

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Online English Teaching during COVID-19 Outbreak**

As of April 2020, the number of confirmed COVID-19 cases in Indonesia has reached more than 1.500 cases (WHO, 2020). It influences many changes in every aspect of life. In the education sector, The Minister of Education and Culture of the Republic of Indonesia has instructed schools to carry out online learning from 17 March 2020 for COVID-19-affected areas (Mendikbud, 2020b). Soon after that, the Minister of Education and Culture of the Republic of Indonesia ordered all education units to run online learning from 24 March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staff (Mendikbud, 2020a). It caused educational practitioners, especially teachers, to make new considerations and strategies based on their beliefs that may change because of the phenomenon.

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance, tablet, smartphone, laptop, and computers which require an internet connection (Gonzalez & Louis, 2018). Due to the changes in the tools and situation itself, teachers nowadays are intended to be more creative and literate with the technology used to support their teaching, and with the teaching method and practices considering the issue faced.

There were several studies related to Online English Teaching during the COVID-19 era before. First, a study by Atmojo& Nugroho (2020) entitled EFL Classes Must Go Online! Teaching Activities and Challenges during the COVID-19 Pandemic in Indonesia, as 16 EFL teachers are the respondents, found that online teaching-learning activities did not run effectively, it depends on each school policy. The process does not run well since it lacks preparation and planning. Next, a study by Meilasari& Hakim (2021) entitled Online English Teaching and Learning Process through WhatsApp Application at SMK Al-FurqonBantarkawung in The Academic Year 2020/2021 during the COVID-19 Pandemic. The study involved the teachers and the students as the respondents and found that the online teaching-learning process through WhatsApp application is quite enjoyable but sometimes not. The teachers are really nice and communicative but the students cannot understand the material because the explanation in the group chat is too short. The teachers then used problem-based learning to make the students able to think critically and find other references related to the material by themselves.

Online teaching-learning is also applied in one Vocational High School in Bandung District. This school is well known for its achievement. Most of the students are literate in English and highly qualified, as are the teachers. In their online teaching-learning process, the teachers and the students don't only use WhatsApp as the medium of teaching-learning. Besides WhatsApp, they also use Google Meet to support their teaching-learning process.

## **B. Teachers' Belief in Teaching English in Vocational High School**

In English teaching, teachers' belief is very useful to assist English teachers in understanding, managing and reflecting on their teaching. Calderhead (1995, cited in Wafa, 2016: 321) affirms that teachers' belief refers to teachers' pedagogical beliefs or those beliefs of relevance to individual teaching. Since it comes from their own experiences as learners and teachers, they are able to understand more new information or adapt to new situations. Their understanding will be the guide for them to make some decisions and acts regarding teaching-learning, like what they will do in the classroom based on their beliefs about their students' characteristics, curriculum, and school policy, how to assess or evaluate their students, etc. After a while, they will reflect on their teaching to improve their teaching professionalism.

To break down the area of teachers' belief, Calderhead (1996) described aspects of teachers' belief into 5 aspects that are well connected to each other. There are beliefs about learners and learning, beliefs about teaching, belief about curriculum, belief about learning to teach, and belief about the self and nature of teaching. These aspects are the theoretical framework that can help teachers define their beliefs in order to help them reflect on their teaching practices.

On the other hand, since this research was conducted in Vocational High School, the teachers should have known what the urgency that the vocational students need to achieve in learning English. English for vocational purposes

(EVP) is defined as a program sitein both the secondary education and tertiary education sectors, which equips students with English competence that supports their vocational expertise. The role of English as a medium of vocational communication helps students understand their vocational content, build and develop their vocational knowledge and skills, communicate their vocational expertise and perform specialist tasks, and develop their disciplinary language (Widodo 2015). For this reason, students have to experience texts, which are relevant to their vocational knowledge and skills.

In relation to the teachers' beliefs, it is found that teachers believed that teaching English in Vocational High School is different from teaching English in Senior High School, because Vocational High School has some majors which need different English related to their program. They also believed that teaching English for Vocational High School consists of more practice than theories. (Muliyah&Aminatun, 2020).

### **C. Teachers' Belief in Online English Teaching during COVID-19**

In the Vocational High School setting, according to Muliyah (2020), English teachers believed that teaching English in Vocational High School is different from Senior High School. Vocational High School has some majors related to students' future job skills so the English materials should be morespecifically related to the majors, meanwhile English in Senior High School is general. They also believed that English teaching-learning in Vocational High

Schools need more practice than theory. In addition to this, they assumed that another creative way of teaching is needed because the students are sometimes bored. It can be through roleplay/drama or any other psychomotor activity. The teachers think the students like to work and learn in groups so they can interact and help each other rather than stay to listen to teachers' long explanations about the material. Those findings were found before COVID-19 arose when public places such as schools are still open offline.

During the COVID-19 outbreak, English teaching-learning should be run online through online classrooms that teachers created using applications like Zoom, Google Meet, and WhatsApp. Based on a previous study by Nugroho (2020), it is found that teachers believed that online learning needs teachers to be digitally aware. Since it lacks space for doing some class activities like the offline classroom used to, teachers should be more technologically aware of the supporting device to maximize the teaching-learning effectiveness.