

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Basic

2.1.1 Instructional strategies for teaching amid COVID-19

The Covid-19 pandemic has impacted education in Indonesia, notably the country's higher education system. Traditional in-person instruction and learning at universities have given way to a greater emphasis on online and other forms of distance education. The vast bulk of Indonesia's higher education is currently being offered online. Keeping this in mind, students can educate themselves and study while seated in front of their computer screens at home. Consequently, Mahmood's (2020) study offers instructional strategies that may be utilized to facilitate the introduction of online training in higher education.

First, set the sound and tone. Successful education depends on open lines of communication between teachers and their pupils. Instructors giving university teachers online should pay more attention to their vocals. Modulating intensity is crucial when teaching at a high pitch and using vocal functions like pauses. One study found that students who spoke softer had a greater sense of purpose in their lessons.

Second, increase online class instruction. The success percentage of online courses may be improved by encouraging more student participation. Increased involvement may emerge from frequent conversations between instructors and students in online classrooms. One strategy for getting students interested in university teachers is to offer them the option of taking them online. The result will be a rise in classroom participation and enhanced academic performance.

Third, adequate infrastructure. Students that take part in virtual classrooms tend to pay closer attention in class. It has been shown that students have a higher rate of success in online courses when they actively participate more. Increasing the

interactions between instructors and students can help get more out of online lessons. It will improve students' ability to attend class and study.

Fourth, develop student learning abilities in online classes. Technology that facilitates instruction and learning is essential in online courses. Having a computer or other mobile device and access to the internet is the crucial technology needed for online courses. However, access to the internet is sometimes a limiting factor in online courses, particularly for students in rural locations. The COVID-19 epidemic should motivate the Ministry of Communication and Information to provide low-cost or free internet access for rural areas. This means that all pupils may feel secure while they study.

Fifth, think critically, practically, and creatively for the success of online learning. University teachers ought to come up with more exciting resources for students to use in class. More creative and valuable opportunities for students should be made available. Instructors can better tailor their instruction to their student's needs and interests when using online platforms. University teachers can then solicit student feedback by asking for their thoughts and opinions. Online learning will be more fruitful, and student development will occur.

Sixth, teaching policies and most problems students and university teachers face are weak internet connections, especially in remote areas. This will prevent students from taking online classes. Therefore, students cannot send assignments within the allotted time and are left behind in learning materials. To overcome these problems, university teachers should show flexibility and give students extra time. University teachers should not pressure teachers, and university teachers should support students fully. This support can be in the form of access to online class university teacher recordings and sending assignments given additional time by the university teacher.

Seventh, backup plans in online classes. Several structural and technological issues might arise in an online classroom. Overloaded servers, defective hardware, and a lack of IT support are all significant obstacles to implementing online

education. Therefore, instructors should be prepared with a plan B or C to deal with such issues promptly, so that does not set students behind in their education.

Eighth, change the teaching time. When teaching a course online, university teachers should limit student exposure to class time. This makes it more likely that the pupils will understand and retain the information. Online lesson plans should be ready in less than 30 minutes. This way, students are more likely to pay attention and stay on task when taking online courses. This method will increase students' capacity for learning in virtual classrooms.

Ninth, recording online learning. University teachers should record face-to-face learning in online classes. Students can repeat the material taught. This will be useful for students who miss it, become self-study material, and do not understand the material when learning online.

Tenth, provide teaching assistants. Not all instructors are technical gurus. Online courses need higher technological expertise than classroom instruction. Therefore, teaching assistants must control online defenders' technological aspects to operate efficiently. Teaching assistants can ensure online learning success. Before learning begins, university teachers and teaching assistants should confer so that learning proceeds smoothly.

2.1.2 Emerging technologies

Since COVID-19 came into existence, many things have changed. One is in the world of technology, which creates new digital technologies that can be used as multimedia tools. New digital technology can make people more productive and help them communicate better over the internet. There are two parts to emerging technologies: software and hardware. Multimodal communication technologies can be made up of both of these groups (audio and audiovisual technologies). Skype, Vimeo, YouTube, Zoom, Google Class, Moodle, Wiki, WebEx, Blog, Google Docs, Facebook, Instagram, Email, and Twitter are all examples of these technologies (Emelogu & Chigbu, 2021). It also comes in the form of apps we can

download to our computers, laptops, gadgets, or other handheld devices through the internet.

In education, these new technologies enable communication and interaction at almost every level. They can supplement online classroom instruction by allowing teachers to use multimedia tools to get students involved. Most new technologies help people talk to each other through computers or other handheld devices. New technologies like these make it easier to download, upload, or share content files. New technologies have also given teachers and students different ways to get information, analyze it, and use it (Barreto, 2018). New technologies have made education easier by making learning easier (Fastiggi, 2014). New technology, combined with what is already out there, has completely changed how teachers teach and students learn. In this way, learning is accessible whenever and wherever it is needed. Although the government of Indonesia had put in place a lockdown that made it impossible for education to take place in person, this technology was swiftly progressing to unlock hitherto inaccessible virtual avenues. Online education has never been more convenient than now because of digital tools like Zoom, Moodle, Google Classroom, WhatsApp, YouTube, and many more.

2.1.3 Proficiency in using technology in the teaching of EFL amid COVID-19

Professionalism on the part of educators is crucial to the success of any educational program. According to the Professional Standards for Instructors (PP No. 74 of 2008), teachers are expected to have a high level of expertise in four areas: education, personality, social skills, and professionalism. Teachers who are technologically and scientifically up-to-date in their classrooms can better help their students learn. Teachers play a significant role in implementing the teaching and learning process; therefore, knowledge, skills, and mastery of information and communication technology to support the learning process are helpful for teachers to know today. Teachers have to deal with four critical issues in the future, namely: 1) becoming more competitive people over global developments; 2) ready to improve quality, innovation, and service; 3) filling in the business of mergers

(mergers), and acquisitions (providing) - aspects of knowledge and opportunities; and 4) implementing network-based information technology (Daft, 2010). Teachers and professors with a command of technology know how to effectively use it to enhance student learning and faculty efficiency (Saad & Sankaran, 2020).

Success in university and the profession hinges on one's command of the English language. Due to English's central role in every Indonesian student's education, it is crucial that the language's teaching and learning be given due attention when new forms of educational technology are introduced. No amount of research, cooperation, publishing, or delivery of online courses can succeed without good content and pedagogical expertise in integrating new technologies; hence university faculty must be aware of and proficient in using these tools. Messina and Tabone (2013) argue that teachers' openness to and experimentation with new technology forms is crucial to developing the skills and adaptability necessary to handle the many demands of contemporary educational practice.

2.1.4 Technology tools for online teaching

A. Zoom

Zoom is used as a video conferencing tool for online education. Through internet-connected programs, video conferencing may serve as a stand-in for face-to-face classroom instruction. Thanks to video conferencing in distance learning, students and teachers may keep up their face-to-face contact even if they are not in the exact physical location. With video conferencing, teachers may interact with their students in real-time, improving student learning (Sandiwarno, 2016). Synchronous learning encompasses video conferencing and is a collaborative endeavor between instructors and their students. When people are learning simultaneously, it is called synchronous learning. Teachers and students in various locations can engage in real-time synchronous learning via video conferencing and other multimedia technology (Chen et al., 2005).

Zoom, the most widely used video conferencing platform, is ideal for online English instruction because of its user-friendliness and robust feature set, including those listed below.

- A Built-in virtual whiteboard
- Break room to divide students for group activities
- A Chat box to send messages to individual students
- Screen share for teachers or students to share materials, documents, and audio from a computer.

Cute emoji buttons allow users to applaud virtually and react to one another.

B. WhatsApp

WhatsApp is a chat medium that can send text messages, pictures, sounds, locations, videos, and documents to other people using any Smartphone. *WhatsApp* social media is currently widely used by various groups, especially students. In online teaching, university teachers can be used to give instructions to students.

C. Google classroom

Google Classroom is conceived as a free web service developed by Google to create an easy and efficient learning environment.

One of the most effective blended learning technologies available today, Google Classroom makes it simpler to organize classroom work in the following ways: Create, distribute, and grade students' assignments; Organize courses into modules or units; Upload and save resources on Google Drive; Monitor students' academic progress; Post comments and announcements about the class.

D. Youtube

In education, *YouTube's* prominence as a powerful social media platform presents a promising new possibility. YouTube is a valuable resource that can be included in the classroom experience. The availability of a video-sharing website facilitates the exchange of knowledge among educators. Students might be required to use *Youtube* to share their work with the world, gain exposure for their projects, and use the site as a research tool. They are using YouTube and other traditional forms of media to supplement their education.

E. Email

In the world of online education, *email* is a means of communication between students, both between students in the country and students abroad. Students can submit their assignments in text, images, videos, and audio. We get many benefits from using *email*, including broader access to education, as a medium for sending documents and reducing paper usage.

F. Google docs

Collaboration is one of the crucial aspects of education. Teachers should collaborate to facilitate the identification of the needs of students. Using Google docs can make digital learning easier, one of which is collaboration in the learning process (Nuswowati et al., 2019).

G. Edmodo

Edmodo is one of the LMS used by university teachers and students to support e-learning, such as assignments, quizzes, assessments, etc. *Edmodo* can interact and discuss with direct supervision from the teacher.

H. Google form

According to Batubara (2016), Google Form is one component of the Google Docs service. This application is perfect for students, teachers, university teachers, office employees, and professionals who like to make quizzes, forms, and online surveys. Features of Google Form can be shared publicly or specifically with Google account owners with accessibility options, such as: read-only or editable.

Some of the functions of Google Form for the world of education are as follows:
1) Providing online practice/test assignments through the website page, 2) Collecting other people's opinions through the website, 3) Collecting various student/teacher data through the website page, 4) Creating forms online registration for schools, 5) Distributing questionnaires to people online.

I. Quizizz

Quizizz was created to help teachers and students in the learning process. This application uses a quiz-style teaching and learning method, where users answer a series of questions independently and compete with other users on the same quiz.

J. Google drive

The learning system with *Google Drive* can save and share documents with other users. *Google Drive* provides storage services that are large enough to store documents, pictures, videos, and more.

2.1.5 Challenges and problems of teaching amid COVID-19

Emelogu et al. (2022) showed that some university teachers had many problems teaching online amid COVID-19 using technology. *First*, because they are only taught in a conventional, non-ICT manner, most professors lack proficiency in using such tools. This is due to a lack of motivation to practice using technology for academic purposes because they cannot operate technology for teaching due to age problems. *Second*, the lack of infrastructure. University teachers complain they are not ready to provide laptops, tablets, iPads, and internet services. Due to cost concerns, some educators are hesitant to purchase data for academic purposes. This is from the challenge factor experienced by students.

Another study also stated the experience of online teaching university teachers amid COVID-19 (Hashemi, 2021). They face the challenges of transparency and academic integrity, being the highest scores in teaching challenges amid COVID-19. Then, the average score of the challenges university teachers face is a technical problem: the platform they use is inaccessible. Lack of technological devices such as laptops/computers, LCDs, tablets, smartphones, and projectors; lack of time and confidence in implementing online teaching; lack of training as a common challenge. Then, the biggest challenge they face is the lack of internet/Wi-Fi.

Another study found the challenges and problems of university English teachers in learning shifts amid COVID-19 (Tarrayo, Paz, and Gepila, 2021). *First*, the lack of interaction between university teachers and students. In learning amid COVID-19, university teachers consider the lack of student participation or involvement. Lack of face-to-face accountability is a challenge in motivating and instilling student discipline. *Second*, the uncertainty of students' understanding of the learning content provided by university teachers. It is not easy to assess whether the student is learning. *Third*, technical problems and lack of skills in using technology. As with poor internet connectivity.

2.2 Previous Research

There are many studies examining the use of photovoice studies in education. One of them is Bunga et al. (2021), which examines the experiences of young people (students) in online learning in disadvantaged areas in Indonesia. Therefore, many young people experience poor distance learning due to a lack of internet connection. This research was conducted in Kupang City because poverty, human trafficking, and limited access to services threaten the welfare of this region's younger generation. The results showed that (1) there were advantages for the participants such as no transformation fee, no printing fee for assignments, assignments were only sent via email, (2) challenges for them were poor internet signal, no Wi-Fi access, laptops or damaged gadgets, even power outages, (3) using synchronous and asynchronous in online learning. Photovoice can precisely capture how online learning is applied to young people.

Another research by Yanti and Noviarini (2021) aims to find online teaching activities, online learning difficulties faced by ELT university teachers during the COVID-19 pandemic, and their solutions. The findings reveal that university teachers use several applications and platforms. Where university teachers choose for different purposes and functions, namely the learning management system; (2) chat and messages; (3) video conferencing; (4) content creators; (5) assessment; (6) video streaming and sharing; (7) online learning providers; and (8) additional

resources. University teachers use synchronous and asynchronous models in the implementation of online learning. In teaching university teacher activities, the university teacher uploads the material via LMS or a messaging application such as WhatsApp then the material is explained via Zoom. Then the university teacher also gives assignments and projects to students. University teachers conduct joint discussions to deepen and sharpen students' knowledge. University teachers also provide question and answer sessions that involve students in solving problems. University teachers offer feedback on student work. Feedback helps students to progress in their learning. The obstacle faced is the factor of students who do not understand the material and are less enthusiastic about participating in online learning even though adequate facilities support them. Second, limitations in controlling knowledge. Where university teachers are limited in controlling online education.

Tanguihan's research (2021) also explored the experiences of higher education teachers teaching amid a pandemic. This study uses a qualitative method by collecting data through interviews. Analysis of the data used using thematic techniques. The findings of this study are that there are several obstacles faced by higher education teachers, namely (1) most students are passive, and most of their learning activities are only reading and viewing material without collaboration and interaction among students and higher education teachers. As a result, teachers must invest more time and effort in preparing online courses and developing and designing lessons that will increase students' focus spans. (2) Online cheating, online tests do not require face-to-face supervision; students can use their notes, the internet, and other resources to help them answer questions. (3) The problem of software that is not user-friendly. Students find it challenging to use the software because it is not oriented to use it. (4) Students are late submitting requirements and do not meet the deadline set by the teacher. (5) Use of cell phones. Many students use mobile phones and find it challenging to access lessons because of the limited features on mobile phones on laptops. (5) Maintain discipline—students' indiscipline in time management of their attendance in online learning.

The studies above are relevant to this research, which explores the experience of university teachers teaching amid COVID-19 and research using photovoice studies. There are various problems and challenges faced by university teachers and the use of technological tools to teach teaching in the transition period. In this study, how is the experience of university English teachers in Indonesia in their teaching strategies amidst COVID-19 using photovoice studies.