

CHAPTER II

LITERATURE REVIEW

A. Learning English in Senior High School

1. The Nature of Learning

Cited in Mulyawan (2021) online learning also has several terms such as networked learning, computer-assisted learning or virtual learning has developed since the 1970s. According to the law of the Republic of Indonesia number 20 of 2003 concerning the National Education System The Government of republic of Indonesia (2003) learning is a process of interaction students with educators and learning resources that take place in the learning environment.

(Sain Hanafy, 2014) states Learning is basically the stages of teacher and student activities in implementing a learning program, namely an activity plan that describes basic abilities and main theories which in detail contains time allocation, indicators of learning achievement, and steps for learning activities for each main material subject of learning.

2. Learning English in Senior High School

Learning English as a Foreign Language (EFL) refers to learning English that is learned in the classroom. This is in line with De Bot et al. (2005, p. 8) who say that learning is "an engineering process to focus on language learning" which "takes place in formal situations". Before the pandemic attacked Indonesia, teachers in senior high school use direct instruction for the teaching and learning process.

According to Killen in the Ministry of National Education or Mendiknas (2010: 23) direct instruction refers to various expository learning techniques (transfer of knowledge from teachers to students directly, for example through lectures, demonstrations, questions, and answers) that involve the whole class. (Afandi, Chamalah & Wardani, 2013) state that direct instruction has a purpose Kemendikbud (2010: 23) states that the main objective of direct learning is to maximize the use of learners' learning time. The learning process that is carried out directly is more optimal because of the interaction between students and teachers so that students better understand the explanations given by the teacher

3. The Strategy of Learning English

In order that students can understand the material provided by the teacher, students must know the English learning strategies. (Khamees:McDonough, 1995; Cotterall & Reinders, 2004).

Ozkan & Kesen (2008) investigated EFL students' beliefs about memorization in language learning. found that memorization was among the most frequently used strategies. Sachs & Chan's (2003) study results showed that understanding the learning material was much more important than being able to reproduce it.

Language Learning is an active process in which learners apply various strategies to understand and internalize the components of language. Cohen (1998, p. 4) states that learning strategies are "those processes which are consciously selected by the learners and which may result in action taken to enhance the learning of second or foreign language, through the storage, retention, recall, and application of information about the language." O'Malley et al. (1985) classify learning strategies into three categories namely:

1. Metacognitive such is selective attention directed attention and self-evaluation).
2. Cognitive strategies such as repetition, remembering, elaboration, inferencing, and summarizing.
3. Social strategies such as asking for clarification and cooperation.

In this year students are forced to study from home due to the Covid-19 disease, by utilizing technology and the internet learning from home can be done makes students have to adjust learning strategies. .

B. Online Learning

1. The Nature of Online Learning

Learning can happen everywhere, every time, and can do by everyone as a teacher or students. (Dabbagh & Bannan-Ritland, 2005) Students can experience learning anytime, anywhere. A new policy regarding the distance of learning has been delivered by the Kemendikbud which. emphasized that online/distance learning is carried out to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for class promotion.

Dabbagh and Bannan-Ritland (2005) define online learning as “an open and distributed learning environment that uses pedagogical tools, enabled by the Internet and Web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction” (p. 15). they further asserted that Dabbagh & Bannan-Ritland (2005), key components of online learning include pedagogical models, instructional and learning strategies, and pedagogical tools. To support the online learning we use the internet is needed, it is vital way of learning in this modern era (Sihaan, 2003). Online learning is instructional environments supported by the Internet. (Richard and Haya 2009). .

Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach

learners and also regulate courses. There are various terms to express the idea of distance learning using the internet, namely: online learning, e-learning (electronic learning), internet-enabled learning, virtual learning, virtual classroom, or web-based learning (Sihaan, 2003).

Dabbagh (2007 Cited in Mulyawan 2021) Dabbagh (2007) states that there are several requirements that a participant must have in online learning activities, including:

1. Able to use online learning technology, especially communication and collaborative technology.
2. Possession of a strong independent academic concept and good communication and interaction skills
3. Possession a basic understanding and interest in group learning and build competence in related skills.
4. Ability to learn independently through time management arrangements and cognitive learning strategies.

2. The Characteristics of Online Learning

The characteristics of online learning according to Flinders University, in Riyana in Arikarani & Amirudin (Fitriani 2020,3) are personal, structured, active, and connected.

a) Personal

Students in the online learning process will learn alone and independently. There are several internal and external factors that will influence the success of online learning by students. Internal factors that can influence are intelligence, high curiosity, motivation, personality, and so on. Meanwhile, external factors that can affect online learning are the technology used, the surrounding environment, the speed of internet access, and so on.

b) Structured

Like conventional learning, online learning is carried out in a structured manner. Before holding online teaching and learning activities, the teacher first prepares the syllabus, subject matter, media, and learning resources. All of these activities are carried out in a structured manner. In addition to being technically structured, the learning material is arranged in such a way as to be structured according to the level of ability. Easier materials will be given at the beginning of the meeting, and difficult materials will be given at the end of the meeting. In addition, materials that are found to be difficult will be provided with explanations and examples.

c) Active

In online learning, how to enable students to use technology. Technology was chosen because it can facilitate and provide various

things that can activate students. By using technology, teachers can design several activities that can make students active, either in active thinking, actively socializing, and being active in other matters.

d) Connected

Connective learning is based on social learning and constructs learning theory, as described by George Siemens. According to him, learning does not have to be seen as an event but is a process that involves memory, cognition, emotions, beliefs, and perceptions. In addition, learning can be done in various ways such as sending e-mails, viewing blogs, having online conversations, and others. Through online learning, students will be connected to cyberspace. students will find many learning resources that are unlimited. In online learning, there are no time and space limitations so students can learn connected.

3. The Advantages and Disadvantages of Online Learning

a. The Advantages of Online Learning

Advantages of online learning include accessibility, convenience, and flexibility (Killion, 2000) as well as financial benefits in the form of increased efficiency and increased student enrollment. According to Khan (1997), a well-designed online learning program has the potential to provide numerous features conducive to learning and instruction that

can address pedagogical, technological, organizational, institutional, and ethical issues. Bipasha. 2020 argue that an online education is preferred by individuals who may not be able to make it for classes in a traditional brick and mortar kind of college due to various reasons. According to Bipasha. 2020 the advantages of online learning are :

1. Flexibility

Students have the freedom to juggle their careers and school because they aren't tied down to a fixed schedule. In a traditional classroom setting, class meeting times are set, and the student has no power over this, forcing them to work their schedules around these dates.

2. Reduced Costs

Online education can cost less due to a variety of reasons. For example, there is no cost for commuting. Assorted costs that are related to transport, such as fuel, parking, car maintenance, and public transportation costs don't affect the online student.

3. Networking Opportunities

Online education also provides students with the chance to network with peers across nations or even different continents. This often leads to other opportunities in terms of collaboration with other individuals in the implementation of a project. At the same

time, it makes them culturally sensitive and able to fit into other environments easily given their exposure to other cultures.

4. Documentation

All the information that you will need will be safely stored in an online database. This includes things like live discussion documents, training materials and emails. This means that if there's ever anything that needs to be clarified, the student will be able to access these documents fast, saving valuable time. This is especially useful for individuals that need to carry out research for a project and submit their findings to a panel.

5. Increased Instructor - Student Time

Students in traditional classrooms may not get the personalized attention they need to have concepts clarified. This also enhances their problem-solving and communication skills, as well as knowing how to defend their arguments to superiors if needed.

6. Access to Expertise

Online classes allow the sharing of expertise that helps more people have access to education that is not readily available in certain geographic locations.

b. The Disadvantages of Online Learning

According to Bipasha. 2020 the disadvantages of online learning are :

1. Lack of Interaction

As studying an online degree takes place on the computer, there can be minimum or no face-to-face interaction with professors and classmates.

2. Issues With Technology

Problems with technology can make online learning frustrating, especially if one can't access materials and notes if there is no great Internet connection.

3. Can be frustrating

Online communication can be frustrating for some students who prefer in-person communication with all the verbal and non-writing, online learning is an entirely new and pressure task.

4. Less motivated

Video conferencing is great but it is not the same as bonding in person. Many of the students don't feel comfortable talking when they cannot meet the person personally.

C. Teaching English Through Online Class

1. The Nature of Teaching Using Technology

According to İŞMAN (2012), definition of technology is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. Dockstader (2008) define technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper. From the definition of the experts the technology can be used in the teaching learning process, it also support the classroom activity to find the information.

The good use of technology in education can provide benefits for students. Clements and Sarama (2003) assert that the use of suitable technological materials can be useful for learners. In addition, Larsen-Freeman and Anderson (2011) supported the view that technology provides teaching resources and brings learning experience to the learners' world. According to Lawrence (2002) and Pourhosein Gilakjani (2017), technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide. Technology is one of the method of teaching and learning that bring many advantages, with technology

teachers and students can search any information relating to the materials and develop their knowledge and skill. Not only that, technology must be used properly by students. Teachers are expected to be able to teach the use of technology that is associated with learning materials properly and effectively in order to reduce misuse of technology.

2. **The Effectiveness of Teaching Using Media in Online Class**

Media is the effective to teaching and learning, it can help the teaching learning properly. The use of technology in teaching can improve team work or students task, students use the media for finish their job in class or home, for example in English class students can use electronic dictionary to help them. (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Learners' cooperation can be increased through technology. Bennett, Culp, Honey, Tally, and Spielvogel (2000) asserted that the use of computer technology lead to the improvement of teachers' teaching and learners' learning in the classes.

Along with the times, the use of the internet for education in Indonesia continues to grow, so it can help in the learning process and increase the efficiency of the teaching and learning process, increase motivation, facilitate active learning, the use of appropriate media can help the learning process. (Djamarah 1995: 136 in Novita & Abdul, 2015) Djamarah (1995: 136) is "the media is any tool that can be used as a channel for messages to achieve goals of learning ". According to

(Rizal & Kris, 2019) For example, the social media learning application or learning management system (LMS) that has been widely used today is able to present an alternative where teachers can obtain various teaching materials, interact between teachers and students to give online tests to their students.

As for the forms of technology used as learning media such as Whatsapp Zoom and Google Classroom. Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017).

D. The Problems that Affect in Online Learning

Some factors that can cause difficulty in the online learning include : Internal Problem, Internal Problem and Technical Problem.

1. Internal Problem

According to Mulyawan, (2020) in the implementation of teaching and learning activities using online learning, the effectiveness of learning is greatly reduced. Anzar & Mardhatillah, (2017) in Susanthi, (2021), state Internal factors include: student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and study habits..

Setyawan (2020) in (Mulyawan, (2020) feels that direct clarification or explanation regarding the material provided through online classes is more difficult than offline meetings. Qadafi (2020) found that the transition to the delivery of English material that had been prepared by the teacher for online classes was more at risk for underprivileged students (knowledge) when delivered to virtual classes (online) due to the limited proximity of direct mentoring.

2. External Problem

Anzar & Mardhatillah (2017) in Susanthi (2021) a state External factors include teacher factors, social environment, school curriculum, and infrastructure.

Anugrahana (2020) \in Mulyawan (2020), external factors, namely from the companion to be firm against the delay from parents such as reprimand and only reminding. This factor is then important to be one of the notes that can be taken into consideration related to the role of a companion and another interesting thing is that some subjects seem to feel comfortable holding their cellphones in the early minutes and then start doing other things in the middle and even to the end of class. For example, when studying students while playing games or even being late many times. Furthermore, from the facts found, obstacles during online learning also turned out to be experienced by parents who sometimes did not have the ability to explain the

material in detail. This is of course based on the weak understanding of the material by parents as stated by Wardani & Ayriza (2020)

3. Technical Problem

Doucet, et all (2020) in Mulyawan (2020) state referring to factors in general, the obstacles to online learning involve many basic aspects which in essence are related to equity and readiness, such as supporting devices such as information media, the ability of teachers to study participants

Doucet, et all (2020). Even though the implementation elements have been successfully fulfilled in terms of supporting aspects such as technology and networks, it will still be easier for urban areas where the level of facilities is adequate. In terms of understanding, the subject said that it was more difficult to understand when reading the material explanation.

E. Previous Study

1. Scholars including Ulfan (2020), Escobar and Morisson.(2020) have investigated potential problems in online learning that students and teachers might have encountered. Their findings will be elaborated in the following paragraphs

Ulfan (2020) argue that there is a need it is only that when viewed from the focus of this research is to find out about obstacles or problem to understanding the subject of online English learning activities, then it is natural that the dominance and tendency of "problems" are raised as

pressure points or focus of discussion. Common problems that arise can be classified into 3 parts, namely;

1) There is a delay from the subject in participating in online class activities, such as still watching TV, playing games and other related things when class starts.

2) There is a tendency not to take learning activities seriously with the fact that students during learning do other activities such as playing games, watching TV, listening to music.

3) The lack of time and the ability of the companion during the learning process either because they do not have sufficient understanding of the material or other activities or work that must be undertaken.

2. Escobar. P. S & Morisson. A. 2020, Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. Pages 587-607.

Escobar and Morrison stated that results from the analysis of the three instruments of data collection provided enough information to explore the participants' experience during their online placement in order to answer the research question. Prospective language teachers found themselves in varyingly different situations depending on their school's decision to carry out synchronous or asynchronous teaching. However, the aspect that was considered the most negative and challenging during the emergency online teaching placement was the lack of interaction with

pupils, which might affect their professional development (Flores and Gago 2020). Student teachers argued that this was not a 'real' learning experience, and therefore they could not experience first-hand what a real-life teaching scenario would be. In addition, the limited internet access pupils had made the lack of connection between pupils and student teachers even greater. Flores and Gago (2020) found similar constraints in terms of how internet accessibility can affect online teaching and learning. They analysed the national, institutional and pedagogical responses in the Portuguese context where pupils' lack of internet access and lack of equipment was a common problem teacher candidates had to deal with. Even though technology may provide an opportunity for curriculum transmission, it cannot replace the rich relational nature of face-to-face teaching and it 'could never replace the kinds of human relationships that are so central to good teaching' (Robinson and Rusznyak 2020, 6). These results support the importance of the practical and adaptative focus teacher education has and how the emergent disruptions caused by the COVID-19 pandemic could be used as an opportunity to reshape the role of teacher education.

F. Basic Assumption

Nowadays , the teaching and learning process in schools is still stopped due to the Covid-19 virus, learning is do at home using online learning. Online learning has been applied in all subjects including English, it makes students have to adapt and adjust. every online learning has problems experienced by students, learning English do online makes students have to understand the material without being guided by the teacher on a regular class. This creates problems for students to understand the material.

This study aims to find out what problems are experienced by students during online learning. make it easier for students to express their opinions, in order to get solutions to their problems.