CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous research and theoretical framework. The framework describes some information related to online teaching English activities and COVID-19.

A. Theoretical Framework

1. Teaching English

Ball and Forzani (2009) define teaching as the way of helping people learn something worth, daily activities, and moral. Based on the definitions, it can be concluded that teaching means an interactive process of helping the students to learn particular things. This process is intended to give the students information, knowledge or skill. Sanjaya (2020) stated that teaching is part of learning activities in which the role of the teacher is more emphasized on how to design or arrange various sources and facilities available to use by students. Teaching is the process to give information to students, transferring knowledge, message, or skill to the student, and at the moment there also occurs interactive process between teacher and students.

2. Teaching English As foreign Language

Language is a system of vocal sounds and combination of such sounds to which meaning is attributed, used to the expression or communication of thought and feeling (Michael, 2002) While Hornby (1987) states that language is human and non-intensive method of communicating ideas, feelings and

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desires by means of a system of sounds and sound symbols. It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean.

According to Harmer (2004), English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country. It means that students learn English and only have chance to practice it every time in their daily activities school or university. Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school (as local content) up to University. It is expected that the students should have the ability or knowledge of English which can be used to communicate. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill.

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand (Brown, 1994). It means that teacher have to make the students feel comfort

and interest in studying subject especially English by using a creative technique so the students will focus on learning process.

The conclusion of explanation above, it is clear that by learning English students are expected to be able to apply their English skill for International communication. In teaching, especially teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

3. **Teaching Steps**

a. **Planning**

Planning is the earliest stage and determines all learning activities, therefore planning has a major role in an activity to be carried out. According to Harjanto (1997) subject matter is within the scope of the curriculum content, therefore the selection of course content must be in line with the criteria used for the content of the curriculum in the field of study concerned. In this case, it is necessary to formulate the main learning material that will be given to students in accordance with the types of learning activities that have been determined.

Based on the above opinion it can be concluded that planning actually contains aspects such as students as individuals who have an adequate level of readiness, decision-making steps, certain goals to be achieved, ways or

actions to be taken, how to assess student learning outcomes, and what which must be required in an effort to achieve goals. Teaching planning is made to anticipate and predict what will be done in teaching, so as to create a situation that allows for an innovative learning process in an effort to achieve the expected goals.

b. **Process**

The teaching and learning process is the core of the overall education process with the teacher as the main role holder. Because the teaching and learning process contains a series of actions by educators or teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process to take place. Interaction in teaching-learning events has a broader meaning, not just a relationship between teachers and students, but in the form of educational interactions. In this case, it is not only the delivery of messages in the form of subject matter, but also instills attitudes and values in students who are learning (Ahmad Rohani, 2009).

There are generally three categories of teaching process: presentation strategies, action strategies and inter-action strategies. None of these methods are inherently better than the other but are selected depending on several factors such as learning outcomes, learning environment, and experience of the teacher, and maturity and readiness of the learners.

Presentation strategies are methods most commonly associated with teaching. Examples are formal and informal lectures. These are generally used in larger settings such as an auditorium or other large classroom, when a large amount of information must be presented in a limited time, or when learners need to be provided with basic information. This method commonly involves one-way or limited two-way communication. The responsibility is heavy on the teacher to communicate content. Learners are mostly passive in the learning process.

Action strategies are those that allow learners to be physically as well as intellectually involved in the learning process. Examples are physical skill building activities, simulations, and role playing. These allow learners to engage multiple senses in the learning process and facilitate long-term retention and observable mastery of content.

Interaction strategies are teaching methods that rely heavily on discussion and sharing among teachers and learners. Examples are discussion classes, panel discussions, brain storming, problem solving, forums, and committee activities. These activities require learners to be directly and actively involved in the learning process. Like action strategies, interaction strategies engage multiple senses and facilitate long-term retention and mastery of content. The teacher guides the learning process and may engage on an equal level with learners.It is also advisable to consider using a combination of these methods. For example, if the class

is on evangelism, instruction might begin with an informal lecture on the importance of evangelism and an overview of various methods. It could then involve a guided discussion or panel discussion to gain insight into learner's acceptance of the importance and their view on preferences for a given method. Finally, students can gain skills by role playing.

There are five-step cycle to be implemented in classroom to improve the learning process. Those are prior knowledge, presenting new material, challenge, feedback, and repetition (Bell, 2020). Prior Knowledge is the knowledge the student has prior to you starting the topic. Our understanding of how the brain makes memories tells us that your student can only understand what you are telling them if they can link it to something they already know. This means that assessing your students' prior knowledge is a vital first step to ensure your words do not 'fall on deaf ears'. If you find that prior knowledge is missing, repairing this is an important first step in their learning.

The next step is presenting new material. It should be done by the teacher when they have finished explaining the material. This step includes methods and important considerations to use when presenting new material to your students. These includes, recognising the Working Memory limit to ensure that you do not overload your students with too much new information at one time. Than, linking to Prior Knowledge to help students make connections which lead to good long-term memories. Next is using a

Multi-sensory approach to make use of more parts of your students' brains for learning, giving your students an Advance Organiser to help them see the big-picture of your topic as you teach the detail, also linking Abstract ideas to Concrete Examples to enable students to understand the more difficult ideas you teach.

The next one is challenge. These are ways to set your students tasks which are most likely to make their learning of the new material effective. First is to know what the task is, you can use Modelling and Worked Examples to show what a good answer or product would look like. Than, you can set tasks which are not just words by setting Graphical and other Non-linguistic tasks and you can get your students to improve their planning, monitoring and evaluation using Metacognition. If students work effectively in groups, Cooperative or Collaborative methods are effective to promote thinking. Last is thinking tasks, such as problem solving and hypothesis testing can deepen your students' knowledge and consolidate the surface thinking.

After finishing the previous steps, it is the time for the teacher to give feedback to the students. It is the method to show the student how to improve. Note the importance that they implement the feedback, not simply receive it. There is no 'best' way to give (and receive) feedback. You could give it verbally or written. Students get feedback by marking their own (or another student's) work.

The last step is repetition. This is the method in which give the student the opportunity to develop long-term memories by revisiting the new material over time. The evidence, both from the classroom and from neuroscience, is that spaced repetitions are vital to create long term memories. This means that it is not so much the individual teaching methods that are important, it is whether the student has been taken through the Learning Cycle.

c. **Evaluation**

Learning evaluation is an integral part of the learning process, meaning that learning will involve three activities, namely planning, implementing and evaluating. Measurement, can be defined as an activity to "measure" something. Measuring is comparing something with or on the basis of a certain measure. Appraisal means, judging something, while judging means: making decisions about something based on oneself or adhering to a certain measure.

According to Sugandi (2006) "teaching evaluation is a component in the teaching system, while the teaching system itself is an implementation of the curriculum, as an effort to create classroom learning". Meanwhile, according to Hamalik (2010) "the evaluation process is generally student-centered, this means that evaluation is intended to observe student learning outcomes and seeks to determine how learning opportunities are". From the two opinions above, the evaluation is intended to observe a teaching

process, which includes the role of the teacher, teaching strategies, curriculum materials, and learning principles applied to teaching. That is why evaluation occupies an important position in curriculum design and teaching design. In evaluating learning outcomes it is required to thoroughly evaluate students, both in terms of their understanding of the material that has been given (cognitive aspects), as well as in terms of appreciation (affective aspects) and experiences (psychomotor aspects).

4. Online Teaching

a. The Definition of Online Teaching

Online teaching or distance learning is utilizes technology that connects teachers and students. Online teaching can make it easier for teachers to make students learn more broadly and varied. Through technology, teachers can teach and explain learning materials anytime and anywhere without being limited by distance, space and time. The material in online learning provided by the teacher is more varied, such as visual, audio, and motion. The use of online media depends on the structure of the learning material and the type of communication required. The advantage of teaching online is that it is fun, it can create student interest in online programs. By accessing the web, students can develop the necessary computer skills, that way, students can study anywhere at any time. Online learning in Indonesia begins to be felt from the independent learning process through the tasks given. Independent

learning emphasizes learning through all sources that can support this learning. Through distance learning, the government can solve the problem of equal distribution of education for all individuals. (Mammatah, 2016)

b. **Forms of Online Teaching**

The types of E-learning availability, it is further classified into two forms, synchronous and asynchronous.

1) **Synchronous**

This form is done in real-time with an instructor facilitating live discussions and lectures with students in the learning process. Participants log in at a set time and interact directly with the instructor and with the other class participants (Kalpana, 2010 in Mamattah, 2016). This form is facilitated by electronic media that capable to handle many people in the different places at the same time. Based on Littlefield (2018) synchronous is more structured teaching strategy, where the courses are scheduled at specific times and in live virtual classroom settings. In this way, students benefit from real-time interactions, hence get instant messaging and feedback when needed. Moore &Kearsley (in Sun, & Chen, 2016) defined that synchronous learning refers to teaching and learning that happen at the same time, both of which are conducted through technologies such as Internet. The most common application that is used in synchronous teaching in

Covid-19 pandemic are Google meet and Zoom applications (Ironsi, 2021).

2) **Asynchronous**

Asynchronous is teaching and learning that do not happen at the same time (Moore &Kearsley, 2011). In asynchronous, the students cannot get instant feedback and message. Additionally, the learning content is not provided in live classes, but rather on different learning management systems or forums (Littlefield, 2018). This form enable students from different time zone can be participate on the "class". Based on Kalpana (in Mamattah, 2016) this form of learning links participants to referenced materials instead of live, real time instructors. This form of learning is more flexible than synchronous learning. This flexibility gives participants a variety of options, allowing them to learn at their own pace and in their own time (Kocur&Kosc, 2009).

From the definition above, it can be concluded that both of synchronous and asynchronous is the form of learning that facilitated by using technologies and internet connection without physical presence. Furthermore, the students can choose the form of learning that suitable to them. Students who want to interact directly with instructors or other students, could choose synchronous learning. The students who do not need to interact directly but only want to acquire the knowledge, they can choose asynchronous learning. Which is they can learn at their

own pace, that is not in. Whatsaap is the most common application used in asynchronous learning because it connects the teacher and students thorugh group chat. It commonly used by the teacher and students to share the information, link, and teaching material int he form of picture or document (Kholis, 2020).Other platform that is used to share the link of assignment and test is Google form. It is frequently used by the teacher as the platform for CBT or Computer-based test to assess the students in the middle or even final examination (Mobo, 2020).
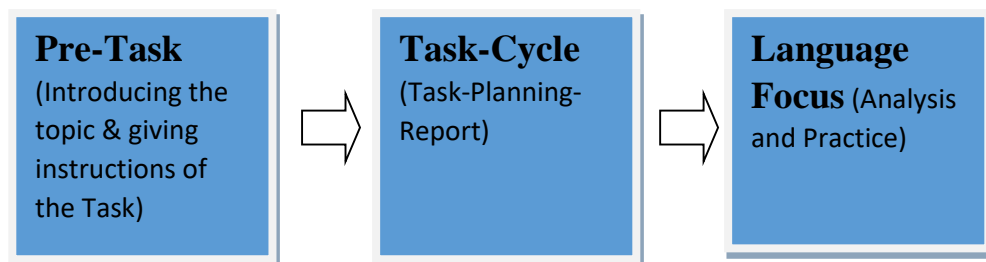
5. **Task Based Learning**

Definition of Task Based Learning (TBL) is a teaching method which in the learning is discussed around meaningful task completion. In the TBL, the main focus is the use of authentic language for communication. The TBL is applied to find solutions to certain problems such as lack of learning motivation in students. Nunan (1989) states that TBL aims to find solutions in teaching and learning. This means that using the TBL was help overcome their problems in the teaching and learning process by doing assignments. Then, Wasis (1996) advocates the use of assignments as the main focus of language classes, claiming that assignments create support in learning. Often, when faced with various problems, language teachers look for something that can be a renewal in the classroom; the problem is generally caused by a lack of student motivation in learning. Using the TBL method can enhance their learning,

because the TBL task encourages student involvement and causes a significant improvement regarding their language performance.

The TBL framework consists of three main phases, providing three basic conditions for language learning (Wasis, 1996). Among them are preassignments, duty cycles and language focus. First is pre-task, introduce classes to topics and assignments that activate words and phrases related to the topic. Second is task-cycle: offers students the opportunity to use whatever language they already know to carry out the assignment and then improve their language under the guidance of the teacher while planning their report on the task. The duty cycle offers students the holistic experience of the language used. There are three components to the duty cycle is tasks, the ttudents use the language they are good at work together in pairs or small groups to achieve the task objectives. According to Wasis, tasks are of six kinds ; Problem Solving, Listing, Ordering and sorting, Sharing Personal Experience, Creative tasks and Comparing, next is planning, the role of the teacher here is as a language advisor. Learners plan their reports and take advantage of their learning opportunities. Last is report, the natural condition of the duty cycle. At this stage the students tell about their findings. So the report phase gives students a natural stimulus to improve and improve their language.

Third is language focus that allows closer study of some specific features occur naturally in the language used during carrying out the task. Learners examine the forms of language in the text and look in detail at the use

and meaning of lexical items that they have noticed (Wasis, 1996). Focus language has two components: First is analysis, the activity of analysis draws attention to surface forms, realizing the meaning that students have understood during the duty cycle so that it helps them to systematize their knowledge and broaden their understanding. Second is practice, practical activities are based on language features that have occurred in previous texts and transcripts or in features just learned. The process for implementing this approach can be seen from the framework as follows:

Pre-Task (Introducing the topic & giving instructions of the Task)	⇨	Task-Cycle (Task-Planning-Report)	⇨	Language Focus (Analysis and Practice)

B. Previous Study

The first research was conducted by Nova Irawati Simatupang, et al. (2020) concerning "Implementation of Online Teaching During the Covid-19 Pandemic with a Survey Method" with the result that extra effort from the government and all parties concerned is still needed so that teachers are accustomed to using technology in the learning process. In addition, the facilities and infrastructure for the implementation of online learning also need special attention from government and related parties. The similarity between this study and the author is in the same variables, namely the implementation

of online learning during the Covid-19 pandemic. The difference between this study and the author is the place and time of research, in this study using survey and questionnaire methods in data collection, while the author uses observation data collection techniques, interviews and documentation.

The second research was conducted by Nadif Ulfia, 2020 on "Online Learning during the Covid-19 Pandemic: Students' Reflections", with the results of the conditions of facilities and infrastructure by students and teachers, it is sufficient to describe the readiness of implementing online learning. The similarity between this study and the author is the variable to be observed, namely the implementation of online learning during the Covid-19 pandemic. While the difference with the author is the time and place where the research was carried out, the object of research in this study is junior high school students, while the author examines high school students.

The third research was conducted by Wahyu Aji and Fatma Dewi (2020) "The Impact of Covid-19 on the Implementation of Online Learning in Elementary Schools". This study discusses the implementation of online learning at home for elementary school students as a result of the Covid-19 pandemic. The results in this study indicate that the impact of Covid-19 on the implementation of online learning in elementary schools can be carried out quite well if there is cooperation between teachers, students and student's parents in studying at home. The similarities of this study are reflected in the research design, namely the same using qualitative methods. The differences in

this study are in place and time and the object of research, namely elementary school students, while the author examines high school students.

The fourth study conducted by Redita Wiguna, et al, 2020 about "Analysis of Online (Online) Student Learning Process in Elementary Schools During the Covid-19 Pandemic", with the results of the implementation of online learning at SDN Brawijaya School experiencing several obstacles and not running effectively, especially in grade 1, because not all students understand and carry out the learning process in accordance with the directions given by the teacher. The similarity between this research and the writer is in the observed variables, namely the implementation of online learning. The difference between this study and the author is the time and place of research, and in the research subject where the study examines elementary students while the author examines high school students.