

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Study

In conducting this research, the researcher used the information from other researchers. The references are useful to conduct this research. The researcher used similar research as references, as follows:

The first study entitled “Teachers’ Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar (*A Descriptive Qualitative Research*)” written by Desri Susiyanti (2019) from English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. This study tried to find out the teachers’ difficulties in teaching English as a foreign language at SMK Muhammadiyah 3 Makassar. This study was conducted in a descriptive qualitative method. The result of the study showed that teachers’ difficulties in teaching English as a foreign language in that school are not easy since there is no basic knowledge and linguistic in vocational school. The difficulties faced by the teacher were found namely students’ basic knowledge in English subject, there are a lot of students in the classroom, the students’ low concentration, the students’ absence in the learning process, boredom, and the facilities in the school was low. The challenges of the English teacher faced by dealing with the students meanwhile the teacher was limited teaching knowledge and development.

Based on the previous study above, the researcher concluded that the teacher faced challenges in teaching since the teacher has limited teaching knowledge and development, and other problems come from the students. The research above also has similarities namely the focus of the study was to find out or to know what are the teacher's problem/challenges in teaching English.

Meanwhile the differences of the previous research and the researchers' study there are classroom activity on the school between the teaching online.

The second previous study comes from a journal written by Aisyah Mumary Songbatumis (2017) from Muhammadiyah University of Yogyakarta. The research titled "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia". This study tried to investigate English teaching challenges as well as the solution taken by the English teacher at MTsN Taliwang. This result of this study showed that the challenges partly come from the students, teacher, and also the school facilities. This study explained that the students challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problems. The teachers also showed the challenges namely the age of teachers' training, language proficiency issues, lack of teaching methods, unfamiliar with the technology as the media, and lack of professional development. The last challenges come from the school facilities issues that less of resources and facilities, and time constraint. This study showed the solution to fixed these challenges namely the efforts done by the school and the teachers.

Based on the research above, the researcher concluded that there is a similarity in the finding of the challenges of teaching English. Meanwhile, there is no online media as the main focus.

The third previous study entitled "Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students" written by Daniah Muslim (2019) from Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan. This study aimed to describe the challenges by an English teacher in teaching grammar for deaf students. This study conducted in a descriptive qualitative form. The data obtained from the English teacher's statements which taught English at the X up to XII grade at SMALB-B Negeri 1 Batu Bara. The result of this study showed there were

challenges faced by the teacher during the communication between the teacher and students when using English. Another challenges namely lack of computer as the facility, no hearing aids/group hearing aids, no learning media (LCD, projector, etc.).

Based on the previous above, the researcher concluded that there are several challenges faced by English teachers, besides come from the school facilities. The research above was analyzing the challenges of deaf students, it may take serious challenges faced by the teacher. The focus on the description of the challenges is the similarity of the research. Meanwhile the main focused of the researcher to conduct the study on online teaching as the challenges.

The fourth previous study from the journal written by Yuyun Yulia (2013) from RMIT University, Melbourne, Australia. The study “Teaching Challenges in Indonesia: Motivating Students and Teachers’ Classroom Language”. This study describes the main challenges English language teachers face in teaching in Indonesia. This study used students and English teachers in twelve randomly selected junior high schools in government and private schools in five districts in Yogyakarta Province as the participants of the subject study. This study showed that the students’ motivation is more of an instrumental motivation. Besides, the data showed that the teacher felt that English is difficult to be used or taught in class. The low variety of Bahasa Indonesia and Javanese used in classroom instruction. The teachers claimed it was due to the student's problems such as low motivation, in fact, the students’ eagerness to listen to the teacher was good. This study suggested the teachers need to improve their teaching techniques as well as their speaking competence in class.

Based on the previous study above, the challenges showed that the teachers’ teaching techniques. The main focus of the previous study describing the challenges language teachers, meanwhile there is differences in the teaching English subject namely offline teaching between teaching online.

The last previous study was written by Ustadzah (2019) from English Education Department Faculty of Tarbiyah and Teacher Training Sunan Ampel State Islamic University Surabaya. The study titled “EFL Teachers’ Challenges and Strategies in Teaching in the Distracted Classrooms: A Case Study in SMA Bahrul Ulum Sekapuk”. This study aimed to investigate the teachers’ teaching challenges and strategies. The design of this research is descriptive qualitative. The observation teaching-learning process and interview conducted to obtain the data. The result of this study showed that there are many challenges faced by the teacher which are (1) tired of raising voice, (2) unequal voice, (3) unequal attention, (4) disparate interaction, (5) annoying noise, (6) inactive students, (7) stubborn students, and (8) thin school wall. The researcher also suggested to the teachers that should use more creative strategies to gain teaching-learning purposes and the school should build the thicker wall in order for the classroom will not be distracted by the noise outside.

The researcher concluded from the five previous studies above help so much to the researcher to conduct and wrote this study as well as possible. The similarity of the research namely aimed to find the challenges or the problem faced by the teacher. This research mainly focuses on identifying the technology problems faced by the teacher and students during the pandemic, meanwhile, there is no previous study which is focused on the problems faced of teaching online during the pandemic.

B. Underlying Theory

The underlying theory is used to give a clear concept in this study. The underlying theory of this research gives some explanation as follows:

1. Definition of Teaching

The teaching process of English language in Indonesia is based on the school-based curriculum. Teaching is the process interaction of two or more people to achieve knowledge and give influence to the learner.

According to Andrew Pollard and Jill Bourne (in Lilis Hidayatul Ummah, 2010:10), teaching is the way of people showing or helping someone who wants to learn to do something, instructing, guiding, providing something, help to know or understand.

Risk (1974:465) stated that the process that conceptualized in many different ways, using metaphor, alternative, and analogies are called teaching.

Based on the definition above, we know that teaching is a process conducted by the teacher to make their students have complete knowledge and attitude.

2. Definition of Teaching and Learning Online

Using a gadget such as a computer or a smartphone need an internet service provider to connect with peoples around the worlds. Teaching online is teaching with social media tools. Teaching online is education that takes place over the internet, no need to meet or face to face directly. It is can called also distance teaching and does not need an offline classroom.

According to Sónia Sousa (2006: 21), online distance teaching using online technology in the teaching process.

According to Sónia Sousa (2006: 21), online distance learning is the student's activity in their place and communicate with each other via e-mail, instant message, video-call, and others.

Based on the definition above, we know that teaching and learning online is use the internet as the place and not in an offline classroom.

3. Definition of Social Media

Social media or social network is a not brand new in this new era globalization. Almost all people know the function of social media although they cannot define it. Based on the limited knowledge, the researcher defines social media as the internet-based social system that there are people connected to each other to share information or communicate although in different places and conditions.

Boyd, *et al.* (2007:2) stated that people allowed to construct profile with a bounded system in a public or semi-public, people allowed to articulate with the user in a list which they share a connection for, allowed to cross and view another user in a list of system.

Nations (2019), stated that social media refers to the interaction of people with each other, sharing and receive information through the instrument of communication, like the internet.

Based on the definition above, social media is a tool for people to set up a social relationship, sharing the information, etc.

4. The Role of Social Media

Social media are different from offline or the oldest media. According to Kristine Lerman (2007:16) among the common features of social media, the member or user are allowed to create content in various media types.

Social media had various elements such as the sender, the content, connection of the internet. Peoples get benefit from social media since they can receive feedback from another, so the receiver gets the point of view from other people opinions.

It can be concluded from the definition above that the role of social media is important for the user since the user are free to do something such as create content and then spread it.

5. Social Media Platforms

People connected through the connection of the internet need social media platforms. Social media platforms present as a tool or place for users or members to share information, interact and communicate. There are platforms commonly used by peoples especially for educational purposes, such as :

a. WhatsApp

In this era, WhatsApp is the most popular social network or instant message. WhatsApp is an instant message application for smartphones. WhatsApp founded in 2009 by Brian Acton and Jan Koum. The user can access WhatsApp via smartphone, computer, or web of a browser application.

People are easier to use WhatsApp since WhatsApp is a cross-platform messaging application that allows the user to exchange the message, images, video, or audio without SMS fees. The user just needs an internet connection to use WhatsApp to communicate with other users easily.

For educational purposes, WhatsApp had an important role. The user including such as the teachers or learners are easy to share and exchange educational information or make an online class group with WhatsApp.

b. YouTube

People are easy to access a video created by people around the world via online. The most popular online video sharing nowadays is YouTube. YouTube is an online video-sharing platform that allows the user to make a video then upload it into YouTube channel. The user also allowed watching, upload, and share to others. YouTube founded by Chad Hurley, Steve Chen, and Jawed Karim in 2005. The users of YouTube spread across the world of all ages, starting from children to the level of adults. Every single day there are millions of people more access video on YouTube. They search the content they want or watch from YouTube's recommendation on the homepage. People enjoy access to the online video on YouTube since there was billion content such as comedy, education, art, and so on.

YouTube also one of the media in teaching language, especially English. Sometime the students may feel bored with the teaching model, so it is very useful if YouTube presents as a media of teaching-learning processes. In this modern era, YouTube for educational purposes had an important role, since most of the people enjoy access to everything on this modern technology. In the other words, the teacher can improve their teaching skill and encourage the students to be active and enjoy learning English as their foreign language. The teacher can instruct the students to make a video to fulfill the assignment score. Besides, the teacher can give feedback from the students' video, so the students can improve their studying motivation

6. The challenges of the teacher

English is an important language that should be taught early to students since it is not the first language used in Indonesia. The English teacher plays an important role to teach the students to master English.

According to Tompkins (in Daniah Muslim, 2019:7) the teacher should be able to make the learning process associated with the student's background knowledge with the material studied.

According to Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto,2003 (in Aisyah Mumary Songbatumis, 2017:56) there is problems shortage of trained English teacher reported in some countries.

Some English teachers may face the challenges of teaching English such as lack of teaching skills, do not know the student's background knowledge, do not have a sense of humor, cannot control the classroom, and so on. Besides, there is a possibility that many teachers in Indonesia still cannot use and operate smartphones or laptops by taking the benefit of the internet for educational purposes.

C. Theoretical Framework

We know that almost everyone needs English to communicate. The main factor to master it is the technology that presents such as social media. Social media have many important roles in daily life, especially for educational purposes.

Many researchers have conducted research online teaching usually using media in a process of teaching-learning. It still might be many undiscovered possible ways to describe teaching online English subject as the researcher.

Through this research, the researcher will try to identify and describe the challenges on teaching online English subjects in SMK Negeri 1 Nawangan. This study focuses on analyzing and describing the challenges on teaching online English subject, also to describe the teacher's solution to the challenges on teaching online English subject in SMK Negeri 1 Nawangan. The researcher wants to give a clear description of the challenges on teaching online by an English teacher at SMK Negeri 1 Nawangan, therefore in

conducting this study the research question that has been stated before is important in the theoretical framework. The researcher uses the theory from some theoreticians to define the notion of teaching, the notion of teaching online, and define the social media including the platforms.