CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition of teaching English, the definition of teaching strategy, definition of e-learning, e-learning approach, e-learning method, component of e-learning, advantages of e-learning, disadvantages of learning, and teaching & Learning process during COVID-19 pandemic. This chapter also consists of the previous research studies.

A. Theoretical Framework

1. The Definition of Teaching English

Tomlinson (1998:3) states that teaching is used for teachers facilitating language learning or referring to anything done by material developers. This includes teachers standing in front of the class explaining the conventions of direct speech in English. That could include textbooks that provide sample language usage and guide learners to make discoveries for them, it could include textbooks inviting learners to reflect on the way they have just read a section or providing teachers with the language students needs while participating in challenging assignments.

Mulyasa (2006:100) explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. In teaching process, there will involve

the interaction between material, tools, people, facilitates, and the procedure that all of them are influence each other in getting the teaching goal (Hamalik, 2004:57). So, teaching is an effort to use optimally the component of teaching to from the students who have knowledge and skill. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior.

Teaching learning process in a planned interaction that promotes behavioral change that is not a result of maturation of coincidence. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student be able to adapt themselves develop themselves in the group to which they are belong. At the result of teaching the student should be able to interest in their group. They are learning to feel, think, and act in harmony through social groups of which they are a part. In teaching activities teachers absolutely have significant roles in close relationship with student for delivering knowledge.

According to Stephen N. Elliot (1999: 396) "Teacher acts as Curriculum facilitator and not Curriculum planners". It can be concluded that teacher as the center of education is faced by a number

of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students supposed to do and acquire. The respond abilities of teacher in managing favorable atmosphere and media to support learning are important.

Based on definitions above, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the student to learn, give materials, and providing anything to know or understand. Teacher can teach by use combine of art, science and skill.

2. Definition of Teaching Strategies

Brown (2007:132) assume that "strategies are those specific attacks that we can make on a given problem, and that vary considerably within each individual". Moreover, Brown (2007:137) explain that learning strategies deal with the receptive domain intake, storage, recall and memory.

Kindsvatter (1996) explain that, teaching strategy is to help teacher make optimal use of methods, and instructional materials. It means that the strategies which are used by teachers help the students to get easier in understanding the material. It helps as a way to accomplish and reach the goal for the teaching and learning process. Nunan (1991:168) defines that learning strategy is use the target language and the mental process which learner employ to learn. Moreover, Franzoni and Assar (2009) states that, "teaching strategies are the elements given to the

students by the teachers to facilitate a deeper understanding of the information. A given strategy is neutral and considerable to the students learning style. The strategy will impact to the students' outcomes whether positive or negative. Furthermore Oxford (2003: 8) assume that a strategy will be useful if the following conditions are present, the strategy relates well to the L2 task at hand, the strategy fits the particular student's learning style preferences to one degree or another, the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions make learning more enjoyable, faster, easier, more effective, more self-directed, and more transferable to new situations.

So, from those definition above the researcher concludes that teaching strategies is a method, plan, or series of activities designed to achieves particular goal of learning. The learning and teaching strategies designed to achieve a particular goal. It means that the direction of creating strategies is achieving the goal. So that the preparation of the study, the use of various facilities and learning resources are all directed towards the achievement of objectives.

3. **Definition of E-learning**

Naidu (2006:1) stated that E-Learning is a teaching and learning system that uses information and communication technology. The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working

online or offline, through networked or independent computers and other electronics. Furthermore, Indra kusuma and Putri (2016:2) stated that E-Learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system. Through E-Learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20).

From the explanation of the experts above it can be concluded that E-Learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

4. **E-learning Approach**

According to Beatrice (2011), in her book e-learning methodologies, there are two general approaches to e-learning are follows:

a. Self-paced

Self-paced is e-learning approach which is learning content is developed according to a set of learning objectives. In this approach the students are free to learn at their own pace to define personal learning based on their individual needs and interest and a

learning provider do not have to schedule, manage and track the students through the process. When self-paced e-learning is offered through an internet connection, there is the potential to track the students in a central database.

b. Facilitated/instructor-led

Facilitated/instructor-led is e-learning approach which is learning content for individual study can be integrated with the teachers. The students, facilitator and instructor can communicate and work together through discussion forum, email, chats or video conferring. In this approach, the curriculum is developed to integrate several learning content and activities of a course. Also, the instructor or facilitator has to schedule the course through an online platform.

5. E-learning Methods

There are two methods in e-learning that are synchronous and asynchronous.

a. Synchronous E-Learning

A synchronous learning environment is an environment where the teacher and the students meet online on a specific online platform for teaching and communicate about a lesson (Flora Amiti, 2020). Advantages of using a synchronous learning environment include sharing knowledge and learning in real time

and direct access to instructors to ask questions and receive answers (Skylar, 2009).

As known a synchronous class, means first starting a videoconference with a camera, the teacher and the students are all gathered. It should be a learner centered class, where the teacher gives the instructions in the beginning and afterwards the students have all the attention. By having a synchronous class, it should grow into a student-centered environment and the students give their replies, depending on the activities. As stated by Mick & Middlebrook,(n.d.) during the synchronous method of e-learning, participants have the real-time engagement, which tend to be associated with student satisfaction, student learning, and lower rates of attrition.

b. Asynchronous E-Learning

The National Education Association (n.d.), discusses that online courses should be asynchronous and scheduled, since there should be a flexibility for students. However, it was stated that there should be a time frame where the students should complete the assignments, and it is an advantage for students to have the activities "24/7" and access them whenever they want to. According to Perveen (2016), Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. This

material is accessible anytime anywhere. Raymond, Atsumbe, Okwori, & Jebba (2016) gave some examples of online teaching tools are the teacher may decide to deliver his lesson through Videotape, YouTube, Digital Video Disc (DVD) or Podcast while the students can later respond through the use of communication modes like email.

When the response is delayed, the students use critical thinking more, and the more they think about a problem they construct the response instead of giving a spontaneous answer. Instead while there is a distance the shyness is reduced, and this moderates the fear of the teacher and there is less pressure (Perveen, 2016). Conversely, students enjoy the flexibility and the work at your own pace style provided in asynchronous environments (Coogle & Floyd, 2015)

6. **Component of E-learning**

According to Beatrice (2011:8), there are some components of e-learning include e-learning contents, e-tutoring, collaborative learning and virtual classroom:

a. E-learning contents

E-learning contents include simple learning resources, interactive e-lesson and electronic simulation. Simple learning resource is non-interactive resources such as documents, power point presentation, video or audio files. So, the students can only

read or watch the content. Next is interactive e-lesson. Interactive e-lesson is sequence of screens that include text, animations, graphics interactivity in the form of question and feedback, also include recommend reading a specific topic and electronic simulation. Electronic simulation is a specific form of web-based training that brings the students in real a world

b. E-tutoring

E-tutoring is an individual teacher who support and gives feedback to the students through online tools. E-tutoring helps the students to improve their performance by improving understanding, responding to the students' problems, challenging the students and providing feedback. According to Donald there are some combinations in e-tutoring such as e-tutoring as administrator, e-tutoring as facilitator, e-tutoring as subject matter expert and e-tutoring as assessor.

c. Collaborative learning

Collaborative learning is learning discussion and sharing knowledge to work together on a common project. In collaborative learning, the students use social software such as chats, discussion forums and blog to collaborate among students. Online discussion is design to facilitate communication and knowledge-sharing among the students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

d. Virtual classroom

Virtual classroom is an e-learning that an instructor teaches remotely and in a real time to students group using a combination of materials for example power point slides, audio or video materials. A virtual classroom not only makes the learning materials available to the students but also provides a live, contextual and interactive environment for the students. In virtual classroom there are several online tools include online calendars, online help guides, online assessments books, examinations, emails, instants messages, discussion boards, chat rooms and file transfers. According to Yang (2007), virtual classroom facilitates active learning with the provision of enabling environment consisting of the learning tools, learning materials and opportunities for contextual discussion

7. **Advantages of E-learning**

According to L. Tjokro (2009) as quoted in Indrakusuma and Putri (2016:7) there are advantages from the application of E-Learning as follows: The first is asier to absorb, meaning that in learning E-Learning can use multimedia facilities in the form of an image, text, animation, sound, and also video. The second is much more cost-effective, meaning that in learning E-Learning does not need an instructor, there is also no need for a minimum audience, it can be anywhere, and so on. The third is much more concise, meaning that in

learning E-Learning does not contain much class formalities, directly into a subject, subjects as needed. And the last is available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

8. **Disadvantages of E-learning**

According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016:7) there are disadvantages from the application of E-Learning as follows: L.ack of an interaction between teacher and student or even between students themselves. This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects. The teaching and learning process tends towards training rather than education itself. The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology). Not all internet facilities are available at all places. Lack of a human resource that understands the internet. Lack of mastery in computer language. Access to an adequate computer can be a problem for students themselves. Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware). Availability of an infrastructure that can be fulfilled. The information varies in quality and accuracy so guidelines

and feature questions are needed. And the last, students can feel isolated.

9. **Teaching & Learning Process During COVID-19 Pandemic**

Zu et al. (2020) stated that in December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (COVID-19). Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11)

Since the end of 2019, the world has been rocked with a coronavirus or COVID-19. This virus was first discovered in Wuhan, Hubei, China. Until now, there are 123.074.318 people throughout the world exposed corona (CNN, 2021). A total of 2.713.028 people died, while 69.723.258 others were declared cured. In Indonesia the number of positive cases of coronavirus infection continues to grow. As of Tuesday (23/03/2021), positive cases of COVID-19 infection reach 1.460.184 people, 39.550 died, and 1.290.790 patients were cured.

Heny Yulia (2020:48), explains that Indonesian Ministry of Education Nadiem Makarim through decree no. 4 of 2020 explained that there is an application of education policy in the emergency phase

of the corona virus pandemic. There are four main points in the policy. First, Home learning or distance learning is implemented to provide an unencumbered learning experience to complete the target of a class graduation curriculum or promotion. Second, distance learning can be focused on life skills education about covid 19 for example. Third, students' assignments and activities may vary according to interests and conditions including facilities and learning gaps at home. Lastly, evidence or products should be given qualitative and useful feedback for teachers without providing value (quantitative value).

The teaching strategy during the COVID-19 pandemic is certainly different from the strategy that was usually carried out before the pandemic. As we know, learning during a pandemic is done online. This is certainly an unexpected situation faced by teachers and students. Teaching and learning activities must be prepared such as choosing the right learning media, making virtual teaching videos, choosing applications that are easily accessible and understood together, of course it is not easy to do. So that online learning can be understood by students well, a teachers strategy is needed in delivering the material.

B. Previous of Studies

The study that is related to this research as follows;

1. *An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School* by Sri Hariyati (2020). This research was aim to

analyze how is teacher's perception and how are students' perceptions of online English learning in the Covid-19 Pandemic. The findings from the data analysis, teacher give positive perception to online English learning, the process of learning English is easier with online learning but online English learning can not make the English process more effective in achieving the learning objectives. Students also give positive perception to online English learning, the process of learning English is easier with online learning and online English learning can foster students' independent learning attitudes but they found problems in implementing online English learning, so that online English learning can not to be developed.

2. *An Analysis of Teachers' Strategies on English E-learning Classes during COVID-19 Pandemic* by Tari Putri Utami (2020). The results of the study show that (1) The teachers use different strategies because the expected skill output is different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to song, writing song lyrics, matching lyrics, and finally sing a songs. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

3. *Teaching English in a Virtual Classroom Using Whatsapp During Covid-19 Pandemic* by Rekha Asmara (2020).The results of the study show that WhatsApp is one of the platforms that fit the needs of lecturer and college students in conducting a virtual classroom learning in the times of Covid-19 pandemic. Some challenges occurred during its implementation had to be solved by adding knowledge and ability about using WhatsApp as the teaching medium especially about its features. Functions from various and level of education, considering whether or the to the platform applied to the language level of students and using high-speed connectivity of internet that best supports a good connection for doing online learning.

The different between this study and previous studies, this research was conducted at MTsN 4 Kediri which is located at Batik Madrim street, No.53, Tarokan, Becek, Kalirong, Kediri. From the results of observations made by researchers, there is inadequate internet network and this is focus on e-learning about e-learning approach, types of e-learning, component of e-learning and to know what the extent do the strategies help the teacher manage English e-learning. So the researcher focus on the strategies of English teachers in e-learning**.**