

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter present the relevance of online learning carried out by students in SMAN 1 Kediri as evidenced by fact or findings from several reliable sources of previous research.

#### **A. Some Pertinent Ideas**

##### **1. The Concept of Social Media**

In this part the researcher tries to explain the definition of social media, the characteristics of social media, the role of social media in human society, the types of social media, and social media for academic purpose.

##### **a. The Definition of Social Media**

Nasrullah (2017) said that social media is an internet medium that many social media users use to introduce themselves, interact with other users, exchange information and daily activities, and discuss and form virtual social connections. Social media consists of two words: media and social. According to KBBI Media, what is a communication tool or medium. Social, on the other hand, means relating to the community or caring for the public good (helping, giving, etc.). Thus, social networks are viewed in terms of language, which is a tool or means used for the public good.

According to Liu (2010), the definition of social media is a tool that users use with each other to exchange (share), collaborate (collaborate) and act with each other. And all these actions transcend institutional or organizational structures. Meike and Young in Nasrullah (2015) define social media as a fusion between the exchange of information between individuals (one-to-one sharing) and face-to-face communication that can be shared with anyone without public media. Nasrullah (2017) defines social media as a collection of software that allows individuals and communities to gather, share, communicate, and in certain cases collaborate or play with each other. Social media has the power of user-generated content (UGC) where content is generated by users, not by editors as in mass media agencies. According to the Oxford Dictionary, social media are websites and applications that allow users to create, post or interact with social network.

Social networks are now playing an important role in our lives. Initially, social networks were used only for communication and interaction between users. Social media is used for a variety of purposes, including sharing and learning knowledge, social events, sending out invitations, and selling online. With the rapid development of technology in cyberspace, many new social networking applications are appearing. Several social media sites like Facebook, Twitter, Line, Instagram, WhatsApp are now accessible by any smartphone connected to the Internet and can be

accessed anytime, anywhere, increasing the flow of information more important and faster. The rapid development of social media is not only happening in developed countries but also in developing countries like Indonesia where there are a lot of people using social networks and this rapid growth has can replace the role of traditional media in delivering news or information.

Based on the understanding described, the authors believe that social media is an information and communication technology on the Internet and it is known that most people use it for entertainment or to facilitate daily communication and information exchange.

#### **b. The Characteristics of Social Media**

Media that is often used by many people to communicate and exchange information clearly has characteristics, limitations, and special characteristics of the media. Nasrullah (2017) states that there are some characteristics of Social Media:

##### **a. Network**

The characteristic of a network owned by a social network formed between each user is that the network is mediated by technological devices such as mobile phones, computers and tablets to form communities such as Instagram, Facebook, Line, Twitter, etc. To allow users to interact from one user to another.

b. Information

Information for all users of a social network is always created and disseminated by all users. Indeed, a social network is essentially a place where human activities are directly posted by the users of the social network. Therefore, users can also interact with them based on the information they receive or usually called network society .

c. Archive

Social media has an archiving feature that explains that all information stored by social media users will not be lost, so it is always accessible and available on any device. For example, if a Facebook user uploads a photo or video, the uploaded information will not be lost over time, day, month, or year.

d. Interactivity

Interaction between users is an important factor in social media. People with social networking accounts not only develop friendships by increasing the number of followers or simply registering on the internet, but there must also be interaction between these users. For example, sending messages to other users or commenting on other users' posts, or likes on Facebook or likes on Instagram.

e. Social Simulation

Social media is a place where users can interact with others. Therefore, like a country, social networks have rules

and ethics that users must obey. Interactions that occur on social media can describe real conditions, but sometimes these interactions are different simulations.

f. User Generated Content

User generated content is a social media feature created by the users of the social network themselves, on the other hand, other users can view the generated content at the same time. Due to this content, social network users can also interact with each other in the online space.

g. Shared

Social media dissemination is a characteristic of social media that demonstrates that social media users can not only create and view content, but also disseminate the information they receive through content that is provided only in the form of opinions or facts.

**c. The Types of Social Media**

It is undeniable that people's lives today have frequent access to social media in every activity and everywhere. Start by searching for the latest viral information, doing business, or simply looking for entertainment. Nasrullah (2017) states that at least there are six big categories to determine kinds of social media:

a. Social Networking

Social Networking is the most popular medium. These media are tools commonly used by users to establish social relationships, including the consequences or effects of these social relationships in the virtual world. The main function of social networking sites is that each user builds a network of friends through the opportunity to meet each other in the real world (offline) or form new networks of friends with users they already know. Examples of popular social networks that commonly used include Facebook and Instagram.

b. Blog

Blog is a social media that allows users to upload daily activities, comment and share with each other, both other web links, information and so on. In the beginning, a blog was a form of personal site that contained a collection of links to other sites that were considered interesting and updated every day. In subsequent developments, there are many journals (personal daily writings) of media owners and there is a comment column that users can fill in. For examples are WordPress and Blogspot.

c. Micro-Blogging

Same with journals online(blogs), microblogging is a type of networking site social where users can write and post their

actions or opinions . The most example of microblogging common is Twitter.

d. Media Sharing

Media sharing is a type of social media that allows users to share media, ranging from documents (files), videos, audios, images, etc. Users can also interact with the others user's content by commenting on it. Examples that popular of this media is Youtube, Instagram, Snapchat.

e. Social Bookmarking

A social network, commonly known as an aggregator and curator, is a place to store, manage and research certain information or news. In Indonesia, it is better known as Beritagar site.

f. Wiki

This social network is a website whose content is the result of collaboration between users. Like dictionaries and encyclopedias, wikis provide users with insights, history, links to books, or single word links. In fact, this statement was made by the visitor. This means that all visitors work together or collaborate to complete the content of this website. The example of this site is Wikipedia.

#### **d. The Role of Social Media**

The development of information and communication technology in the current global era has brought many changes in the main fields of communication. Different social media applications with different features and looks are becoming a new and important phenomenon among people from different countries (Rerung, 2021). Therefore, it is not clear that children, youth, and the elderly have any of their social media accounts. When reporting from a website, social media has several roles:

a. To socialize with the other

Social media allows people to connect with friends and family who are far away. In addition to other regions, social media can connect people with people from other countries. In this way, people can still easily receive news from friends or family.

b. For online business

As we know, social media offers people in online businesses the opportunity to sell their products through social media. Online shop revenue is also increasing because it is easy to find products in the online shop.

c. To get information or the latest news

With the help of social media, users can get the latest news and information in different areas like sports news, politics, gossip, education and many more. What is more interesting is



the content posted on the social network such as video, audio, images and text. So social networks are more popular than newspapers and magazines.

d. Entertainment Facility

The advantage of social networks is not only as a means of communication and information research, but also as a place of entertainment. With various interesting and challenging features, users use it as a place to chat, watch funny videos or just relax while playing games.

e. Popular place facility

Social media features may display photos and videos allowing some users to promote themselves. By posting profile pictures and uploading statuses that can attract the attention of many people, users will gain more followers.

f. Promotion facility

Social media can be used not only for doing business online, but also as a place to promote products to be sold. Simply online businesses only need to take a photo of their product and provide a description of the product, the product being sold will appear in feeds or on other people's home pages. This is more efficient and time-saving than promoting your product in a flyer.

g. A place to reminisce

Social networks are not only a place of interaction between individuals, but can also create groups that are used by many people. Many people turn it into a nostalgic place with old friends like classmates.

h. A place to complain and express opinions

Social media can be used as a place to share all kinds of things like sadness, happiness, annoyance, emotions that all these users experience when they post status or captions on uploaded photos.

i. A place to make new friends or soulmate

Social network users create accounts to make new friends, and some people find soulmates through social networks. Chat allows users to meet other people in different places.

j. Asking for help facility

All information in social networks can be used by different users in different fields. As a result, many users are collecting donations through social media. Users can encourage their followers to donate to people in need or in disaster.

**e. Social Media for Academic Purpose**

Li (2017), stated that social media opens up new ways to engage students in their active learning. The same idea is expressed by Junco (2011). He argues that if teachers can combine their

personal experiences with learning materials, they can increase their spontaneous learning to achieve their learning goals. And to provide an opportunity to become independent in their research. Active learning here means that students are enthusiastic about learning materials from social media, participate in more forum discussions, and collaborate with friends in the classroom. Another advantage of social media is that it provides both teachers and students with flexibility in terms of time and place of study (Selwyn, 2012). Learning space is no longer a big issue, as learning materials can be published online and any student can see them, ask questions, and discuss with friends. This will improve the learning experience for students (Liu, 2010).

A study by Martunis (2020), which is his own experience have been also selfevident to the advantages of using digital technology in learning. As the pressures on deadlines for assignments, individual and group work projects, seminars, and community life increase, many students quickly forget the little things. However, having a notification on social media would be very helpful.

Next, there are many students of different personalities in the classroom. Some of them are more modest and hesitate to express their thoughts and interact with friends. Social media tools help foster and promote engagement among students, including students with self-confidence problems (Crabil, 2016). Another study found

that social networks are the perfect alternative to expressing ideas and creativity in class when students are discouraged and tired during class (Faizi, 2013).

## **2. The Concept of Learning Media**

This section has explanations grouped as Definition of learning media and function of learning media;

### **a. Definition of Learning Media**

Linguistically, the word media comes from the Latin word for the plural of the word "medium" which means to mediate or introduce. In general, this means anything that can direct information from the source (the informant) to the receiver of the information. In the field of communication, the term media is very popular because people can easily communicate with it without knowing the time, the place. Teaching and learning is also a communication process. The communication process in teaching and learning to achieve the desired goal requires a way to provide information to students. Therefore, for the process of teaching and learning, it is also necessary to use learning media. Learning, on the other hand, is the support that the educator provides to the learner, and there is a process of interaction between the two to acquire science and knowledge so that the learner can learn well.

According to Yaumi (2015), definition of Scanlan learning media is any physical form used by teachers to convey messages to students to facilitate the learning process and achieve the objectives of the learning process. The educational medium itself can be anything that can help convey the material. For example, chalk, photos, videos, slides, computer, Internet, DVD, CDROM and others.

From the various concepts of learning media presented above, it can be concluded that the concept of learning media is a tool or means to communicate easily to students or other informants from various sources from which materials or knowledge can be produced for use by teachers. teaching and learning process. activity.

#### **b. The Function of Learning Media**

According to Pranantyo (2012) in his thesis said there are some function of learning media:

- a. Learning media is very important to make the learning process more effective, because without using learning media or tools to support learning, students will find it difficult to accept the material presented. Therefore, in realizing these learning objectives, it is necessary to have tools such as whiteboards, chalkboards, powerpoints, LCDs, computers, internet, and many other media.

- b. As a learning resource, which means that educators and students can learn from any media such as television, newspapers, modules, DVDs, journals, radio, and other media that can generate knowledge.
- c. Learning materials that contain language symbols and formulas can be presented using media so that students can digest the material well.
- d. Manipulative function, which means that the media can be used to manipulate events, objects, and events. Objects that are originally large can be presented to be small, broad to be narrow, and heavy to be light without changing their meaning and can be used for teaching without having to carry the original object. For example, in geography lessons, the earth is manipulated into a globe or atlas to convey material to students.
- e. Media functions in the psychological field, which can increase the attention (attention) of students, arouse empathy and feelings (affective), make it easier to understand something (cognitive), develop skills (psychomotor), provide encouragement to students to study hard, foster creativity (imaginative), and develop knowledge (motivation).
- f. The media can record information or material delivered in a relatively long time limit and can be reviewed material that has been submitted in a fast time (fixative). By using the media can

also be seen anywhere and anytime and helps the human senses in understanding the material (distributid).

- g. Socio-cultural functions, namely media to build more harmonious interactions between educators and students and minimize gaps due to differences in ethnicity, culture, religion, and race.

### **c. Types of Learning Media**

In this section will be presented the types of learning media which are divided into 2 types;

- a. Types of Learning Media Judging from Appearance

According to Azizah (2018), said that in terms of appearance the learning media was divided into 3:

#### **1. Visual Media**

Visual media is a type of media widely used by educators in the learning process and is well known in the field of education. This visual medium is considered to be the simplest and most important for understanding the material, strengthening memory and facilitating understanding. Because educators learn more and understand what they are seeing. Visual media includes photographs (photos / paintings), sketches, diagrams (concepts, structures, organizations), maps, globes, cartoons, posters,

graphics (tables, charts, diagrams), bulletin boards, flannel boards, and more.

## 2. Audio Media

Audio media is one that emphasizes hearing when using the main system. Hearing aids are expected to be used to awaken students' thoughts, attention, emotions and skills and provide educational materials that enable them to learn and carry out the learning process. Some audio media formats include radio, language labs, gramophone recordings, magnetic tapes, or sound recorders.

## 3. Kinesthetic Media

Kinesthetic media typically require deep insight to properly place educational information and messages, kinesthetic media need a touch to be used and taken action by teachers and students. This kinesthetic environment also requires experience, environment, and mood. Several types of media are classified as kinesthetic media, i.e. dramatization, a learning environment that uses expression and movement. The demo is a learning tool: movement. role-playing games and games; door; impression; public voting.



## b. Types of Learning Media in terms of Use

In terms of the using of learning media devided in to 2 categories;

### 1. Projection Media

Projection media is an educational media equipped with a system that displays data and message content on the screen after sending messages and data to students using a tool called a projector. There are many types of projection media including overhead projectors, film stock, slides, and opaque projectors.

### 2. Non-Projection Media

Non-projecting media is a type of educational media that does not require a projector during the educational process. Therefore, this medium can be used independently by teachers and students without the support of other means and tools. Media types, including non-projecting media, include wall charts (maps, charts, graphs, posters), printed books, and whiteboards.

### **3. Teaching and Learning English as Foreign Language**

In this part the researcher tries to explain meaning, kind of strategies for teaching and learning English as Foreign Language.

#### **a. Teaching English as Foreign Language**

Indonesia one of a country where English is a foreign language. Learning and teaching English can be a challenge for teachers and students in countries that use English as a foreign language, including Indonesia. English is not only a knowledge, but also a communication tool. The teacher must really understand how to teach, and the teacher must provide a fun way for students that is not only entertaining but also easy to reach so that students can benefit from learning English.

According to Hanmer (2010), the idea of using real language in the classroom is to supports students to learn how to use language in their own way and express what comes to mind. This will certainly bring more real-world situations into the classroom and thus make learning activities more meaningful. Importance in language learning. If it doesn't make sense to students, they won't be interested in learning and using it. In order to do this, the teacher must naturally teach how to use it. Students should be free to use real-world materials and real-world situations as well as spontaneous language. Original material stimulates students' creativity when working with language, which can also lead to

spontaneous speech. According to Azri (2014), the providing students with real-world resources motivates them and gives them an idea of what language might look like in real life. They also realize that they are dealing with language in real life and encourage them to learn the language. They believe that language is real, not imaginary.

#### **b. Learning English as Foreign Language**

On the field of learning strategy, Language Learning Strategy (LLS) plays an important role in learning process. Mucalel (2007), stated that learning strategies are conscious, teachable, intentional, self-chosen, and self-regulated thoughts and actions for learning the target culture and language. Language learning strategies are what students discover and implement to achieve their learning goals while studying. Students can choose activities that are easy to learn. For example, some students practice English with friends at school while practicing English with someone who can speak English outside the classroom. Some students read English sentences and practice English while listening to English music. Students use a variety of strategies to improve their English and help them reach their learning goals. The application of learning strategies also affects where students learn to independently control learning in different ways.

Oxford (1990) categorized Language Learning Strategies into six aspects; cognitive, metacognitive, memory-related, compensatory, affective, and social, in which it represents both in direct and indirect toward learners' behavior and activities. Cognitive strategy enables the learner to produce new language materials in direct ways, for examples by doing reasoning, analysis, notetaking, summarizing, practicing structures and sounds formally. Metacognitive strategy is a strategy that is much more related to planning, arranging organizing, and evaluating the materials. Memory-related strategies help learners to learn and retrieve information in remembering through sound, word, images, acronym, rhyming, gestures, and combination from some of them. Compensatory strategy is a strategy where students are guessing from the context they have in listening and reading. Affective strategies cover the activities of understanding learners' mood and anxiety level. Social strategies reveal students' interaction with others (Mucalel, 2007).

### **c. Learning Motivation**

#### **1. Definition of Learning Motivation**

Learning motivation is the entire driving force in students that gives rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so

that the goals desired by the learning subject can be achieved. (Sadirman, 2012).

Motivation and learning are two things that influence each other. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factors are the appreciation, a conducive learning environment, and interesting learning activities. But it must be remembered, both of these factors are caused by certain stimuli, so that a person wishes to carry out learning activities that are more active and enthusiastic. (Hamzah, 2017).

Learning motivation is important for students and teachers. According to Dimiyati & Mujiono (2009), for students the importance of learning motivation is as follows: (1) Awareness of the position at the beginning of learning, the process, and the final result; (2) Informing about the strength of learning efforts, which are compared with peers; (3) Directing learning activities; (4) Encouraging the spirit of learning; (4) Encouraging the spirit of learning; (5) Awareness of a continuous learning and then working journey (among which is rest or play). These five things show how important the motivation is to be realized by the perpetrators themselves. If the motivation is realized by the perpetrator, then something work, in this case the learning task will be completed properly.

## 2. Characteristics of Learning Motivation

According to Dimiyati & Mudjiono (2006) the motivation that exists in each person has the following characteristics:

- a. Diligent in the face of the task (can work continuously for a long time, never stop before completion).
- b. Tenacious to face difficulties (not quickly despair). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved).
- c. Shows interest in various problems.
- d. Prefer to work independently.
- e. Get bored quickly on routine tasks.
- f. Can defend his opinion.
- g. It's not easy to let go of what you believe in.
- h. Enjoys finding and solving problems.

Riduwan (2005) states about indicators in motivation study are as follows:

- a. Perseverance in learning
- b. Tenacious in the face of adversity
- c. Interest and sharpness of attention in learning
- d. Achievement in learning
- e. Independent in learning

If someone has the characteristics as above, it means that those people always have a strong enough motivation. Such

motivational characteristics will be very important in teaching and learning activities

### 3. Kinds of Motivation

Talking about this type or type of motivation can be seen from various points of view. Thus, the motivations or active motives vary. The author takes various kinds of motivation in terms of intrinsic and extrinsic, as follows:

#### a. Intrinsic motivation

What is meant by intrinsic motivation are motives that become active and function without having to be stimulated from outside because inside an individual there is already an urge to do something. If someone already has intrinsic motivation, he will consciously carry out activities in learning and always want to progress so that he does not need motivation from outside himself. This is motivated by a positive desire, that what will be learned will be useful in the future.

#### b. Extrinsic Motivation

Extrinsic motivation are motives that are active and functioning because of external stimuli. Motivation is said to be extrinsic if students place their learning goals outside the factors of the learning situation. Various ways can be done so that students are motivated to learn (Sardiman, 2014)

#### 4. Efforts to Increase Learning Motivation

According to De Decce and Grawford (1974) there are four functions of teachers as teachers related to ways of maintaining and increasing students' learning motivation, namely teachers must be able to excite students, provide realistic expectations, provide incentives, and direct students' behavior in a positive direction. support the achievement of teaching objectives.

#### **4. Methods in Teaching English**

The concept of the learning model according to Trianto (2010: 51), states that the learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management. While the learning method according to Djamarah (2006: 46), a method used to achieve a predetermined goal'. In teaching and learning activities, methods are needed by teachers so that their use varies according to what they want to achieve after teaching ends.

From the learning concept, learning model and method, it can be defined that the learning model is a systematic procedure or pattern that is used as a guide to achieve learning objectives in which there are strategies, techniques, methods, materials, media and learning



assessment tools. While the learning method is the method or stages used in the interaction between students and educators to achieve the learning objectives that have been determined in accordance with the material and mechanism of the learning method. The following will describe the models and methods that are often used in learning English.

#### **a. Direct Method**

The explanation of direct method is explained by 2 parts;

##### **1. Characteristics of Direct Method**

Direct learning can be defined as a learning model in which the teacher transforms information or skills directly to students, learning is goal-oriented and structured by the teacher. (Depdiknas, 2010: 24). According to Killen in the Ministry of National Education (2010: 23) direct learning or Direct Instruction refers to various expository learning techniques (transfer of knowledge from teachers to students directly, for example through lectures, demonstrations, and questions and answers) that involve the whole class. The approach in this learning model is teacher-centered, in this case the teacher conveys the content of the subject matter in a highly structured format, directs the activities of the students, and maintains the focus of academic achievement.

The Ministry of National Education (2010: 23) states that the main purpose of direct learning is to maximize the use

of students' learning time. Some of the findings in behavioral theory include the achievement of students who are associated with the time spent by students in learning or doing assignments and the speed of students to succeed in doing assignments is very positive. The Direct Learning Model is designed to create a structured learning environment and is oriented towards academic achievement. The teacher acts as a transmitter of information, in carrying out his duties the teacher can use various media. Information conveyed using a directive strategy can be in the form of procedural knowledge (ie knowledge about how to do something) or declarative knowledge (ie knowledge about something can be in the form of facts, concepts, principles, or generalizations).

According to Depdiknas (2010: 24), direct method can be defined by some characteristics:

- a) Transformation and direct skills
- b) Goal -oriented learning
- c) Structured learning materials
- d) Structured learning environment
- e) Structured by the teacher.

According to Depdiknas (2010: 25), steps of direct method are:

a) Orientation

Before presenting and explaining new material, it will be very helpful for students if the teacher provides a lesson framework and orientation to the material to be delivered

b) Presentation

In this phase the teacher can present the subject matter in the form of concepts and skills.

c) Structured Exercises

In this phase the teacher provides opportunities for students to practice concepts or skills. This guided exercise is also good for teachers to use to assess the ability of students to carry out their duties. In this phase the teacher's role is to monitor and provide guidance if needed.

d) Guided Exercises

In this phase the teacher provides opportunities for students to practice concepts or skills. This guided exercise is also good for teachers to use to assess the ability of students to carry out their duties. In this phase the teacher's role is to monitor and provide guidance if needed

e) Independent Exercises

In this phase, students carry out training activities independently. This phase can be passed by students if they have mastered the stages of working on the task.

2. Advantages and Disadvantages of Direct Method

Advantages of direct method according to Depdikas in Sudrajat (2011):

- a) With the direct learning model, the teacher controls the content of the material and the order in which the information is received by students so as to maintain focus.
- b) Can be used to emphasize important points or difficulties that students may face so that they can be expressed about what students have to achieve.
- c) It is the most effective way to teach explicit concepts and skills to low achieving students.
- d) Lectures are a useful way of conveying information to students who do not like to read or who do not have the skills to organize and interpret information..
- e) Direct learning models can be used to build learning models in certain fields of study. Teachers can show

how a problem can be approached, how information is analyzed, and how knowledge is generated.

- f) The direct learning model relies on the teacher's reflection ability so that the teacher can continuously evaluate and improve it.

Disadvantages of direct method according to Depdiknas in Sudrajat (2011):

- a) The direct learning model relies on students' ability to assimilate information through listening, observing, and taking notes. Because not all students have skills in these things, teachers still have to teach them to students.
- b) Because students have few opportunities to be actively involved, it is difficult for students to develop their social and interpersonal skills.
- c) Because teachers play a central role in this model, successful strategy This learning depends on the image of the teacher. If teachers do not appear prepared, knowledgeable, confident, enthusiastic, and structured, students can become bored, distracted, and their learning will be hampered.
- d) There is some research evidence that a high level of teacher structure and control in learning activities, which is a characteristic of the direct learning

model, can have a negative impact on problem solving abilities, independence, and student curiosity..

- e) If overused, the direct learning model will make students believe that the teacher will tell them all they need to know. This will take away any sense of responsibility for their own learning.
- f) Demonstrations rely heavily on students' observational skills. Unfortunately, many students are not good observers so they can miss things the teacher intended.

## **b. Problem-based Learning**

The explanation of Problem-based Learning is explained by 2 parts;

### **1. Characteristics Problem-based Learning**

This problem-based learning model has been known since the time of John Dewey. Today, this learning model is starting to be adopted because in general terms problem-based learning consists of presenting students with authentic and meaningful problem situations that can make it easier for them to conduct investigations and inquiries (Trianto, 2010).

Problem based teaching is an effective approach to teaching higher order thinking processes. This learning helps

students to process ready-made information in their minds and construct their own knowledge about the social world and its surroundings. This learning is suitable for developing basic and complex knowledge (Trianto, 2010).

According to Trianto (2010), problem-based teaching is a learning approach in which students work on authentic problems with a view to compiling their own knowledge, developing inquiry and higher-order thinking skills, developing independence, and self-confidence.

According to Rusman (2011), Problem-Based Learning is an innovation in learning because in Problem Based Learning students' thinking abilities are really optimized through a systematic group or team work process, so that students can empower, hone, test, and develop skills. think continuously.

## 2. Advantages and Disadvantages of Problem-based Learning

Advantages of Problem-based Learning according to Trianto (2010):

- a) Realistic with student life
- b) Concept according to student needs
- c) Fostering the nature of student inquiry
- d) Retention of concepts so strong
- e) Cultivate problem solving skills

Disadvantages of Problem-based Learning

- a) Preparation of learning (tools, problems, concepts) complex
- b) Difficulty finding relevant problems
- c) Misconceptions often occur
- d) Time consumption, where this model requires sufficient time in investigation.

### **c. Contextual Teaching and Learning**

The explanation of Contextual Teaching and Learning is explained by 1 part;

#### **1. Characteristics of Contextual Teaching and Learning**

Contextual Teaching and Learning or CTL is a learning concept that emphasizes the relationship between learning materials and the real world of students' lives, so that students are able to connect and apply competencies in everyday life (Mulyasa: 2006: 102). According to Sanjaya (2006) suggests that CTL is a learning concept that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real life situations.

According to Muslich (2009), formulates that CTL is an educational process that aims to help students see the meaning in the subject matter they learn by connecting it with the context of everyday life, namely with the context of their



personal, social, and cultural environment. Meanwhile, CTL is a learning concept from the teacher that brings the real world into the classroom and encourages students to make connections between the knowledge they have and its application in their daily lives, while students gain knowledge and skills from a limited context. little by little, and from the process of constructing themselves, as a provision to solve problems in their lives as members of society. According to Muslich (2009), CTL is a learning concept that helps teachers relate learning materials to students' real-world situations, and encourages students to make connections between their knowledge and its application in everyday life.

From the opinions of the experts above, it can be concluded that contextual learning is learning that presents the real world in the classroom to connect existing knowledge to be applied in students' lives. With CTL, it is possible for the teaching and learning process to be calm and fun, because the learning is done naturally, allowing participants to practice the material they are learning directly. CTL encourages participants to understand the nature, meaning, and benefits of learning, thus enabling them to be diligent, and motivated in learning.

Characteristics of CTL according to Muslich (2009):

- a) Learning in real life setting
- b) Meaningful learning

- c) Learning by doing
- d) Learning in a group
- e) Learning to know each other deeply
- f) Learning to ask, to inquiry, to work together
- g) Learning as an enjoy activity

Muslich (2009), ranks ten CTL learning keywords, namely: (a) cooperation, (b) mutual support, (c) fun, not boring, (d) learning with passion, (e) integrated learning , (f) using various sources, (g) active students, (h) sharing with friends, (i) critical students, (j) and creative teachers.

CTL has main components that underlie the implementation of the learning process according to Muslich (2009), namely:

- a) Constructivism

This component is the basis of thinking (philosophy) of CTL learning, namely that knowledge is built by humans little by little, the results of which are expanded through a limited (narrow) context and not suddenly. Constructivism learning emphasizes the development of one's own understanding actively, creatively and productively based on previous knowledge and from meaningful learning experiences. By living life and interacting with their environment, students gain initial

knowledge which is processed through learning experiences to acquire new knowledge.

b) Inquiry

Inquiry is a complex idea, which means many things to many people. Inquiry (Sanjaya, 2006), meaning that the learning process is based on search and discovery through a systematic thinking process. This component is the core activity of CTL. Starting from the observation of the phenomenon, followed by meaningful activities to produce findings obtained by students themselves. Thus the knowledge and skills obtained are not the result of remembering a set of facts, but the result of finding out for themselves from the facts they face.

The steps of inquiry activities, formulate the problem, collect data through observation, analyze and present the results in writing, pictures, reports, charts, tables, and other works. And presenting the work to readers, classmates, and other audiences.

c) Questioning

Someone's knowledge always starts with asking questions. Teachers use questions to guide students' thinking and to make continuous assessments of students' understanding. Asking

questions in learning is seen as a teacher activity to encourage, guide, and assess students' thinking abilities. Students learn to ask questions about existing phenomena, learn how to formulate testable questions, learn to ask each other about evidence, interpretations, and explanations. Questions can be used for a variety of purposes, in many forms, and in a variety of answers.

d) Learning Community

This component suggests that learning achievement should be obtained from collaboration with others. Learning achievement can be obtained by sharing between friends, groups, and between those who know and those who do not know, both inside and outside the classroom. This component occurs when there is a two-way communication process. Because learning is packaged in group discussions with heterogeneous members and varying numbers, it strongly supports this component. Group members involved in learning communication can learn from each other.

#### **d. Cooperative Learning**

According to Saputra (2005) In essence, the cooperative learning method is a mutual cooperation learning method or strategy whose concept is almost not much different from the group learning method. Cooperative learning is different from group learning methods. There are basic elements of cooperative learning that distinguish it from group learning that is carried out at random. Implementing the basic principles of the cooperative learning system correctly will enable teachers to manage the classroom more effectively. Cooperative learning learning process does not have to learn from teacher to student. Students can learn from each other among other students.

Basically Cooperative learning implies an attitude or behavior together in working or helping among others in a regular cooperative structure, consisting of two or more people where the success of cooperation is strongly influenced by the involvement of each member of the group. group members themselves. Cooperative learning can also be interpreted as a shared task structure in an atmosphere of togetherness among group members.

According to Isjoni (2010), in the cooperative learning students are given the opportunity to communicate and interact socially with their friends to achieve learning objectives, while the teacher acts as a motivator and facilitator of student

activities. This means that in this learning, active activities with knowledge are built by students themselves and they are responsible for the results of their learning. cooperative learning is a learning strategy. With a number of students as members of small groups with different ability levels. In completing their group assignments, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be unfinished if one of the friends in the group has not mastered the lesson material.

Based on the cooperative understanding put forward by the experts above, according to the author , cooperative learning is a learning activity by working in groups to help each other cooperate. Each group member consists of 4-5 people, heterogeneous students (ability, gender, character). The opinions above learning with a cooperative model can be applied to motivate students to dare to express their opinions, respect the opinions of friends, and give each other opinions. In addition, in learning, students are usually faced with problems or problem solving. Therefore, cooperative learning is very good to implement because students can work together and help each other to overcome the tasks they face.

Three central concepts that characterize cooperative learning as stated by Slavin (2009), namely:

- a) Group goals: Cooperative learning uses group goals to earn group rewards. Group awards are obtained if the group achieves a score above the specified criteria. The success of the group is based on the appearance of individuals as group members in creating interpersonal relationships that support each other, help each other, and care for each other.
- b) Accountability Individual; Group success depends on the individual learning of all group members. This accountability focuses on activities of group members who help each other in learning.
- c) Equal opportunity to achieve success; Cooperative learning uses a scoring method that includes developmental scores based on increasing student achievement from the previous one. By using this scoring method, each student, whether low, medium or high achievers, both have the opportunity to succeed and do their best for their group.

Advantages of Cooperative According to Jarolimek and Parker in Isjoni (2010):

- a. Positive interdependence
- b. There is recognition in responding to individual differences
- c. Students are involved in class planning and management
- d. Relaxed and fun class atmosphere
- e. Formation of a warm and friendly relationship between students and teachers
- f. Have many opportunities to express pleasant emotional experiences

**e. Audio Lingual Method**

The Audio Lingual Method is explained by 2 parts;

1. Characteristics of Audio Lingual Method

According to Mucalél (2007), audio lingual is a term to stand for the method of teaching a foreign language with a view to developing in the learners the aural-oral abilities to communicate through the language. This method places more emphasis on the learner's speaking ability for communication purposes. The use of this method is done by aligning language skills such as listening, speaking, and writing. Listening is a language skill that aims so that students can absorb what they



hear as stated by Nunan (2003:23) listening is a six-stages process, consisting of hearing, attending, understanding, remembering, evaluating, and responding. Furthermore, Nunan (2003:48), conveys that speaking is being capable of speech, expressing or changing thoughts through using language. Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. This method is used to train students in speaking skills as suggested by Chakrabarty (2016), they require drill, drill, and more drill, and enough vocabulary to make such drill possible. This is so that students can practice the conversations they have learned in real, everyday life. While writing according to Hanmer (2010) there are many reasons getting students to write, both in and outside class, they are: writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. allows them more opportunity for language processing-that is thinking about the language-wether they are involved in study and activation. With writing skills, students are expected to be able to express ideas in the form of creative and academic writing. Reading skills here are not carried out because the media used are in the form of songs and films. Participants are asked to listen and see (watch).

## 2. Advantages and Disadvantages of Audio Lingual Method

These are advantages and disadvantages of Audio lingual method according to Chakrabarty (2016) :

Advantages of Audio lingual method;

- a) The students become skilled in making sentence patterns that have been drilled. The practice of sentence patterns is done repeatedly in the audio-lingual method, which is carried out with the substitution drill technique, so that learners are trained and will easily remember the patterns that have been taught.
- b) The students have a good or correct pronunciation, the pronunciation of words or sentences that are done repeatedly makes the students get used to it. In addition, the teacher also pays attention to the pronunciation spoken by the learner so that the word or sentence in question can be pronounced correctly.
- c) The students do not stay silent but must continuously respond to the teacher's stimuli. This method does not only involve the teacher but also must be responded to by the learner. This reciprocal activity will make the learning atmosphere more dynamic
- d) Learners can give the correct response directly.

Disadvantages of Audio lingual method;

- a) Students tend to speak without direction, and often without knowing the meaning of what is said. The audio-lingual method begins with repeating what the teacher says without explaining the meaning first, because the initial goal is to remember the word, then explain the meaning. So that at this early stage, there are learners who only talk without knowing the meaning.
- b) The teaching and learning process is more likely to be teacher oriented. In the audio-lingual method, all directions are initiated by the teacher, while the learners only follow. So for learners who have a higher level of language proficiency than others, this method is considered boring
- c) Mistakes are avoided, the main thing is mastery of multiple sentence patterns.
- d) By listening to what the teacher says, responding correctly, and doing all the tasks without making mistakes, students are considered to have learned the target language correctly and they will automatically be fluent in the target language for further communication. Memorizing sentence patterns, and good and correct utterances does not

mean that students will be able to communicate properly. In this case, guidance is needed in achieving communicative abilities.

#### **f. Discovery Learning**

The Discovery Learning is explained by 2 parts;

##### **1. Characteristics of Discovery Learning**

According to Djamarah (2008: 22) Discovery Learning is learning to seek and find yourself. In this teaching and learning system the teacher presents lesson materials that are not final, but students are given the opportunity to seek and find their own by using a problem-solving approach technique.

According to Afandi (2013: 98), discovery learning procedures are as follows:

- a) Simulation The teacher asks questions by asking questions or asking students to read or listen to descriptions that contain problems.
- b) Problem statements. Students are given the opportunity to identify various problems
- c) Data collection. To answer questions or prove whether this hypothesis is true or not, students are given the opportunity to collect various relevant information.

- d) Data processing. All information from readings, interviews, observations, and so on, is all processed, randomized, classified and tabulated, even if it needs to be calculated in a certain way and interpreted at a certain level of confidence
- e) Verification. Based on the results of processing and proof, the hypotheses that have been formulated previously are then checked.
- f) Generalization. The next stage based on the results of the verification, students learn to draw conclusions

## 2. Advantages and Disadvantages of Discovery Learning

According to Afandi (2013: 101-102), suggests that there are several advantages and disadvantages of the discovery learning method, namely as follows:

The advantages of the discovery learning method:

- a. It is considered to help students develop or increase the supply and mastery of students' cognitive skills and processes, if the students are continuously involved in guided discovery. The power of the discovery process comes from the pursuit of discovery; so someone learns how to learn it

- b. This method provides opportunities for students to move forward according to their own abilities
- c. This method causes students to direct their own way of learning, so that they feel more involved and self-motivated to learn, at least on a specific discovery project.
- d. This strategy is student-centered, for example, giving them and the teacher the opportunity to participate as peers in checking ideas. The teacher becomes a learning partner, especially in discovery situations where the answer is not known beforehand.

The Disadvantages of the discovery learning method:

- a. It is necessary to have mental preparation for this way of learning. For example, a slow student may be confused in trying to develop his mind when dealing with abstract things, or finding interdependencies between understandings in a subject, or in trying to compile a finding in written form. Smarter students may have a monopoly on inventions and will frustrate other students.
- b. This method is less successful for teaching large classes. For example, most of the time can be lost

helping a student discover theories, or discover how to spell certain forms of words.

- c. The expectations placed on this strategy may disappoint teachers and students who are accustomed to traditional planning and teaching.
- d. This strategy may not provide opportunities for creative thinking, creative thinking, if the understandings that will be found have been selected in advance by the teacher, thus the processes under his guidance.

#### **g. Communicative Language Teaching**

This method includes several language skills, namely reading, listening, conversation and grammar (Fachrurrozi, 2010). Thus, the purpose of language teaching is to develop what calls communicative competence, namely the ability to use language for various purposes and in various situations and conditions. Thus the use of language is not only limited to the four language skills, but includes several abilities in a broad communication framework, according to the roles and participants of the situation, and the purpose of the interaction.

The purpose of language teaching with the communicative method is to develop students' competence in communicating by developing students' competence in communicating with the target

language in a real communicative context or in real life situations (social context) (Fachrurrozi, 2010). Communicative skills require the ability to use language that is appropriate to a particular social context. To be able to have such abilities, students need knowledge of the forms, meanings and functions of language. They need to know that many forms of language can be used for one. function, and also that a language form can often be used for multiple functions. They must be able to choose from among various forms of language, which one is most appropriate to use, understand the social context and the roles of the people involved in communication. They must also be able to manage the process of negotiating meaning with their interlocutor.

## **B. Previous Studies**

The author refers to several studies that examine issues related to the author's topic, here are some studies that are the author's reference:

Arif (2019) entitled "The Use of Social Media for English Language Learning". This study states that Instagram is one of the most frequently used social media to learn English. 95% of participants chose Instagram as a medium to learn English. From the results of interviews with 10 participants, they stated that they used social media for learning English by joining forums to learn English to discuss English material. And also the participants stated that they used social media as a medium for practicing speaking, reading, listening and writing.



Azizah (2018) entitled "Social Media for Improving Students' English Quality in the Millennial Era". This study states that the millennial generation cannot be separated from technology and information. One of them is social media. This study also states that the social media that are often used to improve English skills are YouTube, Instagram, Facebook and Line. Skills that can be improved are speaking, listening, writing and reading. According to this study, the quality of English in the millennial era is because it is fun, easy to access, interesting, simple and informative.

Li (2017) entitled "Social Media in English Language Teaching and Learning". This study states that the social media that is often used daily and weekly is Youtube. Based on this research, social media plays a role in distributing assignments between students with one another. They can share with each other and get several tasks to complete their respective tasks. This study also states that social media can also be used as informal learning, where students and teachers only need to meet in a forum to conduct a lesson. But outside of learning, the relationship between students and peers is higher than the relationship between students and their teachers.

Martunis (2020) entitled "The Benefits of Social Media as A Modern Teaching and Learning Tool in Higher Education in Indonesia". This study states that social media plays a very important role in the world of education in Indonesia, especially during the COVID-19 pandemic. Where all community activities are strictly limited, as well as the world of education. In this study it is also said that social media can increase student activity, as well

as student self-confidence. And also learning is easy to access, and students and teachers are facilitated in material needs.

Hilwa (2019), entitled “Pengaruh Pemanfaatan Media Sosial Whatsapp Terhadap Motivasi Belajar Bahasa Indonesia Di Smp Islam Al Wahab Jakarta Tahun Pelajaran 2018/2019’. This study shows the use of whatsapp social media, including the category of social media that is useful for learning media for information and discussion of lesson problems.

With the explanation of the thesis literature above, as well as several scientific works that the author has managed to collect, it is undeniable that there are various similarities, including both researching social media as a means for student learning, but the research that is currently being compiled has differences. The first study states that Instagram is one of the most frequently used social media to learn English. The second study states that the millennial generation cannot be separated from technology and information. While the third study states that the social media that is often used daily and weekly is Youtube. Based on this research, social media plays a role in distributing assignments between students with one another. And the fourths study states that social media plays a very important role in the world of education in Indonesia, especially during the COVID-19 pandemic. This study also states that social media can be a tremendous opportunity for teachers, lecturers, and the Indonesian government to take advantage of the situation and improve the quality of national learning.