

## CHAPTER II

### THEORETICAL REVIEW

This section consists of Theoretical Study and Previous Study. They are described in more detail as follows:

#### **A. Theoretical Studies**

This section presents relevant theories to this study. It consists of teachers' difficulty, teaching English, and online learning.

##### **1. Teachers' Difficulties in Online Learning**

The impact of online learning is felt by the teacher, they feel concerned because their students have to learn independently without direct assistance, which are some of them find the difficulties either from incomprehensible material to unstable network problems, so that not few of them take online learning not maximal. Apart from students having difficulty, the teacher also has difficulty. Arkorful and Abaidoo (2014) argued that not all teachers have to master the knowledge of technology, especially in online learning. It becomes difficult in unpreparedness of teaching through technology to facilities that do not support online learning.

##### **a. Difficulty in using technology and lack of internet networks**

Technology has become a very important tool in online learning, many teachers are trying to integrate technology so their students can learn through online learning. This is a problem that the teachers face in the field. The main

obstacle faced by teachers is the lack of competence in the field of technology to utilize learning applications to deliver materials and assignments for students. Ertmer et al. (2012) stated that the lack of technology competence that teachers' have in online teaching is insufficient development and training related to online devices. The next problems that dominantly affects teachers in utilizing technology is the availability of internet networks and signals. A research carried out by Nashruddin, Alam, and Tanasy (2020) confirms that internet network cannot covered some teachers and students who live in remote areas. So, basically well-designed learning if the internet network does not support it, then learning cannot run smoothly.

**b. Difficulty in delivery materials in online learning**

According to Rosalina, Nasrullah, Elyani (2020) online learning need media or application to elaborate the material of the students. It forces the teachers to operate an application connected to the internet networks so that learning materials can be conveyed to students. This condition is an obstacle for teachers because they are not ready to swith to online learning. In Fact, teaching by applications, find it difficult with limitations in conveying material to students. As a result, the subject matter is not delivered properly. Learning that is done online with a long enough intensity causes boredom while studying. So, the material that should be understood by students, because of the saturation of online learning makes him lose concentration and do not understand the material explained by the teacher.

### **c. Difficulty in giving online assessment**

The limited online learning activities certainly have an impact on the quality of education itself. One of the problems in giving an assessment is a dilemma for the teachers. Ramazan (2017) stated that one of the obstacle faced by the teachers in implementing online assessment is unable to prevent cheating during exams. This is based on the fact that giving assessment in online learning is actually not an effective place to measure students' abilities because online learning conditions make students and the environment around them increasingly underestimate the essence of education itself. So, assessments in online learning tend to be less representative of students' abilities due to space and time limitations.

### **d. Difficulty in motivating students in online learning**

With the enactment of online learning which causes several changes to students which in turn affects their learning motivation. The student's motivation to learn becomes an influence in the success of learning. Dişlen (2013) argued that students feel less motivated because boring lessons and many tasks without details explanation from their teacher. So, teachers have difficulty in motivating students to learn. Because basically the students themselves have a little interest in participating in online learning. So that learning is not successful because the interaction is done through virtual which cannot directly reprimand or motivate students.

#### **e. Difficulty in applying students' character**

It is very important for schools to teach a character building. Setiawan (2021) stated that online learning has not fully formed the character of students because it is more in the realm of developing academic knowledge. Character building is formed because of habits. In fact, no matter how sophisticated online learning is, technology still cannot reach the character building of a student. Because after all the teacher's role as an educator cannot be replaced by technology. Thus, the existence of learning using technology make it difficult for teachers to apply character building to students.

#### **2. Teaching English**

Teaching must be seen as a systematic process in terms of planning, designing, preparing, implementing, and evaluating learning activities that take place effectively within a predetermined period and teaching must be accompanied by educating students or inserting character education into students. An English teacher must be able to teach English and be able to optimize the teaching learning process (Fitria, 2019). It means that a teacher must indirectly be able to guide students to do and be aware of the ethics, culture, and morals that apply where students live. Teaching English has the objective to develop the ability to communicate in English in spoken and written form. These communication skills include listening, speaking, reading, and writing.

Online learning provides a little convenience for educators in teaching English by shortening time and minimizing costs. Whether it's recognized or not,

there are many learning applications in the format of audio, text, quizzes, videos, and films that can support and provide downloadable English materials as well as exercises. However, it depends on the use of the technology itself. Abbasi et al. (2020) reported evolving technology and learning management systems for teaching, learning, and assessment have been carried out progress by providing solutions for educators and enable policy makers to implement use of information technology.

By knowing the impact and the changes from online learning, the teacher has a duty to be more creative and innovative in teaching English. Teachers need to be trained to be confident and both teachers and students need to know how to operate the technology (Abualrob, 2019; Etxebarria et al., 2012). The example to optimize the use of technology to create creative learning, by providing some games, make a tik tok, giving them a time to watch interesting videos that still related to the material. From that creative learning, the essence of teaching English can be felt by the students and can increase their skills in English, with not decreasing their motivation and their interest to learn English.

#### **f. Devices in Teaching English Online**

The device is important because it acts as a connection between teachers and students at a mutually agreed time and hour. With the device as the interaction between the teacher who explains and presents material for students to do it in accordance with the directions with the aim of achieving learning objectives. Xiaming and Song (2018) stated that interactive platforms, virtual tools, visual

and audio applications are the examples of technology offers for students and teachers to increase online teaching and learning activities.

So, in this study, devices in teaching English means the platform or technology related to teaching English that can support the online learning process. Enriquez (2014) mentioned that the media that is used to support online learning is for example by using google classroom, Edmodo, Schoology, Zoom and many more. So, there are many online platforms that is relevant also to teach English namely, flipgrid, mentimeter, zoom, and google classroom.

### **3. Online Learning**

Online learning is a learning process that is carried out remotely between students and teachers who use technology assistance as a device in their learning. Online learning requires an internet connection. Teachers and students do learning at the same time, but in different places. So, in online learning, the learning relies on the provision of digital content on web-based portals, along with the use of video conference, that are very few had integrated learning management systems (Reimers, 2020).

Talking about online learning, according to Moore, et al. (2011) online learning use the internet network with accessibility, connectivity, flexibility. Online learning from face to face learning certainly makes students and teachers get new experiences in their education process using modern technology and the internet connection. By using an appropriate devices and platforms, the learning can be held clearly and fluently. For the example by using a zoom meeting or google meet platform, both of students and teacher can be face to face seeing each

other through the video conference, they also can share the material easily by using the presentation that was already served in the platforms, and also the good things for the teacher is they can share the link of the presence list in the chat box and the students will easily fill in through it.

Using digital devices has many advantages when applied in online teaching and learning. Butcher and Adams (2015) argued that online learning have advantage that students enrolled the online courses offered in online learning activities are able to access information in a flexible way without having to leave from home. So, learners can use smart mobile devices to access digital libraries, find quizzes, participate in lessons and tutorials, receive learning material, and participate in virtual conference. The advantages result from the distinctive features of smart devices such as flexibility, accessibility, and connectivity.

## **B. Previous Studies**

A study about online learning during pandemic in Indonesian conducted by Atmojo and Nugroho (2020). This research investigating teaching activities and the obstacles at secondary schools during pandemic. The participants are 16 EFL teacher that consist of 12 female and 4 male. They were requested to make written reflections and five of them took involved individual interviews. The instrument that used is semi structured interview. EFL teachers have done online learning through several activities starting from checking the students' attendance to giving scores on the students' assignment. Using various applications and platforms starting from learning management system to the additional resource. However, many problems faced the teachers, students and the students' parents. In this study

indicated different in the instrument used. For the instrument, the researcher only use semi structured interview to interview all participants, totaling 6 teachers.

Another previous study was done by Nguyen, et al. (2014). The research objective is to explore factors affected the efficacy of non English teaching and learning major in Vietnamese higher education. The instrument through an investigation of classroom practices. This study showed us many factors were hinder the quality of English teaching, the uninteresting teaching style, the insufficient time for learning activities, the grammar-driven teaching, the unreasonable time management, unclear instructions, teachers' limited ability in classroom organization, unequal students' English levels, inadequate lesson preparation, teachers' limited use of teaching aids and technology, which is make the students' lack of confidence in using oral English in class activities. The difference between previous study with the study conducted by the researcher is in instrument. the instrument in this previous study was investigation, whereas the instrument by the researcher uses interview.

A recent study by Nugroho, et al. (2020) has conducted to investigate the teachers' challenges and their perception of online teaching activities in global wide range. The research in collecting the data by using self written and semi-structured interviews from 17 Indonesian EFL teachers. This study concludes the absences of online learning platform with the lack of students is motivation of the time-consuming to prepare online learning materials became the primary challenges of the teachers. The differences of this study is the participants. In

previous study has a bigger amount of the researcher, namely 17 Indonesian EFL teachers.

Another previous study by Sungbatumis (2017) has conducted to investigate English teaching challenges as well as the solutions taken by the English teachers at MTs N Taliwang, West Nusa Tenggara. The participants consisted of five English teachers. However, at the end, there were only four participants because one participant was doing the pilgrimage. The participants consist of three females and one male. In this study, the research using interview to collect data. The result of this study are many students are faced challenges because their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, the challenges that teachers face are less of teachers' training in mastery the technology, language proficiency issue, limited mastery of teaching methods, teachers unfamiliar with technology, and lack of professional development. Regarding to the previous study, the researcher conducted in Pemalang, Jawa Tengah. And until the end, the number of participants is still complete.