

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. EFL (English as Foreign Language)**

According to Harmer (2007: 19), EFL addressed scenarios in which students were acquiring the language for usage with any other English-speaking people they could come into contact with on the job or as visitors. According to Brown (2001: 116), these foreign language situations are ones in which pupils lack pre-existing communication contexts outside of the classroom. For students, EFL is prepared at specific times or events. Because English is used so widely for communication across borders, particularly online, our students are truly a part of a global target-language community. They are ready to use English, a universal language, in the future for communication. Because English has become a powerful influence in daily life, finally learning it at an early age is needed.

In a nation where English is not the national tongue, an EFL instructor instructs students in the language. Only in non-English speaking nations is English used as a second language. Proficiency in teaching requires mastery of language content. Teachers with content knowledge can assist students in resolving issues that arise during the process of learning and comprehending the subjects taught in class. Grammar and other language proficiency elements are examples of content knowledge that students need to acquire to become communicatively competent in the English language (Ruth, 2022).

In the context of EFL teachers improving their English language proficiency through propositional and procedural EFL knowledge sets, Soepriyatna (2012) defines teacher professional development as the ongoing process of teacher improvement. Two topics that need to be covered by teacher professional development models are:

- a. Propositional knowledge, namely the subject matter taught by the teacher is the English material used,

- b. Procedural knowledge, namely processes, procedures, and strategies that help teachers perform teaching tasks.
- c. 'Critical peer groups' are one type of teacher professional development strategy that involves specialists being welcomed into the classroom setting to participate in training and development activities. Teachers function as researchers in these groups. By using this professional development approach, all of the suggested methods seek to alter the way that people view the reinforcement of teachers' identities as English instructors.

Hatta Hs (2018), state teachers must be competent and have good skills or competencies to support their professional duties as teachers, including pedagogical competence and professional competence.

- a. Pedagogic competence

The competence or skill of instructors to oversee a teaching and learning process or interactions between students and teachers is known as teacher pedagogic

competency. At least seven facets of pedagogic competency need to be grasped, including:

- 1) The students' characteristics.
- 2) The concepts of teaching and learning philosophy.
- 3) Curriculum creation.
- 4) Instructional instruction.
5. The growth of students' potential.
- 6) Interaction techniques.
- 7) Learning assessment and evaluation.

Pedagogic competence can be obtained through the learning process of each teacher continuously and systematically, both before becoming a teacher and after becoming a teacher.

#### b. Professional Competence

The ability or expertise required to accomplish teacher assignments correctly is known as teacher professional competence. His abilities are extremely technical and will have a direct bearing on the teacher's

performance. Among the measures of a teacher's professional competence are:

- 1) Mastering the subject matter being taught, along with the structure, concepts, and scientific mindset.
- 2) Mastering the Competency Standards (SK) lessons, Basic Competencies (KD) lessons, and learning objectives of a taught lesson.
- 3) Able to develop subject matter creatively so that it can provide wider and deeper knowledge for students.
- 4) Able to act reflectively for continuous professional development.
- 5) Able to utilize Information and Communication Technology in the learning process and also self-development. By mastering special abilities and skills as described above, it is hoped that the functions and duties of teachers can be carried out properly.

As a result, teachers can guide all their students to achieve the competency standards that have been determined in the National Education Standard.

A good teacher is a teacher who guides the independence of students to express their imagination. Motivate students and provide learning through student interests and inspiration. This Meaning that the teacher has influence and responsibility for shaping the personality of students. With such influence and responsibility, they feel great honor and joy (Rice, 2003).

According to Madya (2002), the observation has shown that the outcomes of EFL instruction have not substantially mirrored the progress made in TEFLIN (Teaching English as a Foreign Language in Indonesia). Many people lament that the communicative English abilities of the pupils have not improved as a result of EFL instruction in the classroom. in the global context in which international competition is very strong, the EFL



teaching situation is a very disappointing and even frustrating one.

The EFL has several issues. Large class sizes and instructors with inadequate English language proficiency are two evident causes of the persistent issues with ELT in Indonesia (Dardjowidjojo, 2000). The reasons for the problems are the teacher's focus on grammar and syntax rather than teaching students how to speak the language in class, the lack of high-quality and authentic learning materials, the absence of social uses of English outside the classroom, and the limited time allotted for teaching English are some of the other factors contributing to the issues (Musthafa, 2001).

Since its independence, Indonesia has developed rich mother tongues in every region, including Javanese, Sundanese, Bangka, and others. Despite this, it speaks Indonesian as its first language uniformly. Regretfully, English is rarely used in conversation in any subject in Indonesia, particularly when students are speaking to one

another. Frequently, mother tongue and Indonesian are used by the teachers to make the materials easy to understand by the students.

## **2. ESP (English for Specific Purpose)**

### **a. Definition of English for Specific Purpose (ESP)**

Dikilitas and Kirkgoz (2018), English for Specific Purposes (ESP) emerges near the close of World War II, coinciding with a significant shift in business, science, and technology that makes English the de facto language. due to this phenomenon, there I a high demand for learning an international language by focusing on teaching English that is used in a particular situation. According to Tony Dudley-Evans and Maggie St. John (1998), the precise emergence of ESP occurred in England during the 1960s, a period of advanced economic development that attracted a large number of international students to study in the US, UK, and Australia.

Sue Starfield and Brian Paltridge (2013), According to specialists, there are many definitions of English for



Specific Purposes in the teaching and learning process, which results in a large number of terminologies. The method of teaching and learning English as a second language to learn English for certain situations is known as English for Specific Purposes. Sue Starfield and Brian Paltridge (2013), There is a lot of terminology in the teaching and learning process since professionals define English for Specific Purposes in a variety of ways. The goal of teaching English as a second language and learning it for certain scenarios is called English for Specific Purposes.

As stated by Pratami (2021), English Special Purposes (ESP) is a subfield of Applied Linguistics that deals with the demands of students in the context of their respective fields during the teaching and learning process.

English for Specific Purposes is viewed by experts as a strategy in language acquisition, according to Vijay Bhatia and Stephen Bremner (2013). Barthia and Bremner (2013) state that in the context of the teaching and learning

process, ESP most likely functions as a strategy rather than a product. Hutchinson and Waters (2010) expressed a similar viewpoint, claiming that the real issue with teaching ESP is how individuals learn, which puts the process of teaching and learning ESP in a language-centered framework.

Moreover, Anthony (2018), also stated that English for Specific Purposes (ESP) stands as an approach in the process of language teaching that aims for professional or academic needs. Ibid, The learners of ESP will focus on particular skills or genres to fulfill their needs by using particular or general teaching materials and methods. Hutchinson and Waters (2010), In addition, what makes ESP differ from the general English is the awareness of the needs.

Anthony (2018), The introduction of ESP has led some individuals to believe that there are major distinctions between learning ESP and ordinary English, but in reality, teaching and learning ESP involves both

general and specialist language usage. The aim of employing materials that are either general or specific is to satisfy the requirements of the students. Basturkmen Helen (2006), English for Specific Purposes serves the specific purpose of managing learners' language features or enhancing their language proficiency for use in a discipline, career, and working environment. According to Nadezda (2017), ESP functions as the branch of Applied Linguistics that deals with teaching and learning English as a Foreign Language (EFL) to utilize English to meet the demands of the learners in their academic, professional, and vocational endeavors. Furthermore, Rahman stated that Robinson (2015), defined ESP based on two criteria such as ESP is usually directed by its purpose and the course of ESP is designed through needs analysis.

Abdul Aziz (2011) states that the definition of ESP typically centers around three aspects: the nature of language, the demands of the learners, and the language

environment that is relevant to their major or intended career path, such as business, technology, medical school, or another profession. Zahid Javid (2013), While there is a difference between English for Specific Purposes and learning general English known as ELT. Hadley claims that the main distinction is that in the ESP, the "S" specific is the center of the teaching and learning process. The term "specific" may refer to the goals or needs of the learners during the learning process.

The researcher concludes that English for Specific Purposes refers to the teaching and learning of a second or foreign language with an emphasis on the needs of the learners, with the aim of the learners being proficient in English related to their academic or professional circumstances, based on the definition of ESP that was obtained from experts.

#### b. Types of English for Specific Purposes (ESP)

Chin-Ling Lee (2016) states that teaching and learning English for specific purposes involves using a

language-centered method for individual learners to reach specific goals that are closely related to the working situations or specialized subject knowledge, it is also known as English for specific purposes. Lindy Woodrow (2018) Thus, there are many kinds of ESP based on its purposes which mostly relate to the specific occupation or study. Woodrow explained many kinds of ESP such as:

1) English for Science and Technology (EST) The general focus of EST is technically on scientific texts, for example, a laboratory report. Sometimes there is an incompatibility among the teachers' discipline knowledge and experience since most ESP teachers have a discipline knowledge of humanities and social sciences.

2) Academic English Programme (EAP) The primary focus of EAP is on students' communication requirements. Given that undergraduate students and research students acquire the English language in different ways, there is a vast field of English for

Academic Purposes. However, in EAP, students will study English in the proper genres, lexis, and forms according to their academic level or majority.

3) English for Business (BE) The definitions of English for Business Purposes (EBP), or what is now known as Business English (BE), differ significantly from those of other English language proficiency levels (ESP) since the goal of Business English is to facilitate communication between non-native speakers and native speakers alike. This occurs as a result of English serving as BELF (Business English as a Lingua Franca), or the lingua franca. The goal of business English is to be able to instruct in business in general.

4) For Professional Purposes, English (EOP) The primary emphasis of the English for Occupational Purposes learning process is on vocabulary and structures that are specific to the communicative requirements of the field of work. Gordon illustrates



how EOP functions for a novice industrial worker, for example. The training enabled the employees to interact with one another and their supervisors, follow instructions, comprehend safety precautions, and communicate in the context of work operations.

English for Occupational Purposes (EOP) The main focus of the learning process in English for Occupational Purposes is on the structures and vocabulary which is narrowed to the communicative needs of occupation. For instance, Gordon explains an example of how EOP works for the beginner of manufacturing workers. The course lets the workers communicate in the field of work processes, complete orders, understand safety measures, and communicate with their workmates and supervisors.

- 5) For Medical Purposes, English (EMP) The process of learning English for medical purposes consists of two main components. studying English as a foreign language in the medical industry is the initial step in

the process. Some of the activities included in this process include studying the format of medical journal articles and giving conference presentations. Learning clinical communication about medical processes, therapies, and doctor-patient interactions is the second thing to think about.

6) Nursing English The English for Medical Purposes (EMP) phenomenon is a recent development in ESP, owing to the increased demand from overseas students pursuing nursing degrees in English-speaking nations. Understanding the culture is one of the learning process's main objectives. This is a result of the disparities in cultural perspectives on sexuality, illness, and death.

7) Legal Purposes in English (ELP) English for Academic Legal Purposes (EALP) and English for General Legal Purposes (EGLP) Communicative needs of students of law are the main consideration of EALP where EGLP focuses on the general legal

language, for instance, the legal texts that need the special discipline of knowledge.

- 8) English for Socio-cultural Purposes (ESCP) This type of ESP is generally developed for immigrants and refugees. The aim of this sociocultural English is not only to focus on the language itself but also to teach how to mingle with the local society.

### **3. Education Technology**

Currently, the role of technology is needed. Rizal (2019) that learning is a medium that can make it easier for lecturers or teachers to carry out hybrid e-learning. The Association of Education Communication & Technology puts forward the definition of instructional technology given below: The theory and practice of creating, utilizing, managing, and assessing learning processes and resources is known as instructional technology. According Luppicini (2005, p. 105). Educational Technology is one of the theories and practices in the design, development, utilization,

management, and evaluation of processes and resources for the teaching and learning process.

Thus, Educational Technology is a multidimensional concept that includes: 1) a methodical process that applies knowledge to discover solutions that can be used to solve learning and learning problems; 2) products like computer software, television shows, audio programs, textbooks, and others; 3) a profession made up of different job categories; and 4) a specific component of education.

Luppiciinni (2005, p. 105). States that Educational technology is a complex and integrated process, that involves people, procedures, ideas, tools, and organizations to analyze problems and design, implement, implement, and manage solutions to those problems, which are involved in all aspects of human learning.

The criteria for conceptualizing technology as it relates to mental processes and products to serve human ends embedded in a socio-environmental context seem to

be consistently addressed in descriptions of educational technology that acknowledge the role of educational technologists and contextual influences in educational technology. Technology plays an increasingly important role in the teaching and learning process today. Through learning apps, it can be utilized as one of the learning resources to help realize students' rights to an education.

The theory and practice of designing, developing, utilizing, managing, and evaluating learning processes and resources is known as educational or learning technology.

#### **4. Hybrid Learning**

##### **a. Definition Of Hybrid Learning**

Einat Gil (2022) defines hybrid learning as a synthesis of face-to-face (PTM) and distant learning (PJJ) approaches. As a result, this hybrid learning approach serves as a preventative measure to lessen the psychological toll that the epidemic takes on students while allowing them to continue their education.

Hybrid learning or hybrid learning is a combination of learning models in the classroom and online learning without loss of face-to-face learning (Melton et al, 2009) as the hybrid learning stages are: 1). Presentation of material by the teacher, 2). Providing practice questions, 3). Use of services internet to help with practice questions, 4). Discussion of practice questions (Wahyuddin, 2015: 79).

b. Type of Hybrid Learning

Thus, hybrid learning combines the following aspects:

1. Face-to-face learning,
2. Web-based learning, learning is supported by print media or electronic modules with various other multimedia.

Meanwhile, according to Hensley (2005), the hybrid learning model has five models that have been designed and adapted to the conditions experienced by different schools:



#### a) Hybrid Learning Model 1

This learning model or type of learning hybrid learning 1 uses internet facilities in full for every teaching and learning process (KBM). With this type of model, teachers and students or students are on standby in front of the device or technology used, because all teaching and learning take place using the internet network.

However, the instructions for implementing the hybrid learning 1 model can be done face-to-face without the teacher and students or students having to enter the classroom or into the room.

#### b) Hybrid Learning Model 2

This second learning model is an implementation of hybrid learning that can use a full internet connection or network or cannot use a full internet network. In this hybrid learning 2 method, students or students are given the choice to always be online or use the internet network during the teaching and learning process.

So that means, in this model, there are still face-to-face learning or teaching and learning processes with various aspects, one of which is the health aspect. As for the face-to-face that is carried out, namely, students or students come to school only to collect assignments.

c) Hybrid learning model

The third model or type of hybrid learning is the implementation of the use of quite a lot of internet facilities during learning activities. Face-to-face learning is carried out if there are class discussions or practicum activities in class. The use of the internet in the third model is the same as the first model, where students or students are more active in accessing the internet.

d) Hybrid learning method

The hybrid learning 4 method is a learning model that still uses internet facilities in teaching and learning activities, but there are still many face-to-face activities between students or students and teachers. So the

internet here is only used as a learning support, for example during discussions or looking for materials.

e) Hybrid learning method

This hybrid learning 5 method does not require students to always be connected to the internet during the teaching and learning process. This means that this model is very easy for students or students, especially in Indonesia, which still has many network limitations or has not been able to reach the internet properly.

The use of the internet in the hybrid learning 5 method is if they have to go to school or can access the internet through the facilities provided by the school.

c. Learning Implementation With Hybrid Learning Strategy

Sisilia (2022) states that five primary application keys need to be followed to complete the hybrid learning process. The application of the theories of Keller, Gagne, Bloom, Merrill, Clark, and Grey is highlighted by the five keys.

- 1) Live events. The live event is defined as direct learning or face-to-face learning (PTM) which is carried out synchronously at the same time and place. It could also be at the same time but in a different place.
- 2) Self-directed education. The combination of self-paced learning and online learning gives students the flexibility to learn at any time and from any location.
- 3) Collaboration. Collaboration or this collaboration means that students and teachers collaborate during teaching and learning. Not only one-way but also two-way.
- 4) Assessment. The key to this assessment is that the teacher must be able to mix a combination of online and offline types. The form can be either a test or a non-test, such as a class project method.
- 5) Performance support materials. This key is done to ensure that the learning materials that have been prepared are in digital form. The purpose of preparing

teaching materials in digital form is so that these teaching materials can be used easily and can make it easier for students to access teaching materials, both online and offline.

## **5. Zenius Application**

### **a. Definition Zenius Application**

Zenius is a Practical online learning application with various features that make it easier for every student to study the existing material. Where Zenius has reached 11 million users using the Google Play application (Rizal in Firdaus, 2020). The Zenius application can be accessed via IOS, PC, or Android (Angreani, 2021). The following is the login and sign-in display for a Zenius account on Android and the web.

Apart from that, in the Zenius application, there are more than 80 thousand free learning videos Using whiteboard format to save the quota, this application provides room for teachers and students to interact, apart from that there is live teaching with a live chat feature,

where parents can monitor their children's learning activities so that parents don't need to worry about their child's study schedule (Znius in Anwar 2021).

As a practical learning application, of course, Zenius has several advantages. As the Zenius application can be accessed for free, there is a Zenbot feature that is used to ask difficult questions which is equipped with The assignment scan feature makes things easier for students, there are live classes that can be accessed for free, question bank and exam preparation features. This application can be used by elementary to middle school students. Even though Zenius is an application for free online learning, there is a feature called the Zenius learning package, of course This paid feature aims to enable students to master the questions more quickly and learning materials according to school level.





Picture 2.1. Logo Zenius Application



Picture 2.2. Menu display in the Zenius application

The times have turned all aspects of life into digital. One of them is in education. online has been

widely applied at various levels of education with the help of the internet network, from elementary school to college level, which can be done via smartphone.

According to Michael (2016), E-learning is learning that is structured to use an electronic system or computer so that it can support a learning process. Therefore, the use of smartphones as online learning media is one of today's trends in learning by using several learning applications to support learning itself. One of the latest applications commonly used in online learning is Zenius.

Zenius is one of the online-based learning tools to support education by collaborating with network systems in the current era of technology utilization and innovation. This application was released in 2004 by PT Zona Edukasi Nusantara (Zenius Education) from 2005 to 2019. This application is dedicated to a form of educational revolution in Indonesia using critical, logical, rational thinking, and integrated science

knowledge with all Indonesian students. along with that, to produce a generation of Indonesians who have knowledge and love to learn, to become a generation of memorizers (Alvian Hardianto, 2020).

Zenius application is an application that can help students in terms of learning and has a big influence on student learning outcomes. In the Zenius application, there is a chat feature that can be used as a means of interaction between students and tutors (Komalasari, 2020). This feature too can control daily learning on student accounts by their parents (Zenius in Anwar, 2021). Zenius also provides various features such as features Zenbot, which is used to ask difficult questions, is equipped with features Scans are used to make it easier for students to ask questions, there is also a question bank which is used to hone the extent of students' abilities, especially in Indonesian language lessons. For this reason, the Zenius application is very suitable for use as media to improve Indonesian

language learning outcomes for students. Using the Zenius application is very easy.

b. How to use the Zenius application

The following are the stages of using the application Zenius to access the features in it:

- 1) Open Playstore search for the keyword "Zenius" then downlo

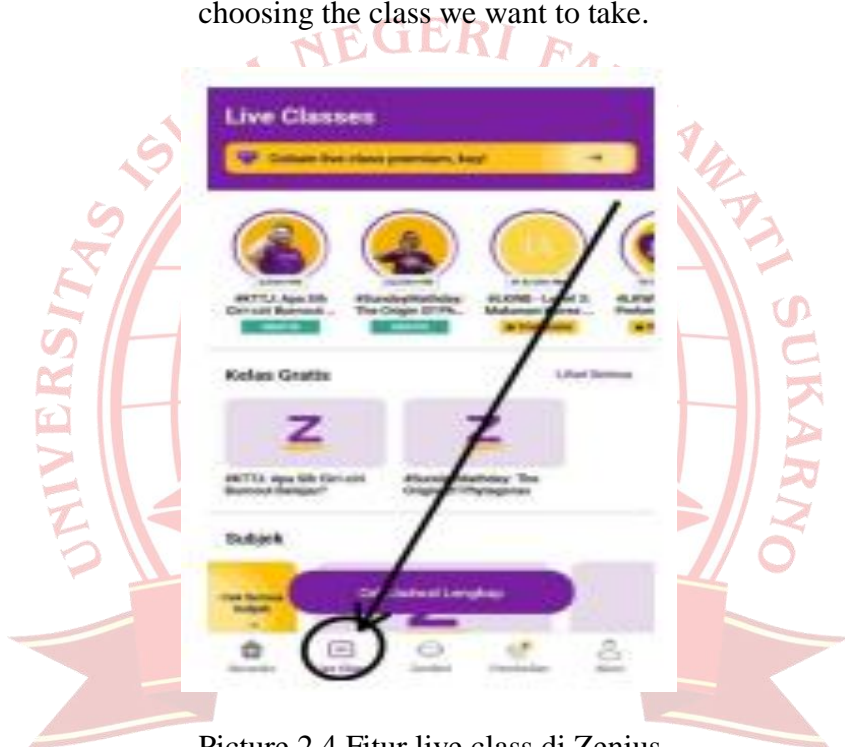


Picture 2.3. Zenius display on Google Playstore

- 2) If you don't have an account, you have to register using an e-mail Facebook account, or telephone number. If you already have an account, we can write the name and password then complete the profile containing occupation and gender. The

login display can be seen in pictures 1 and 2 while the initial display can be seen in figure 3.

- 3) To start class, we can press the live class button at number two left from the bottom, then we can start choosing the class we want to take.



Picture 2.4 Fitur live class di Zenius

- 4) To get answers to difficult answers, you can use the Zenbot feature which is located at number three from the bottom left, then we can ask the problem we want to solve. This feature also has a

camera that can be used to scan questions such as mathematics and Indonesian.



Picture 2.5.

Zenbot features in Zenius

- 5) As explained above, the Zenius application is a learning application free online. However, there is one feature that students can use to support learning using the purchase feature, with this feature Students will receive special treatment such as additional class schedules arranged in such



a way that students can quickly understand the material delivered by the tutor.

## **B. Previous Studies**

The researcher also saw from three previous studies. The first study is from Tetiana Vereshchaina (2018) entitled "Perceptions of Hybrid Learning at the University Level among English Language Teachers." This study examines the advantages and disadvantages of hybrid learning in the context of university instructors' work environments. It also examines how teachers evaluate their own TPACK (Technological, Pedagogical, and Content Knowledge), which is a crucial requirement for the effective integration of I-tools and computer technologies into the classroom. Statistics and analysis show that ESL instructors have been successful in adjusting to in-person and online lessons. The majority of ESL teachers have favorable opinions of hybrid learning. They do, however, need to increase their technological and content knowledge. Additionally, better-equipped classrooms might produce environments that are better for learning.

Positive adjustments in these areas may facilitate the more efficient use of hybrid learning in university-level English instruction.

The similarities in this study both examine the problem of using online learning technology, while the difference lies in the sample studied. This study examines all English teachers while the research that is studied by the researchers focuses on the problems experienced by students in learning English due to experiencing culture shock towards online learning being face to face.

This is also felt by Adnyana 2022, Meningkatkan Keterampilan Berbicara Bahasa Inggris dengan Penerapan Model Pembelajaran Hybrid Learning di Masa Pandemi Covid-19. The problems raised here are also highly emphasized, namely the lack of enthusiasm for student learning and the low ability of students to speak English. Discusses network disturbances that make communication often cut off, and cellphones or tablets used by students also

often get hot and blank quickly because all learning uses mobile communication devices, resulting in hot batteries.

The similarities in this study both examine the use of hybrid learning models, while the difference in this research is the method used, previous research used quantitative methods. This study used a qualitative method. The research uses a qualitative approach because the researcher only focuses on implementing a Zenius-assisted Hybrid Learning strategy. This study used several instruments to collect data, namely observation, interviews, and documentation, as supporting instruments to strengthen the collected data.

"Pengaruh Pembelajaran Model Hybrid Learning Terhadap Peningkatan Pemahaman Siswa Mata Pelajaran PAI di Masa Pandemi" is the title of the third study of Ayu Nilna Amelia Ahmadillah (2021). The purpose of this study is to determine whether hybrid learning has an impact on students' increased comprehension during a pandemic in class VIII B at SMP Negeri 1 Sumberrejo Bojonegoro. This research employs a single pretest-posttest group design using a pre-

experimental quantitative methodology. utilizing a questionnaire tool or questionnaire technique, to get information about Researchers employed a pretest-posttest questionnaire and documentation to gain a better grasp of the PAI material. They also conducted interviews and other data collection methods.

The similarities in this study both examine the use of the hybrid learning model, while the difference in this research is the method used, previous research used quantitative methods, while this study used qualitative methods. The researcher uses a qualitative approach because the researcher only focuses on implementing the Zenius-assisted hybrid learning strategy. This study used several instruments to collect data, namely observation, interviews, and documentation, as supporting instruments to strengthen the collected data.

### **C. Theoretical Framework**

The framework that describes the pattern of this research, in this study, we carry out the teaching new normal,

according to initial observation, so that teachers are urged to investigate student learning by fusing in-person and online instruction using the Zenius application. In this research proposal, the framework of thinking is described as follows:

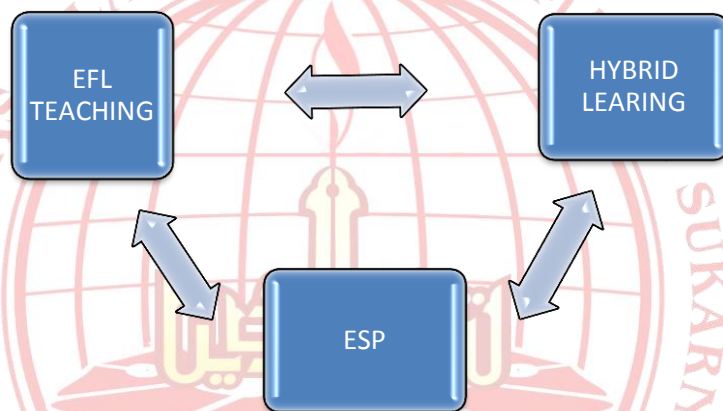


Figure 2.6; The Theoretical framework of the study

In the picture above, it can be seen that this study looks at and describes English learning strategies specifically for students' learning needs. EFL teaching refers to difficult learning of English as well as foreign languages. by using Hybrid learning strategies, learning methods that combine two or more methods and approaches in learning to achieve

the goals of the learning process. To help improve students' English, an ESP approach is needed in teaching and using English for certain fields and studies according to the needs of fields of science and professions that use English.

