

CHAPTER II

RIVEIW OF RELATED LITERATUR

A. Previous Study

There are three previous researches related to this study taken by some researchers around the world to know how the students perception using The Barriers to Teacher in Learning English During the Covid 19 Pandemic at the Junior High School. To complement the theoretical studies described above and for support the proposed hypothesis, and present the research results relevant to this research.

The first study was conducted from Siti Roikatul Janah (2020) This study aims to describe The Barriers to Student Learning at During the Covid-19 Pandemic at MA Maarif 06 Pasir Sakti, East Lampung. The research used a qualitative descriptive method with data sources teachers, homeroom teachers, students and parents. The result of this determination is There are several obstacles faced by students, teachers and parents in teaching and learning activities in the Covid-19 Pandemic Era, namely additional internet quota fees, communication and socialization between students, teachers, and parents become less and less working hours limited for teachers because they have to communicate and coordinate with parents, other teachers, and the principal. Positive contribution of results This research is the distribution of information related to the urgency of mastery of technology to support every activity carried out by humans one of them is in the realm of education to be able to compete globally.

The second previous study was conduct from Nindia Taradisa (2020) This study aims to examine the sites associated with teachers when teaching online at MIN 5 Banda Aceh. Research is qualitative in nature. Data techniques that include; observe and interview boldly. The subjects of this study were class V teachers at MIN 5 Banda Aceh who obeyed 8 people. Data analysis techniques used data reduction, data presentation, data levers and data retrieval. The result showed that the mistakes made by teachers during learning were brave, namely students understanding when doing the learning process

boldly. This is because students do not understand the learning taught by the teacher because they do not meet face to face and teachers find it difficult to understand student development. The main factor that is even more important is the facilities that students have when learning is courageous because not all students who have computers or smartphones as learning media use challenges. Apart from that, the internet factor cannot be reached by all students.

The last previous study was conducted from Dindin Jamaludin (2020) This study aims to determine Barriers, solutions and projections of online learning during the Covid-19 pandemic. Method The study used a survey method by asking 9 questions to 265 respondents. Based on the data it was found that 99.6% of respondents did online learning, and 86% are implemented according to the lecture schedule set by faculty. Material information obtained through online learning is quite acceptable students (65%). More than 6 learning media used during learning online, and the majority (> 60%) use Google Classroom. More than 60% of respondents accustomed to learning with an online system so as many as 50% stated that online systems can simplify the learning process and inner guidance certain conditions. Although this system can be used as a solution for certain conditions, several barriers such as an unstable internet network (23%) and limited quota (21%) two major aspects that interfere with online learning. Of course, these obstacles affect the psychological condition of the respondents (> 90%), but as much as 72% of respondents have other activities to overcome the disorder. In conditions of an outbreak Covid-19, online learning can be used with consideration of conditions students and lecturers, so they will get used to adjusting to the online system, learning can be carried out well. In addition, this online system can be used additional experiences for students as future teachers.

Therefore, based on the success of this study in previous related research, the researcher decided to investigate teacher barriers during the Covid 19 pandemic in learning English online during the pandemic in junior high schools in Banyumas district. Researchers want to know what obstacles occur in the process of learning English, which is now a good perception.

B. Theoretical Review

1. Definition of Barriers

Barriers are obstacles or obstacles to achieving the target or result will be achieved (target). Obstacle is also an acceptable state causing the implementation to be disrupted and not carried out as it should be like an obstacle in learning. Barriers are efforts that exist and originate from within oneself which have the nature or purpose of undermining and blocking not conceptually.

Dalyono (1997) in Suyedi & Idrus (2019: 121) reveals that barriers to learning can be seen from the behavior that describes learning difficulties, namely showing low learning outcomes and poor results achieved not in balance with the effort put in. Meanwhile Slameto (2010) in Suyedi & Idrus (2019: 121) explains that the factors are affect learning of many kinds, but can be classified into two group only, namely (1) internal factors (factors that come from within), such as health, intelligence, talent, interest, attention, motivation and maturity readiness and (2) external factors (factors that come from outside oneself), such as family, school and community.

According to Rochman Natawijaya, Sutriyanto in Angga Riski Ramadhan (2020: 18), obstacles learning is a thing or event that contributes to a situation which hinders the application during the learning process take place. The resistance tends to be negative, that is, it slows down a speed work done by someone.

Based on this description, it can be concluded that obstacles are obstacles or obstacles in achieving something that will be achieved as seen from the behavior that describes learning difficulties, namely showing low learning outcomes and low learning outcomes. Achieved is not balanced with the effort put in and contributed to a situation which hinders the application during the learning process take place. The resistance tends to be negative, that is, it slows down a speed work done by someone.

C. The Essence of Learning English

1. Understanding of Learning

Learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is an assistance provided by educators

so that the process of acquiring knowledge and knowledge can occur, mastery of skills and character, and the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well.

According to Majid (2013: 4) learning is an effort to teach a person or group of people through various efforts, strategies, methods, and approaches to achieve the planned achievement. Dini Rosdiani (2013: 94) also explains that learning is the traditional reciprocal communication process between teachers and learners, learners with learners, to achieve that goal has been established.

According to Mulyasa (2013: 132) learning is an activity in which the teacher perform certain roles so that students can learn to achieve goals expected education. Meanwhile, according to Law no. 20 of 2003 About National Education System, Article 1 Paragraph 20 states that "Learning is a process the interaction of students with educators and learning resources in an environment study".

According to Knapp, Seaman, and Pace (2001) in Setiawan (2008) states that learning is the development of personal knowledge which is accomplished in many ways and under different conditions. Rahyubi (2014: 234) expressed that learning has several important components, namely learning objectives, curriculum, teachers, students, methods, materials, media, and evaluation. Each described as follows:

a. Learning objectives

The purpose of each learning activity is for the learning process to occur in students. Learning objectives are targets or things that must be achieved in the learning process. Learning objectives are usually related with cognitive, affective, and psychomotor dimensions. Learning objectives can be achieved if the learner or students are able to master the cognitive dimension and affective well, as well as agile and skilled in the psychomotor aspects.

b. Curriculum

Etymologically, the curriculum (curriculum) comes from Greek "Curir" which means "runner" and "curere" which means "place to run". That is the distance the runner must cover from the start line to the finish line. In terminology, curriculum means a number of knowledge or eyes lessons that must be taken or completed by

students in order to achieve a level or diploma. The curriculum as an educational design has a very strategic position in all aspects of educational activities.

Given the importance of the role of the curriculum in education and in the development of human life, then the curriculum is not possible done without using a solid and strong foundation.

c. Teacher

Teacher or educator, namely someone who teaches a science. In Language In Indonesia, teachers generally refer to professional educators with the main task educate, teach, guide, direct, train, facilitate, assess, and evaluate students. The role of a teacher is not limited as a teacher (imparters of knowledge), but also as a guide, developers, and managers of learning activities that can facilitate student learning activities in achieving predetermined goals.

d. Students

Students or learners are someone who follows a program education in a school or educational institution under the guidance of a person or several teachers, coaches, and instructors.

e. Method

The learning method is a model and a way that can be done to hold teaching and learning activities to run well. Method learning, especially in motor learning there are several methods often applied, namely the lecture method, the question and answer method, the discussion method, demonstration method, field trip method, experimental method, play method role / simulation, and exploration methods.

f. Theory

The material is one of the determinants of student involvement. If material the lessons provided are interesting, most likely student involvement will be high. Conversely, if the material provided is not interesting, student involvement will low or even not students will withdraw from the learning process motor.

g. Learning Tools (media)

Media is essentially a system component learning. As a component, the media should be an integral part and must be in accordance with the learning process as a whole.

h. Evaluation

Evaluation is the activity of collecting data as widely as possible, as deep as possible. It is concerned with the capabilities of students, in order to find out the cause consequences and student learning outcomes that can encourage and develop study skills. Effective evaluation must have a solid foundation and clear goals. The basis of evaluation in question is philosophy, psychology, communication, curriculum, management, sociology, anthropology, and so on. According to Majid (2013) there is a learning program management several steps or stages that must be followed by a teacher. Stages this is the same as the stages of managing the learning of intermediate subjects others, namely: "The stage of preparation or planning, implementation, and assessment or evaluation".

2. Factors Affecting Learning

Learning is not solely influenced by students, but there are several factors affecting. According to Muhibbin Syah (2006: 144) grouping the factors that influence the learning process in three parts:

- a. Internal factors (factors from within the student), namely the state or physical condition and spiritual students.
- b. External factors (factors from outside the student), namely environmental conditions around students;
- c. Approach to learning factor, namely the type of learning effort students covering the strategies and methods students use to do activities to study subject matter. Meanwhile, according to Aunurrahman (2010), the learning process can occur various obstacles, that is one of the sounds of the learning principle. In order to knowing and overcoming obstacles, we must think about it regarding what factors can influence a learning process and learning. After knowing the various principles of learning, we can further analyze the factors that can affect the moment learning process. In the principles of learning we know that learning requires process, interaction, motivation, environment, etc. This time we will discuss in the context of the factors that can influence the learning process and learning. These factors are:

- a) Individual / Internal Factors

1. The state of the body.

If an individual is in an unhealthy condition then the learning process will be slightly hampered. Unlike the case with someone who in good health will be able to carry out the learning process more effectively. Therefore, the teacher who knows that there is a sick side, should tell his students to rest.

2. The state of bodily functions.

In connection with the functions of a person's body organs, such as vision, hearing, verbal, etc. whose existence is very influential during the process of study.

3. The psychological state.

Very closely related to the following things:

- a. IQ or student intelligence.

IQ is the innate intelligence possessed by a person. IQ usually indicates the counting speed and comprehension of that material taught.

- b. Student's motivation to study.

Motivation will be very influential for every student, because motivation is a function to encourage or move our soul so that it wants to do something.

- c. Interest and talent.

What you enjoy will encourage students to learn. Children are born with the gift of different abilities. Therefore, the teacher's job is to help students develop their abilities. Students who have the ability to draw should be given a deeper stimulus to draw. And also students who have the ability to draw should not be given more singing lessons. Therefore, schools should provide extracurricular activities as a forum for development of student interest and talent.

- b) External Factors

1. Environment, including:

- a. School environment

A good school environment should be kept away from noise and pollution. The school layout must also be considered. Better not in front of the market, malls, karaoke places, or other entertainment places.

b. The social environment of the community.

The environmental conditions in the community where students live will affect learning students.

c. Family environment.

This environment greatly influences learning activities. Family tension, parental characteristics, family demographics (house location), family management, all of which can have an impact on student learning activities.

2. The material studied includes:

a. Clarity of material

b. Attractiveness (media, strategy, etc.)

c. Systematics of learning material

d. Type of material (describes according to context

e. Instrument factors (completeness, quantity, quality, suitability)

f. Material difficulty level

3. Teacher / teacher.

Teachers play an important role for student learning success, because the teacher's role cannot be replaced in the learning process. As for the teacher's role is as an expert teacher, motivator, managing students and learning environment, as a figure that influences students, provides advice to students, and make it easier for students to learn.

Based on some of the descriptions above it can be concluded that the factors are affect learning, namely internal and external factors, namely covering physical state, psychological state, environment, and the teacher who is an important component in the learning itself.

3. The Essence of Understanding English Subjects

English is a tool to communicate verbally and write. Communicating is understanding and disclosing information, thoughts, feelings and develop science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce oral and or written texts which are realized in four skills language, namely listening, speaking, reading and writing. Fourth this skill is used to respond or create discourse in people's lives. Hence the Language subjects England is directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

According to Rose Wright (2014) English plays as one of the international languages an important role to communicate with the outside world in particular in absorbing science and technology. One of its aspects need to be mastered by students is the ability to speak English well, both oral and written. Good English skills must master all four language skills and vocabulary and grammar language. Integrated English involves learning deep skills writing, grammar, speaking, listening, reading and thinking critical. Integrated teaching of English skills requires an interactive form of learning between teachers and students to ensure mastery of both oral and written skills.

In language learning, either first, second, or foreign language teaching language component is a part of language program. Although practical teaching in the field takes place, in an integrated manner, teachers and prospective teachers need to understand several concepts important which is related to the three components of language especially ones about the English component.

In general, the language component consists of three, namely grammar (grammar), vocabulary (vocabulary), and pronunciation (pronunciation).

1. Grammar or language rules are patterns and rules which must be followed if we want to learn a language properly.
2. Vocabulary or vocabulary is a collection of words that are owned by a language and gives meaning when we use the language.
3. Pronunciation or pronunciation is a way of saying a word language.

To be understood and accepted as language learners English, these three components must be learned properly. For students elementary school level learning English as a foreign language which is not used in the community, teaching the three language components this needs to be packaged in a compact and careful manner. Learning is necessary well planned by choosing the appropriate material for student needs.

4. Media Technology in Learning English

Technology can increase quality and range when used wisely for education and training. The use of teaching media as one of the efforts to increase teacher and student interaction with learning environment. The function of the media is as a teaching aid, to support the teaching methods needed by teachers Nana Sudjana & Ahmad Rivai in Angga Riski Ramadhan (2020: 37). Edgar Dale (in Azhar Arsyad (2006: 10) estimates that the acquisition of learning outcomes through the sense of view is around 75% through the sense of hearing about 13% through the other senses about 12%. Need for teachers to select and present material that will be introduced to students as attractive as possible so as to attract the attention of students. According to Nana Sudjana & Ahmad Rivai (2010: 2) suggest several reasons for the benefits of media teaching

- a. Teaching will attract the attention of students so that it can foster motivation to learn;
- b. The meaning of the teaching material will be clearer so that it can be understood by learners, and allows students to master the objectives of teaching better;
- c. Teaching methods will be more varied, not merely verbal communication through speech by the teacher, so that students do not get bored the teacher does not run out of energy, especially if the teacher teaches every hour lesson;
- d. Students do more learning activities. Because it's not just listening description of the teacher, but also other activities such as observing, doing, demonstrate and others.

According to Zainal Arifin & Adhi Setiyawan (2012: 126) Learning media is a tool that can help the learning process occur. With using learning media, students will

get a variety real experience, so that the subject matter can be absorbed easily and better.

Educational learning media English language is a tool or means of conveying English education material so that students understand and want to carry out learning activities English language education actively and correctly. By using media or tools help in learning English language education in schools is believed to be help the learning process more effectively and efficiently.

Based on the various descriptions above, it can be concluded that the media learning English education is a medium of teaching aids used to help and clarify learning English language education delivered by the teacher so that the participants can clearly understand it students.

D. Definition of Online Learning

a. Online learning

Online Learning or learning from home is a program organizing online learning classes to reach groups massive and wide target. In his book "The One World Schoolhouse", Salman Khan said: "Education doesn't happen in the space between the mouths teacher and student ears. Education takes place in the space in the brain respectively. " This is in line with the constructivism learning theory that science is built by students through the learning process, not transferred from teachers to students. Taking into account the conditions education in Indonesia due to the pandemic, you can learn online or the learning process from home is feasible to be applied to the education system in Indonesia.

As of April 17, 2020, it is estimated at 91.3% or about 1.5 billion students around the world are unable to attend school due to the onset of the pandemic Covid-19. This amount includes approximately 45 million students in Indonesia or about 3% of the total population of students affected impact globally.

Online learning implementation is widely used through Whatsap application with consideration teachers and students and parents have whatsap application on each cellphone in this application teacher and students can discuss and share document files in groups. The barriers associated with students are communication and

socialization limited. While the challenge is even harder, namely students with special needs should understand the material longer. Technology skills severely hampers the potential of online learning. online classes at the time this pandemic is very costly.

The widespread spread of COVID19 has forced the government to close schools and encourages distance learning at home. Various initiatives were taken to ensure activities took place even though they were not there is a face-to-face session. Barriers to student learning are the meaning of English, namely learning disability.

According to this meaning is not quite right, because if it is interpreted learning means learning and disability means disability. Learning barriers namely: a condition that causes students not to learn as it should be because of a certain disturbance. Learning is an activity of the soul and body to get changes in individual behavior in interacting with its environment concerning cognitive, affective and psychomotor Technology, more specifically the internet, smart phones and laptops is now used widely to support distance learning.

One of the largest telecommunication service providers in IndonesiaN recorded a 16% increase in broadband flows during the COVID-19 crisis, caused by the sharp increase in platform usage distance learning.

However, there is a disruption to this traditional educational system has harmed students who come from underprivileged and poor families being in the countryside. They were students even in normal conditions already experiencing obstacles to accessing education. Now they are need to deal with additional barriers that arise from inequality to access technology infrastructure. Indonesia's topography in the form of islands and mountains requires the provision of internet and cellular telecommunications. However, 4G coverage is mostly concentrated on the island of Java due to providers Cellular telecommunications services, which are highly market dependent, of course prioritizing urban areas over rural areas population is less.

The sudden change from the face-to-face method in the class room to Home distance learning also shows a need for improvement teacher capacity. Several studies show that competence information, communication, and technology (ICT) Indonesian

teachers are not scattered evenly distributed across the region .. Moreover there is a gap in the quality of education throughout Indonesia, especially between Java and outside Java, and between conditions - socio-economic conditions. Uneven internet access, a gap teacher qualifications, and quality of education, as well as a lack of ICT skills become vulnerable to distance learning initiatives in Indonesia.

b. Online Learning Objectives

In general, Online Learning aims to provide services quality learning in a network (online) which is massive and open to reach a wider and wider audience.

c. Benefits of Online Learning

There are several benefits in implementing Online Learning, namely:

1. To increase the quality of education and training by utilizing multimedia effectively in learning.
2. Increase the affordability of quality education and training through implementation of online learning.
3. Reducing the cost of providing quality education and training through the use of shared resources.

d. Characteristics of Online Learning

Based on the developing trend, Online Learning has the main characteristics are as follows:

1) Online

Online Learning is learning that is organized through web network, where every subject / subject provides material in the form of a video recording or slideshow, with weekly assignments must be done with a predetermined time limit and the system assessment varies.

2) Massive

Online Learning is learning with the number of participants without boundaries organized through web networks.

3) Open

Online Learning Systems are open in the sense that access is open for education, industrial circles, business circles, and the public general public. With open nature, there are no special conditions for the participants. Anyone, with any

background and age can sign up. Because the right to study does not recognize background and age restrictions.

These characteristics depend on design, developer, and the organizer. Because online learning can be limited in number participants and set rates for participants in the learning class.

e. Types of Online Learning

According to Fordham University in Bilfaqih & Qomarudin (2015: 34) The essence of Online Learning Development, there are 3 types of online learning based on the interaction of students' time, namely:

1) Asynchronous Online Courses

Students do not have to learn in real-time. Content and assignments already given within a certain timeframe and students can adjust at any time. Usually the interaction is done through question and answer, discussion board, wikis, and so.

2) Synchronous Online Courses

Students must attend classes in person and be able to interact on the same time. This type allows any student from anywhere participate at the same time.

3) Hybrid Courses

Is a combination of the two types above. Students can choose take real-time classes as well as recorded courses.

f. Kinds of Online Learning Applications

Kemendikbud develops distance-based learning applications Home Learning portal and android. The Rumah Belajar portal itself can be accessed on the learn.kemdikbud.go.id page. Some of the features that can be accessed by students and teachers including Learning Resources, Digital Classes, Maya Laboratory, and Question Bank. Rumah Belajar can be used by students and teachers of Early Childhood Education (PAUD), Elementary School (SD), junior High School (SMP), and Senior High / Vocational School (SMA / SMK) and equivalent. Here are some applications that can be used in Online Learning or Home Learning (BDR) conditions:

1. Access the Learning House:
2. Access Google G Suite for Education

3. Access the Google Classroom App
4. Access Edmodo Application
5. Smart Class Access:
6. Access Quipper School
7. Access Ruangguru Free Online School
8. Free access to Sekolahmu online learning:
9. Access virtual classes: Google Meet and Zoom
10. Google Schoology
11. Access Zenius

E. Characteristics of Junior High School Students

Junior high school children, namely early adolescence after going through education at primary school. Early ramaja ages range from 10-15 years, as is described by Ma'mun & Saputra (2000: 9) classification of early adolescents, namely age 10-12 years for women and 11-13 years for men.

According to Sugiyanto (in Purwanti, 2015: 18), the overall characteristics adolescence is as follows:

- a. Development of secondary sex characteristics and biological maturity associated with increased secretion of the hormone, estrogen for children girls with endrogens for boys.
- b. Experiencing fast growth characterized by increasing height and weight.
- c. There are differences in growth rhythm between parts of the body and between both sexes. In boys, there is moderate shoulder widening in women there is widening of the hips. Meanwhile, proportionally arms and legs longer.
- d. There is a change in the physiological system and an increase in the ability to do so greater physical activity for boys than girls.
- e. Differences in body tissue composition, such as It appears that men are more muscular whereas girls tend to have a lot of fat, so boys men are stronger and faster.
- f. During this period of rapid growth there may be a halt to the increase (plateau) of balance, endurance, and eye-hand coordination. Ability to focus longer, great

interest in dexterity and competition, began to attract the opposite sex, and increased social maturity.