

CHAPTER II

THEORETICAL REVIEW

A. Online Learning

As a result of the Covid-19 pandemic hitting Indonesia, Indonesia is now faced with significant difficulties in managing the disease. In particular with regard to the field of education. Because the COVID-19 pandemic has spread to almost every part of the world, a new policy has been established in which we must implement social distancing, or as it is more commonly known in Indonesia, physical distancing. This policy's primary objective is to reduce the likelihood that COVID-19 will be spread further. As a result, this approach is being pursued in order to reduce the rate at which the Corona virus is spreading across the population. As a result, the Ministry of Education and Culture (Kemendikbud) has mandated that all schools and lectures be conducted online, from the comfort of one's own home, using various digital platforms.

In the realm of education, the terms "online learning," "open learning," "web-based learning," "computer-mediated learning," "mixed learning," and "m-learning" all refer to the same thing: a student participating in any of these forms of education must be able to use a computer and the internet in order to be able to acquire new information whenever, wherever, and however they choose (Cojocariu et al., 2014). The teaching and learning process can be described as being more student-centered, adaptable, and cutting-edge when it comes to online learning. In the midst of the Covid-19 pandemic, an online platform is needed that allows (a) video conferencing with a minimum of 40

to 50 students, (b) discussions can be held with students to keep the class active, (c) a good internet connection, (d) lectures can be accessed on mobile phones as well and not only laptops, (e) possibility of watching pre- recorded lectures, and (f) instant feedback from students can be achieved and assignments can be picked up (Basilia et al., 2020).

According to William (1990), online learning can be conceptualized as "a massive collection of computers in networks that are joined together so that many users can share their immense resources." The concept of online learning necessitates an understanding of the "hardware" (also known as the "infrastructure") that is comprised of a collection of computers that are in communication with one another and have the capacity to transfer data in the form of text, messages, pictures, or sound.

Online learning was characterized by Kitao (1998) as a computer network that is interconnected with other computer networks located all over the world. This understanding is supported by Kitao's definition, which is reinforced by the understanding presented above. On the other hand, the concept of online learning does not just refer to the hardware involved; it also include software in the form of data that is transmitted and saved and can be accessed at any time. The increase in the number of computer terminals all over the world that are connected to online learning is another development that is associated with online education. In order to encourage an ever- increasing number of people to utilize online education for educational reasons on a daily basis.

According to Dabbagh and Ritland (2005), online learning is an open and distributed learning system that makes use of pedagogical tools (educational aids). This system is made possible by the internet and technology that is based on networks, and it is designed to facilitate the formation of learning

processes and knowledge through meaningful action and interaction.

So, online learning is a flexible and more innovative teaching and learning activity that is student-centered and can be done from anywhere, anytime, and in any way. Online learning is also an open and distributed learning system using pedagogical tools (educational aids), so that more and more people will use online learning for learning purposes every day, especially during the Covid-19 pandemic.

B. The Implementation of Online Learning

According to Triyono & Utami (2017), online learning policy is learning that is carried out by electronic means, usually with the internet network, and can also be done by video conferencing via a satellite network. Online learning is also carried out in various other countries, such as China and Turkey. The Chinese government launched a policy to continue teaching and learning activities because schools were closed, freezing classes without stopping learning (Zhang et al., 2020). Similarly, Özer (2020) said that the Turkish Ministry of National Education issued a similar policy to close schools and replace them with online learning. The policies of these countries show that it is not only the Indonesian government that has launched new education policies during the emergency period of the spread of Covid-19.

In online learning, there are several platforms commonly used by teachers, especially in Indonesia, namely Google Classroom, E-Learning/Onclass, Zoom Meeting, and WhatsApp Groups.

1. Google Classroom

Online classes can be conducted using a software called Google Classroom. According to Harjanto (2019), this platform is utilized for educational purposes with the goal of fostering an interactive educational setting. This platform is part of Google's suite of free web services that it manages directly and offers to educational institutions. The use of this platform enables educators to design online classes, share files containing educational content, and manage evaluations (Okmawati, 2020). According to Mualim (2019), many educators use this platform because it offers timeliness, flexibility, and practicality. Students are able to more effectively manage their assignments thanks to Google Classroom's combination of functionality and adaptability, which enables them to access the platform whenever and wherever the user chooses. Students are able to check to see if they have already turned in their homework. On the other hand, using this platform also teaches pupils self-discipline and the ability to manage their time effectively. Because of the timeliness feature, students are required to turn in their work within the allotted amount of time. Once the allotted time has passed, it indicates that students are no longer able to hand in their homework.

2. E-Learning

E-learning is one of the alternative platforms that are most frequently utilized by teachers in the process of delivering content that is intended at pupils. This is the case in online learning during the present pandemic. E-learning is an educational platform that has mostly replaced traditional book-based learning with an educational method that is interactive, visually appealing, and amusing (Goyal, 2012). Additionally, this platform is very useful for students to complete their projects in a timely manner because there are numerous

facilities that students may utilize to complete their tasks.

3. Zoom Meetings

Zoom is a cloud-based video conferencing platform that can be used to host online meetings such as video or audio conferencing, webinars, meeting recordings, and live chat. Zoom can also be used to share conference records (Bernazzani, 2020). This platform is one that offers an experience that is comparable to that of a face-to-face meeting. Online forums allow for face-to-face gatherings of students and teachers to go through assigned readings and continue other conversations.

4. Discussion groups on Whatsapp

According to Alsaleem (2014), the most recent application that can be found on any smartphone is WhatsApp. Using this program, users are free to send messages to one another and carry on conversations with other users. Aside from that, WhatsApp is an application for smartphones that provides instant messaging capabilities. As long as they have access to the internet, users of this application are able to send and receive messages, photographs, and videos to and from other individuals. Because the only thing a user has to have in order to use this application is a connection to the internet, it is possible for teachers to utilize this application as a replacement for holding online learning classes. Additionally, research has been done on the use of WhatsApp for education by Susilo (2014), Plana, et al. (2013), and Jafari and Chalak (2016). According to Jafari and Chalak (2016), for instance, they concentrated their research on the WhatsApp application as a supplementary material for teaching vocabulary in English for Speakers of Other Languages (ESOL) sessions. Alsaleem (2014) conducted yet another study about the implementation of WhatsApp in the classroom. This time, the focus was on

the utilization of WhatsApp applications to improve students' writing, speaking, vocabulary, and word choice abilities in English debate journals. The findings of this study indicate that using WhatsApp can improve students' writing, speaking, vocabulary, and capacity to choose appropriate words.

C. Benefits of Online Learning

Online learning has become a trend in the digital era and can be used as an alternative to learning in many situations, one of which is during the Covid-19 pandemic like today. According to Pranoto (2009), there are some benefits of online learning:

1. The use of online learning to support the implementation of the learning process can increase student absorption of the material being taught.
2. Increase active participation of students.
3. Improving students' independent learning abilities.
4. Improving the quality of teaching and training materials.
5. Improve the ability to display information with information technology devices, which is difficult to do with ordinary devices.

In addition, online education offers several benefits, including adaptability, interactivity, speed, and visualization, which are derived from the unique qualities of each medium (Sujana, 2005). According to Tjokro (2009), online education presents a number of benefits, including the following:

1. Utilizing multimedia facilities, which can include images, text, animation, sound, and video, so that the information can be taken in more quickly and readily.
2. Significantly more cost-effective, in the sense that there is no requirement

for an instructor or a minimum audience size, that it can take place anywhere and at any time, and that it is inexpensive to repeat.

3. Significantly more succinct, in the sense that there are fewer formalities associated with the class, direct to the point, and subjects as required.

4. Accessible twenty-four hours a day and seven days a week, which indicates that students' level of mastery of the topic is dependent on their level of interest and concentration, can be monitored, and can be examined with an electronic test.

D. Problems in Online Learning

Students will unavoidably be required to be able to study on their own while at home during this pandemic. As a result of the fact that all teaching and learning activities are carried out online, the teacher does not provide them with direct explanations but rather just makes those explanations available to them online. Students encounter a variety of challenges throughout their time spent learning online, of course. For instance, the lack of face-to-face interaction with teachers, difficulties in gaining access to the internet, and the economy all contribute to the fact that pupils have a hard time comprehending the subject matter (Adnan, 2020).

According to the findings of Arjunina Maqbulin's research, which he dubbed "Online Learning Problems During the Corona Pandemic in Students' Perceptions," some of the challenges that students have when they are pursuing their education online include the following:

1. Internet access is the primary prerequisite for participating in online educational activities, and this presents the first challenge. There are still some

students who complain about the difficulties of accessing the internet, particularly those who reside in remote locations, despite the fact that having access to the internet has become an absolute requirement in today's society.

2. The second issue is one that pertains to the economy. Some pupils, in addition, reflect on their own families. Because they need to spend a specific amount to buy credit or pay internet costs in order to participate in online learning, despite the fact that many people are having financial difficulties as a result of the epidemic (Irawan, 2020).

3. The absence of direct engagement between teachers and students is the third issue that has to be addressed. Prior to the epidemic, students were accustomed to obtaining direct explanations from the teacher face-to-face. If they had problems understanding the content, they promptly asked questions and got clear responses immediately afterward. If students are having trouble understanding the material when they are engaged in online learning, they are required to independently study the material again in order to interpret it.

4. Another issue that is not any less significant is that students who participate in online learning have a sensation of boredom, which significantly interferes with the process of learning. This is due to the fact that they seldom engage in face-to-face conversation since they are constantly staring at the screen of their smartphone or computer.

5. The final issue is that students complain of being overworked due to the numerous assignments that their teachers assign (Irawan, 2020). In general, these are some of the most typical challenges that students have while participating in online learning.

E. Solutions for Online Learning Problems

Suprapmanto (2021) said that the solutions that can be applied to overcome these problems are:

- 1) Provide adequate facilities. The availability of facilities is indeed the main thing in online learning. However, this does not have to be the parent who bought the device. Such devices can be owned by borrowing from close relatives. In this case the teacher must also be wise. Because the devices are used interchangeably, the teacher must be smart in determine policy.
- 2) Using a provide that has a good network connection stable. This is necessary to facilitate the flow of incoming and outgoing data.
- 3) Teachers/lecturers provide a variety of learning resources.
- 4) Teachers/lecturers actively give rewards to students.

F. Previous Studies

During the global pandemic, various studies on online learning with various approaches and objectives have been carried out and provide valuable insights. Wibowo and Khairunas (2020), for example, explained students' perceptions of speaking skills in the Public Speaking class during the Covid- 19 pandemic. Therefore, during this pandemic, teachers and students must change the learning method from face-to-face offline to face-to-face online. The author states that the problems faced by students are perceptions and difficulties in learning to speak in public online.

According to the findings of another study done by Ariani and Tawali (2021), online learning is a method of education that makes use of an interactive model that is based on the internet. A tool that helps to plan online

learning classes in order to reach vast groups and broad targets is called online learning. It is now essential for educational institutions to provide students with the option to learn online. During this COVID-19 pandemic, teachers can still have classes, and students can still study at home. On the other hand, it is possible to assert that the accessibility of information and communication technologies is a prerequisite for online education.

From previous research, researchers tried to conduct research on the Investigation of EFL Student Problems with Online Learning in the Covid-19 Pandemic Period. The similarity of previous research with the research that the author will write this time is that they both raise the problems experienced by students in online learning during the Covid-19 pandemic. Then for the difference, the two previous studies were more specific in examining only one class, namely the speaking class, while in this study the authors took the sample as a whole, not only in one class.