follows:

A. Conclusion

The different situations during the pandemic and the rapid changes to implement emergency remote teaching in education have made all levels of education, from the government, teachers, students, and schools or universities to use online media in carrying out the learning process. English grammar is one of the subjects that participants find difficult, not only during face-to-face learning, but also during online learning. The existence of technological advances provides opportunities in the field of education to expand modern activities. However, in terms of tools, internet network, and the ability to run online activities, it is still not optimal in its application. Teachers and students who carry out regular face-to-face teaching and learning activities are required to use online media suddenly. Various obstacles and shortcomings arise that hinder teaching and learning activities for teachers and students. Despite its shortcomings, online media provide useful things to explore in the educational process and stimulate the learning process. Teachers and students must be ready and together to learn with online activities during emergency remote teaching.

According to the perception of participants in emergency remote teaching, especially in the English grammar course, they think this is a new learning process that runs in education. Emotional presence is an important

thing that must be considered this time. The existence of an uncertain pandemic creates a new unstable learning environment for teachers, students, and all education activists. The learning process needs to reflect on relevant activities as well as strengthening the personality of the students who follow it. Difficulties will arise in the learning process because things are not prepared in a crisis. However, online activities serve teachers and students to explore the learning process. Accepting new things is not easy, because the learning process is changing in emergency remote teaching, teachers, students and all education activists can accept it for future educational experiences.

B. Suggestion

The implementation of emergency remote teaching during a pandemic which is carried out suddenly requires great attention to achieve learning objectives. Contributions from teachers, students, and the school are needed to be able to develop better learning in utilizing online media, especially in learning English grammar which requires a lot of practice questions from various references. The preparation of technological devices and a quality internet connection are basic things in online activities. In addition, the existence of clear regulations from the government that directs the implementation of emergency remote teaching can help schools implement online media properly. Government support in the new era of education is very much needed, for example free internet access for online learning. In addition, teachers and students can learn more in online activities, both in

terms of platforms, media, and access to other websites where materials or practice questions are needed. Teachers and students can prepare themselves well in learning activities because learning is done through online activities in emergency remote teaching during the pandemic and can later be applied to future education.

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APPENDIX

APPENDIX

Appendix 1 List of The Participants

No.	Name	Class
1.	Aliffia Rizka Rahmadhani	PBI 3A
2.	Dyah Paramitha Wardhani	PBI 3A
3.	Nandhita Ayun Puspita	PBI 3A
4.	Cintyah Nur Febry	PBI 3A
5.	Adiningsih Lintangsari	PBI 3A
6.	Fina Rahmawati	PBI 3A
7.	Syahne Aurora Permata Agustya	PBI 3A
8.	SARLA MARISA LAELA ZULVA	PBI 3A
9.	Anisvi Y. Nabilla	PBI 3A
10.	Aisyah Vikha Aryadi	PBI 3A
11.	Bidayah Nana Warisman	PBI 3A
12.	Lusyana Tri Rahmawati	PBI 3A
13.	Rafidah Fitriana	PBI 3A
14.	Jul Hamonangan Siregar	PBI 3A
15.	Yuli Kartika	PBI 3A
16.	Davina Salsabilla S	PBI 3A
17.	Siti Fatimah	PBI 3A
18.	Mira Rahmawati	PBI 3A
19.	Erlin nur jannah	PBI 3A
20.	Nur Aini Sekar Pitaloka	PBI 3A
21.	Febrian Dwi Aji Pangestu	PBI 3A
22.	Nandhita Ayun Puspita	PBI 3A
23.	Fina Rahmawati	PBI 3A
24.	Alvionina Maya Amalia	PBI 3A
25.	Tsania	PBI 3B
26.	Fajar nur fadhilah	PBI 3C
27.	Choirunnisa Nur Fitria	PBI 3C
28.	Aulia Nurul Maulida	PBI 3C
29.	Niken Aulia	PBI 3C
30.	Eka Cindy Faradina	PBI 3C
31.	Fatkhia Khoirunnida Rasyid	PBI 3C
32.	Yustisa Anggie Puspitasari	PBI 3C
33.	Ludvi Ristiana Indriani	PBI 3D
34.	Rheza Ashriyan S	PBI 3D
35.	Roza	PBI 3D

36.	Nur Aini Dwi Rahmawati	PBI 3D
37.	Siti Khoirun Nisa	PBI 3D
38.	Yuliana Hanung Pratiwi	PBI 3D
39.	Lady Oktavia Berliana	PBI 3D
40.	NATASYA NAZIL	PBI 3D
41.	Siti Lathifah	PBI 3D
42.	Hanifah Nurrohmah	PBI 3E
43.	Aulia Febriyanti	PBI 3E
44.	Nur Faizi	PBI 3E
45.	Afiyah Destyarini	PBI 3E
46.	DYAN AJENG SETYA PRATIWI	PBI 3E
47.	Sintiya	PBI 3E
48.	Oktaviani Taqwania Putri	PBI 3E
49.	Rizki Fitriyani	PBI 3E
50.	Avista Eka Audila	PBI 3E
51.	Dina Aprilia	PBI 3E
52.	Anis khofifah khotim	PBI 3E
53.	Sarah Faradilla	PBI 3I
54.	Mila Alimah	PBI 3I
55.	Luthfiana Dini Lathiifah	PBI 3I
56.	Muhammad Rizky Romadhoni	PBI 3I
57.	Rahma Yunita Putri	PBI 3I
58.	Mitha Amelia	PBI 3I
59.	Az Zahro Nanda Zulfa Ashari	PBI 3I
60.	Laila Nur Rohmah	PBI 3I
61.	Adnan Zaini Saivudin	PBI 3I
62.	Nimas Intan Puspitasari	PBI 3I
63.	Jihan Khafid Nurdin	PBI 3I
64.	Lutfiah Khoirul Mawaddah	PBI 3I
65.	Ika Novendri Rahmadani	PBI 3J
66.	Nur Wulandari	PBI 3J
67.	Aisyah Eka Pratiwi	PBI 3J
68.	Setyaji Finansyah	PBI 3J
69.	Violita Prisherli Yasinta	PBI 3J
70.	Aisyah Kurnia Rahutami	PBI 3J
71.	Yulinda Harend	PBI 3J
72.	Mukti Rahayu	PBI 3J
73.	Nuriva Maulani	PBI 3J
74.	Siti Maura Fajar Ria Tabuna	PBI 3J
75.	Satrio	PBI 3J

Appendix 2 The Pre-Research Questionnaires for Students on Google Form

Appendix 3 The Result of Pre-Research Questionnaires
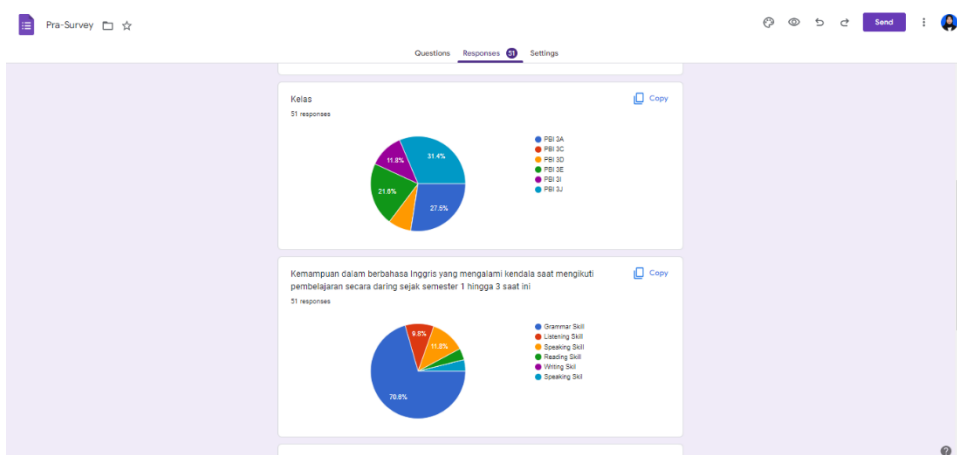
Appendix 4 The Questionnaires Instrument for Students

Indicators	NO.	Statements	Likert Scale				
			SA	A	N	DA	SDA
Students' emotional presence in English grammar learning during ERT	1	Learning English grammar in Emergency Remote Teaching is convenient					
	2	I felt active and confidence in the class when Emergency Remote Teaching					
	3	Learning English grammar with Emergency Remote Teaching makes me more likely to be interested in learning and reduces worries when participating in English class					
	4	My performance in learning English will be better by learning through Emergency Remote Teaching than learning in ordinary classes.					
	5	Learning English grammar in Emergency Remote Teaching is more difficult than face-to-face learning					
Students' understanding of the material	1	Remote teaching either synchronously or asynchronously is a better way to change face-to-face learning to understand English grammar material.					
	2	I find it very difficult to understand the explanations of friends when using the presentation discussion method.					
	3	I can understand the material better if it is directly delivered by the lecturer through an online meeting.					
	4	I really understand the material presented during					

		the Emergency Remote Teaching so that I can do well on the tests given by the lecturer.				
	5	The results of my final assessment are in accordance with the understanding of the material I have captured.				
The strengths of ERT in the English grammar learning	1	Emergency Remote Teaching is more practical and makes me easy to get value from various assessments				
	2	Lecturer always accept and explain questions asked by students clearly during Emergency Remote Teaching				
	3	I understand the various platforms used during Emergency Remote Teaching, other than just books, and other printed documents				
	4	Lecturers become more creative in delivering material than during face-to-face learning.				
	5	I can easily download learning materials, submit coursework, and take tests online using various platforms.				
The weakness of ERT in the English grammar learning	1	Online learning used much quota internet.				
	2	Remote teaching time is shorter than face-to-face, so I'm in a hurry and it's hard to understand the material.				
	3	Internet connection in my area is making it difficult for me to keep up with full-time lessons.				

	4	Many students lack seriousness in studying during ERT.					
	5	There are problems when sending lecture assignments, both daily assignments and mid-test also final-test.					
Students' knowledge of the technology used during	1	During the implementation of ERT, my knowledge regarding various types of learning media has increased.					
	2	I can be creative with the material I convey during class discussions, either through videos, animations, PPT, etc.					
	3	I find it difficult to understand the use of online learning media, such as Zoom Meetings, Google Meetings, etc.					
	4	I can access information at any time by communicating and following the media through the use of technology-based tools, such as the use of the internet, smartphones, computers, tablets, game systems, and multimedia devices.					
	5	My performance in understanding English grammar has improved better through the technology used and directed by the lecturer.					

Appendix 5 The Questionnaires for Students on Google Form

Students' understanding of the material
To find out students' understanding of English grammar material delivered online

Remote teaching either synchronously or asynchronously is a better way to change face-to-face learning to understand English grammar material

○ SA

○ A

○ N

○ DA

○ SDA

I find it very difficult to understand the explanations of friends when using the presentation discussion method

○ SA

○ A

○ N

The weakness of ERT in the English grammar learning
To find out the weaknesses of remote emergency learning in its application based on student perceptions

Online learning used much quota internet

○ SA

○ A

○ N

○ DA

○ SDA

Remote teaching time is shorter than face-to-face, so I'm in a hurry and it's hard to understand the material

○ SA

○ A

○ N

○ DA

Students' knowledge of the technology used during online learning
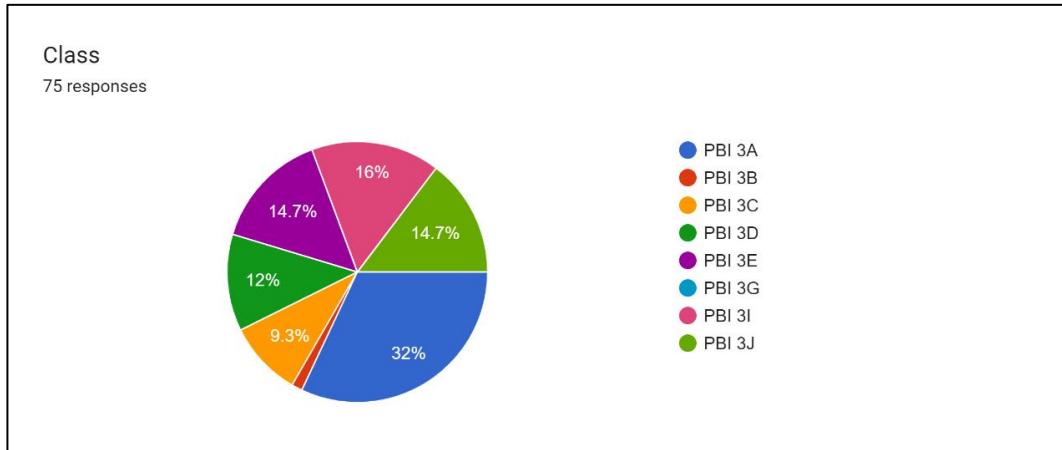To find out students' understanding of the application of technology used during Emergency Remote Teaching

During the implementation of ERT, my knowledge regarding various types of learning media has increased

○ SA

○ A

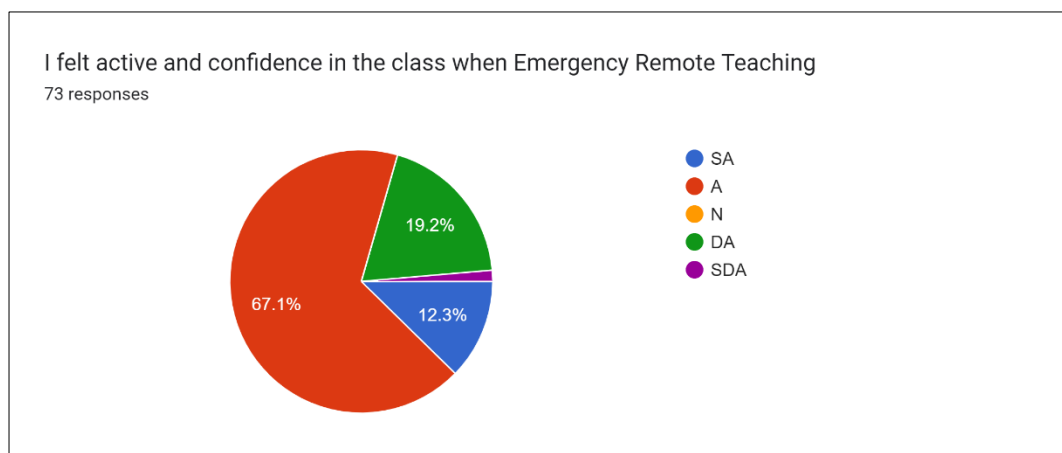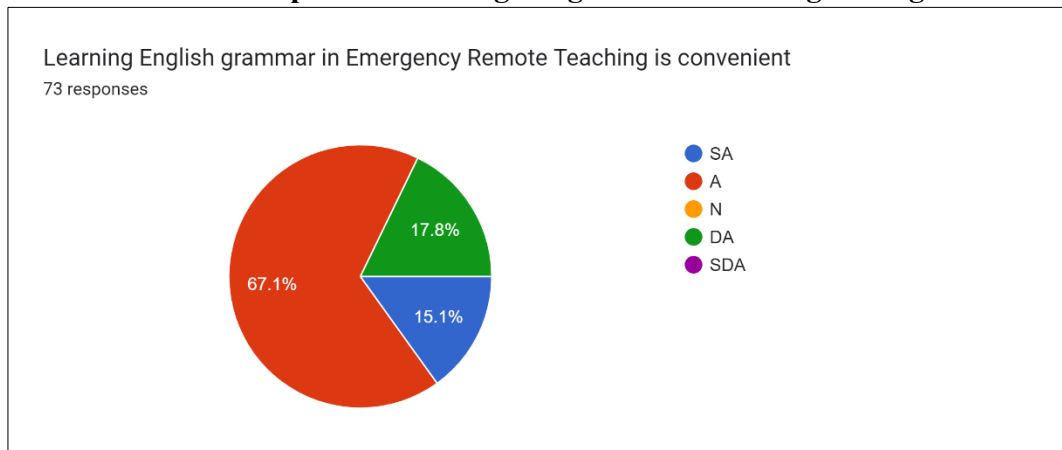○ N

○ DA

○ SDA

I can be creative with the material I convey during class discussions, either through videos, animations, PPT, etc

○ SA

○ A

○ N

○ DA

**Appendix 6** The Result of Questionnaires for Students on Google Form

Class
75 responses

- PBI 3A
- PBI 3B
- PBI 3C
- PBI 3D
- PBI 3E
- PBI 3G
- PBI 3I
- PBI 3J

16%
14.7%
14.7%
12%
9.3%
32%

Students' emotional presence in English grammar learning during ERT

Learning English grammar in Emergency Remote Teaching is convenient
73 responses

- SA
- A
- N
- DA
- SDA

17.8%
67.1%
15.1%

I felt active and confidence in the class when Emergency Remote Teaching
73 responses

- SA
- A
- N
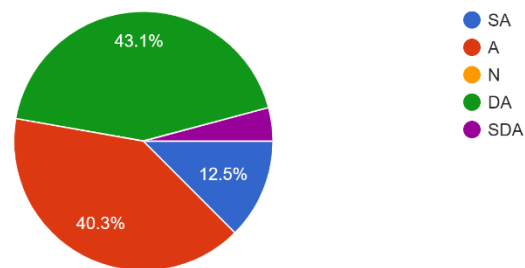- DA
- SDA

19.2%
67.1%
12.3%

Learning English grammar with Emergency Remote Teaching makes me more likely to be interested in learning and reduces worries when participating in English class
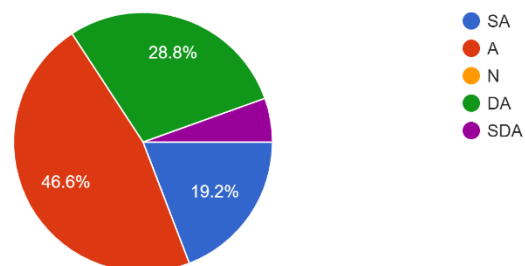
73 responses

- SA
- A
- N
- DA
- SDA
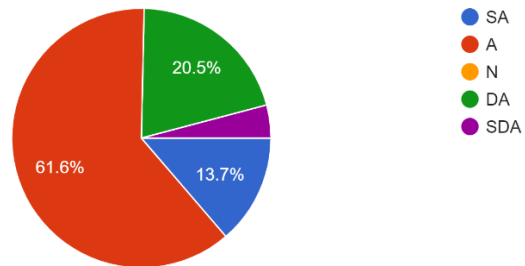
My performance in English grammar learning will be better by studying through remote teaching than studying in a face-to-face class
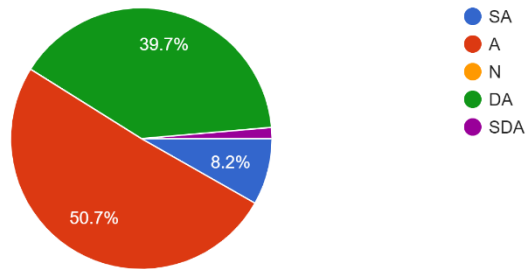
72 responses

- SA
- A
- N
- DA
- SDA

Learning English grammar in Emergency Remote Teaching is more difficult than face-to-face learning

73 responses

- SA
- A
- N
- DA
- SDA

Remote teaching either synchronously or asynchronously is a better way to change face-to-face learning to understand English grammar material
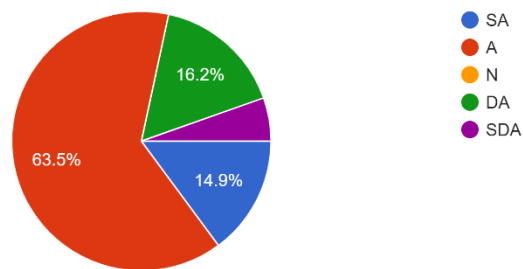
73 responses

- SA
- A
- N
- DA
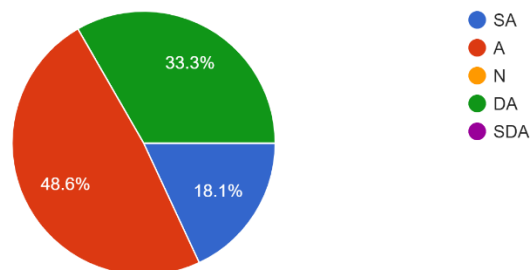- SDA

39.7%
8.2%
50.7%

Students' understanding of the material

I find it very difficult to understand the explanations of friends when using the presentation discussion method
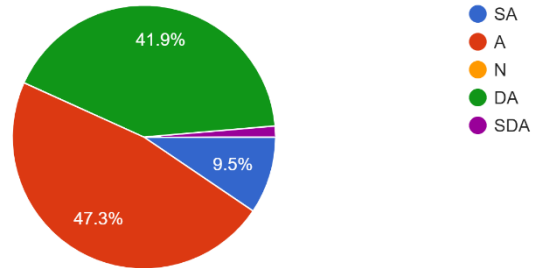
74 responses

- SA
- A
- N
- DA
- SDA

16.2%
63.5%
14.9%

I can understand the material better if it is directly delivered by the lecturer through an online meeting

72 responses

- SA
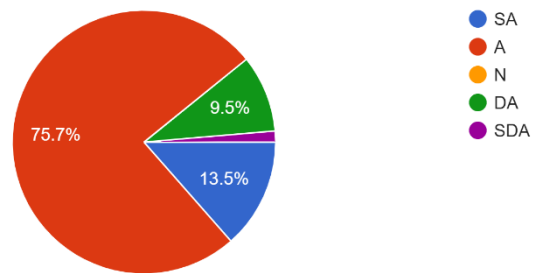- A
- N
- DA
- SDA

33.3%
48.6%
18.1%

I really understand the material presented during the Emergency Remote Teaching so that I can do well on the tests given by the lecturer

74 responses

SA
A
N
DA
SDA

41.9%
9.5%
47.3%

The results of my final assessment are in accordance with the understanding of the material I have captured

74 responses

SA
A
N
DA
SDA

75.7%
9.5%
13.5%

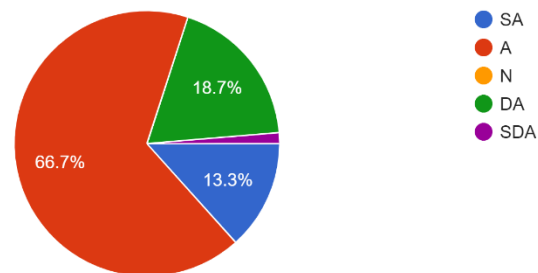## The strengths of Emergency Remote Teaching in the English grammar learning

Emergency Remote Teaching is more practical and makes me easy to get value from various assessments

75 responses

SA
A
N
DA
SDA

66.7%
18.7%
13.3%

I can easily download learning materials, submit coursework, and take tests online using various platforms
75 responses
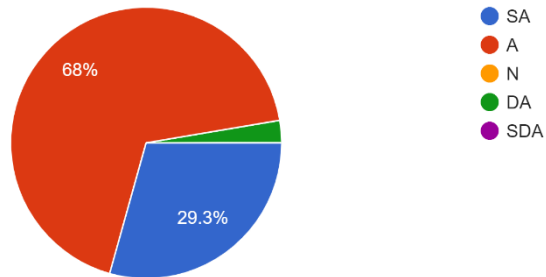
- SA
- A
- N
- DA
- SDA

68%

29.3%

I understand the various platforms used during Emergency Remote Teaching, other than just books, and other printed documents
75 responses
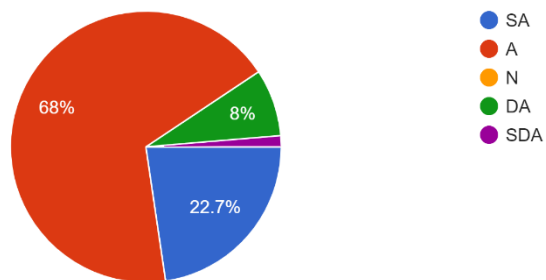
- SA
- A
- N
- DA
- SDA

68%

8%

22.7%

Lecturers become more creative in delivering material than during face-to-face learning
74 responses
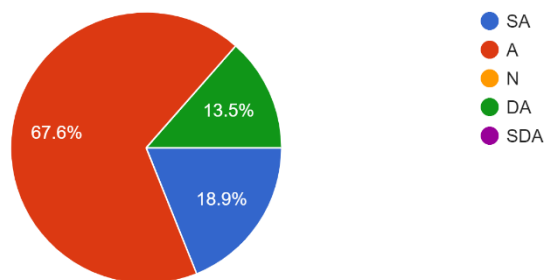
- SA
- A
- N
- DA
- SDA

67.6%

13.5%

18.9%

The weakness of ERT in the English grammar learning

Online learning used much quota internet
75 responses

- SA
- A
- N
- DA
- SDA

34.7%
64%

Remote teaching time is shorter than face-to-face, so I'm in a hurry and it's hard to understand the material
75 responses

- SA
- A
- N
- DA
- SDA

22.7%
52%
22.7%

Internet connection in my area is making it difficult for me to keep up with full-time lessons
75 responses

- SA
- A
- N
- DA
- SDA

25.3%
41.3%
28%
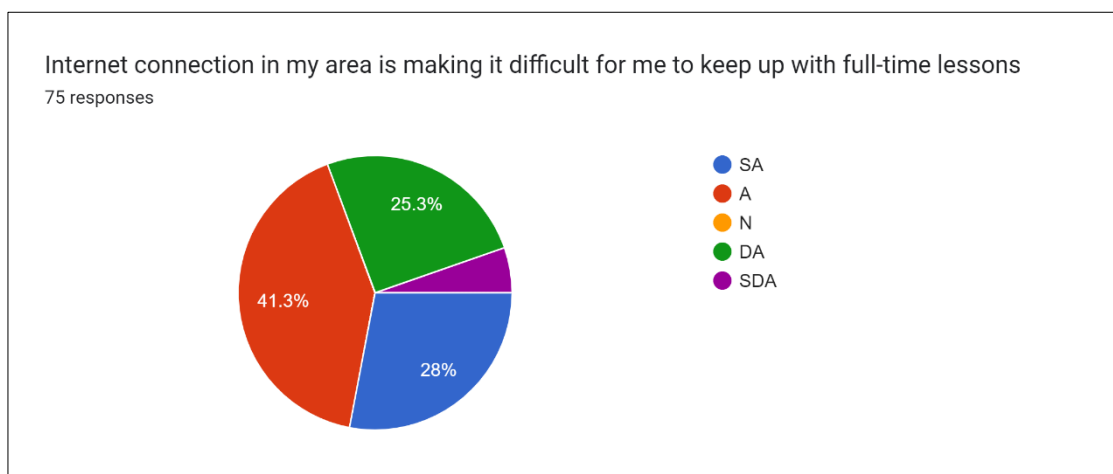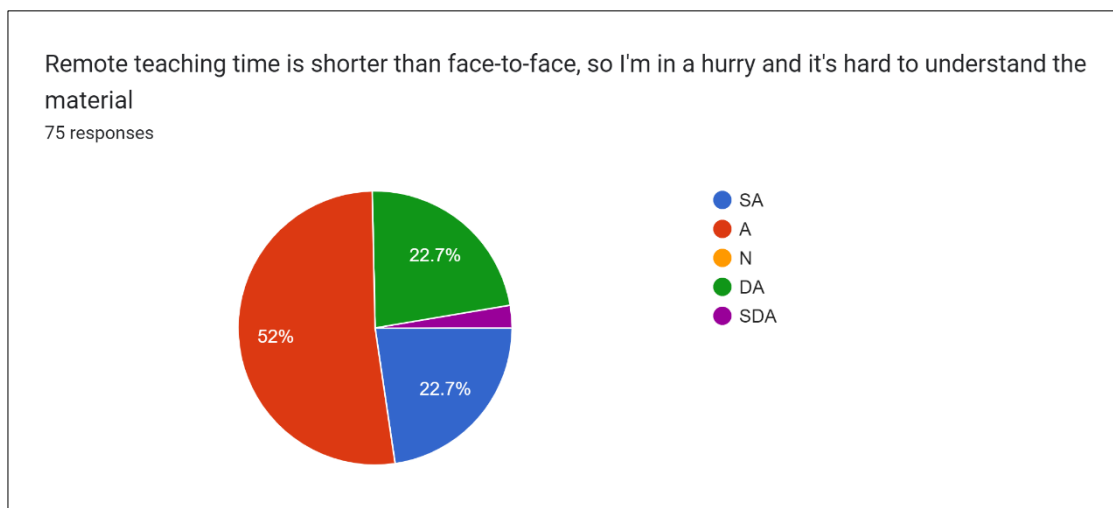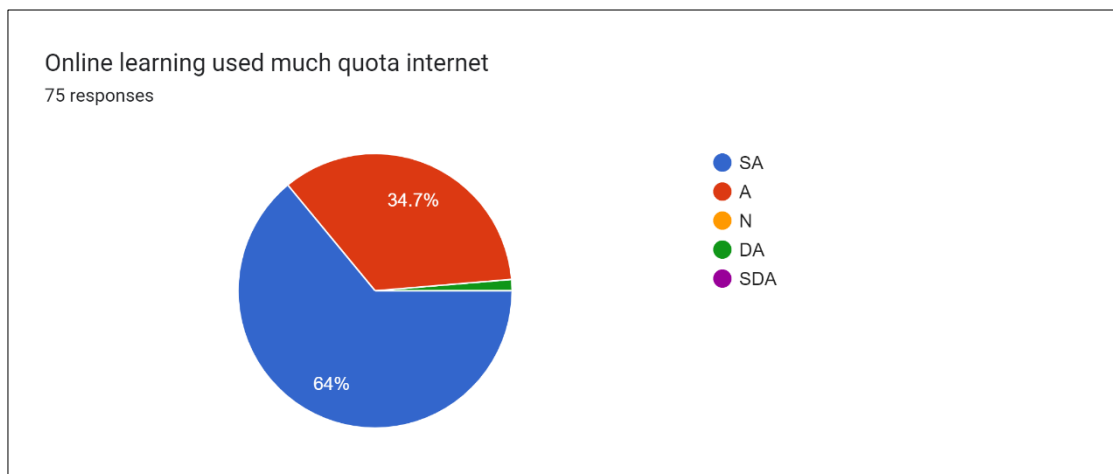
Many students lack seriousness in studying during ERT
75 responses
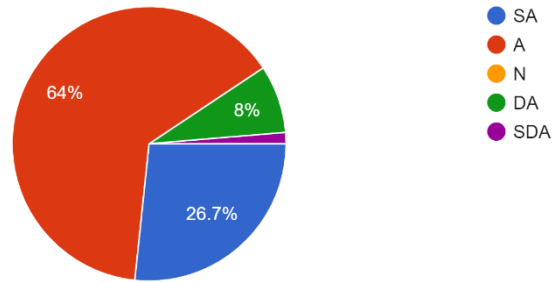
- SA
- A
- N
- DA
- SDA

64%
8%
26.7%

There are problems when sending lecture assignments, both daily assignments and mid-test also final-test
75 responses

- SA
- A
- N
- DA
- SDA

20%
60%
18.7%
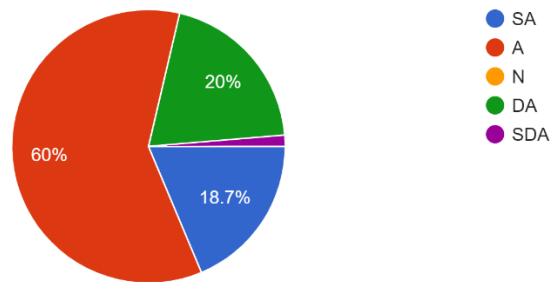
Students' knowledge of the technology used during online learning

During the implementation of ERT, my knowledge regarding various types of learning media has increased
75 responses
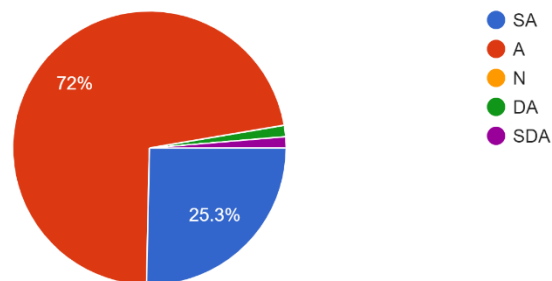
- SA
- A
- N
- DA
- SDA

72%
25.3%

I can be creative with the material I convey during class discussions, either through videos, animations, PPT, etc

75 responses
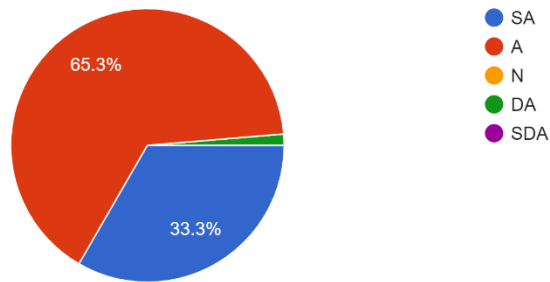
- SA
- A
- N
- DA
- SDA

65.3%

33.3%

I can access information at any time by communicating and following the media through the use of technology-based tools, such as the use of the int...rs, tablets, game systems, and multimedia devices

75 responses
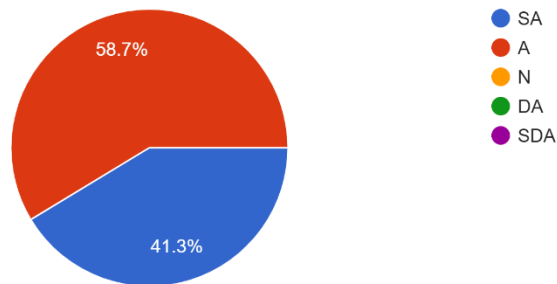
- SA
- A
- N
- DA
- SDA

58.7%

41.3%

My performance in understanding English grammar has improved better through the technology used and directed by the lecturer

75 responses

- SA
- A
- N
- DA
- SDA

76%

8%

16%
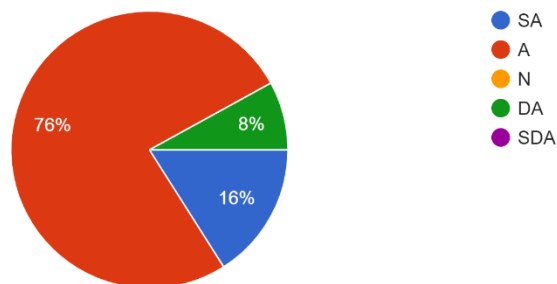
Appendix 7 The List Questions for Lecturer's Interview

1. In your opinion, what is a grammar course? And what is learning like? Because about 75% more of the students I gave the questionnaire as a pre-reset material said that the most difficult English skill was grammar and most of the students, I interviewed said that the grammar course is a subject that requires high focus and requires frequent practice questions to understand it.

2. What types of online learning are implemented during ERT? Is it synchronous or asynchronous?

3. What kind of learning process do you apply during remote teaching, from the point of view of the learning model? Is it a project? Problem? Or discovery?

4. What strategies/methods do you use to deliver the material in class? Is it a discourse, discussion, or something else?

5. Are there additional learning activities, apart from discourses or discussions to achieve a participatory class?

6. Based on your teaching experience during ERT, what is the best platform, media, or application that has helped you in teaching grammar?

7. For collecting assignments or carrying out tests, what is done and what methods are used?

8. In your opinion, does this remote learning activity still make students excited and can take part in learning well like face-to-face?

9. How is the student's performance during the ERT? Is it active or not or only partially?

10. Is the final score that you gave to students during ERT in accordance with the student's performance in class? Or is it only seen from the test scores?

11. In your opinion, has ERT in learning grammar for 2 years been running effectively? Because it turned out that based on the results of interviews with students, they were only able to capture about 70% of the understanding of the material.

12. As a lecturer in grammar, what obstacles did you encounter during the implementation of this ERT?

13. How do you minimize that?

14. Is there any preparation from the campus or faculty in the form of training before the sudden implementation of ERT?

Appendix 8 The List of Questions for Students' Interview

1. What makes you agree/disagree that learning English grammar by ERT (distance teaching) is comfortable so that it can make you feel more active/inactive and confident/not confident when learning?

2. What makes you agree/disagree that ERT can reduce worries when learning English grammar in class so that you become interested/disinterested in following it?

3. Why do you agree/disagree that through ERT your performance will be more/not improved in class when learning English grammar?

4. The learning system is carried out with a combination of synchronous and asynchronous, which system makes you more able to understand the material? The reason?

5. Based on the results of filling out the questionnaire, in synchronous teaching, do you agree more if it is explained by students or by lecturers? Why is that?

6. Can you understand English grammar to the maximum during distance teaching? The reason?

7. Why do you agree/disagree that your final result matches your understanding of the material during distance teaching?

8. In your opinion, what are the benefits of distance learning during this emergency? Seen from various aspects?

9. In your opinion, what are some of the obstacles that you often face during remote teaching? And how do you minimize it?

10. Can the use of technology applied by lecturers related to platforms, media, or distance learning tools really help you in understanding the English grammar material that is delivered?

Appendix 9 Transcript of Students Interview's Results

1. Apa yang membuatmu setuju/tidak setuju bahwa pembelajaran English grammar secara ERT (pengajaran jarak jauh) itu nyaman sehingga bisa membuatmu merasa lebih aktif/tidak aktif dan percaya diri/tidak saat pembelajaran?

Interview Data Finding
"Saya setuju ERT itu nyaman, karena bisa melakukan pembelajaran tanpa harus datang ke kampus dengan suasana belajar nyaman dirumah sehingga bisa mengikuti pembelajaran dengan maksimal dan merasa lebih tenang jika mengenal dosen itu tidak secara langsung. Namun, saya merasa tidak bisa aktif dan percaya diri saat belajar, karena terlalu nyaman dengan posisi dan suasana belajar dirumah menyebabkan saya pribadi kurang antusias saat pembelajaran." (S1/3A/INT/A1)
"Saya tidak setuju, karena menurut saya pembelajaran grammar secara ERT itu akan terasa nyaman jika dosen yang mengajar menggunakan metode yang membuat mahasiswa lebih mudah memahami. Pada saat itu, saya mungkin bisa lebih nyaman jika dosen menjelaskan dengan sedikit slow atau lebih friendly kepada mahasiswa meskipun cara pengajarannya dengan metode yang menarik, akan tetapi jika dilaksanakan dengan offline/tatap muka itu akan membuat mahasiswa merasa lebih dekat lagi dengan dosen dan merasa tidak canggung karena bisa langsung bertanya, sedangkan kalau secara online mau bertanya itu merasa malu suasana yang hening dan dosen yang kurang memperhatikan apakah mahasiswanya sudah paham semua atau belum." (S2/3A/INT/A1)
"Saya tidak setuju, karena biasanya saya terkendala signal saat pelajaran, jadi sulit untuk memahami materi, juga saya lebih suka jika dapat berinteraksi secara langsung (bertemu) jika hanya secara virtual pembelajaran terasa berjarak (tidak dekat/nyaman) dan kaku. Jika bisa bertemu langsung saaya bisa melihat langsung ekspresi dan respon orang lain terhadap pertanyaan atau mungkin jawaban saya, itu meningkatkan kepercayaan diri juga." (S3/3A/INT/A1)
"Saya sangat setuju, karena dengan adanya model pengajaran jarak jauh siswa akan lebih cepat dan akan terlihat fokus saat pembelajaran grammar. Karena grammar sendiri membutuhkan fokus yang sangat tinggi saat menganalisis kata. Jadi, menurut saya jika English grammar dengan ERT itu dapat membuat siswa akan lebih fokus dan membuat siswa lebih percaya diri saat pembelajaran." (S4/3A/INT/A1)
"Aku setuju, karena pengaruh cara pengajaran dosen juga mbak. Biasanya itu kan kalau dosen ngajar pas masa pandemi kemarin itu ya jarang banget menjelaskan materi secara detail, tapi pas mata kuliah grammar kemarin itu aku seneng karena bisa mendapatkan materi, penjelasan, dan latihan soal-soalnya juga. Dan ya, aku bisa merasa aktif dan percaya diri itu karena dulu pas dosen ngajar, beliau ngga hanya sekedar memaparkan materi secara gamblang gitu aja mbak, tapi beliau

juga menerapkan komunikasi 2 arah. Jadi mau nggak mau, kalau ada pertanyaan ataupun seperti mengerjakan latihan soal bareng-bareng pas di GMeet itu ya aku berani untuk menjawab, meskipun kadang jawabanku pun belum betul. Kondisi kelas yang agak pasif waktu pembelajaran, membuat aku berusaha untuk aktif di kelas (berani on mic misalnya) agar ada suara mahasiswa, selain suara dosen menjelaskan materi." (S5/3A/INT/A1)
"Saya setuju dan tidak setuju, karena metode pembelajaran yang digunakan itu gak bikin bosan dengan menggunakan video melalui YouTube, tapi disatu sisi emang bikin aku kurang percaya diri karena terkadang aku masih kurang memahami materinya." (S6/3C/INT/A1)
"Saya setuju, karena dosen yang mengajarkan materi grammar di semester 3 ini sangat inovatif dalam pembelajaran dengan karakter yang humble dan easy going sehingga membuat saya nyaman dan berusaha aktif di dalam kelas." (S7/3C/INT/A1)
"Saya tidak setuju, karena memang saya rasakan pembelajaran English grammar secara ERT itu kurang nyaman namun ketidaknyamanan yang saya rasakan itu dapat meningkatkan kepercayaan diri saya, dimana mempelajari English grammar dari jarak jauh (online) tidak bertatap muka itu lebih cocok untuk saya sehingga saya menjadi lebih maksimal dlm memahami materi, yang dapat saya lihat berulang kali. Selain itu, memberikan variasi atau suasana belajar yang baru, apalagi suasana dirumah yang mendukung untuk memahami materi." (S8/3D/INT/A1)
"Saya tidak setuju, karena saya merasa pembelajaran menjadi tidak efektif, materi yang disampaikan tidak dapat saya pahami dengan jelas, tidak dapat menyampaikan pendapat/pertanyaan dengan lebih bebas. Terlepas dari faktor eksternal seperti hambatan sinyal dsb, yang saya rasakan lebih condong dipengaruhi oleh faktor internal seperti kurangnya fokus karena pembelajaran dilakukan jarak jauh, sehingga mempengaruhi semangat belajar, dan juga tingkat pemahaman yang berbeda-beda dari setiap siswa, menyebabkan ketimpangan dalam pemahaman. Terlebih, grammar adalah pelajaran yang membutuhkan banyak latihan soal, pemberian contoh, dan pemahaman agar dapat dimengerti, sehingga pembelajaran dengan jarak jauh saya anggap tidak efektif dalam pembelajaran grammar." (S9/3E/INT/A1)
"Saya sangat setuju, karena tidak adanya kontak langsung antara lecturer dan student sehingga tingkat kepercayaan diri lebih tinggi, tidak gugup atau grogi, kemudian pembelajaran secara online memudahkan mahasiswa untuk lebih mengexplore dan mencari tahu tentang materi yang dipelajari, sehingga bekal pembelajaran semakin bertambah." (S10/3I/INT/A1)
"Saya setuju, karena pada saat pembelajaran English grammar melalui ERT, beberapa dosen merangkum dan menjelaskan materi dengan semenarik mungkin sehingga mahasiswa juga cenderung menjadi tidak bosan karena materi disajikan melalui beberapa platform dan dikemas dengan sebaik mungkin untuk mudah dipahami oleh mahasiswa. Selain itu, beberapa dari mahasiswa juga lebih aktif bertanya karena tertarik dengan materi yang disampaikan dan juga jika ada beberapa bagian yang dirasa masih belum paham." (S11/3J/INT/A1)

> "*Saya setuju, karena saya merasa percaya diri saat mengemukakan pendapat secara online dan merasa tidak ada orang yang secara langsung mengamati atau istilahnya tidak merasa di-judge langsung dan merasa lebih tenang sehingga dapat menyusun kata-kata dengan baik.*" (S12/3J/INT/A1)

2. *Apa yang membuatmu setuju/tidak setuju bahwa ERT dapat mengurangi kekhawatiran saat pembelajaran English grammar di kelas sehingga membuatmu menjadi tertarik/tidak tertarik mengikutinya?*

Interview Data Finding
"*Saya tidak setuju, karena menurut saya dalam pembelajaran English grammar itu justru akan lebih mudah dimengerti dan dipahami jika dilakukan secara tatap muka langsung di dalam kelas karena memerlukan kefokusan yang tinggi. Jika lengah sedikit dalam memperhatikan dosen menjelaskan, maka kedepannya akan lebih sulit mengikutinya dan itu justru akan menambahkan kekhawatiran saya.*" (S1/3A/INT/A2)
"*Saya setuju, karena setiap dosen yang mengajar grammar memiliki karakter yang berbeda-beda, saya sering menemui teman2 saya merasa sangat takut saat waktunya mata kuliah tersebut karena dosen yang kurang friendly kepada mahasiswa, jadi saya merasa bahwa diberlakukannya pembelajaran grammar dengan ERT itu juga dapat mengurangi kekhawatiran mahasiswa saat pembelajaran dan saya merasa tidak gugup apabila saya ditanya secara langsung dengan dosen atau ada pembahasan soal secara mendadak karena saya bisa mengulas atau membaca lagi materi sebelumnya yang saya kurang paham, berbeda apabila dilakukan secara tatap muka mungkin saya akan lebih takut, gugup, dan bisa jadi ngeblank.*" (S2/3A/INT/A2)
"*Saya tidak setuju, karena tidak bisa berkomunikasi secara langsung (face to face) dengan lawan bicara, jadi terasa lebih canggung, jadi saya malah merasa lebih tegang dn cenderung lebih tidak mau komunikasi.*" (S3/3A/INT/A2)
"*Saya setuju, karena menurut saya ERT dapat mengurangi kekhawatiran saat pembelajaran English grammar dimana kita kita akan lebih siap dalam menjawab soal dan menjelaskan materi dengan berbagai persiapan dan dilakukan tidak secara langsung.*" (S4/3A/INT/A2)
"*Tidak setuju, karena meskipun aku sempet nyaman dengan PJJ, kekhawatiranku itu hadir saat aku mikir nanti kalo pas pembelajaran offline gimana ya, itu nanti gimana ya? Apakah lebih menegangkan atau gimana. Nek pas online kan kalau ngga bisa sama materinya itu masih bisa nyambi tanya temen atau searching dan aku pun mikir nanti pas offline apakah dosennya tegang atau gimana dan apakah aku masih bisa aktif di kelas apa ngga.*" (S5/3A/INT/A2)
"*Saya tidak setuju, karena itu tadi adanya kekhawatiran karena kurangnya rasa percaya diri, adanya rasa ragu dan kurang dalam pemahaman materi dalam diri saya.*" (S6/3C/INT/A2)
"*Saya setuju, karena selain banyak inovasi dalam pembelajarannya, juga karna lingkungan. Jika di dalam kelas saya merasa khawatir dan sungkan untuk aktif dalam kelas offline, namun sebaliknya ketika ERT saya merasa lebih nyaman*

karna posisi saya lebih private dan dapat disambi dengan pekerjaan lain yang ringan." (S7/3C/INT/A2)
"*Saya setuju, karena sebagai orang yang tidak terlalu suka keramaian atau bertemu banyak orang, belajar sendiri dari rumah itu lebih nyaman dan tidak menimbulkan perasaan cemas, dll, sehingga fokus kita menjadi lebih maksimal dan dapat mengikuti kelas dengan baik. Oleh karena itu saya menjadi lebih tertarik untuk mengikuti kelas.*" (S8/3D/INT/A2)
"*Saya tidak setuju, karena grammar adalah matkul yang sangat penting untuk dipelajari, saat skripsi nanti juga grammar dapat menjadi faktor utama kelancaran skripsi. Nilai yang tinggi karena pelajaran dilakukan secara ERT menurut saya malah akan sangat membebani, sebab nilai tersebut harus dapat kita buktikan nanti pada saat kita memulai skripsi atau sudah terjun sebagai pengajar. Bukan menjadikan tidak tertarik untuk mengikuti pelajaran namun mengurangi rasa semangat, karena saya merasa pada akhirnya walaupun sudah dijelaskan, saya juga harus tetap belajar memahami sendiri, jadi seperti kerja dua kali.*" (S9/3E/INT/A2)
"*Saya setuju, karena terlihat dari keaktifan saya pribadi maupun teman dikelas, cenderung lebih aktif ketika pembelajaran online.*" (S10/3I/INT/A2)
"*Saya tidak setuju, karena menurut saya justru English grammar dengan ERT mungkin akan menimbulkan beberapa kekhawatiran dalam diri kita seperti apakah kita bisa mengikuti dan memahami materi yang disampaikan dosen melalui metode ini, misalnya saat kita ingin fokus dengan penjelasan dosen namun tiba-tiba sinyal tidak mendukung untuk bisa memahami dan mengikuti kelas dengan baik. Sehingga dibeberapa kondisi tersebut mungkin akan membuat kita menjadi kurang antusias dalam mengikuti kelas.*" (S11/3J/INT/A2)
"*Saya setuju, karena biasanya kalo kelas offline saat kita berpendapat masih takut salah gara gara takut diberi tahu langsung, tapi jika online walaupun salah tetap tenang gitu kak, sehingga saya bisa lebih fokus dan tidak ada kekhawatiran yang timbul.*" (S12/3J/INT/A2)

3. *Mengapa kamu setuju/tidak setuju bahwa melalui ERT performamu menjadi lebih/tidak meningkat di kelas saat pembelajaran English grammar?*

Interview Data Finding
"*Saya sangat tidak setuju, karena saya memiliki kekhawatiran dalam mengikuti pembelajaran dengan ERT, tentunya saya juga memiliki cara tersendiri untuk mengatasinya. Misalkan, saat tertinggal materi atau penjelasan yang sudah diberikan dosen, saya mencoba berdiskusi dengan teman ataupun mempelajari sendiri sesuai dengan apa yang sudah diberikan dosen sebelum kelas dimulai.*" (S1/3A/INT/A3)
"*Saya tidak setuju, karena sering saya temui bahkan sering terjadi dalam diri saya sendiri. Disaat pembelajaran melalui ERT itu semuanya bisa dipersiapkan bahkan bisa di setting terlebih dahulu dan semua bisa dilakukan yang akan membuat kita bisa tampil dengan sempurna atau tanpa ada kesalahan, karena pada dasarnya dosen tidak tau apa yang kita lakukan dibalik layar. Apabila dilakukan tatap muka*

secara langsung itu akan membuat kita menjadi lebih kritis tanpa adanya setting2an atau persiapan lebih, ya walau masih bisa melakukan persiapan tp saat tatap muka itu akan lebih bisa meningkatkan performa didalam kelas." (S2/3A/INT/A3)
"*Saya tidak setuju, karena kalau online kebanyakan lebih ada perasaan nggampangke gitu mba, bisa liat google atau tanya temen, kalau offline tuh bisa fokus dan ada rasa beban tersendiri (tanggung jawab) yang memang harus dikerjain dan fokus.*" (S3/3A/INT/A3)
"*Saya setuju, karena menurut saya pembelajaran jarak jauh dapat mendorong siswa belajar secara lebih mandiri dimanapun ia berada. Tanpa pengawasan terus menerus dari dosen, sehingga siswa memiliki kemandirian untuk melakukan kegiatan bermanfaat seperti membaca, berlatih, mengulang kembali materi yang diberikan.*" (S4/3A/INT/A3)
"*Tidak setuju, karena meskipun aku merasa aktif dan percaya diri tadi mbak, ternyata pas ada tes itu terkadang nilaiku ngga seberapa dan aku merasa ternyata performaku belum maksimal.*" (S5/3A/INT/A3)
"*Sebenarnya ini ada ditengah-tengah sih, dalam satu semester itu saya merasa ada materi yang masih kurang saya pahami, tapi juga merasa ada peningkatan walaupun tidak banyak.*" (S6/3C/INT/A3)
"*Saya setuju, karena merasa private jadi saya bisa secara bebas tanpa rasa ragu untuk eksplor lebih dan kebetulan dosen grammar saat itu sangat cocok dan menguasai pembelajaran dengan ERT.*" (S7/3C/INT/A3)
"*Saya tidak setuju, karena menurut saya saat ERT seperti ini perfoma saya bisa dibilang cukup baik kak tapi tidak stabil, nilainya cenderung naik turun bukan meningkat terus atau menurun terus mungkin itu juga dipengaruhi oleh pribadi masing-masing atau suasana belajarnya.*" (S8/3D/INT/A3)
"*Saya sangat tidak setuju, karena saya pribadi merasa tidak ada progres karena batasan antara belajar dengan kehidupan personal seperti mengabur, yang menyebabkan mudah kehilangan fokus pada saat pembelajaran sedang berlangsung. Sulit memahami pelajaran jika dilakukan secara ERT untuk matkul yang memerlukan penjelasan ataupun pengerjaan latihan soal dan biasanya dosen juga memberikan contoh yang terkesan 'mudah'. Saya merasa stuck dan tidak dapat berkembang.*" (S9/3E/INT/A3)
"*Saya setuju, karena terlihat dari nilai saya yang lebih baik pada mata kuliah yang mengaplikasikan ERT, kemudian rasa percaya diri dan kenyamanan yang tinggi di mata kuliah yang menganut ERT.*" (S10/3I/INT/A3)
"*Saya setuju, karena melalui ERT ini, saya dituntut untuk lebih aktif mencari tahu apa yang belum saya pahami sehingga hal itu bisa meningkatkan performa saya.*" (S11/3J/INT/A3)
"*Saya setuju, karena saya berani berpendapat dan bertanya saat kelas berlangsung, serta saya juga mudah memahami materi grammarnya.*" (S12/3J/INT/A3)

4. *Sistem pembelajaran dilakukan dengan kombinasi sinkronus dan asinkronus, sistem manakah yang membuatmu lebih bisa memahami materi? Alasannya?*

Interview Data Finding
"*Kalau saya lebih suka dan akan lebih bisa memahami materi jika sistem pembelajaran yang dilakukan dengan sinkronus, karena bisa berinteraksi secara langsung juga dengan dosen jika terjadi missunderstanding. Jadi akan lebih mudah untuk memahami materi.*" (S1/3A/INT/A4)
"*Saya prefer ke sinkronus, dikarenakan dapat membuat komunikasi/interaksi antara mahasiswa dan dosen lebih meningkat, mahasiswa pun bisa bertanya secara langsung apabila merasa kurang faham demikian pula dosen bisa menjelaskan materi secara leluasa.*" (S2/3A/INT/A4)
"*Sinkronus sih mba, karena walaupun ngga bisa memahami maksimal tapi ada penjelasan tambahan dari dosen itu ngebuat pemahamannya sedikit lebih mudah. Tapi kalau belajar sendiri tanpa penjelasan secara langsung jika ada materi yang terkadang perlu diulang" atau ada hubungannya dengan materi sebelumnya itu susah, karena kadang materi yang lalu ya tidak disampaikan di materi yang baru.*" (S3/3A/INT/A4)
"*Saya akan lebih nyaman ketika pembelajaran dilakukan secara sinkronus. Karena jika hanya menggunakan perantara saja tidak akan membantu dalam memahami materi. Jadi harus sambil dijelaskan secara tatap muka dengan virtual.*" (S4/3A/INT/A4)
"*Kalau materi-materi yang lain sih milih yang asinkronus mbak. Tapi English Grammar sendiri kan belum pernah offline, jadi ngga tau praktik nyatanya bagaimana. Tapi kek lebih milih yang asinkronus, soalnya kalau virtual (sinkronus) sendiri kemungkinan fokus pada penyampaian materi bisa terpecah, karena ya tadi, bisa disambi-sambi.*" (S5/3A/INT/A4)
"*Kalo aku lebih suka sama yang kombinasi asinkronus dan sinkronus sih, karena kayak lebih jelas aja kalo dapat materi tetapi juga dengar langsung penjelasannya dari dosen meskipun secara virtual.*" (S6/3C/INT/A4)
"*Saya lebih bisa memahami pemahaman materi secara asinkronus, seperti dengan adanya penugasan dari dosen gitu. Selain itu, seperti penjelasan dosen melalui video bisa dipelajari secara berulang-ulang. Kalau secara virtual mungkin kelebihannya bisa bertanya kepada dosen pada saat itu juga, tapi asinkronus pun tidak menutup kemungkinan bisa bertanya kepada dosen di waktu lain saat mata kuliah berlangsung.*" (S7/3C/INT/A4)
"*Menurut pendapat saya, dari kedua sistem tersebut saya lebih memilih sinkronus karena masih ada interaksi antara pengajar dan mahasiswa meskipun secara online. Sehingga jika ada sesuatu yang kurang dipahami dari materi dapat langsung ditanyakan/dibahas lebih lanjut.*" (S8/3D/INT/A4)
"*Sistem asinkronus bisa lebih dipahami, adanya media perantara mungkin seperti video tambahan, ataupun ppt sangat membantu, karena kan nanti pada saat akhir pembelajaran dapat kita pelajari lagi, lebih mudah juga mempelajarinya karena lebih simple, tidak rumit. Dibandingkan dengan sinkronus yang terkesan monoton*

dan jadi lebih gampang bosan, satu2nya cara agar paham juga harus menyimak dan mendengarkan, kalo buat saya yang tim belajar harus sambil baca-baca sepertinya kurang efektif." (S9/3E/INT/A4)
"*Sinkronus, karena bagaimanapun penjelasan akan lebih mudah dipahami ketika berbagai macam indra berfungsi bersamaan.*" (S10/3I/INT/A4)
"*Sistem pembelajaran yang lebih mudah saya pahami adalah sinkronus, karena melalui tatap muka secara virtual, materi yang disampaikan juga lebih mudah untuk dipahami, pemaparan materi pun juga lebih jelas, serta setelah menjelaskan tentunya dosen akan menanyakan bagian per bagian mana yang belum paham, sehingga kita akan lebih mudah untuk segera bertanya dan mendapatkan penjelasan dari materi yang belum dipahami.*" (S11/3J/INT/A4)
"*Lebih ke sinkronus, karena bedasarkan pengalaman kemarin kalo dosennya yang menjelaskan lebih jelas dan bisa sekalian nyatet terus bisa langsung tanya apa yang nggak dimengerti, kaya timingnya pas gitu. Berbeda kalo asinkronus lebih ke timingnya nggak sama kaya virtual dan kalo mau tanya udah males biasanya.*" (S12/3J/INT/A4)

5. *Berdasarkan hasil pengisian kuisioner, dalam pengajaran secara sinkronus, kamu lebih setuju jika dijelaskan oleh mahasiswa atau oleh dosen? Mengapa demikian?*

Interview Data Finding
"*Sebenarnya saya lebih setuju jika materi pembelajaran dijelaskan oleh dosen secara langsung, karena akan lebih mudah untuk memahami materi yang memang harus dipelajari. Akan tetapi, saya juga setuju jika mahasiswa yang menyampaikan materi, namun berdasarkan pengalaman, jika mahasiswa yang menjelaskan dan menyiapkan materi terkadang suka melenceng jauh atau terlalu luas dari materi yang seharusnya dipelajari.*" (S1/3A/INT/A5)
"*Saya lebih setuju dijelaskan oleh dosen, karena apabila mahasiswa presentasi, biasanya terdapat beberapa mahasiswa yang kurang paham akan materi tersebut sehingga hanya mempresentasikan secara umum tidak mendetail atau bahkan seadanya saja, karena terkadang ada dosen yang menjelaskan ulang setelah mahasiswa mempresentasikan tetapi banyak juga yang tidak dijelaskan ulang, oleh karena itu saya lebih setuju apabila dosen yang menjelaskan secara langsung.*" (S2/3A/INT/A5)
"*Penyampaian materi secara berkelompok oleh mahasiswa itu kalo aku setuju mba, karena ada rasa untuk belajar nyari materi dan memahami materi tadi (setidaknya materi kelompok sendiri), tapi kalo dosennya ngga begitu aktif untuk kasih penjelasan tambahan itu yang repot, karena kadang temen" bisa beda pendapat antara jawaban 1 sama lainnya, trus tanpa kejelasan yaudah lewat gitu aja, mau ga mau harus belajar sendiri yang mana butuh effort lebih. Berbeda halnya, kalau ada dari dosen+mahasiswa kan nanti belajarnya jdi 2 kali (kalau dikasih penjelasan dri dosen) jdi insya allah ya lebih paham.*" (S3/3A/INT/A5)

"*Menurut saya, akan lebih jelas jika dosen yang menjelaskannya. Kalau untuk presentasi kelompok menurut saya baik2 saja jika dilakukan karena kita sebagai mahasiswa akan paham dan mencari materi2 secara mandiri. Namun, harus didampingi oleh penjelasan dosen juga.*" (S4/3A/INT/A5)

"*Dijelaskan oleh dosen mba, karena sejauh ini tidak ada penjelasan yang dilakukan secara berkelompok oleh mahasiswa.*" (S5/3A/INT/A5)

"*Kalo aku sih lebih setuju kalo dijelaskan langsung sama dosennya karena bisa lebih cepat nangkapnya gitu.*" (S6/3C/INT/A5)

"*Kalau saya lebih bisa paham saat dijelaskan oleh dosen, karena kalau mahasiswa yang menjelaskan saya banyak kurang pahamnya. Jadi, meskipun sharing itu bagus, tapi kalau pas lagi kebingungan baiknya ada penjelasan tambahan dari dosen. Dan di semester 3 kemarin dosen melakukan feedback dan juga koreksi setelah presentasi kelompok.*" (S7/3C/INT/A5)

"*Menurut pendapat saya, seperti presentasi pembahasan materi itu saya lebih memilih penjelasan dari dosen karena lebih dapat dipercaya dan lebih expert dibidang tsb. Kalau penjelasan dari teman seperti kurang maksimal kak, tetapi bisa saja asal ada penjelasan tambahan dari dosen di akhir kelas.*" (S8/3D/INT/A5)

"*Kalo menurutku, tergantung bagaimana, kalo mahasiswa yang menjelaskan, itu jangan diserahkan penuh ke mahasiswa terus dosen lepas tangan, bisa dosennya ngasih penjelasan tambahan atau feedback, yang penting diawasi juga. Nah, kalau dosen yang menjelaskan sebaiknya jangan yang mononton hanya menjelaskan doang, dituntun siswanya biar ada kontribusi dalam pembelajaran, mungkin ada tanya jawab, dan yang terpenting media perantara tadi, biar ada pegangan aja buat belajar.*" (S9/3E/INT/A5)

"*Tergantung, tetapi selama ini dijelaskan oleh dosen itu yang terbaik sih, karena mereka lebih dulu mengetahui materi yang akan disampaikan.*" (S10/3I/INT/A5)

"*Saya lebih setuju jika materi yang diajarkan disampaikan dan dijelaskan oleh dosen, karena dosen tentu lebih tahu dengan materi yang dijabarkan sedangkan kami mahasiswa belum tentu sepenuhnya paham dengan materi yang akan disampaikan sekalipun kami sudah belajar pasti pengetahuan kami masih terbatas. Pastinya jika dijelaskan oleh dosen pemaparannya jauh akan lebih lengkap dibandingkan dijelaskan oleh mahasiswa. Sebenarnya tidak apa-apa jika dosen memberikan mahasiswanya tugas untuk presentasi kelompok, karena itu juga akan membuat kita aktif mencari materi, belajar, dan memahami apa yang akan kita sampaikan nanti. Namun baiknya setelah mahasiswa presentasi, dosen mereview ulang kembali apa yang telah mahasiswanya sampaikan, menanyakan mana yang belum dipahami, dan menambahkan bagian materi mana yang dirasa belum tersampaikan.*" (S11/3J/INT/A5)

"*Dosen, karena mungkin sudah berpengalaman dalam mengajar jadi tau bagaimana cara menjelaskan yang baik dan benar serta mudah dipahami, sedangkan kalo teman pas presentasi itu kan kita baru belajar ya kak jadinya*

kalo mau menjelaskan masih sulit nyusun kata-katanya dan kalo tanya apa jawabnya malah apa." (S12/3J/INT/A5)

6. *Apakah kamu bisa memahami materi English grammar secara maksimal selama pengajaran jarak jauh? Alasannya?*

Interview Data Finding
"*Cukup maksimal, karena biasanya kalau merasa kurang jelas saya akan menghubungi teman untuk menjelaskan ataupun saya pelajari sendiri sampai paham, dimana pemahaman materi grammar saya sekitar 70%.*" (S1/3A/INT/A6)
"*Saya merasa lebih mudah memahami materi grammar karena metode dan penjelasan yang digunakan oleh dosennya menarik dan jelas, dengan diberlakukannya pembelajaran jarak jauh membuat saya lebih mudah memahaminya lagi dikarenakan saya bisa mengulasnya sesuai keinginan saya. Kisaran %-nya gabisa ngira2 brp % nya sih mba tp berkat adanya mind map, aku jadi bisa belajar memahaminya sendiri dan kalopun aku ada lupa bisa buka2 lagi untuk tak pahamin terus.*" (S2/3A/INT/A6)
"*Tidak, karena kalau jarak jauh lebih kurang motivasi dan semangat untuk mendengarknan materinya, sehingga peahaman materi saya hanya sekitar 40%.*" (S3/3A/INT/A6)
"*Sejauh ini cukup paham dengan penjelasan dosen karena terdapat penjelasan tambahan dari dosen yang menurut saya menambah pemahaman saya dengan pencapaian sekitar 65%.*" (S4/3A/INT/A6)
"*Di beberapa materi awal, aku bisa memahami materi secara maksimal. Tapi semakin ke belakang (setalah mid), jujurly pemahamanku menjadi ngga maksimal mbak. Mungkin karena fokusku sudah terpecah dengan kegiatan lainnya, jadi ya pemahamanku cuma sekitar 65-70%.*" (S5/3A/INT/A6)
"*Belum bisa maksimal sih, masih ada beberapa yang bingung karena kurang bisa nangkap materinya, jadi hanya ketangkep sekitar 50%.*" (S6/3C/INT/A6)
"*Masih belum bisa dikatakan maksimal saat PJJ ini, karena saya belum bisa sepenuhnya fokus pada saat kelas virtual dan terbiasa nggampangne, ya hasilnya pemahaman saya paling hanya sekitar 64%.*" (S7/3C/INT/A6)
"*Kalau menurut saya ya tidak sampai maksimal kak, sekitar 85%, tetapi jika dibandingkan dengan offline class lebih baik ERT. Alasannya karena kalau secara ERT dosen sudah menyiapkan materi dengan baik yang bisa dipelajari ulang atau baca2 lagi sendiri dan juga adanya platform yang digunakan juga menarik sehingga dapat memberikan suasana baru.*" (S8/3D/INT/A6)
"*Kalau untuk materi yang masih sederhana mungkin bisa, selama masih ada niat buat belajar sendiri, karna kalo pembelajaran online gak dibarengi dengan belajar sendiri tuh kayaknya gak bakal bisa paham. Tapi untuk materi2 yang lebih complicated gitu susah untuk bisa paham secara maksimal walaupun dibarengi belajar sendiri. Jadi ya, kesimpulannya saya merasa tidak maksimal memahami materi dengan metode pembelajaran jarak jauh.*" (S9/3E/INT/A6)

"*Secara maksimal tidak, namun lebih baik daripada pertemuan offline mungkin iya, karena disaat pembelajaran online ketika saya tidak mengerti akan suatu topik, saya bisa langsung mencari tahu sendiri melalui search engine, dan pemahaman materi grammar saya sekitar 80% lah.*" (S10/3I/INT/A6)

"*Saya tidak terlalu dapat memahami materi English grammar secara maksimal karena terkadang terkendala oleh beberapa sarana prasarana, seperti sinyal atau perangkat elektronik yang kurang mendukung sehingga menghambat pembelajaran, selain itu pengajaran jarak jauh juga membuat kurangnya interaksi antara mahasiswa dan dosen sehingga materi kurang dapat terserap dengan baik dan saya hanya bisa menyerap sekitar 70% materi yang bisa dipahami.*" (S11/3J/INT/A6)

"*Sebenarnya kalo aku nggak males ngulang materi insyaAllah hasilnya maksimal, nggak tau kenapa walaupun online materi grammar tetap mudah dipahami kak sama pengaruh dosennya yang menjelaskan dengan jelas dan rinci, sehingga pemahamanku bisa sampai 90%-an.*" (S12/3J/INT/A6)

7. *Mengapa kamu setuju/tidak setuju bahwa hasil akhirmu sesuai dengan pemahaman materimu selama pengajaran jarak jauh?*

Interview Data Finding
"*Saya setuju, karena saya yakin bahwa hasil akhir nilai saya sesuai dengan pemahaman, pertama untuk matkul English grammar dosen sangat hafal dengan mahasiswanya yang beliau ajar pada saat itu, sehingga beliau memberikan nilai sesuai dengan kemampuan yang mahasiswa tunjukkan. Kedua saya juga merasa sudah melakukan yang terbaik untuk mata kuliah ini walaupun sebenarnya saya kurang puas dengan hasil dan pemahaman, dengan mendapatkan nilai B.*" (S1/3A/INT/A7)
"*Saya setuju, karena selama ini prinsip belajarku tuh gini, apa yang aku dapatkan selama pelajaran dari pertemuan 1 sampai akhir itu merupakan pondasi dari hasil ujianku nantinya, soalnya aku tuh tipe yang nggak sks (sinau kebut semalam) tetapi dari yang aku pelajari setiap hari yang aku pahami setiap itu benar2 aku pahami saat itu juga, jadi pas waktu ujian tuh aku nggak yang muluk2 belajar tp aku jawabnya sesuai dengan pemahamanku selama ini,*" (S2/3A/INT/A7)
"*Saya setuju, karena yang saya paham betul cara pengerjaannya jawaban saya betul, dan yang salah adalah materi yang saya blm paham, sehingga dengan IP 3,00 menurut saya sudah sesuai.*" (S3/3A/INT/A7)
"*Saya setuju, karena sudah dibuktikan dengan adanya UTS, UAS. Dari situ saya bisa melihat hasil akhir saya sesuai dengan pemahaman materi dan selama ini semua dosen menilai sesuai dengan pemahaman siswa.*" (S4/3A/INT/A7)
"*Saya setuju, karena di materi awal nilaiku lumayan lah, aku paham segini nilaiku ternyata segini (meskipun tetep aja remidi). Di materi akhir agak turun, tapi pas final test kan ya belajar lagi mulai dari awal-akhir, ternyata ya bisa lah dikatakan sesuai pemahaman sampai bisa dapat skor B atau setara dengan bobot 3,00.*" (S5/3A/INT/A7)

"*Saya setuju, karena pemahamanku emang masih banyak kurangnya tapi waktu lihat hasil akhirnya tuh bisa dibilang cukup memuaskan sih dan itu sesuai gitu.*" (S6/3C/INT/A7)
"*Saya sangat setuju, karena dari penugasan dan karakter dosen memberi penilaian kepada mahasiswa itu real dan sesuai dengan porsi pemahaman mahasiswa, dimana tidak ada keistimewaaan skor disini.*" (S7/3C/INT/A7)
"*Saya setuju, karena selama pembelajaran English grammar secara ERT ini pemahaman saya bisa dibilang cukup baik dan bagus dan nilai yang saya dapatkan juga sesuai dengan yang saya harapkan, yaitu A. Itu dipengaruhi oleh dosen dalam menjelaskan materi dan hal2 lain yang menjadi faktor pendukung.*" (S8/3D/INT/A7)
"*Sebenernya kurang setuju kak, tapi saya tetep berusaha aja biar nilai sama pemahaman saya bisa lebih sinkron. Karena nilai tinggi itu kalo di metode daring seperti sebuah 'tuntutan', kalo nilai nggak tinggi pasti akan kebanting sama temen2 yang lain, sedangkan kalo mau nilai murni yang sesuai sama pemahaman, saya atau bahkan banyak teman2 yang lain gak akan mungkin bisa sampai ditahap ini.*" (S9/3E/INT/A7)
"*Saya setuju, karena hasil akhir saya memiliki presentase yang sesuai dengan pemahaman selama pembelajaran, yang memang tidak sepenuhnya saya mengerti dengan baik. Jadi, skor A- dengan bobot 3,7 menurut saya sudah sangat sesuai.*" (S10/3I/INT/A7)
"*Saya setuju, karena ketika saya mampu memahami dengan baik maka hasil yang saya dapatkan juga baik, jika saya sudah memahami materi atau teori yang disampaikan maka saya dapat mengerjakan prakteknya yang diaplikasikan lewat soal yang ada. Namun sebaliknya, jika saya kurang memahami materinya maka saya juga akan mengalami kesulitan saat mengerjakan soal yang ada. Maka dari itu hasil akhir saya sesuai dengan pemahaman materi yang mampu saya tangkap, dengan skor akhir A-.*" (S11/3J/INT/A7)
"*Saya tidak setuju, karena menurutku pribadi, kebiasaan, apalagi pas PJJ lingkungan sama perasaan ikut berpengaruh sama outputnya, aku kan ngerasa kalo PJJ aku lebih mudah memahami materi dan lebih percaya diri tapi di satu sisi habis PJJ nggak mau ngulang materi lagi buat dipelajari (seringnya gini) atau pas tes cuman belajar sistem SKS yang jadi keteteran sama kadang ada aja kegiatan yang ngebuat nggak melajarin materi lagi jadinya hasil akhirnya udah nggak sesuai karena banyak faktor yang mempengaruhi.*" (S12/3J/INT/A7)

8. *Menurutmu, apa saja manfaat yang bisa diperoleh dari pembelajaran jauh jauh di masa darurat ini? Dilihat dari berbagai aspek?*

Interview Data Finding
"*Menurut saya lumayan banyak, antara lain mahasiswa jadi bisa tetap melaksanakan pembelajaran di situasi apapun karena kita semua baik pelajar dan pengajar sudah mulai terbiasa. Kedua, kita bisa lebih menguasai teknologi karena selama kita melaksanakan ERT mahasiswa dituntut untuk bisa menggunakan berbagai macam media belajar untuk mempermudah dan membuat mahasiswa*

lebih tertarik untuk fokus belajar karena media yang digunakan dosen itu variatif." (S1/3A/INT/A8)
"*Mungkin lebih praktis dan tidak ribet ya, kayak nggak perlu jauh2 datang ke kampus, terus hemat energi dan fisik. Membuat mahasiswa maupun dosen lebih mengenal akan perkembangan teknologi dan bisa lebih kreatif.* *Hemat biaya / ongkos tapi tetap pengeluaran kuota sih.* *Pembelajaran yang mudah dan menyenangkan alias tidak membuat jenuh karena berbagai media pembelajaran yang dapat digunakan.*" (S2/3A/INT/A8)
"*Lebih efisien, hemat biaya karena ga harus keluar transport walau perlu kuota lebih, mudah akses dimana saja asalkan sinyalnya memadai, fleksibel dari segi media, materi dan waktu. Dari segi pengajaran jadi lebih variatif, krn bisa pakai berbagai media dan strategi.*" (S3/3A/INT/A8)
"*Dari aspek waktu, lebih fleksibel, karena bisa dilakukan dimana saja dan kapan saja. Aspek disiplin, mengajarkan sikap disiplin dan tanggung jawab, pjj membuat para mahasiswa menjaga perilaku baik dengan teman maupun dosen. Aspek teknologi, melatih dan menambah wawasan siswa terhadap teknologi yang digunakan pada saat PJJ, seperti google classroom, yang dulu blm tau cara atau fitur2 yang ada di GC, dengan adanya PJJ menjadi tau. Aspek strategi, dari aspek strategi banyak dosen yang kreatif sehingga mampu menciptakan pembelajaran yang sangat membantu siswa dengan mudah memahami materi, misal lewat youtube/aplikasi online learning lainnya.*" (S4/3A/INT/A8)
"*Itu mbak, model pengajarannya. Jadi aku suka pas bagian diawal sebelum masuk ke pembelajaran, di situ ada pre-test nya, trus setelah setiap 3 materi penjelasan itu ada test/ujian tapi aku lupa namane mbak, baru ada mid dan final test. Tambah wawasan baru dengan adanya media online learning Schoology, di mana media itu belum di pakai di semester sebelumnya. Cukup bermanfaat, soalnya fiturnya juga sudah memadai dan mendukung proses pembelajaran.*" (S5/3A/INT/A8)
"*Menurut saya, bisa meningkatkan kemandirian karena disaat ada materi yang kurang dipahami bisa dicari melalui internet kemudian akses informasi luas dan mudah didapat, dan strategi pengajaran yang digunakan juga memudahkan akses pembelajaran kemudian materi ajar dibuat semenarik itu supaya kita sebagai murid bisa semangat dan ga gampang bosan.*" (S6/3C/INT/A8)
"*Pengeluaran menjadi lebih ekonomis, karena tidak ada uang transport dan kos. Penugasan dilakukan secara online itu juga hemat. Bisa disambi kerja disela waktu kuliah. Selain itu, saya jadi lebih tau variasi dalam pembelajaran dengan berbagai aplikasi, seperti Zoom, Gmeet, Canva, editing, dll.*" (S7/3C/INT/A8)
"*Menurut saya, variasi pembelajaran yang baru* *dan pengetahuan mengenai teknologi (penggunaan hp dan internet untuk pembelajaran).*" (S8/3D/INT/A8)
"*Adanya pembelajaran jarak jauh yang walaupun kita, para pelajar juga para pengajar seakan 'dipaksa' untuk menjalani, tapi dengan keadaan itu kita jadi bisa eksplor banyak hal yang sebelumnya gak pernah dilakukan, terutama untuk pengajar bisa lebih berkreasi menciptakan cara mengajar yang menarik agar siswa bisa lebih memahami walau keterbatasan jarak, untuk pelajar juga bisa lebih kreatif dalam belajarnya, gak hanya monoton dari buku, kemudian walaupun yang satu ini bisa jadi bumerang, tapi dengan diadakan daring itu kita bisa lebih*

fleksibel dalam belajar karena posisi kan dirumah, jadi bisa melatih time management juga." (S9/3E/INT/A8)
"*Secara pribadi manfaat yang dapat saya peroleh adalah waktu luang yang bisa dimaksimalkan untuk kegiatan lain seperti bekerja, belajar mandiri dapat dilakukan secara maksimal ketika pembelajaran online, kemudian pemahaman materi dapat dikejar dengan belajar mandiri dengan source yang diberikan dosen. Selain itu, saat ERT mau tidak mau membuat saya lebih aware terhadap teknologi kak, mau gamau harus belajar buat menggunakan aplikasi aplikasi yang diterapkan.*" (S10/3I/INT/A8)
"*Menurut saya banyak manfaat yang bisa didapat dari pembelajaran jarak jauh diantaranya adalah waktunya menjadi lebih fleksibel, sehingga bisa belajar kapan saja dan dimana saja, selain itu mahasiswa juga menjadi lebih aktif dan mandiri dalam mencari sumber materi dari berbagai platform. Di pembelajaran jarak jauh mahasiswa dan dosen juga sama-sama mengetahui bagaimana menggunakan berbagai platform pembelajaran online yang mungkin sebelumnya tidak pernah menggunakan. Selain itu, dosen juga menjadi lebih kreatif dalam merancang metode pembelajaran untuk mahasiswanya.*" (S11/3J/INT/A8)
"*Fleksibel, bisa dilakukan dimana aja dan kapan aja bisa ngulang penjelasan dosen karena bisa direkam juga lewat gawai. Lebih ekonomis, karena hanya modal kuota, sedangkan kalo offline harus ngeluarin biaya lebih buat ongkos sama makan. Bisa melihat banyak sumber belajar di waktu bersamaan, jadi misal dosen ngejelasin materi apa aku bisa sekalian search materi terkait, kalo offline kadang mau ngeluarin hp juga takut apalagi ngerekam penjelasan dosennya. Selain itu, dari sisi teknologi kita dipaksa mempelajari teknologi dan memaksimalkan pemanfaatannya jadi malah bagus biar nggak gaptek dan tau banyak teknologi yang bisa menunjang segala aspek kehidupan.*" (S12/3J/INT/A8)

9. *Menurutmu, apa saja kendala yang sering kamu hadapi selama pelaksanaan pengajaran jauh jauh? Dan gimana cara kamu meminimalisir itu?*

Interview Data Finding
"*Kendala yang paling sering dihadapi biasanya sinyal ya kak. Aku kan pakai WiFi jadi suka ga stabil, tapi aku ngatasinnya dengan sediakan kuota internet reguler. Lalu, yang paling cukup mengganggu sih kondisi dan situasi di rumah ya, karena kalau ramai jadi ga bisa fokus.*" (S1/3A/INT/A9)
"*Yang tidak bisa dipungkiri tuh kendala sinyal, karena tidak bisa memprediksi sinyal jadi ya kadang kalo udah ngelag banget, mau nggak mau tanya ketemen minta jelasin tadi pembahasannya apa saja. Terus ada kek beberapa pembahasan yang perlu dilakukan praktik secara langsung tapi karena keterbatasan jarak jadinya kan nggak bisa ya, dan ini dosen kadang cuma ngasih teori saja, jadi itu merugikan banget sih. Jadi ya cuma bisa mencoba untuk praktik sendiri dirumah.*" (S2/3A/INT/A9)
"*Paling sering kendala signal, solusinya sih kalau mmg pembelajarannya mengharuskan pakai meet (zoom/googlemeet), maka saya akan keluar rumah*

untuk cari wifi. Kemudian, kendala eksternal dari lingkungan yang berisik, jdi kurang fokus, solusinya biasanya saja pindah tempat (keluar rumah) atau memisahkan diri dari orang lain di rumah walaupun tidak bisa 100% mengurangi gangguan dari luar." (S3/3A/INT/A9)

"Menguras paket data, sehingga harus bisa mengatur penggunaan data di waktu senggang. Diskusi antar teman yang kadang bermasalah, sehingga harus banyak2 sabar dan saling memahami. Kapasitas ruang HP yang tersedot, sehingga file2 yang tidak penting harus segera dihapus. Komunikasi dengan dosen agak sulit, harus bertanya saat ada jam mata kuliahnya." (S4/3A/INT/A9)

"Kendala utama di dalam fokus. Bagiku, grammar nggak fokus dikit aja bisa ketinggalan. Saat GMeet makul grammar, ruangannya harus sepi, harus dalam posisi duduk atau pake meja, harus ada buku catatan, kalau terpaksa harus rebahan itu juga harus bawa pulpen sama buku buat berusaha tetep mencatat materi. Kedua dalam hal memahami materi, terkadang akibat nggak fokus itu tadi, aku bisa ketinggalan materi. Cara mengatasinya si kadang bukak² lagi catetan yang dari dosen, searching, atau tanya ke teman." (S5/3A/INT/A9)

"Kendala biasanya itu sinyal sih, ya biasanya kalo gangguan sinyal tuh aku cari tempat yang kemungkinan jaringan sinyalnya bagus." (S6/3C/INT/A9)

"Kendala lebih ke saat kerja kelompok, sulit berkomunikasi dengan teman-teman. Apalagi adanya kendala sinyal juga sangat berpengaruh, karena saya tinggal di daerah yang cukup dalam. Saya meminimalisir dengan berkomunikasi by VN untuk dikirimkan saat ada sinyal." (S7/3C/INT/A9)

"Kendala yang sering sekali dihadapi adalah saat zoom/ google meet sinyal internetnya tiba2 hilang (jaringan tidak stabil) solusinya adalah berada di depan rumah untuk mendapatkan sinyal yang bagus atau mengganti kartu perdana ke kartu lain yang lebih bagus. Kendala lain adalah timbul rasa malas karena tugas yang banyak dari dosen, solusinya adalah mengingat bahwa tugas adalah kewajiban sehingga harus ditunaikan." (S8/3D/INT/A9)

"Kendala yang paling terasa lebih ke mudah hilang fokus, cara meminimalisir nya bisa dengan cari tempat yang lebih kondusif, terus siapkan diri seolah emang lagi belajar dikelas, seperti mandi dulu, pake baju yang rapih, siapkan buku catatan dsb, intinya ada waktu untuk mempersiapkan diri sebelum pelajaran dimulai. Untuk sinyal, dsb, alhamdulillah saya nggak ada kendala, mungkin keluhannya ada di kuota subsidi nya, karena nggak rutin keluar, jadi penggunaan kuota boros banget." (S9/3E/INT/A9)

"Kendala yang paling sering dirasakan terkait dengan koneksi/jaringan internet yang terkadang terhambat atau habis tiba-tiba, cara meminimalisirnya ya dengan cara ngecek kuota selalu dan berdoa supaya jaringan aman. Kemudian problem komunikasi kak, terkadang ketika ada tugas kelompok sulit untuk menemukan waktu diskusi dan hasil diskusi yang kompak. Dan ketika menerapkan quiz/game terkadang aplikasi atau platform yang dipakai terkadang eror atau sulit diakses, jadi terhambat." (S10/3I/INT/A9)

"Kendala yang sering saya hadapi selama PJJ diantaranya adalah perangkat elektronik dan sinyal yang kurang mendukung. Cara saya meminimalisirnya adalah dengan menyiapkan beberapa device jika salah satunya mengalami kendala. Selanjutnya karena rumah saya dipinggir jalan raya maka suaranya

sedikit bising dan berisik, sehingga saya akan mencari tempat yang lebih kondusif dan tenang untuk belajar. Dengan PJJ, materi juga kurang dapat tersampaikan dengan baik, sehingga saya akan mereview kembali apa yang telah disampaikan, kemudian membuat catatan ringkas dan mencari sumber materi lainnya untuk menambah pemahaman saya." (S11/3J/INT/A9)
"Karena di Indonesia internetnya itu nggak cepet jadi masalah sinyal itu yang paling utama, apalagi kalo pake kuota, terus meminimalisirnya aku pergi ke tempat internetnya cepat biasanya ke rumah teman yang pasang wifi. Selain itu, penggunaan gawai yang batrenya cepet habis kalo buat zoom/gmeet dan panas juga cara meminimalisirnya charge batrenya pas malem sama mengurangi membuka apps yang nggak ada hubungannya sama kuliah. Kemudian, kan ini masih belajar menggunakan teknologi baru ya, jadi pas lagi gaptek gitu bener-bener nyita waktu." (S12/3J/INT/A9)

10 *Apakah penggunaan teknologi yang diterapkan oleh dosen yang kaitannya dengan platform, media, atau alat pembelajaran jarak jauh bisa benar-benar membantumu dalam memahami materi English grammar yang disampaikan?*

Interview Data Finding
"Kalau untuk English grammar menurut saya cukup membantu. Karena dosen memberikan mind map lewat schoology yang dimana itu juga sebuah produk teknologi yang mempermudah saya sebagai mahasiswa saat mendownload file, gambar, audio yang berkaitan dengan mata kuliah tanpa takut file hilang dan bisa dibuka sewaktu-waktu untuk dipelajari lagi." (S1/3A/INT/A10)
"Bisa, karena dengan adanya platform2 yang tersedia itu sangat mempermudah dosen untuk dapat menyampaikan materi2 dengan berbagai cara, agar tidak membuat mahasiswa mudah jenuh dan apabila disampaikan dengan berbagai cara yang lebih kreatif mahasiswa juga akan dapat lebih mudah memahami materi dengan baik." (S2/3A/INT/A10)
"Jika di mk grammar kemarin maksimal sih mb, karena selain materi di schoology juga dijelasin lagi di gmeet pelan pelan satu-satu, dan pake seperti diagram yang mendetail jadi ya dalam konteks belajar online itu sangat membantu." (S3/3A/INT/A10)
"Iya benar sangat membantu, karena menurut pengalaman saya pada saat MK English grammar, dosen menggunakan platform schoology, dan dosen tersebut sangat aktif dalam penyampaian materi di schoology serta Gmeet. Dan dosen sering melakukan post-test di aplikasi schoology tersebut, sehingga hal itu sangat membantu saya dalam memahami materi english grammar." (S4/3A/INT/A10)
"Kan ada 2 platform, yaitu GMeet dan Schoology. Nah, menurutku keduanya benar-benar membantu dengan catatan keduanya diterapkan semua. Jadi, misal dosen share materi dan soal di Schoology dan dijelaskan di GMeet. Itu sangat membantu sekali mbak. Beda lagi kalo cuma share dan ngga dijelaskan langsung di GMeet tadi, sulit pahamnya. Kesimpulannya, penggunaan platform itu membantu." (S5/3A/INT/A10)

"*Kalau menurut saya membantu sih, Ya pada intinya memang bisa membantu dalam menambah wawasan dan pemahaman materi English grammar, dilihat dari cara mengajar dosen yang santai kemudian metode ajarnya juga tidak membosankan, seperti dalam penggunaan Moodle dan YouTube.*" (S6/3C/INT/A10)
"*Sangat membantu, karena bisa membantu saya memahami materi grammar dengan berbagai platform yang tidak membosankan, seperti melalui YouTube, Kahoot, quizizz, dll gitu.*" (S7/3C/INT/A10)
"*Menurut saya iya benar bisa membantu pemahaman saya terhadap materi English grammar, contohnya seperti saat dosen memberikan link yang berisi quiz mengenai English Grammar menurut saya itu sangat bagus untuk meningkatkan pemahaman selain itu juga seperti video materi dari youtube.*" (S8/3D/INT/A10)
"*Untuk teknologi dan platform yang digunakan cukup membantu, dalam hal ini yang digunakan adalah web yang didalamnya ada banyak sekali latihan soal dan penjelasan singkat yang mudah dipahami. Saya tidak merasa ada masalah untuk alat pembelajaran yang digunakan, yang membuat saya merasa belum cukup adalah karena keterbatasan waktu dan keterbatasan jarak, sehingga kurang bebas untuk berinteraksi.*" (S9/3E/INT/A10)
"*Sangat membantu kak, terutama pada matkul grammar, banyak website quiz yang diberikan dapat membantu menambah pengetahuan.*" (S10/3I/INT/A10)
"*Dalam makul English grammar dosen sudah menerapkan metode pengajaran yang baik serta didukung juga oleh penggunaan beberapa platform yang tepat, seperti google meet, zoom, atau video pembelajaran yang dapat membantu meningkatkan pemahaman saya terkait materi yang disampaikan, karena lewat platform tersebut penjelasan yang dijabarkan menjadi lebih jelas dan mudah dipahami.*" (S11/3J/INT/A10)
"*Menurut saya iya, karena penjelasan dosen itu yang utama kalo ada penunjang yang memadai seperti penggunaan teknologi pembelajaran semakin dipermudah karena kita belajar tidak hanya teori namun juga praktek langsung, jadi pemahamannya langsung sampe. Intinya kalo penjelasan dosen + teknologi = pemahaman bisa maksimal, penjelasan dosen aja cuma bisa paham 75%, tapi kalo pake teknologi doang tanpa penjelasan dosen pahamnya bisa kurang dari 50%.*" (S12/3J/INT/A10)

Appendix 10 Transcript of English Grammar Lecturer Interview's Results

<u>**Lecturer A**</u>

1. **Questions**: *Menurut Anda, mata kuliah grammar itu apa? Dan pembelajarannya seperti apa? Karena sekitar 75% lebih mahasiswa yang saya berikan kuesioner sebagai bahan pre-reset mengatakan bahwa skill bahasa Inggris yang paling sulit adalah grammar dan sebagian besar mahasiswa yang saya interview mengatakan bahwa mata kuliah grammar itu mata kuliah yang membutuhkan kefokusan tinggi dan perlu sering melakukan latihan soal untuk memahaminya.*

   Answer: *Grammar adalah salah satu keterampilan dalam bahasa Inggris, dimana mempelajarinya tidaklah sulit asalkan berhati-hati dalam menggunakan rumus. Jadi, belajar grammar sama saja dengan belajar matematika, dimana yang ada hanya rumus. Dalam keterampilan lain, semakin banyak latihan, semakin mudah untuk menguasai keterampilan, tetapi jika dalam grammar, selama mereka cermat dan memahami rumus-rumus dasar yang diberikan, akan lebih mudah untuk mengerjakan soal-soal. Grammar sebenarnya tidak memakan waktu lama, misalnya di TOEFL waktu tersingkat ada di bagian grammar, dimana 40 soal dikerjakan dalam 25 menit. Hal ini dikarenakan dalam grammar tidak membutuhkan waktu yang lama untuk mengerjakannya, karena sudah ada rumusnya. Jika nanti ada pertanyaan seperti ini, maka ada kata kunci seperti ini, dan nanti jawabannya seperti ini. Jadi, mata kuliah grammar tidaklah sulit, tetapi hanya membutuhkan ketelitian dalam mempelajarinya.*

2. **Question**: *Apa jenis pembelajaran online yang diterapkan selama ERT? Apakah itu sinkronus atau asinkronus?*

   Answer: *Di masa pandemi ini, saya menggunakan Schoology sebagai learning management system (LMS). Jadi semua materi kemudian latihan soal, lalu ada ulangan formatif, lalu ulangan tengah semester sampai ulangan akhir, saya share di Schoology. Sedangkan dalam menyampaikan materi, saya*

menggunakan Google Meet. Jadi, saya pikir itu adalah kombinasi dari asinkron dan sinkron.

3. **Question:** *Proses kegiatan pembelajaran seperti apa yang Anda terapkan di saat pengajaran jarak jauh, jika ditinjau dari sisi model pembelajaran? Apakah itu berupa projek? Problem? Atau discovery?*

   Answer: *Saya lebih condong ke masalah. Misalnya ada contoh soal seperti ini, lalu bagaimana menjawabnya dengan cepat dan tepat seperti apa. Nah, nanti mereka akan membalasnya, mungkin mereka sudah mencoba soal-soal sulit terkait materi yang saya berikan, lalu mereka punya beberapa contoh soal grammar seperti ini, kira-kira seperti apa solusinya. Jadi tidak hanya dari saya, tetapi dari siswa juga mengajukan beberapa pertanyaan dimana mereka akan mengevaluasi diri dan belajar secara mandiri, sehingga mereka lebih kaya kaitannya dalam latihan soal atau pertanyaan.*

4. **Question:** *Strategi/metode apa yang Anda gunakan untuk menyampaikan materi di kelas? Apakah ceramah, diskusi, atau lainnya?*

   Answer: *Untuk metode penyampaian materi masih menggunakan mind mapping ya, kemudian saya jelaskan mind-mapping yang saya berikan itu ke mereka. Mind-mapping itu saya gunakan untuk mempermudah mereka belajar maupun mengajarkan nantinya ke para siswa, seperti itu. Jadi, metodenya tetap menggunakan ceramah dari mind-mapping yang saya berikan.*

5. **Question**: *Apakah ada aktivitas pembelajaran tambahan, selain ceramah atau diskusi untuk mencapai kelas yang partisipatif?*

   Answer: *Untuk aktivitas pembelajaran tambahan, ya diskusi soal tadi. Jadi, setelah saya menjelaskan biasanya nanti ada beberapa soal, kemudian dari soal tersebut didiskusikan bersama-sama. Dengan begitu, tujuan pembelajarannya biar sampai kepada mereka..*

6. **Question**: *Berdasarkan pengalaman mengajar Anda selama PJJ, platform, media, atau aplikasi terbaik yang berhasil membantu Anda dalam mengajarkan materi grammar apa?*

   Answer: *Untuk learning management sistem, saya menggunakan Schoology tadi, dan penyampaian materinya menggunakan Goggle Meet, itu sudah bagus*

banget. Kemudian, tambahan WhatsApp Group untuk penyampain aktivitas kelas aja, tidak sampai materi. Kemudian, di pandemi akhir-akhir itu, saya coba ubah ke open learning tapi kayaknya mereka harus beradaptasi dengan tool-toolnya, dan saya pikir mereka kesulitan, sehingga saya kembali lagi ke Schoology.

7. **Question:** *Untuk pengumpulan tugas atau pelaksanaan tes, dilakukan melalui apa dan menggunakan metode seperti apa?*

   Answer: *Setiap materi saya berikan latihan soal, jadi setiap topik itu ada latihan soal. Kemudian, setelah tiga kali pertemuan, tiga sampai empat kali materi, itu nanti akan diadakan formatif tes seperti ujian harian begitu. Formatif tes itu dilakukan sebanyak empat kali dalam satu semester, jadi ujian mahasiswa sebanyak enam kali selama satu semester. Ibaratnya, sebulan sekali melakukan tes. Untuk formatif tes, dalam penilaiannya saya berikan batasan nilai. Apabila 50% lebih mahasiswa bisa melebihi batas nilai, maka materi akan saya lanjutkan. Sebaliknya, kalau kurang dari 50% dari total mahasiswa yang nilainya bisa melebihi batas, maka saya akan melakukan review materi dari soal-soal formatif tes.*

8. **Question:** *Menurut Anda, apakah kegiatan pembelajaran jarak jauh ini tetap membuat siswa excited dan bisa mengikuti pembelajaran dengan baik seperti saat tatap muka?*

   Answer: *Sama, semangat mahasiswa dalam mengikuti kelas online pun tetap sama. Mahasiswa yang berpartisipasi aktif di dalam kelas itu banyak, terutama dalam pembelajaran grammar ini.*

9. **Question:** *Bagaimana performa mahasiswa selama mengikuti PJJ pak? Apakah aktif atau tidak atau hanya sebagian?*

   Answer: *Keaktifan dan respon mahasiswa di kelas saat penyampaian materi sekitar 40-50%. Mungkin mereka merasa ini materi baru, terutama untuk mahasiswa semester satu, jadi mungkin ada rasa takut tersendiri dalam diri mereka.*

10. **Question:** *Apakah skor akhir yang Anda berikan kepada mahasiswa selama PJJ sesuai dengan performa mahasiswa di kelas? Atau hanya dilihat dari hasil skor tes saja?*

   Answer: *Ya sesuai, saya memberikan penilaian di kelas itu saya sesuaikan dengan performa mereka di dalam kelas. Saya tahu ya beberapa orang yang aktif itu seperti apa dan mayoritas orang-orang yang aktif itu biasanya skor tesnya itu bagus. Saya bisa melihat keaktifan mahasiswa itu sejak awal, dan bisa mengenali setidaknya setelah tiga atau empat kali pertemuan, oh anak ini bagus, tesnya juga pasti bagus. Jadi, penilaiannya itu saya berikan berdasarkan keaktifan di kelas dan juga skor tesnya mereka.*

11. **Question:** *Menurut anda, apakah PJJ dalam pembelajaran grammar selama 2 tahun ini berjalan dengan efektif? Karena ternyata berdasarkan hasil interview dengan mahasiswa, mereka hanya mampu menangkap pemahaman materi sekitar 70%.*

   Answer: *Kalau menurut saya, dari segi materi sudah efektif saya sampaikan melalui platform Schoology yang saya gunakan. Kalau untuk penyampaian materi melalui Google Meet mungkin belum bisa dikatakan efektif karena adanya faktor eksternal, seperti sinyal dan adanya kegiatan berbarengan di rumah yang membuat nereka tidak fokus terhadap apa yang saya sampaikan.*

12. **Question:** *Sebagai dosen di mata kuliah grammar, kendala apa yang Anda temui selama penerapan PJJ ini?*

   Answer: *Kalau kendala selama ERT, menurut saya pribadi tidak ada. Sinyal aman, materi sudah saya sampaikan dengan baik, dan penyampaian materi juga sudah maksimal.*

13. **Question:** *Bagaimana Anda meminimalisir hal tersebut?*

   Answer: *Tidak ada yang perlu diminimalisir kalau dari saya pribadi, ya karena itu tadi alhamdulillah aman semua.*

14. **Question:** *Is there any preparation from the campus or faculty in the form of training before the sudden implementation of ERT?*

   Answer: *Pelatihan ada, tapi dari pihak universitas bukan fakultas. Itu dilakukan sebanyak dua kali melalui Zoom Meeting, dimana pelatihan itu*

membahas terkait penggunaan SiKulon sebagai platform yang disediakan oleh pihak universitas. Akan tetapi, sejauh ini saya tidak menggunakannya dikarenakan saya rasa itu kurang cocok untuk penyampaian materi di mata kuliah saya. Jadi, saya lebih prefer memakai Schoology, keunggulannya itu mahasiswa bisa tau terkait hasil mereka, jadi skornya transparan.

Lecturer B

1. **Questions**: *Menurut Anda, mata kuliah grammar itu apa? Dan pembelajarannya seperti apa? Karena sekitar 75% lebih mahasiswa yang saya berikan kuesioner sebagai bahan pre-reset mengatakan bahwa skill bahasa Inggris yang paling sulit adalah grammar dan sebagian besar mahasiswa yang saya interview mengatakan bahwa mata kuliah grammar itu mata kuliah yang membutuhkan kefokusan tinggi dan perlu sering melakukan latihan soal untuk memahaminya.*

   Answer: *Mata kuliah grammar, terutama dalam advanced grammar, adalah mata kuliah yang mempelajari tata bahasa dalam bahasa Inggris, bagaimana rules dalam bahasa Inggris meliputi bentuk, makna, dan penggunaan yang mana ketiga hal tersebut harus diajarkan kepada mahasiswa. Pola tata bahasa berhubungan erat dengan ketiga hal tersebut untuk bisa diterima secara umum atau diterima dengan lazim dalam bahasa tertentu.*

2. **Question**: *Apa jenis pembelajaran online yang diterapkan selama ERT? Apakah itu sinkronus atau asinkronus?*

   Answer: *Di semester awal saya menerapkan pembelajaran sinkronus, dimana mahasiswa secara berkelompok melakukan presentasi materi masing-masing kelompok melalui Google Meet. Akan tetapi, di pertengahan semester setelah ulangan tengah semester aku memutuskan untuk menerapkan kombinasi keduanya, dimana aku share link materi yang ada di website dan menjelaskan dengan diskusi besar di kelas melalui Google Meet.*

3. **Question:** *Proses kegiatan pembelajaran seperti apa yang Anda terapkan di saat pengajaran jarak jauh, jika ditinjau dari sisi model pembelajaran? Apakah itu berupa projek? Problem? Atau discovery?*

   Answer: *Pertama aku pakai problem learning dengan metode penyampaiannya presentasi secara berkelompok, tetapi karena tidak efektif kemudian aku ganti dengan discovery learning, dimana aku meminta mereka secara aktif mencari materi dan tau terkait jalannya pembelajaran untuk mencapai titik kesimpulan dari materi yang dipelajari dan dosen hanya sebagai pelatih atau pengarah.*

4. **Question:** *Strategi/metode apa yang Anda gunakan untuk menyampaikan materi di kelas? Apakah ceramah, diskusi, atau lainnya?*

   Answer: *Di semester awal diskusi melalui presentasi kelompok, yang mana itu dilakukan sebagai salah satu bentuk tanggung jawab mahasiswa terhadap materi yang dipelajari. Akan tetapi, itu hanya berjalan selama setengah semester sebelum dilakukan UTS. Jadi, setelah saya pikir, presentasi kelompok ini bukan solusi terbaik dalam pembelajaran grammar karena dalam penerapannya ternyata yang aktif dan mampu menguasai materi presentasi kurang lebih paling hanya 5 orang dalam satu kelas, sehingga aku memutuskan untuk memakai sinkronus dan asinkronus, dimana aku melakukan ceramah kemudian dilanjutkan diskusi bersama.*

5. **Question**: *Apakah ada aktivitas pembelajaran tambahan, selain ceramah atau diskusi untuk mencapai kelas yang partisipatif?*

   Answer*: Tentu saja ada, diskusi kelas besar dengan melakukan latihan-latihan soal bersama, karena ternyata mahasiswa tidak suka jika hanya mendengarkan saja tanpa adanya praktek.*

6. **Question**: *Berdasarkan pengalaman mengajar Anda selama PJJ, platform, media, atau aplikasi terbaik yang berhasil membantu Anda dalam mengajarkan materi grammar apa?*

   Answer: *Menurut saya, platform terbaik yang saya gunakan sejauh ini selama ERT adalah Google Classroom dan Google Meet, kemudian ada tambahan penggunaan aplikasi, seperti Quizizz, voice spice, website, dan lain-lain. Untuk penyampaian absen dan jadwal kelas dilakukan melalui WhatsApp Group.*

7. **Question:** *Untuk pengumpulan tugas atau pelaksanaan tes, dilakukan melalui apa dan menggunakan metode seperti apa?*

   Answer: *Penugasan sempat dilakukan melalui LMS (SiKulon), tetapi kemudian menetap di Google Classroom yang ternyata lebih nyaman dan tidak ribet dalam pemasukan tugas di setiap kelasnya.*

8. **Question:** *Menurut Anda, apakah kegiatan pembelajaran jarak jauh ini tetap membuat siswa excited dan bisa mengikuti pembelajaran dengan baik seperti saat tatap muka?*

Answer: *Menurut saya, tidak bisa seexcited saat pembelajaran offline. Hal tersebut dikarenakan banyak faktor eksternal yang mempengaruhi. Banyak mahasiswa yang tidak fokus saat di kelas, karena saat saya panggil terkadang mereka tidak merespon. Jadi, antara ada dan tiada dari mereka itu.*

9. **Question:** *Bagaimana performa mahasiswa selama mengikuti PJJ pak? Apakah aktif atau tidak atau hanya sebagian?*

   Answer: *Kalau masalah aktif tidaknya, menurut saya hanya sebagian dari meerka yang aktif. Bahkan, terkadang yang aktif di dalam suatu kelas hanya orang-orang itu saja, sehingga saya rasa ya diskusi kelompok itu sangat amat tidak cocok. Kemudian, setelah saya terapkan diskusi kelas besar, banyak mahasiswa yang mau speak-up dan aktif di kelas untuk menjawab latihan-latihan soal yang saya berikan. Ibaratnya, saat diskusi kelompok keaktifan hanya sekitar 40%, setelah saya ganti dengan diskusi besar menjadi lebih dari 50%.*

10. **Question:** *Apakah skor akhir yang Anda berikan kepada mahasiswa selama PJJ sesuai dengan performa mahasiswa di kelas? Atau hanya dilihat dari hasil skor tes saja?*

    Answer: *Skor yang saya berikan sesuai dengan performa mereka di kelas, saya nilai dari hasil presentasi, materi yang disajikan, dan skor tes yang dilakukan, seperti UTS dan UAS. Jadi, saat pembelajaran itu saya juga memancing mereka untuk bisa akif dengan adanya poin tambahan untuk mahasiswa yang aktif.*

11. **Question:** *Menurut anda, apakah PJJ dalam pembelajaran grammar selama 2 tahun ini berjalan dengan efektif? Karena ternyata berdasarkan hasil interview dengan mahasiswa, mereka hanya mampu menangkap pemahaman materi sekitar 70%.*

    Answer: *Saya rasa kurang, jujur kurang efektif, karena ada beberapa mahasiswa yang tidak belajar dengan baik, dimana beberapa dari mereka ada yang minim motivasi, ada kegiatan lain, ada yang ikut meeting tetapi tidak merespon yang disebabkan karena sinyal yang tidak stabil. Selain itu, hal lain juga dikarenakan ada beberapa dari mereka yang masih kurang dalam*

pemahaman materi basic, sehingga ketika advanced dilakukan secara online, perlu ada effort lebih dengan belajar mandiri lebih giat untuk bisa mengejar ketertinggalan materi.

12. **Question:** *Sebagai dosen di mata kuliah grammar, kendala apa yang Anda temui selama penerapan PJJ ini?*

    Answer: *Kendala yang ditemui saat mengajar di kelas selama ERT, mungkin lebih ke kendala dari mahasiswa. Kendala utama adalah koneksi internet dari mahasiswa, dimana wilayah tempat tinggal sebagian mahasiswa masih ada di bagian pelosok. Selain itu, paling lebih ke kendala memancing keaktifan mahasiswa di kelas dan aku seneng banget saat mahasiswa banyak yang aktif ketika aku terapkan diskusi besar di kelas.*

13. **Question:** *Bagaimana Anda meminimalisir hal tersebut?*

    Answer: *Ya itu tadi, aku meminimalisir dengan meminta mereka buat menginfokan lewat personal chat jika memang ada kendala sinyal. Akan tetapi, untuk meminimalisir ketidakaktifan mereka di kelas, ya dengan mengadakan diskusi kelas besar dengan memancing mereka supaya bisa dan mau aktif selama pembelajaran.*

14. **Question:** *Is there any preparation from the campus or faculty in the form of training before the sudden implementation of ERT?*

    Answer*: Pelatihan dilaksanakan oleh pihak universitas sebanyak dua kali, dimana itu dilakukan melalui Zoom Meeting. Pelatihan dilakukan untuk membahas terkait LMS yang dilakukan di masa darurat, yaitu SiKulon.* Akan tetapi, saya menggunakan hanya sebentar untuk share materi dan tugas. Hanya itu sih, selebihnya tidak ada pelatihan lagi setelah tahun 2020.