

CHAPTER II

LITERATURE REVIEW

A. Online Learning

1. The Definition of Online Learning

Online learning is the interaction between students and lecturer by utilizing this rapidly developing technology so that distance online learning can be carried out. This explanation is supported by Purba (2002) who states online learning is a form of instruction that utilizes information technology that is applied in the field of education in the form of virtual schools. The teaching and learning process, which is usually done in person or face-to-face, can now only be done through virtual work. This explanation is supported by Ritland (2005) who explained that today's technological advances, especially in the field of the internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning through online learning. Students can also receive material provided by lecturers for free and can download it on a platform that is used. In addition, the lecturers can also discuss and assign assignments to students as a form of the assessment process. Students can improve learning in the classroom by accessing information from various sources on the internet through websites or journals. We can make the most of existing technological advances in education by enabling students to learn to fulfill even though they are online but still able to

socialize and discuss with classmates, not only that, e-learning can motivate students to be more confident about what they are doing. They do and do not always depend on friends. The platform most often used in English Education Department is Onclass. Onclass consists of material, assignments, student attendance at each meeting and a place for students to discuss with other students. Gomez (2016) stated that online learning platform is a way to structure the instruction, which encourages optimal content organization and student interaction. The online learning platform is a way for lecturers and students to interact optimally in terms of the scope of learning obtained, as well as the results of the learning obtained in the form of assignments and quizzes. So it is hoped that educators can obtain enrichment programs for students who are able to pass and understand the material being studied and remedial programs for students who have not been able to understand learning materials even though learning is done online.

2. The Benefit of Online Learning

Online learning has benefits for both students and teachers. Using online learning creates new innovations in education for distance learning. Goyal (2012) explained that e-learning can be best defined as the science of learning without using paper-printed instructional material and or face to face interaction. With advances in technological developments that exist today make it easier for students and lecturers to facilitate the learning process. Students can re-access the material that has been delivered by the

lecturer, besides the advantage of the lecturers being able to provide material anywhere and anytime as long as the network in the area is adequate so that it can easily carry out the learning process. In using online learning, many platforms can be used to support the learning process. The application used can be adjusted to the media that students have with the aim of making it easier for students in the learning process. According to Hariyati (2020) Online learning has several advantages as follows:

- a. Learning is not limited by place and time so that anytime students can access the learning process.
- b. Students in this learning process can be so that the online learning process is a student-centered process.
- c. It can save on education costs (infrastructure, equipment, books, official travel).
- d. It trains students to be more independent in gaining knowledge.
- e. It provides professional online help.

3. The Difficulties of Online Learning

In addition to the many benefits of learning through online learning, it has several obstacles caused by:

1) Internal factors :

An interaction is commonly understood as actions among individuals, but this meaning is extended here to include individual interactions with curricular content. Moore (1989) distinguished among three forms of interaction in distance

education (DE): a) student-student interaction, b) student-teacher interaction; and c) student-content interaction.

- a. Student-student interaction refers to interaction among individual students or among students working in small groups (Moore, 1989). The interaction between students individually or among students who work in small groups is that students exchange opinions, discuss, ask questions and solve a problem together with different thoughts. In this way students will be more creative in learning. Everything becomes different when learning online because students find it difficult to communicate with other students, especially with the obstacles experienced by these students.
- b. Student-instructor interaction focuses on the dialogue between students and the instructor. According to Moore (1989), during student-instructor interaction, the instructor seeks “to stimulate or at least maintain the student’s interest in what is to be taught, to motivate the student to learn, to enhance and maintain the learner’s interest, including self-direction and self-motivation. Lecturers provide motivation to students with the aim of students being more enthusiastic in understanding the learning material provided and still linking the material being taught with everyday life.
- c. Student-content interaction refers to students interacting with the subject matter under study to construct meaning, it relates to personal knowledge, and apply it to problem-solving. Student content interaction may include reading informational texts for meaning, using study guides, watching instructional videos, interacting with multimedia, participating in

simulations, or using cognitive support software (e.g., statistical software), as well as searching for information, completing assignments, and working on projects. Lecturers expect students to be able to draw conclusions from the material provided, answer quizzes, solve a problem and build meaning related to the learning material.

2) Eksternal factors :

a. Signal

The geographic location of students can cause the signal which very weak, causing online communication not to take place properly. Especially for students who live in remote areas far from internet coverage. When the network system is down, students feel frustrated because they might not be able to follow the lessons. The signal that is in the student's area has a big influence on students being able to do distance learning. This also causes the online learning system carried out by students to be less effective because the geographic location of students is far from the signal range, especially when students are required to search for signals that require effort and money. Nashruddin, Alam, and Tanasy (2020) confirms that some students live in remote rural areas that are not covered by the internet.

b. Device

Communication via online requires a standard device, namely a cellphone / laptop with certain specifications. If this is not owned, there will be difficulties in accessing online learning. Especially for

those who only have one device and this device must be used interchangeably with other family members, this makes it difficult for students to continue to be able to participate in online learning activities properly. Wahab and Iskandar (2020) mentioned another problem of online learning namely is that some students' parents and students do not have computer or android devices, as found in his research.

c. IT knowledge

The knowledge that students have in mastering an application/platform that is used can cause difficulties for students because students may still be confused about how to use this platform. A study conducted by Ahmad (2016) found a phenomenon that EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied.

d. Absorption

The ability of students to absorb information varies, especially learning that is carried out during this pandemic online. This causes many obstacles that occur during online lectures. The loss of communication causes students not to fully absorb the material so that mastery of the material only comes from what they hear. The loss of face-to-face communication causes students to not fully accept the material, so that mastery of the material is modest from what they hear.

Swanson, Hurkin, Babb, and Howel (2010) stated that online learning face challenges due to the loss of face-to-face communication.

e. Economy

During distance learning students take part in online learning, so students need a quota to access the learning material. Purchasing an internet quota also costs some money, so this difficulty is also felt by parents of students who have a lower middle-class economy. They do not have sufficient money to provide an internet network for their children during online learning. Moreover, with the existence of Covid-19, many parents were dismissed from the company where they worked. Efriana (2020) said the problem is not only in the lack of learning equipment or facilities but also in the absence of the internet quota.

B. Previous Study

There are some references that help the writer to do the study and write this paper. The most important are references from previous studies that have the same topic or problem with writer. Some of the previous studies that help writer are:

1. *The Challenges of Online Learning Supporting and Engaging the Isolated Learner* by Jenna Gillet Swan 2017 Vol. 10 No.1

This study explains obstacles faced by students when doing assignments when in groups, presentations, and distribution of grades in groups.

Besides that, the obstacle faced by students is the use of the platform suggested by the lecturer, because not all students can use the platform.

2. *Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution Leli Efriana Volume 2, Number 1 February 2021, pages 38-47.*

This study explains about online learning during covid-19 has a various problem by the teacher, students and the parents. The problem from the teacher is weak mastery of IT and limited access to supervision forwards students. The problem from the students are in the form of inactivity in following learning, limited supporting facilities, and the internet network access. The problem of parents is the inability of parents to meet the need for adequate electronic devices for students to do online learning.

3. *Online Learning amid the COVID-19 pandemic : Students' perspective by Muhammad Adnan and Kainat Anwar Volume 2, Issue 1, 2020.*

This study explains that online learning is not as effective as conventional learning, but is proven to help and maintain the health of students and faculty in the midst of the COVID-19 pandemic. The obstacle that students often experience is not accessing the internet due to technical, financial, and communication problems between students and teachers