CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the related literature used in this study. The views of related literature have a goal of information concerned with the research questions.

2.1 Teaching Strategies

Recommended best practices for online learning development are a combination of collaborative activities, reflection, good scoring criteria, and technology integration (Niess & Gillow-Wiles, 2013). Implementing learning re-planning strategies using other things that are effective for instructors in properly transitioning face-to-face classroom learning into online learning and successfully integrating technology into online learning. In addition, the new curriculum design reduces costs and increases retention (Gilroy, 2006; Spiceland, Spiceland, & Schaeffer, 2015).

Consistent with andragogy principles, instructional design strategies support the use of interactive learning in online learning contexts by using multimedia tool functions (Twigg, 2003). The combination of online learning, automated comments, small discussion groups, and a supportive learning community to support students master learning is an important part of learning redesign (Twigg, 2005). Although the scope is not the same, the best teaching methods are generally the same for online and face-to-face classes. Miller (2014) presents six concepts of effective teaching: Peer interaction, active participation of students in learning, commitment to student efforts and assignments, individualization of each student , diversity, and the necessity of higher thought processes. Miller sees additional strategies to consider when teaching online, which are not a factor in in-person classes. Instructors need to think about how to combine the use of synchronous activities, because online learning often follows an asynchronous model. No assumptions can be made about students' ability to use technology in online learning.

2.1.1 Teaching Problems

The barriers to good and effective transfer of lessons taught in face-to-face classes to online classes continue to be a problem. Anderson, Imdieke and Standerford, 2011, found one of the barriers to be a "disconnection between how teachers learn to teach" and how to deliver learning content effectively in online learning. This disconnect, while not new is a challenge because many teacher education programs may not be able to keep up with developments online. Scope of education. Another obstacle described by Anderson et al is that there are almost no institutional expectations for online learning. This is also what teachers and students, staff expect. Without clear references and expectations for school members, there is no way to evaluate the effectiveness of online learning. In addition, Anderson et al. (2011) explained that feedback from teachers rarely helps them adapt their teaching to face-to-face teaching. In addition, online learning delivery methods differ from traditional face-to-face classes (Anderson et al., 2011; Fein & Logan, 2003; Juan et al., 2011) student interactions occur between students and teachers, students and peers and technology.

Technology of course, technology and curriculum developers must facilitate these changes in a facilitating role, as Feinand Logan (2003) illustrates. Likewise, Coppola et al. (2001) describe role reversal for the teacher as a way to facilitate student-peer interaction. While the interactions between educational platforms may vary, they are necessary to ensure the success of this learning. many teachers struggle with content delivery and student engagement because they lack visual, face-to-face contact with their students (Crawley, Fewell, & Sugar, 2009) and therefore have no control over how to personalize instruction.

2.1.2 E Learning

In implementing the brave learning system, it is closely related to the concepts of "Internet" and "technology" as supporting systems. In this 4.0 era, teachers must master the internet and technology in the classroom. Traditional face-to-face meetings must be integrated into a blended learning system based on online learning. Particularly in dealing with the COVID-19 outbreak, an online learning system has been implemented which allows teaching and learning from home since the pandemic forced the learning system from home. Various technology and information products can be used in the implementation of challenging learning. to support online teaching.

The first application supported for online learning was WhatsApp. This is a mostly free-to-use dialogue space. Whatsapp effectively increases learning success and develops positive student opinions about using Whatsapp in courses (Cetinkaya, 2017). Whatsapp is also a suitable tool for increasing student motivation (Amry, 2014; Mbukusa, 2018). Whatsapp as a valid communication tool (Guler, 2016). Another application that supports online learning is Google Classroom. It is also a free-to-use application created to help students and teachers interact and carry out online learning. As stated by Azhar & Iqbal (2018), Google Classroom allows teachers to manage class activities efficiently and effectively.

However, some teachers said that WhatsApp was only a basic classroom and document management tool and had no significant impact on teaching methods (Azhar & Iqbal, 2018). We also want to see some limitations in using Google Classroom, related to the need for smartphone support and the availability of mobile data when running this application (Alim et., 2019).Social media that can be used in the online learning process is YouTube. The introduction of YouTube videos in class greatly increases class flexibility.

The use of YouTube in the classroom plays an important role in helping students understand class, has a big impact on student understanding, and also provides good teaching materials (Almurashi, 2016). There are still many other media that can be used as tools to support online teaching, such as: ZOOM, Google Meet, Facebook. Accuracy regarding the selection of appropriate learning methods must be made consciously based on the teacher's ability to use technological media, student conditions, and other important systems. Therefore, the application of supporting tools helps teachers and students to manage online learning systems in implementing online teaching and learning.

2.2 Method of online Learning

This sections describes and reviews the method of online learning

a. Synchronous learning

Synchronous training means "at the same time". Synchronous training is a type of training in which the learning process occurs while the teacher is teaching and the students are learning. It supports direct communication between teachers and students via the internet and intranets. Synchronous e-learning courses are used in training and conferences with participants from many countries.

In practice, synchronous training requires that both teachers and students have internet access. The teacher provides material in the form of presentation slides, and students can listen directly via the internet. Students can also ask questions directly and via chat from within the application/web used for learning. Sycronountraining tries a virtual real class image that can be accessed via the Internet. Synchronous training is also known as a virtual class (Hartanto, 2016). Students' e-learning, learning process needs to support the media to implement and improve learning (Rustiani, et al., 2019). The media used in e-learning are smartphones (smartphones), computers/laptops, applications, and internet networks.

However, given the unequal economic situation, not all parents can meet this need. As a result, the e-learning process is not well communicated (Suwarto, 2017). Children cannot participate in learning due to lack of facilities. Integrating online and offline learning is a democratic step to continue the proliferation of e-learning in the classroom. In short, e-learning cannot replace face-to-face learning because face-to-face methods are more effective than online learning and e-learning. In addition, limited Internet access, hardware and software, and management are often barriers to online learning.

b. Asynchronous learning

Asynchronous means not concurrently. Students can take different study times by providing material for the teachers. Asynchronous training is very popular in e-learning because students have access to learning materials anytime, anywhere. Students can carry out and complete studies at any time with the specified schedule. Learning can be in the form of a collection of readings, animations, simulations, educational games, tests, quizzes, and assignments. According to Romisatriawahono (2008), the components that make up e-learning are e-learning infrastructure, e-learning systems and applications, and e-learning content. E-learning infrastructure is the equipment used in e-learning and means the form of a personal computer (PC), i.e. a personal computer, a computer network, or a collection of various devices in the following forms: A computer that synchronizes the same time.

The learning process takes place simultaneously between educators and students. This supports direct online interaction between educators and students. Asynchronous training means "not at the same time". So, one can take training at a different time than the instructor providing the training. This training is more popular in the e-learning world because it provides more benefits for trainees because they can access the training anytime and anywhere.

First, asynchronous e-learning: Reflects a complex problem; if the meeting is not possible, family, other obligations, students has more time play because this does not need to answer immediately, E-mail as asynchronous type, use it as a discussion board and a blog examples are as follows expected to be courage everyday and students who want to share ideas about educational topics and are also expected to meet with colleagues .

Participate in online discussions in the discussion.Then in synchronization that clumps. It's no more complicated. Learn to be a problem, instruction, student acquaintance quick response uses synchronous facilities as in video conferencing. Direct electronic messages and talk, and face meeting in groups, it is advisable to use electronic instant messaging as a means to detect each other, share teachers who need to convey ideas of concept and design assignments from the materials, you can easily develop Internet literature by video conferencing and a teachers who has to easily send your ideas and literature material can provide internet lectures on video conferencing.

In online teaching, there is a two-way interaction between teachers and students. This is very important. This is because if the interaction is received in one direction, there is no learning, and not only during online learning, but also two-way interaction. However, it must be done with a two-way interaction. It also runs during offline learning. This should be done while studying.

In fact, the interactions that occur when becoming an online teacher online learning is less effective because there is no two-way interaction between teachers and students, causing problems caused by teachers when learning online. Very different from what you might expect .Lestiyanawati & Widyantoro (2020) found three teaching methods used by Indonesian teachers use online conversation and video conferencing, combine online chat and video conferencing with online education and learning processes.

Meanwhile, they also found several obstacles in e-learning, including other technical skills, lack of facilities and infrastructure, teacher education strategies, and financial problems. As reported by Ramij &Sultana (2020), the lack of technical infrastructure, the high cost of the internet and the financial crisis in the family are also obstacles for teachers in online learning during the pandemic era.

According to Arriany (2020:119) online teaching instruction or electronic learning or e-learning, is learning that is given using electronic devices such as computers. Generally to access online learning materials through networks, websites, internet, intranets, CDs, and DVDs. From the explanation above, it can be concluded that the teacher is a means to communicate material to students as a facilitator, and because there is no direct interaction between students and teachers, it is difficult to learn under certain conditions.

2.2.1 Online learning activities

Education and learning activities take place every day in front of the same students, the same place, and the same conditions. This routine, of course, becomes a tedious learning activity, especially for students, as if the teacher cannot create a different lesson for each meeting. The role of the teacher here is to create and change the atmosphere so that all students are always comfortable and happy. These things can be made by teachers using teaching skills, various learning media and applications according to appropriate learning methods. Online learning is a new thing for the world of Indonesian education, especially e-learning.

According to (O`Connor and Andrews, 2018), online learning or blended learning methods can improve learning outcomes. It is also effective in teaching English grammar of English, foreign learners (Pinto Llorente et al., 2016). The most common form of education is the direct transmission of information from teachers to students (Maruf & Anjely, 2020). However, using traditional teaching methods, students often lose interest, are less engaged in lessons, or are absent from lessons.

Online learning creates a relaxed and fun environment for students to study anytime, anywhere (Maruf & Anjely, 2020).

There are many types of LMS used in online learning modes during this pandemic, including Zoom, MS Team (Dwivedi et al., 2020; Qazi et al., 2020), Google Forms, and Google Classroom. These tools have been successfully used as an alternative to face-to-face education (Dhawan, 2020). Several researchers have conducted research related to online learning in covid 19, Ali (2020) has studied online learning and distance learning in universities, how EFL teachers apply online EFL learning.Online learning refers to the use of internet-based technology features that are highly dependent on the availability of information technology . Students' perceptions of online learning during the COVID19 pandemic were revealed.

Online learning or e-learning is defined as a learning process based on the use of technology and products such as wikis, blogs, podcasts, social software, and digital technology in game technology (Ezeetal., 2018; Garavanetal., 2010). Online learning is important to do protect the public from the CoronVirus.

Moreover, it is argued that active learning is ambiguously involved because it is difficult to study active learning simply by evaluating active learning, posting on discussion forums, and conducting online tests (Shetuetal.,). 2021). There are many factors that can affect student involvement and participation during the online learning process, such as assignment submission, course materials, internet access, and internet quota (Atmojo & Nugroho, 2020; GillettSwan, 2017).

In addition, students face problems in the online learning process due to various factors such as academic ability, internet access, and the presence of technical problems (Sari et al., 2020). These results are in accordance with the problems faced by Indonesian students when studying online. Before the pandemic, there were problems with online learning, such as problems with internet access. Problems faced by students when

studying online include unstable internet connectivity, financial problems, and low digital literacy (Atmojo & Nugroho, 2020).

Effective online teaching consists of online teaching and learning, several research papers, principles, prototypes, theories, ethical refinements, and a concentration concentration on the design, teaching and learning of quality online courses (Hodges et al., 2020; Bozkurt & Sharma, 2020), effective online learning is a by-product of careful lesson design and planning, which applies an application model to lesson design and development (Branch & Dousay, 2015).

 Due to the lack of careful design and development processes in the migration process (Branch & Dousay, 2015), the modern online teaching experience was rejected during the pandemic as an effective online education rather than emergency distance learning (Bozkurt & Sharma, 2020). Hodges et al. , 2020; Vlachopoulos, 2020).

Adapted From Nina (2011) p. 225-248

	Traditional Learning	**E-learning**
Classroom Discussions	Teacher is more active communicate more than Students.	Students communicate more active than the teacher
Learning Process	Learning is carried out with the participation of the whole class. Multiple group or individual studies	Most of the learning process is carried out by groups or students Individual students.
Subject matter	Teachers carry out learning according to the existing learning program and curriculum.	Students participate in determining the material. Learn based on its various sources of information, including web databases and cleaning materials found by Students.
Emphases in the Learning Process	Students learn "what", not "how". Students and teachers are busy completing the required quota of materials. Students are not included in the research-based education or problem solving, but belong to the working group of teachers	Students learn "how" not "what". Learning involves research .A study that collects and aggregates information from web databases and government agency network communication; Learning is closer to the real world, the topics are richer and contain material.

Motivation	The students' Low Motivation, and the subject far from them	Students' high motivation to participate in things that are closer to them and use technology.
Teacher's Role	The teacher is the authority.	The teacher will instruct information to students
Location of Learning	To learn requires a location in the classroom and school	To study in an undecided place position
Lesson Structure	The teacher dictates structure with lesson or time sharing	The structure of affected learning Group dynamics.

Based on the table above,traditional learning and e-learning, namely class discussion, focus on the learning process, learning materials, learning processes, Motivation, teacher's role, place of learning, learning structure.

2.2.2 Teachers and Students Problems

As a general factor, there are many barriers to online learning. Basic aspects related to justice and preparedness, such as: Supporting devices such as information media, teacher abilities for participants learning (Doucet, et al 2020). Rigianti (2020) relates his research to the barriers to online learning of teachers and students found significant barriers to the inefficiency of learning management Material Selection and its provision through online learning.

Learning From Home (LFH) activity is a challenge for teachers, students and parents because this they have never experienced before. Collaboration between teachers and parents are the primary keys to success (Qadafi, 2019). Researchers believe This good collaboration will undoubtedly have a good impact on all aspects, including on learning English. The problem of online learning is not only experienced by one party, but also felt by the teacher, students, and parents. Teachers must be able to adapt to the blended learning model during the pandemic.

Teachers must begin to adapt to the use of IT tools in teacher education, they need to create a new curriculum to adapt their learning system in the pandemic era, they also need to be creative in providing materials so that studets do not get bored while studying at Google Meet. The teacher provides an online learning platform in the form of YouTube links, videos and powerpoints. The closeness between students and teachers is limited by distance, so that teachers also cannot unite, especially those who have not mastered the subject matter and the learning environment will also affect students' mental health problems. Student problems manifest themselves in the form of a stigma that they have to do learning activities.

There are several ways given to students even the tasks given by the teacher are mostly done by students his family. Evaluation is carried out by the teacher in learning , as well as face-to-face learning study of cognitive, emotional, and psychomotor aspects also rated . The teacher gives assignments to assess cognitive aspects in the form of homework by students through applications or submitted assignments. This is also a problem faced by teachers in online learning, namely the teacher's doubts in assessing student learning outcomes online, and teachers also learn in terms of emotional and psychomotor assessments.

The evaluation restrictions because learning activities cannot be observed directly by the learning teacher who is carried out by students (Sari, 2021; Zahrawati & Ramadani, 2021). Huang et al. (2020:2) also describes the three main challenges facing online learning today. First, the teacher has very limited time to prepare online learning material becomes offline. Second, lack of opportunity or limited opportunities Teachers and students can interact directly and freely during the online learning process This causes problems in the learning process. Third, the use of a pedagogical approach to is being effective, more effort is needed to motivate and students. Byun & Slavin (2020:665) also argue that school facilities are appropriate.

2.3.3 Social Media for Online learning

Social Media for Education, Social has influenced how content is delivered in education and learning, and how individuals share, collaborate, and collaborate on ideas, resources, and news. (Alshabeb & Almarqrn, 2018) distinguishes the difference between working properly and equally as follows: Teamwork, on the other hand is a direct collaboration between individuals to produce a product, requiring compromise, consultation, and perspective on the perspectives of others. (Hamat & Hassan, 2019) Offer It supports people to "share concepts, content, emotions and relationships online". Social media is used in education for formal and informal learning that is practiced in messaging and games. Facebook is one of the most used social media sites.

Mark Zuckerberg created for people from different backgrounds to use and encouraged them to participate. People use Facebook to stay in touch with each other. Communicate with family, friends and campus without wasting time. "People in collectivist societies use social networking platforms to build close relationships with multiple connections, rather than establishing new interactions with people." (Ambarwati et al., 2019). Facebook users are women, which is an interesting aspect of this phenomenon.

a. Google Classroom

Google classromm is one of the Google Apps for Education (GAFE) websites.Productivity app for teachers and students in online learning and collaboration. This applications are free to download but must be submitted to educational institutions. If GAFE makes many popular Google applications such as Gmail, Google Calendar and Google Wahana that anyone can use, Google Classroom is only available in GAFE. This application provides a central site for interacting with students, providing feedback, and assigning homework. Zhang (2016) Google Categories' main strengths are their time-saving features and their easy-to-use and very simple setup. The Google classroom is like a virtual extension of the brick and mortar classroom. Start by creating a class and adding students. Support yourself with the features of this application such as sending information, starting conversations, sharing tasks and collecting emails. Google Classroom is a learning management system (LMS) built by Google for developers.

b. YouTube

Is entering the 20th century, the use of videos is increasing in various fields of society, including higher education. Supported by new pocket-sized camcorders with one-touch and high-resolution digital zoom, such as Flip Creative Labs, Kodak, Sony, Sanyo, Samsung (Wankel, 2009). YouTube is a rich source for teaching materials.

c. Whashapp

Is a free messaging application that runs on several smartphones, including iPhone and Android smartphones, and is often used by students to exchange visual messages such as photos, videos, audio, and simple text messages. Because WhatsApp requires internet access, you can access a lot of knowledge in real time and share information through technology instantly and easily (Gon & Rawekar, 2017).

Other Applications Mobile device features can give users a high degree of freedom while acting as a link to other sections of society. It is aimed at the user's desire to check information on the Internet and smartphone applications such as dictionaries, grammar and device errors. Document translation sources such as Google Translate, encyclopedias such as Wikipedia, and others. Travel (Veda et al., 2016).

2.3.4 Purpose Online Learning

Online learning is a school environment, its possible goals, according to education. Prioritized is more problematic than before (Traxler, 2018). One goal, according to education is to serve the economy and make people work, especially in the cash and pay for the work. It has already achieved mainstream recognition. Globalization only creates jobs as a competitive reality, but also The last 2 decades as businesses pursue a changing economy, capital, raw materials, taxes, and regime tariffs, but talks are higher on a hole in the labor market (McIntosh, 2013).

2.5 Previous Related Studies

As has been stated by several studies related to what the researcher wrote, the purpose of this study is to find out the problems faced by and Students of SMP Negeri 6 Indralaya in Teaching and learning English online Activity ". This study will focus on the relevant literature on the theories about it. And previous studies will be highlighted in this chapter.

First, Lipriani Padilah (2021) entitled The Challenge of an English Teacher in Online Teaching During the New Normal at MAN Kaur Regency, this study uses the interview method, observation, shows that the results of teacher interviews have problems faced by teachers during the online learning period, it is proven that teaching from danger as usual classes from students because they are effective because teachers have difficulty delivering material and giving scores to teachers, they don't know if their students cheat or not when doing assignments and when doing Zoom Meating, many students don't work on their faces during lessons, so teachers don't know whether students are listening or not. material that is appreciated by the teacher it's a, bit difficult because this course the internet is inadequate or the network has a little difficulty, so there are some students who have difficulty understanding the material presented because the internet network is not good.

Second, studies were conducted by Sukma (2001) entitled Problem Faced by English Teacher in Teaching English Online During the Covid-19 Pandemic at SMP N 2 Kedunggalar The object of this research is the problems faced by English teachers at SMP N 2 Kedunggalar in teaching online and describe teacher solutions in teaching English lessons online in SMP N 2 Kedunggalar. Researchers used interviews to obtain

data. The subjects of this study were two English teachers from SMP N 2 Kedunggalar. The results showed that the results of interviews and observations 80% said . Based on the interview data of the two English teachers at SMP N 2 Kedunggalar above, it can be seen that the problems faced by the two teachers are almost the same, namely there are some students who have difficulty accessing the internet, because sometimes it is unstable because locations that are not accessible to internet access, and many students are unresponsive or unresponsive .

Mella Sari's research (2021) entitled Teachers and Students Perception in Online Teaching and Learning English During the Corona Pandemic in this research was conducted by using study case research. The subjects of this research were one English teacher and IX-A grade of SMP N 5 Cepu, Blora academic year 2020/2021 which consisted of 32 students. The results of the study found that 60% of some students have negative perceptions with several factors that affect the perception. The first functional/personal factor related to the learning situation in the pandemic, students who argues negatively said that online learning is very different from face-to-face learning in the classroom. During the pandemic, the students learned by themselves at home with online materials and assignments submitted by the teacher and 20% Students who have a positive perception argue that online english learning is flexible, materials can be accessed anywhere and anytime.

Furthermore, students who have negative perceptions related to English learning in the Pandemic period. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth. The students who have a negative perception argues that learning in times of pandemic is difficult to understand the material. The research studies above have differences and similarities with the research that will be carried out by the author, the difference is that previous studies took more data using questionnaires and observations and only used a few teachers as subjects and suggestions for students in learning. While the similarities are identifying problems faced by teachers during the process online teaching .