CHAPTER 2

LITERATURE REVIEW

2.1 Online English Teaching

The times and technological developments have brought changes to the education sector, one of which is online teaching. According to Ko & Rossen (2017), "teaching online means conducting a course partially or entirely through the internet – either on the web or by way of mobile apps that allow one to manipulate the online course elements" (p. 28). In online teaching activities, teachers and students are not in the same place like traditional classrooms in general, but they are connected using technology or medium through the internet. Online teaching activities may be conducted in synchronous, asynchronous, or the combination of both.

1. Synchronous online teaching

Synchronous online teaching is more like a typical classroom interaction in general but takes place in a virtual classroom, whereby students and teachers are located in a remote location, and at the same time they are connected by videoconferencing, audio conferencing or both (Bernard et al, 2004:408). Synchronous online teaching is largely dependent on voice and textual elements (eg, chat and whiteboard) as stated in Murphy, Rodríguez-Manzanares & Barbour (2011). Tools that can support synchronous online teaching and most often used in Indonesia are skype, zoom, and google classroom.

2. Asynchronous online teaching

The term asynchronous current often refers to the lag time in communication that distinguishes, for instance, email from a "chat room" (Bernard et al, 2004:408). Asynchronous online teaching is dependent on text and voice independent except when audio recordings are used. It is typically not visually dependent in that teachers and students cannot see

each other unless recorded video or images have been recorded (Murphy, Rodríguez-Manzanares & Barbour, 2011). Tools that can support asynchronous online teaching and most often used in Indonesia are email, social media, blogs, and e-learning.

3. Combination

The combination of both refers to the online teaching activities which combine the asynchronous and synchronous way together in providing teaching (Ko & Rossen, 2017). According to McBrien, Cheng & Jones (2009), "Transactional distance theory consists of three elements: dialogue, structure, and learner autonomy, all of which interrelate across learner-instructor, learner-learner, learner-content, and learner-interface interactions." Both synchronous and asynchronous can serve those three elements obtained in different ways. In synchronous way offering the opportunities to do social interaction orally in a virtual space, while in asynchronous way provides discussion opportunities for students who are more confident in their ability to read and write than speaking, so its increases their chances of having discussions with classmates and teachers (Comer & Lenaghan, 2012). Both methods can be combined or switched so all of the students can contribute optimally.

Therefore, online English teaching refers to conducting an English course by a pre-service teacher partially or entirely through the internet either in synchronous, asynchronous or combination of both through the web or by way of mobile apps that allow one to manipulate the online English course elements.

2.2 Teaching Practicum in Indonesia

Teaching practicum in Indonesia refers to a teaching practice program for pre-service teachers in Indonesia to apply the theory that has been learned in college to school. In Indonesian context, teaching practice is one of the academic activities that must be carried out by pre-service teachers after

completing all courses (Mudra, 2018). Furthermore, Chan, Yunus & Embi (2019) stated teaching practicum is a crucial part in teacher education programme, which meant pre-service teachers need to mastered and trained all the concepts, principles, skills and values and eventually apply the theories that they have learnt in the classrooms in order to become a quality and professional teacher.

Teaching practicum 2020 applies online teaching to face a global pandemic situation. Because it is done online, there are several changes in its implementation. Apart from significant changes, from face-to-face to online, other changes have also appeared in the duration of the implementation and the implementation system. Teaching practicum activity is done for 7 weeks, starting from October 5, 2020 to September 21, 2020. Teaching practicum activity is divided into two parts, namely teaching practicum 1 containing observation and introduction to the school environment. Then teaching practicum 2 contains teaching practice for pre-service teachers.

2.3 Relevant Studies of the Research

Several studies are relevant to this present research. Escobar and Morrison (2020) studied what challenges and opportunities arose for EFL pre-service teacherss' practice-based learning while undertaking a remote teaching placement during the COVID-19 pandemic, they found that discover and learn new technologies is the opportunities they have got, while the lack of previous experiences in the subfield of virtual education, the lack of preparation by their teacher education programme, and the lack of expertise from both the school teachers and the university supervisors as the challenges for them. Meanwhile, Jindal and Chahal (2020) reported challenges and opportunities for online education in India. In the study they found the challenges such as insufficient digital infrastructure, limited social interaction, questionable credibility of degrees, motivation, and language of the course. While for the opportunities such as mobile learning, investor interest, blended model and new course.