

CHAPTER II

LITERATURE REVIEW

This chapter discusses about teaching problems and teaching strategies.

A. Teaching Challenges

The challenge to effectively transfer what is taught in the face-to-face classroom to online continue to be a problem. Anderson, Imdieke, and Standerford, mentioned that they saw one of the main problems as the “disconnect between the way teachers were taught to teach”, and how the course content must be delivered in an effective online classroom. This disconnect, while not new, does present a problem as many of the teacher education programs may not have yet caught up to the evolving online teaching environments. Another problem described by Anderson et al. is the almost non-existence of institutional expectations for their online courses. These expectations involve the expectations of teachers, students, courses, and staff. Without clear guidelines and expectations for faculty members to follow, there would be no way to assess the effectiveness of these online courses. Further, Anderson et al. explained that the feedback they received from students seldom helped them in adjusting their teaching as they would in a face-to-face class.¹⁵

Additionally, the method of delivering courses in online classes varies from the traditional face to face education in that student interactions are between student and faculty, student and peers, and student and technology. Of

¹⁵ Anderson, Imdieke, and Standerford. Classroom, 3-15.

course, this shift in the instructor's role must be supported by the technology and the curriculum developers. The change of role for teachers or educators as an opportunity to facilitate interactions between students and their peers. Even though the interactions may vary among learning management systems, they must take place to reassure the success of the course. Several teachers struggle with the delivery of the content and engagement of their students due to lack of visual and face-to-face interaction with their students, therefore feeling less control over how to manage their classes.¹⁶

Teaching online in Indonesia has already in service by using many education applications that can be accessed by mobile phone or computer during Covid-19 pandemic situation. There are many teachers in Indonesia felt that it is a challenge for doing teaching online, moreover teaching online during Covid-19 pandemic in rural areas. The teachers find difficulty to deliver the material.¹⁷

Eltahir (2019) in Lukas and Yunus (2021) mention some challenges of e-learning adoption; technology barriers and accessibility, self-competencies, norm or cultural challenges, and course challenges. However, these challenges were very different for each country regarding their geographical location, norm, and users' awareness. Ghavifekr et al. (2016) also described that poor network connection and the lack in the main development of infrastructure were the critical challenges of e-learning system adoption in developing

¹⁶ Crawley, Fewell, and Sugar. Researcher and Researched: The Phenomenology of Change from Face-to-Face to Online Instruction. (The Quarterly Review of Distance Education, 2009), 165-176.

¹⁷ Putri, E. R. *EFL Teachers' Challenges for Online Learning in Rural Areas*. (TEFLIN National Seminar, 2021), 402-409.

countries. Another research also presented system features, internet connection, and computer skill that inhibited the successfulness of the e-learning system. Despite these efforts, none of these studies had investigated the actual challenges users face during the e-learning system. However and according to Al-Khasawneh and Obeidallah (2019), the e-learning challenges still exist, and that caused learners to become reluctant to use it in Jordan.¹⁸

B. Teacher-Student Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a mutual effect on each other. Theories of communicative competence highlight the importance of interaction as human beings use language in various contexts to negotiate meaning, or in other words, to get the thought or feelings out of one person's head and into the head of another person and vice versa. From the explanations, classrooms should be interactive. Rivers stated that through interaction, students can enhance their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks' participation, or dialogue journals. In interaction, students can use all they have of the language or all they have learned or

¹⁸ Lukas and Yunus. *ESL Teachers' Challenges in Implementing E-learning during Covid-19*. (International Journal of Learning, 2021), 330-348.

casually absorbed in real-life exchanges. Even at an elementary stage, they learn in this way to exploit the elasticity of language.¹⁹

Teachers can play many roles in the course of teaching. Just as parents who are called upon to be multiple roles for their children, teachers cannot be satisfied with only one role. Teacher roles are often best described in the form of metaphor: teacher as manufacture, teacher as doctor, teacher as judge, teacher as gardener, and others. Brown stated another set of metaphor to illustrate several possibilities of teacher roles, some of which are more conducive to create an interactive classroom than others.²⁰

After that, Nartiningrum and Nugroho (2021) found that teachers have several challenges delivering the lesson during online teaching because they cannot face their students directly just as in traditional class, then sometimes they think whether students are able to follow the online teaching activities. Teachers feel that few minutes run out because numerous students join the online class lately, and sometimes teachers have to wait for a long time due some students do not respond. Another challenge faced by teachers especially in small cities is the unstable signal of internet connection that is not as good as in big cities. Besides, some teachers also must rearrange the lesson plans or adjust the lesson plan.²¹

¹⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* Second Edition, (London: Pearson, 2002), 166-168.

²⁰ Ibid.

²¹ Nartiningrum and Nugroho. *English Teachers' perspectives on Challenges, Suggestions, and Materials of Online Teaching Amidst the Global Pandemic*. (IJEE, 2021), 101-119.

C. Teaching Strategies

Focusing on the principles of online courses should be learner centered. Collaboration with peers is another strategy to enhance learning and engagement in online courses. Content should include collaborative activities which have corresponding rubrics detailing criteria for interaction and engagement. Niess and Gillow-Willes stated that the best practices recommended for developing content in an online course not only combine the collaborative activities and reflective activities, but also combine those activities with clear assessment criteria, and the integration of technology.²²

Applying course redesign strategies is another effective way for instructors to appropriately transition their face-to-face courses to online courses and successfully integrate technology into the online courses. Furthermore, course redesign reduces cost and raises retention rates. Aligned with principles of andragogy, course redesign strategies support the use of interactive learning in online settings with the use of multimedia tools. The incorporation of online tutorials, automated feedback, small discussion groups, and a supportive learning community to assist students in content mastery are the key components of course redesign. While the environment is different, overarching best practices for instruction are similar for both online and face-to-face courses. Miller presented six principles for effective instruction. They include peer-to-peer interaction, active student participation in teaching

²² Rochyani Lestyanawati and Arif Widyantoro. *Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System during COVID-19 Outbreak*. (CLLiENT Journal, 2020), 71-82.

process, concern on practices and students' effort, personalization to the individual student, variety, and then concern higher thought processes. Miller reviewed additional strategies to consider when teaching online courses that are not factors in face-to-face courses. Teachers must consider how to incorporate the use of synchronous activities as online courses usually follow an asynchronous model. Assumptions cannot be made regarding students' ability to use technology in a course.²³

Effective teachers are teachers who can figure out what materials they want to deliver as well as how they practice it in classroom, so that students are able to get the new skill and knowledge or information and use them in students' real life. Those types of teachers recognize that students' learning process is not only listen to their teachers thus teaching process does not mean teachers just talk in front of classroom. Not only that, effective teachers are able to avoid demeaning of their ideas or information delivered, and can make decisions to motivate students, then are able to resolve pitfalls of excessive authoritarianism and permissiveness. Teachers should concern about the use of resource in terms of time, space, and equipment, the interactional pattern observed in lesson, and the tactic and strategy used by a teacher and learners when the method is being used.

To know the further insight how teachers should teach, Crowl, et al. suggest ten characteristics of teaching strategies applied by effective teachers,

²³ Miller, *Minds Online: Teaching Effectively with Technology* (Cambridge: Harvard University, 2014), 112.

namely starting each new lesson by previewing the last lesson, stating the objectives of the lesson before the teaching learning process, transferring new material gradually, giving clear instructions and explanations, providing much time for students to practise, giving numerous questions, conducting warming up activities, giving feedback and correction, providing explicit instruction for seatwork, and carrying out test weekly and monthly.²⁴

From the explanations above, it can be suggested that all teachers for each subject are required to find appropriate strategies of presenting new learning content in ways which engage learners, which make connections with previous learning, which present content at a comprehensible and learnable rate, and which provide opportunities for learners to master lesson content through processes such as analysis, reflection, application, and practise.

D. Theoretical Framework

Teachers can play many roles in the course of teaching. Just as parents who are called upon to be multiple roles for their children, teachers cannot be satisfied with only one role. Teacher roles are often best illustrated in the form of metaphor: teacher as manufacture, teacher as doctor, teacher as judge, teacher as gardener, and others. Brown stated another set of metaphor to illustrate several possibilities of teacher roles, some of which are more

²⁴ Lestiyawati and Widyanoro, *Outbreak*, 71-82.

conductive to create an interactive classroom than others. Below are the several possibilities of teacher roles.²⁵

1. The Teacher as Controller

A role that is sometimes expected in traditional educational institutions is that of “master” controller, always in charge of every moment in the classroom. Master controller determines what students do, when they should speak, and what language form should they use. Something students do can be listening, writing, speaking, and reading activity. Then, teachers also determine what students speak or do an oral communication. Oral communication involves students are able to initiate conversations, nominate topics, ask questions, and control questions. Not only that, teachers can often predict many students’ responses because everything is mapped out ahead of time. Response refers to something said or done in answer, reply or reaction (Bennet, 1975 in Sumilia et. al. (2019)).²⁶ Response also refers to a result of a stimulus. One of stimulus in teaching process can be defined as questions. There are many types of questions given by teachers, include procedural, convergent, and divergent question. The first, procedural question, is a question usually given by teachers to do assignment(s). The second, convergent question, is also called “yes or no” question. The last, divergent question, is usually also

²⁵ Brown. Pedagogy, 166-168.

²⁶ Sumilia, et. al. *Students’ Responses Toward Teachers’ Questions in Senior High School 8 Bengkulu*. (Journal of Applied Linguistics and Literacy, 2019), 108-121.

called open-ended question which needs more thinking and longer answer.²⁷

In some aspects, controlling the students' activities seems marvelous. But for creating the interaction with students, the teacher must create a good atmosphere at class in which spontaneity can develop students' skill and knowledge, in which unrehearsed language can be performed, and in teacher gives students freedom to express their skill makes it impossible to predict everything students will do or say.

2. The Teacher as Director

Some interactive classroom time can legitimately be structured in such a way that teacher is like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is a teacher's job to keep the process flowing smoothly and efficiently. The ultimate motive of such direction, of course, must always be to enable students eventually to engage in the real-life drama improvisation as each communicative event brings its own uniqueness.

3. The Teacher as Manager

Manager metaphor describes a role where a teacher plans lessons, modules, and courses, and who structures the larger, longer segments, of classroom time. Even though the planner of lessons is the teacher, teacher also must permits all students to be creative within those parameters. Manager or successful corporation, for example, retain control of certain

²⁷ Ibid.

longer objectives of the company, keep employees are being in line with the goals of the company, ask the employees to participate in ongoing evaluation and feedback, but also offer the employees freedom to finish their works in their own individual areas of expertise. A language class should not be markedly different.²⁸

A teacher's role who plans lessons means teacher makes lesson plan that consists of goal(s), objectives, materials and equipment, procedures, evaluation, and extra-class work. A teacher should be able to identify his/her overall purpose or goal that s/he will give effort to achieve by the end of the class period. Then, objectives mean what teacher wants his/her students to gain from the lesson. A teacher also must know what they need to take in classroom, or to arrange what they have to have in classroom. Something a teacher should arrange or have in classroom is involved in materials and equipment. Besides, a teacher should set a guideline of procedures in lesson plan. Procedures include guideline for opening or warm-up activity, main activities, and closure. In the end of class period, a teacher should be able to determine whether their objectives have been accomplished by giving evaluation.

4. The Teacher as Facilitator

As less directive role might be referred as facilitating the process of learning, ease students in process of learning: helping them to unblock the roadblocks, being the bridge between students and knowledge, to negotiate

²⁸ Brown. Pedagogy, 166-168.

rough terrain. The facilitating role requires that you step away from the managerial or directive role and permit students, with a teacher's guidance and gentle prodding, to find their own pathways to success. A facilitator capitalize on the principle of intrinsic motivation by permitting students to discover language through using it pragmatically, rather by telling them about language.²⁹

5. The Teacher as Resource

In the fact, the implication of the resource role is that the students take the initiative to come to the teacher. You are always be there for when students seek it for giving advice and counseling. It is of course not practical to push this metaphor to an extreme where a teacher would simply walk into a classroom and say something like, "Well, what do you want to learn today?". Some degree of control, of planning, of managing the classroom is essential. But there are appropriate time when a teacher can literally can take literally a back seat and allow the students to proceed with their own linguistic development.

E. Previous Studies

There are several studies in the same field with this study namely English teachers' challenges or problems and their problem solving during teaching in Covid-19 pandemic situation. The first example is a research conducted by

²⁹ Ibid.

Escobar and Morrison in their study entitled “Online Teaching Placement during The Covid-19 Pandemic in Chile: Challenges and Opportunities”. Some teachers stated that it felt strange since they shared worksheets every month, yet they did not know whether students were really learning or not. They found that the most challenging things that participants faced during online teaching were the lack of direct interaction with school learners, the lack of live teaching, and a challenge related to working rurally from home considering all the possible distraction in the household. In addition, Adnan and Anwar also stated that if school-based teacher educators are not familiar with virtual teaching, it is unlikely that they will be able to guide students teachers. A more collaborative and sustainable approach and strategies to carry out online teaching would strengthen the education.

The second study came from Adnan and Anwar found that 78.6% of Pakistani higher education students feel that face-to-face interaction with a teacher is important for learning and also distance learning. The major challenges that the students faced were lack of access to internet facilities, and lack of worth interaction and contact with students and teachers. The sudden change from face-to-face learning unto online or distance learning has resulted in different learning experience for students. Moreover, students from underdeveloped areas such as, Chitral, Balochistan, and Gilgit-Baltistan were deprived of internet facilities. Adnan and Anwar concluded that online learning could not produce effective results of learning in underdeveloped countries like

Pakistan, since most numbers of students were unable to access internet since they have issues in technical and monetary aspect.³⁰

Besides, Hebebei et. al also examined 20 students and 16 teachers' point of views on distance education during Covid-19 pandemic. There were many teachers gave opinion that distance learning was successful. Not only that, there were also many teachers gave opinion that distance learning could not be as effective as school, but it was important for students to continue their education life. Then, the main problem they faced was interaction and productivity problem. Technical and infrastructure problems are also the problem that teachers faced during distance learning. There were students who could not access internet since they live in rural areas, which lead to inequality of getting education. 57.14% of students stated that distance learning was useful, but not as much as school. They stated that it was the best way that could be done in this condition.

The next study focusing on the teachers' challenges and strategies during teaching online during Covid-19 pandemic was examined by Lestiyawati and Widyantoro. The study showed that 69.7% of 55 numbers of Junior and Senior High School teachers in Indonesia had capability to access technology, but 66.1% of the participants found difficulties in explaining the materials.³¹ The school facilities gave a contribution to help teachers to conduct e-learning. Mostly students and teachers were given facilities of free internet quota from

³⁰ Anwar. Perspectives, 45-51.

³¹ Widyantoro. Outbreak, 71-82.

school, even though some of them managed to facilitate internet quota by themselves. Even they were provided by internet quota facilities from schools, 85.7% of teachers got frustrated in explaining materials during distance learning because it was not easy to ensure students understood the materials. Thus, some of them only gave assignments to students.

The next study focusing about teachers' challenges in teaching during Covid-19 pandemic was conducted by Atmojo and Nugroho in 2020. Their study showed that teachers found difficulties in conducting materials because some of them only use low technology application since the students suffer from the lacks of facilities and also since the teachers have lacks of experience and knowledge in practicing the distance learning. Another problem was teachers could not give personal feedback to the students because the allotted time was still not enough and numbers of students collected their assignments lately. The next problem was students had unstable internet connection, and the lack of smartphones causing teachers could not practice an interactive online learning. Thus, teachers only used applications which did not need much internet quota and could still run in slow internet connection, as like Google Classroom, Google Form, and WhatsApp.³²

Even though online learning was tremendously being used worldwide, it persisted as a challenging problem for various levels of education. As asserted by Eltahir in Lukas and Yunus (2019), cited some problems of online learning

³² Atmojo, A. E. P., & Nugroho A. EFL Classes Must Go Online! Teaching Activities and Challenges during Covid-19 Pandemic in Indonesia. (IAIN Salatiga Journal, 2020), 49-76.

adoption. Those problems include technology that obstruct the learning process of learning flow effectively, self-competencies, norm or cultural challenges, and course challenges. Nevertheless, these problems could be very different for one country and others depend on their geographical location, norm, and users' awareness. Ghavifekr et al. (2016) also stated that the significant problems of transferring from face-to-face classroom into distance learning in developing countries were the poorness of network connection and lacks of infrastructure development. Another study also found that internet connection, system features, and computer skill inhibited the successfulness of the online learning system. Despite these efforts, none of these studies had investigated the actual challenges users face during the online learning system. However and according to Al-Khasawneh and Obeidallah (2019), the e-learning challenges still exist, and that cause learners to become reluctant to use it in Jordan.³³

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³³ Lukas and Yunus.

as in big cities. Besides, some teachers also must rearrange the lesson plans or adjust the lesson plan.³⁴

³⁴ Nartiningrum and Nugroho. *English Teachers' perspectives on Challenges, Suggestions, and Materials of Online Teaching Amidst the Global Pandemic*. (IJEE, 2021), 101-119.