

TEACHING ENGLISH IN THE CRITICAL ERA OF COVID-19: A PHENOMENOLOGICAL STUDY

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ABSTRACT

Abstract

Covid-19 pandemic has changed most walks of life, including education at all levels. Teachers as one of the main actors in schools are unavoidably affected by the change. It is interesting to examine how teachers cope with the changes and adapt to the new normality. Employing a pheomenological approach, this study seeks to understand English teachers' lived experience of work from home due to the pandemic. Eight teachers across different levels of school, gender, and length of tenure participated in the study through filling e-reflection and two semi-structured interviews. The data were analyzed through Interpretive Phenomenological Analysis (IPA) that consists of five stages. The result demonstrates that the teachers perceived the changes as inescapable but challenging and it triggers them to learn and reflect on the current condition. They face various difficulties and are also set to act accordingly to combine empathy, new roles, and technology that are paramount in their survival through this difficult period. The findings are beneficial for policy makers, teacher educators, and pre-service teacher program developers to map what areas of teacher professionalism need to be re-examined, re-defined and re-formulated.

Kata Kunci: *teacher experience, COVID-19 pandemic, e-reflection, Interpretive Phenomenological Analysis*