CHAPTER II

THEORITICAL FRAMEWORK

This chapter consists of a theoritical framework and previous study. The theoritical framework describes some information related to Implementation, Distance Learning, Pandemic and COVID-19. The previous study explains the research which has been conducted by other researchers as the reference to this research.

A. Distance Learning

1. Implementation

According to the Indonesian Big Dictionary (KBBI) the definition of implementation is the act of applying. Implementation is the act of practicing a theory, method and order things to achieve certain goals and for an interest desired by a group or groups that have been planned an arranged before hand. According to Badudu (1996), implementation is a way, thing or result. Based on this understanding it can be conclude that implementation is an action carried out group or in individually with the maximum to achieve the goals that have been be defined. According (Wahab, 1990) Elements of application include :

a. The program is implemented

b. The existence of a target group, namely students who are targeted from teacher and expected to get benefits from the program implemented

c. The implementation, both individuals or groups who are responsible for the implementation, management and supervision of the implementation prosess

2. Definition of Distance Learning

Distance learning is learning activities where the instruction and the students are in separated location so that they need an interactive media or telecommunication as a system to connect the two and the various sources needed in it (Clay, 1999). Distance education or distance learning is an effective, important, and targeted means of obtaining knowledge and discoveries at the time of of their occurrence, to keep pace with its developments at the same time (El-bitar, 2016). Distance learning is very different from traditional learning, consists of studying from home where students and theacher are physically distant while classroom learning is type of education system in which the teacher and the learner work under one roof or in the classroom.

Online learning or distance learning is becoming one of most widely embrance ways of delivery program for many education sectors. According to (Watson John, 2015) many schools use the advantages of online learning to create holisticschool organizations. Distance learning different with traditional school, because as students do not meet with teachers and the other students in a physical space, most learning, teaching and interaction.

Distance learning or online learning is an educational situation that requires communication between the students and the teacher through

multiple media like educational media and publication via modern audiovisual communication tegnologies. Online learning can be defined as learning experiences in synchronous or asynchronous enviroments trough different devices and instrument in education for example with use mobile phone, laptop, tablet etc (Zohra Lassoued, 2020). During the students learn they can be anywhere with access internet and the students can interact with instructors. In implement of distance learing school must need learning media as medium to facilitate teachers and student communication and learning. Learning media is an inseparable part of teaching and learning process in order to achieve educational goals in general and the learning objectives of schools in particular. Learning media in the teaching and learning process tend to be interpred as graphic, photographic, or electronic tools for capturing, processing and rearranging visual or verbal information (Arsyad, 2017).

3. The Purpose of Distance Learning

In education, distance learning offer effective instructional methods, such us using simulation and games, combining collaboration activities with self-paced research and practicing with associated feedback. Then, all of the students receive the same quality of intruction because there is no dependence on a specific instructor. Every people can browse and learn other sciences they wanted in distance learning, because in distance learning is not limited in a field only.

In term of place and time, distance learning strategy can create the teaching and learning process more effective (Clark, 2008). The teacher will easier to update learning materials to student that are their responsibility in accordance with the demands of latest scientific development, conduct research in order to increase their horizons or development themself and supervise student learning activities when the teachers using distance learning. In distance learning has featured like (1) using relevant content to the purpose of learning in order to develop the application of distance learning. (2) using various kind of media to distribute content, material and learning strategies. (3) building teqniques and new insights that are linked to learning goal in distance learning (Mayer, 2008).

4. Characteristics of Distance Learning

Characteristics are things that need to be know to understand a certain form. As learning model, distance learning certainly has special characteristics that distinguish it from other learning models. According Michael Simonson there are four characteristics that distinguished of distance learning. The first, distance learning is implemented through institution, so it is not non-academic or self-study learning enviroment. The second, teacher and students are separated both in distance, time, place and geographically separation. The third, the learning group in distance learning activities is connected by interactive telecommunication. The last, distance learning establised a learning community or learning group that consists of a teacher, students and instructional resource (Simonson, 2015)

From the explanation above can be understood that.distance learning activities is not a self-study, but rather planned to learn carried out by an institution like school. In the second component, it is explained that distance learning is the concept of separation of the teacher and students, cannot be said to be distance learning if there is no concept of separation. In third component, in distance learning activities there must be interactive communication and telecommunication between teacher and students. In the last component, in implementation of distance learning, a learning community or learning group is consisting of a tecaher, students, and instructional resources that are interrelated with one another. Learning can occur if the teacher interact with students and with the learning resource.

5. Advantages of Distance Learning

Distance learning has many advantages that can be evaluated by technical, social and economic criteria. Distance learning increases access to learning and training opportunity, support the variety and quality of exiting education structures, reducing education cost, saving time, consolidates and enhances capacity. Convenience is another advantages of distance learning because many of the technologies are easily accesible to learn from home. Distance lerning flexibility provide students the opportunity to participate whenever they wish, the best thing about the distance learning is the students could learn it from anywhere and at any time. The kind of distance learning is quite affordable, because many form of distance learning involve little or no cost in the implicated. Wide variety of materials that can meet everyone's

learning preferences because distance learning is also multy sensory. Distance learning can offer improved interactions with students. With using e-mail, whats app or other individualized means, introverted students who are shy to ask question to teacher of another students in class will often "open up" when provided an opportunity if using this element or media (Yoakam, 1996).

Other than that there are some other related benefit of distance learning such us ensuring the sustainable of education during the COVID-19 Pandemic, delivering education for large audience in anywhere and anytime, geographical expasion and equalization of education access, balancing inequalities between age groups,can combinating of education with work or family life, etc.

6. Disadvantages of Distance Learning

Beside have advantages, distance learning also have many disadvantages that students and school should know before they start implementing distance learning, there must be preparation and careful planning so that these disadvantages can be minimized.

In a traditional classroom setting of face to face learning, result study or student's performance can be immediately assesed through question and informal testing from the teacher, while in distance learning does not offer immediate feedback between teacher and their sudents. With used distance learning a student has to wait any time for feedback until the teacher has reviewed her work and respondent to it. In distance learning if the students don't understand anything in the lessons of the teachers. According to some

student views, this problem arises from the fact that the teachers cover the topics quickly. (mustafa Tevfik Hebebci, 2020)

Sosial isolation is another disadvantage of distance learning, in distance learning learners will often be studying alone at home and so they may feel isolated and miss the social physical interaction with teacher and her friends that comes with attending a traditional classroom. Moreover in distance learning students don't have the chance to practice the lesson verbally. Distance learning or online learning only limit students to classes and learning materials that are based online. However, many participants in distance learning have reported that this sense of isolation has been decreasing with the use of communication technologies such as chat room, email, discussion boards, and video conferencing software can be acces through smartphone or laptop. And then studying alone to students at night caused many complexities and depressing experience.

The most important issues regarding distance learning students' attitude and instructors' preparedness. If students do not perceive the technology as useful, they will be not receptive to distance education (Christensen, 2001).

B. Teaching English

1. Definition of Teaching English

According to Nilsen and Albertalli as cited in Bethel T. Ababio, can descibe that teaching is the process of guiding instructors or teacher to students to a higher level of skill or knowledge (Ababio, 2013). Beside that, Frimpong as cited in Bethel T. Ababio expalin that teaching is a process of

teacher imparating knowladge, attitudes, skills, and value to students by respecting the intellectual integrity and capacity of students to change student behavior (Ababio, 2013). From the theory above can be concluded that teaching does not only involve how information is obtained from teachers to students but also how students use that interact, information, receive guidance and receive feedback.

2. Teaching Approach

There are lots of approaches that can be used. ArvinKr Gill and Kusum stated that an approach can also have many methods. The teaching approach is like the way teachers teach. There are some main approaches to learning and teaching process:

a. Teacher centered approach

Teacher centered approaches are focusing on the teacher as an instructor in teaching process. The teacher controls what is to be taught and how students are presented with the information that they are to learn.

b. Student centered approach

In the learning process students have a much active role. In the students centered approach, teacher have much less direct control over what and how students learn.

c. Inductive and Deducation approach

In this approach Students are given examples first related to the material, so that learning is from specific things to more general things.

The deductive approach is opposite to indeductive approach because in it first a principle or rule is put in front of students.

d. Herbatian approach

The herbatian approach emphasizes the teacher presentation in teaching. Herbert has given five steps for this approach, there are preparation, presentation, comparison and abstraction, generalization, and application.

e. Evaluation approach

Under this approach yearly, plan and unit plans are prepared. It has three main step: firstly formulating educational objectives, seconly creating a learning experience, and lastly evaluating the changed behaviour (Khusum, 2017).

From explanaton above, it can be conclude that as a teacher in teaching english should have a good approach. In this approach must be prepared by the teacher so that the students can understand the objectives of teaching english.

3. Teaching media

The good media is media that is suitable for the material, topic, the students and partical to use in teaching process. According to Musthafa knowing those characteristics of children is an essential requirement for the teacher in creating effective instruction media. Therefore, using appropriate instructional media is one of the key principles in creating effective instruction.

According Harmer there are the several types of instructional media that can be used by teachers in teaching process:

a. The students themselves

In teaching process students can be used as a learning resources that can be easily used by teachers, so that teachers can do many thing and variation in learning process.

b. Realita

To teach english realita mean using teal object inside outside the classroom. It can provide experience for students to involve students senses in learning

c. Pictures

Designed to convey message and information which combine symbolic verbal information and visual information.

d. Coursebook

The coursebook is one of the print media or paper book which has been used by teacher as a guide of teaching-learning process. It is printed information, materials and also contains task and exercises for students.

e. Board

Board can be used by the teacher for different purposes such as, a notepad, picture frame, game board, explanation aid, public workbook and notice board.

f. Flipcharts

Flipchart is a media which contain in big sheet of paper. It is mostly used during the discussion to write down points that are being discussed.

g. Computer-based presentation technology

These media combine between visual and audi presentation which can help teacher to attract students attention. This kind of media also can send a large amount of information.. these instructional media have two main components software and hardware (Harmer, 2007).

4. Teaching Technique

According to Antony as cited in Ita Samita Samad, the teaching technique is a specific strategy that teacher used to achive teaching-learning goal. It can be understood that the technique is aan action or strategy by linking to the learning method that has been designed and still related to the predetermined approach. Can be conclude that used technology to implementation of strategy or technique that is still relevan to approach. Thus, each technique has its view that support its use for the effectiviness of english language teaching. So that one thechnique may be effective for improving certain language skills, but sometimes some techniques are useful for all language skills. There are many techniques in EFL class including dilogue, jigsaw, a literary passage, reading comprehension question, antonyms or synonym etc.

5. Teaching strategy

In the study of educational technology, the strategy is include in the realm of learning design. The development of strategy as a science has develop starting from the military world and then used in education. In warfare, strategy is needed to obtain victory. Likewise with the learning process educators must identify all those related to the learning process, that will be carried out. Educators need to know who will be their students, how different levels of intelligence, from what background they come from, how they are motivated and so forth. According Haidir and Salim, states that the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter so students to achieve the started learning goal (Salim, 2012) Thus the word strategy is related to the way, tactics or method to do something.

Brown stated that strategy is a specific method for approaching a problem or task, a mode of operation to achieve certain goals, a planned design for controlling and manipulating certain information (Brown, 2000). Teaching strategy is a general plan in a lesson that includes structure, instrutional goals and an outline of planned tactics, which are needed to implement the strategy (Stone and Morris, in Issac, 2010). Meanwhile Brown startes that teachng is guiding, facilitating students, providing comfort for students in learning, and managing conditions when learning activities take place. Teaching can be done without a teacher. They can use anything such as nature, books, teaching machines, etc., which can as teachers (Brown, 2007).

From some of the definition above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in class. Teaching strategies are ways to be selected and used by a teacher to convey learning materials that will make it easier learners received and understood learning materials.

C. **Teaching English by Distance Learning**

1. Planning in Distance

In preparing distance learning, several preparation need to be considerd. Preparation in this case considered important because it affects the learning process that will take place later. Moore and Kearsley as cited in Martha Henckell state that teachers in planning distance learning must arrange and make decisions that will affect all parts of the system. So in planning a learning system teachers must pay attention to every part of the system to create a good learning environment. The learning environment must be in the form of a system that has an interrelated relationship with each other including the instructors, the learners, he material and the technology. Michael Simonson state that teachers in planning distance learning must arrange and make decisions that will affect all parts of the system (Simonson, 2015). So in planning a learning system teachers must pay attention to every part of the system to create a good learning enviroment.

2. Assess the Distance Students

   After the teacher implementing of learning process, the teacher certainly needs to provide an assessment to students which can later be use as a basis for teacher in provideing feedback. In terms of giving an assessment tools can. According Robles and Bratahen as cited in Nari Kim that the assesment technique in traditional learning can be modified to match the distance learning model, they suggest some of the assigments, electronic protofolio, asynchoronous, online disscusion. Threaded discussion groups, and e-mail content of question (Kim, 2020). In addition, NCRET as cited in Chaudhary and Niradhar also added that some assessment tool such as assigments, observation, e-protofolio, projects, checklists, rating scale, anecdotal records, etc (Dey, 2015).

   There are many tools that can be used in assessing students. In this case, the teacher must choose carefully according to the criteria and needs. Apart from choosing tool for assessment, teacher also need to know the principles of the quality of a good assessment.

3. Students learning strategies

   All students shoould have learning strategy when they are learning English. According Chamot, stated that learners who are aware of their own learning process, strategies, and preferences are able to regulate their learning endeavors to meet their own goals (Chamot, 1999). Learning strategy constitutes an effort from learners to make them easier understand, remember and more enjoyable in their subject. The learning

strategy can guide the students to differ and to select the important information in form of the less one. In other words, the effort enables the students acquire the content of their subject more easily. The learning strategy also accelerates the learner' understanding from the sequences of material they will learn until they are able to activate their background knowledge from the topic they learn. Learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation (Oxford, 1999).

Michael and Haris (1999) offer strategies descriptions which are catogorized into six strategy types:

1. Memory strategy

   Memory strategy is enabling students to learn and gain information in an orderly string through sound, images, a combination of sound and images, body movement, mechanical-means, location. It helps learners to memorize the target language better.

2. Cognitive strategy

   The cognitive strategy is enabling students to create language materials through reasoning, analysis, summarizing, synthesizing, note-taking, outlining, reorganizing information, practicing in a natural setting, reviewing sound and images. It significantly affects the students. English proficiency.

3. Compesation strategy

Compesation strategy is enablis students to guess from the context in listening and reading by using a synonym to complete speaking and writting skills. Gesture and pause word help learners to complete the missing knowledge. Compesation strategy helps learners by providing learning aids which might characterize how they learn a language.

4. Metacognitive strategy

The metacognitive strategy is used to manage the overall learning process. This strategy enable students to plan the task, collecting the materials, arraging the planning, supervising the error, and evaluate the task. It is significantly helpful and does affects a cognitive strategy and fungtion as an execution of cognitive strategy.

5. Affective strategy

The affective strategy is enabling students by identifying mood and axienty level. It helps students to determine the feeling, giving reward toward one's good performance, to employ positive self talk, to relieve their felling. This strategy is helpful to students to be motivated learners.

6. Social strategy

Social strategy is enabling students to ask a question to get confirmation and clarification, ask for help in completing language task, make an effort to talk to native speakers, explore a culture and

social norms. It is significantly helful to understand the target language and target culture.

D. Pandemic

Pandemic is a new disease widespread globally as a result of spead of human to human. In history of the world, there have been many significant disease outbreaks and pandemics recorded including, SARS, Ebola, Spanish Flu, Hongkong Flu, Zika. There are somes key features of a pandemic including disease movement, minimal population immunity, wide geographic extension, novelty, high attack rates and explosiviness, infectiousness and contagiouness. Enormous negative impact related the pandemic crises influenced on economy, health, society and security of national and global communities. As well, pandemic have caused significant social and political disruption in this country and in the world.

According to Honigsbaum (2009), Pandemic comes from the originates from the Greek "Pan" meaning "semua" and "demos" meaning "the people", from the word is commonly taken to refer to a widespread epidemic of contagious disease troughout the whole of a country at the same time.

E. COVID-19

Coronavirus Disease 2019 (COVID-19) is a new type of virus which never previously identified in humans. Signs common in COVID-19 infections include symptoms of acute respiratory disorders such as fever, cough, and shortness of breath. Coronavirus 2 (SARS-CoV-2), first verified in Wuhan city, in the Hubei province of China in December 2019. The

infection has a predominantly respiratory and transmitted through large droplets. After severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS) which previously appeared, now COVID-19 is the third virus to appear in two decades after MERS and SARS (David M. Morens, 2020). On March 12, 2020 WHO declared that this flu like pandemic. COVID-19 started as an epidemic in China before it spread throughout the world in a matter of months and became a pandemic.

COVID-19 outbreak has hit all countries in the world, the impact of the COVID-19 virus occurs in various fields such as social, economic, tourism and education. The COVID-19 pandemic presents its own challenges for educational institutions, to fight COVID-19 the Government has prohibited crowding, social restrictions (social distancing) and maintaining physical distance (physical distancing), wearing mask and always washing hands. Through Ministry of Education and Culture the Government has banned school to carry out face-to-face learning (conventional) and ordered to organize online learning.

F. Review Previous Study

In accomplishing in this research, the researcher took several additional references from the previous researches that relate to this study.

The first researcher was conducted by Rasmitadila (2020). The research title is The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. The purpose of this study is to explore the perceptions of primary school teachers

of online learning or distance learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic. Data were collected from 67 class teachers in primary school trough surveys and semi structured interviews. The result of this study found four main themes namely, planning, instructional strategy, support, challenges, and motivation of teachers. This study contributes to the literature of online collaborative learning between teachers, parents and schools that impact student success.

Based on the research above, the researcher examines teachers' perspectives on online learning or distance learning. In this study, researcher will discuss teachers' implementation of distance learning. The data collected in this study is different because the researcher will collect data through interviews rather than using questionnaires. The similarity of the above research with this research is related to distance learning and planning.

Second research from Linda (2020), the research title is The Role of Teachers in Implementing Distance Learning in the Middle of the COVID-19 Plague. The purpose of this study is to determine the conditions of learning, from the start of learning planning, learning media, to the learning methods used in the implementation of distance learning. This research was conducted at MIN 1 Banda Aceh with use teacher as the subject of this research. This research collected the data using questionnaire and interviews to find out some indicators of the teacher's role. The result of this study found several indicators that researcher took, namely the role of the teacher as a learning resource, motivator, manager and evaluation in distance learning.

The similarity of the research above and research the researcher above is implementing the distance learning method during the COVID-19 Pandemic. But, the researcher above examine the role of teachers implementing in distance learning, while the researcher examines more about the teacher implementation in distance learning during the COVID-19 Pandemic.

The last research from Mustafa (2020), the title of this research is Investigation of Views of Students and Teachers on Distance Education Practices during the Coronavirus (COVID-19) Pandemic. The purpose of this study is to reveal the opinions of teachers and students about the distance education applications carried out in the COVID-19 pandemic. Data were collected from 16 teachers and 20 students. This study, which examines the opinions of teacher and student about distance learning applications conducted in the COVID-19 pandemic, based on the case study this research used qualitative research. The result of this study is the teacher and students have positive and negatives opinions about distance education activities, in positive opinion, education can be carried out in scheduled and planned manner even under extraordinary condition. Some negative opinions which regarding distance education is Issue such as infrastructure problems, restricted interaction, and lack of equipment.

The difference with research of researcher is how teacher's implementations of distance learning during pandemic COVID-19 pandemic. Research from Mustafa focuses on distance learning. And the similarities of

the research above and research the researcher contained in the discussion of distance learning.