

CHAPTER II

LITERATURE REVIEW

2. 1. Theoretical Framework

2. 1. 1. Teaching Challenges

According to Cambridge Dictionary, a challenge means the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability. While Nartiningrum and Nugroho (2021) mention that the teachers' challenges faced in the current study are related to the situations held by teachers that require great physical and mental efforts in applying full online learning.

Some studies show the challenges faced by the teachers in their class during this pandemic. Berlian (2021) in her research, concludes the obstacles faced by the two teachers are almost the same, namely there are some students who have trouble in accessing the internet, because the signal is sometimes unstable due to locations that are not accessible to internet access, and many unresponsive students or less respond.

In connection to the previous study, there is similarity previous study by Taradisa, N (2020). Rachmawati, Y, et al (2020) who state problems faced in the learning process during the pandemic, one of the problems is dealing with the network connection which affects students' responses to the assignments and material presented by the teacher. According to Widodo, A., & Nursaptini, N. (2020) the obstacles faced by students during online learning included internet connection, online media errors and

limited internet quota. Most students struggle to understand online learning well. When having online learning, many students feel bored and lack of concentration.

Singh (2016) focuses on the challenges faced by Indian teachers who implemented e-learning. The first challenge is the need for basic infrastructural requirements to make sufficient equipment of ICT. The second, ICT literate became crucial for the teachers. The teachers also required to improve their ability to effectively use a variety of ICTs in a variety of scenarios. Nartiningrum and Nugroho (2021) also mention some challenges faced by the teachers during this global pandemic. In general, teachers have difficulties delivering the lesson since they cannot face their students' directly as in traditional classrooms. Another problem experienced by some teachers, especially teachers who teach in small cities, is the unstable internet signal. This situation hinders the effectiveness of teaching activities. A few teachers also stated that they had to modify their lesson plans for the rest of the semester since the online learning is implemented completely.

According to Atmojo & Nugroho (2020), there are three barriers that teachers often face when doing online learning. The first is that during the pandemic, teachers lacked experience and skill in adopting online learning models. This is because there is a lack of teacher preparation when implementing online learning during the pandemic. The issue of teacher-student interaction and communication represents the second challenge. The lack of focus and motivation of students to participate in online learning, the limited time and space available to teachers, the fact that many students are passive in the learning process, and the difficulty in motivating them to be active in online learning are just a few of the contributing factors. The third challenge is student

participation in online learning. Unstable internet connection, lack of internet quota, no smartphone, and issues in using the platforms and applications used for online classes are all contributing causes.

In summary, teachers' challenges in online learning are difficulties in delivering the lesson, slow responses from students, and poor internet signals. Adapting lesson plans also becomes one of the teachers' challenges in teaching online since they have quite a short amount of time to adjust.

2. 1. 2. Teaching Strategy

In the study of educational technology, the strategy is included in the realm of learning design. Teachers need to be aware of the characteristics of their students, including their varying levels of intelligence, backgrounds, motivations, and so forth. Haidir and Salim (2012) state. The word "strategy" is frequently defined as "technique" or "method," which is a means of communicating to convey a message, in this case, a subject matter, in order to attain the stated learning objectives. Thus, the word strategy is related to the way, tactics, or methods to do something.

Meanwhile, if interpreted broadly, "The strategy can include, among others: 1) methods, 2) approaches, 3) the election of source including the media used in learning, 4) students, and 5) measurement of success" (Haidir and Salim, 2012). According to Diamarah and Zain (1997), in learning activities there are four basic strategies that include as follow:

- a. Identifying and determine the specifications and qualifications for the expected behavioural and psychological changes in students.

- b. Selecting system of teaching and learning approach based on people's aspirations and worldviews.
- c. Selecting and figuring out the practices, approaches, and learning techniques that are supposed to be the most suitable and efficient so that teachers can utilize them as a guide when implementing their teaching activities.
- d. Building norms, minimum criteria, and standards of success will help teachers plan, carry out, and assess teaching and learning activities. The results will be used as feedback to improve learning.

From some of the definition above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies designed before the implementation are very necessary in order to deliver the material easily and achieve the learning goal.

2. 1. 2. 1. Kinds of Teaching Strategy

a. Cooperative Learning

Cooperative learning derives from the word cooperative. It involves maximizing students learning to improve academic and understanding both individuals and groups (Trianto, 2009). Cooperative learning models is one of supportive learning contextual learning.

Amri and Ahmadi (2010) define cooperative learning teaching system as a work or learning system structured group. It is a teaching and learning strategy that emphasizes attitude or shared behaviour in regular workgroups, that is consisting of two or more people. Moreover, according to Wena (2009),

cooperative learning is one of a group learning models that has definite rule. The basic principle of cooperative learning is students form small groups teach others to attain common goals, even smart students teach students who are not smart without feeling disadvantaged.

b. Inquiry Based Learning

Haidir and Salim (2021) define the inquiry as a process of teacher and student interaction at a very high level, between teacher, students, subject matter, and the environment. The teacher and the students' participation in the inquiry process as questioners, seekers, interrogators, and answerers and also analysts are crucial. (Orlihch, 1981). Due to students' creative thinking when exploring a material, variations in opinions may occur during the inquiry learning process.

c. Graphic Organizer

Graphic organizers are information with a visual display that is design to assist students who are having difficulties in organizing information (Fisher & Schumaker, 1995). Concepts, cognitive maps, and online content are other terms for graphic organizers, which all serve the same purpose, help students visualize clearly how ideas are organized in a text or surround a concept. Through the use of graphic organizers, students have a structure for abstract ideas.

Graphic organizers can be categorized in many ways according to how they organize information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, & Modlo, 1995). Types of graphic organizer are concept map,

flow diagram or sequence chart, compare/contrast or vena diagram, cause and effect diagram, main idea and details chart, attribute chart, story map, differentiated instruction.

According to Hamruni (2009), teaching strategies are classified into five parts, namely direct instruction teaching strategy, indirect instruction teaching strategy, interactive teaching strategy, experiential teaching strategy, and independent teaching strategy.

2. 1. 2. 2. Teaching Approach

According to Arvind (2017), various approaches are applied in teaching learning process. The principal ways are as follows:

a. Teacher Centred Approach

Traditional approaches that put the teacher at the centre of learning are called teacher-centered approaches. Direct instruction, deductive teaching, and expository teaching are terms used to describe them. They are represented by lecture-style presentations. In these teaching techniques, the teacher decides what is to be taught and how the material is delivered to the students.

b. Student Centred Approach

Students centred approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. When you are using student-centred approaches, you set the learning agenda but you have much less direct control over what and how students learn.

c. Inductive and Deductive Approach

In inductive approach students proceed from a specified example to general rules. The students are given numerous instances at first, and then they develop conclusions based on those examples. Deductive approach is opposite to inductive approach because in it, a rule or principle is first presented to the class, and then it is clarified by examples.

2. 1. 2. 3. Teaching Methods

In his discussion of various teaching techniques, Vikoo (2003) divided them into three broad categories:

a. Cognitive Development Methods

The development of students' intellectual skills is the primary purpose of the cognitive development method. This method assists student to understand, analyse, synthesize, and evaluate information.

b. Affective Development Methods

This area comprises goals that explain adjustments in values, attitudes, and interests. Teachers are expected to integrate important learning opportunities, teach in engaging ways, and help students form the right attitudes. This teaching method essentially reflects the students' feelings or opinions as a result of the knowledge they are learning.

c. Psychomotor Development Methods

This method has an objective at motor skills development in learners. This method needs learners to be able to illustrate, demonstrate, or perform certain skills using their manual ability. It is a heuristic method of teaching that involves inquiry and discovery methods of teaching.

2. 1. 2. 4. Speaking Strategy

Faucet (2001) states that speaking strategies can be thought of as the means by which a particular speaker bridges the gap between her intended message and her instantly available linguistic resources. It might be argued that they mostly work in a reactive capacity by assisting learners in resolving issues with communicating effectively. However, because the mother tongue is so dominant in communication classes, it is necessary to use different teaching and learning strategies.

According to Suchdeva (2011), there is an urgent need for a paradigm shift in the ways that speaking abilities are taught and acquired through departures from oral orientation, teacher preparation, and curriculum development. According to Kumari (2014), to improve speaking abilities, a number of activity- and task-based exercises can be performed. Those activities are dialogue, role play, rhymes and tongue twisters, discussion about opinion/idea, dreams or ambition, and songs.

2. 1. 2. 5. Listening Strategy

According to Hidayat (2013), it is believed that listening is a crucial skill that must be improved. A person's ability to listen has a significant influence on the quality of their relationships with other people. It signifies that listening is the ability to

comprehend the messages that a speaker is conveying through sound. One of the listening strategies is through song, as defined by Lynch (2008), almost everyone enjoys music, and it has been a part of our culture and way of life since before we were even born.

2. 1. 2. 6. Reading Strategy

Teachers must use innovative methods to accomplish the goals of the reading process in class when teaching reading. Teachers frequently employ a variety of strategies, including anticipatory instruction, highlighting, and visualizing. Paris (2011) mentions that visualization is a strategy that can assist students in translating words into more complex ideas and in focusing on their independent reading abilities. According to Cerveny et al (2003), using the technique of highlighting, teachers can help students in learning to read more effectively. Richardson et.al (2009) states that an active pre-read method called the anticipation guide is used to give students background information on a subject before they begin reading material and to reinforce the key idea once they have finished reading.

2. 1. 2. 7. Writing Strategy

Richards (2002) describes the four fundamental stages of teaching writing strategies are planning, drafting, editing the final draft, and monitoring. When planning, the writer must think about it three main problems, namely the purpose of the writing, the intended audience, and the structure of the work's content. The first draft of a document or a notion is called a draft. the initial "go" from a text with the expectation that it will be modified later. Several drafts may be produced while the editing phase of writing progresses, leading to the final outcome. The ability to monitor helps writers to

respond to task requirements and move the process along. The writers prepared their final version after revising their initial draft to reflect any modifications they felt were required. Due to the fact that everything was altered during the editing process, this may differ greatly from the original plan and the original conceptions.

2. 1. 3. ELT during Covid-19 Pandemic

The policy of education activity in Indonesia often changes rapidly since the development of the corona virus is unpredictable. The policy has implemented online learning when the numbers of virus has infected many people. It also applies limited face-to-face learning and blended learning when the infected people are decreasing.

2. 1. 3. 1. Online Learning

Since April 2020, education in Indonesia has changed its activity in to e-learning. Udan and Weggen (2000) mention that e-learning is part of distance learning whereas online learning is part of e-learning. Additionally, the word "e-learning" refers to a variety of programs, including computer-based learning, web - based training, virtual classrooms, etc. Online learning, however, is a type of technology-based education that makes the use of the internet and extranet resources. More specifically Rosenberg (2001) states that students can access anything through e-learning, which uses internet technology to distribute learning materials.

E-learning is hosted as an effort to spread knowledge in the form of learning material through electronic or internet media so that students can access it anytime and anywhere. Although there are many different ways that e-learning is implemented, they are all founded on the same idea. The construction of a flexible and distributed learning

environment is a characteristic of online learning. According to the definition, there are three main types of e-learning: computer-based learning, web-based learning, and virtual education.

Heather Fry, et al (2009) say that the extensive usage of e-learning can divide the traditional academic role into a number of tasks that can be performed by other people. For example, having an online class where there are lectures, e-moderator, group facilitator, technician/ administrative, accessor, and academic guest.

With the unique benefits of each media, e-learning offers flexibility, interactivity, speed, and visualization (Sudjana, 2005). According to L. Tjokro (2009) e-learning has a number of benefits, including:

- a. Using multimedia tools, such as images, text, animation, sound, and video, makes the information easier to comprehend.
- b. It is more cost-effective because it doesn't require an instructor, doesn't require a certain number of hearings, can be done anywhere, and so on.
- c. It is shorter and gets right into a topic that is relevant to the needs, so there is less formality in the classroom.
- d. It is accessible 24 hours a day, meaning that mastery of the subject depends on the students' attitude and level of engagement. It can also be monitored and put to the test using an e-test.

According to L. Gavrilora (2006), the disadvantage of e-learning is that it necessitates more expensive extra equipment (for example computers, monitors, keyboards, etc.). The following are some examples of the lack of e-learning mentioned by Nursalam (2008) and others:

- a. The lack of interaction among students, as well as between them and the teacher.
- b. The role of the learner has changed; in addition to mastering traditional learning methods, they are also expected to be familiar with ICT-based learning methods.
- c. There are not many people available who are knowledgeable in computer and internet terminology. For learning, access to a suitable computer can be a challenge.
- d. If insufficient equipment prevents access to graphics, photos, and videos, the learning process could be frustrating (software and hardware).

2. 1. 3. 2. Blended Learning

There are various forms of online learning, including blended (also referred to as hybrid learning) and entirely online (Bailey & Lee, 2020). Although there is some ambiguity in terms of how blended learning is defined, it generally involves the combination of face-to-face and computer-based learning (Garrison & Kanuka, 2004; Hrastinski, 2019). Stein and Graham (2014) defined blended learning as flexible, efficient, and effective from online learning experiences combined with learning face-to-face. Furthermore, Gruba and Hinkelman (2012) explained that blended learning is learning activities that utilize mostly 45% of online learning and the rest of face-to-face learning. In short, blended learning is a combination of face-to-face and online learning experiences (Garrison & Vaughan, 2008). In conclusion, blended learning has some face-to-face class meetings, and some class sessions are replaced with online learning.

The benefit of blended learning integration has been proved in various topics including students' outcome, student's autonomy and self-direct learning, professional learning and many others (Yatun, et.all., 2021). A classroom setting that uses technology to teach and learn provide students a positive learning environment and gives teachers a chance to use technology to teach and learn in a creative way. (Kaufmann et al., 2016). The four reasons for using blended learning, according to Deshpande and Shesh (2021) are as follow:

- a. Greater accessibility Everyone now has easy access to technology. Almost everyone has a smartphone, and mobile internet access has brought many individuals globally together.
- b. Flexibility and convenience for the learner. Currently, online courses give students the chance to engage in activities outside learning (e.g., working elsewhere). This can be quite helpful in ensuring that everyone has equal access to educational opportunities.
- c. Cost-effective and time-saving. Additionally, online courses concurrently satisfy the needs of all students worldwide. Both cost and time are saved as a result more students can be reached.
- d. Interesting. The lesson becomes interactive and the students' involvement is increasing due to the use of audio-visual elements and engaging activities.

2. 1. 4. Covid-19

A virus known as COVID-19, also known as SARS-CoV-2, was identified at the end of December 2019 and is thought to have originated in Wuhan, China. The new virus is known as SARS-CoV-2 and the condition is known as coronavirus disease

2019, according to the World Health Organization. (WHO, 2020). When this virus initially emerged, it was unclear whether humans could transmit it to one another. The number of cases keeps growing over time. Finally, it has been confirmed that pneumonia may spread from person to person (Relman, 2020). This virus is still unexplained and is spreading rapidly, and study is still ongoing.

The symptoms of COVID-19 infection might be mild, moderate, or severe. Fever (over 38 degrees Celsius), cough, and breathing difficulties are the predominant clinical signs. Additionally, it may be accompanied by additional respiratory symptoms, pressure in the chest, fatigue, muscle aches, gastrointestinal symptoms such as diarrhoea. In just one week, shortness sets in for half of the patients. In severe instances that develop quickly and progress, such as ARDS, septic shock, metabolic acidosis that is challenging to treat, and bleeding or failure of the coagulation system within a few days. Some people only have minimal symptoms, not even a temperature. The majority of patients have a bright outlook, while a small percentage of those in serious condition even pass away (PDPI, 2020).

According to <https://covid19.go.id/>, by 31st July 2022, the Government of the Republic of Indonesia has reported 6.207.098 persons with confirmed COVID-19. There have been 156.993 deaths related to COVID-19 reported and 6.001.402 patients have recovered from the disease. The Ministry of Health (MoH) of the Republic of Indonesia has taken actions to enhance response efforts for COVID-19 in Indonesia.

Nadiem Makarim, the Minister of Education and Culture, released a circular due to the COVID-19 pandemic. Through SE Number 3 of 2020 regarding prevention of COVID-19 on the education unit, the handling instruction was directed at the

Department of Education at the provincial, district, and municipal levels. Circulars had 18 rules that the education unit had to follow (cited in CNN Indonesia, 2020).

2. 2. Previous Study

In respect to recent studies, the researcher is excited to find out several studies that are relevant to this research, dealing with the teachers' challenges and strategies in ELT during this outbreak pandemic era.

1. Yani (2016) conducted research on analysis of teachers' teaching strategies and students different learning styles in English teaching-learning process. Her research's goal was to understand how English teachers develop and use instructional strategies in the language teaching and learning process in spite of the different learning preferences of their students. Based on the study's findings, it can be inferred that teachers employed several methods to accommodate the various learning styles of their students.

The methods employed taking into account the characteristics of the students, the learning objectives that the students would achieve, and the nature of the learning material. Teaching strategies used by the teacher such as demonstration, videos, reading text, lecturing/storytelling, cooperative learning, discussion, and games. In other words, it can be concluded that the use of the strategy used is based on the consideration of different learning preferences and styles. The teacher accommodates student learning styles by giving different instructions for each learning style. From this study, there is a similarity of focus with the research to be carried out, which is related to teachers' strategies in the

English learning. While the difference in the study examines the teachers' strategies in teaching English with e-learning classes.

2. Another study conducted by Atmojo and Nugroho (2020) has aimed to investigate the way of EFL teachers carry out online EFL learning and explore the challenges they deal with during the Covid-19 pandemic. 16 EFL teachers agreed to take part in this study after receiving an invitation. The EFL teachers were asked to write reflections on how they approach online EFL instruction and any difficulties they run across. Five of them took part in a separate follow-up interview. The interview process was semi-structured. Data coding was completed, and the results section's appropriate extracts were informed. Both researchers separately coded the data for validation, which was followed by several sessions of discussion.

As a result, the EFL teachers have implemented online learning through a variety of activities, from evaluating students' work synchronously or asynchronously depending on each school's regulation to verifying their attendance. There are many platforms and applications used, from learning management systems to extra resources. However, a lot of issues arise from the students, teachers, and students' parents in addition to the legitimate causes. Therefore, the online learning does not run well since it lacks of preparation and planning. This research has the similarity with the study of facing the challenges on EFL learning during outbreak pandemic. While the difference is that this study did not explore the teachers' adaptation in teaching English during this pandemic.

3. Listyanawati and Widyanoro (2020) conducted research on strategies and problems faced by Indonesian teachers in conducting E-Learning system during COVID-19 outbreak. Their objective of the study was to find out and describe the applied strategies and also problems faced by teachers in conducting e-learning during this COVID-19 outbreak. The conducted research was held using a descriptive qualitative method approach. It was focusing on the actions of teachers that occur in conducting e-learning during this outbreak pandemic. The object of the study was 55 numbers of Junior and Senior High School teachers randomly selected to fill the online questionnaire. Furthermore, an online interview was also elaborated in gaining the information to support the findings of the research. The data were analyzed by describing the data collected on the online questionnaire using google forms and the interview result.

The findings showed that there were three teaching strategies applied by teachers; they were: applying only online chat, using video conference, and combining both online chat and video conference in online teaching and learning process. Some of the problems also arose during e-learning, a total of 6 problems. The arisen teaching problems were: the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically disadvantaged family background, and parents' support system. Nevertheless, the teachers expressed that the e-learning system relieves their responsibility in conducting the teaching and learning process during this COVID-19 outbreak. What makes this study different from the researcher's

study is that this study does not discuss the adaptation of the teachers dealing with online classes.

4. A study entitled “Teaching during Covid-19 pandemic: What Should Educators Do to Save Nations’ Educational Crisis?” was conducted by Syahria (2020). The objectives of this study were to explore the teaching strategies applied by EFL teachers during the COVID-19 pandemic, to investigate their challenges in teaching by using the new mode, and to show the way they cope up with those challenges. This study uses descriptive qualitative research to analyse the difficulties EFL Indonesian teachers have in adjusting to the new teaching model during COVID-19. In order to learn more about their English teaching methods used during the COVID-19 pandemic and their difficulties adjusting to the new model of teaching (distance education), two EFL teachers from various locations of Indonesia were interviewed.

The study revealed that some challenges faced by the teachers in conducting distance education was insufficient expertise in distance learning, which is frequently used online. The two ELT teachers used a collaborative teaching approach during the COVID-19 pandemic as proposed by Bullen and Jones (2007), where there is a cooperation between students and teachers and among students themselves in the teaching and learning process as well as there is great participation on students' teamwork regarding the projects given by teachers with the help of various modern web tools for communication and online teamwork, such as Zoom and WhatsApp chat and video. Raising teachers' competence to use technology effectively became the way to solve their obstacle in conducting distance learning. This study only asked two EFL to

be the research participants while the researcher ask seven EFL to be her research participants.

5. A study by Nartiningrum and Nugroho (2021) entitled “English Teachers’ Perspectives on Challenges, Suggestions, and Materials of Online Teaching Amidst the Global Pandemic” has an objective to identify the difficulties, recommendations, and teaching resources required by Indonesian EFL secondary school teachers for adopting the English online courses. The information was gained via self-written reflections and semi-structured interviews to gather qualitative data, which was then analyzed using some of Creswell (2009)'s sequential explanatory strategy's processes.

The research revealed that a weak internet signal interferes with classroom instruction. Therefore, the teachers advise that keeping a steady internet connection should take priority. Then, as material sources for online instruction, teachers think that having quick access to online programs and websites is essential. In response to the current phenomena of online learning, particularly at the secondary school Year 7-9 level, the findings of this study add to the amount of knowledge about the teaching of English as a second language. This study supports the researcher’s study dealing with the strategies in online learning.

6. Hidayatullah (2021) conducted research on English teacher’s challenges of online learning during the covid-19 pandemic. This study attempts to investigate the difficulties faced by English teachers when teaching students online during the pandemic and to find how they overcame these difficulties. The research design used for this study was qualitative. Twenty English teachers participated

in this study as the subjects. Open-ended questionnaire and one-on-one interview were the techniques of data collection applied in this research. The researcher employed a method of data analysis based on Miles and Huberman, who were cited by Sugiyono (2012). According to Sugiyono (2012), there are three stages to a qualitative research method: data reduction, data display, and conclusion drawing.

The findings indicate that there are difficulties that teachers have when facilitating online learning. The difficulties identified included the low level of teacher-students interaction and the teacher's inability to implement online learning due to the lack of training and expertise. The teacher's answer also includes encouraging students to consistently participate in online learning, repeating the learning explanation, and enhancing teachers' instructional skills to raise the quality of online learning. Comparing to the researcher's study, this research does not explore much on the teachers' adaptation in facing online classes.

2. 3. Basic Framework

Dealing with the English Language Teaching in the outbreak pandemic, there are some challenges faced by the teachers. The obstacles come from the teachers, students, and facilities supported during ELT in pandemic era. Teachers should adapt to those challenges by implementing some strategies in the teaching learning process so that the learning objective can be well achieved. The need of adaptation dealing with ELT during this outbreak pandemic has also become the teachers' concern.

Figure 1. Transforming Education due to Covid-19 Pandemic

