

## CHAPTER II

### LITERATURE REVIEW

This part consists of theoretical study and previous studies. They are described more below:

#### **C. Theoretical Study**

##### **1. Online Learning as Distance Education**

Nowadays, the world faces to the distance education due to the phenomenon of Covid-19 Pandemic. The educational field must follow to the social distancing issue in teaching and learning. However, according to Kentnor (2015), distance education is not recent way of teaching. It has conducted from the 18th century. Its evolution and development over the last 300 years progress innovatively with the help of communications technology, and distance learning advanced to with good reputation. It is not near to a new phenomenon, but it progress the technology performance.

Distance education is a global phenomenon as a result of technological change, to "more than 130 countries developing or presenting distance courses, many of which are based on new information and communication technologies, Shields, Gil-Egui and Stewart (2004). Schifter (2004) adds that while distance education is not a new phenomenon, with correspondence programs existing since the nineteenth century, the addition of technologically driven communication systems is.

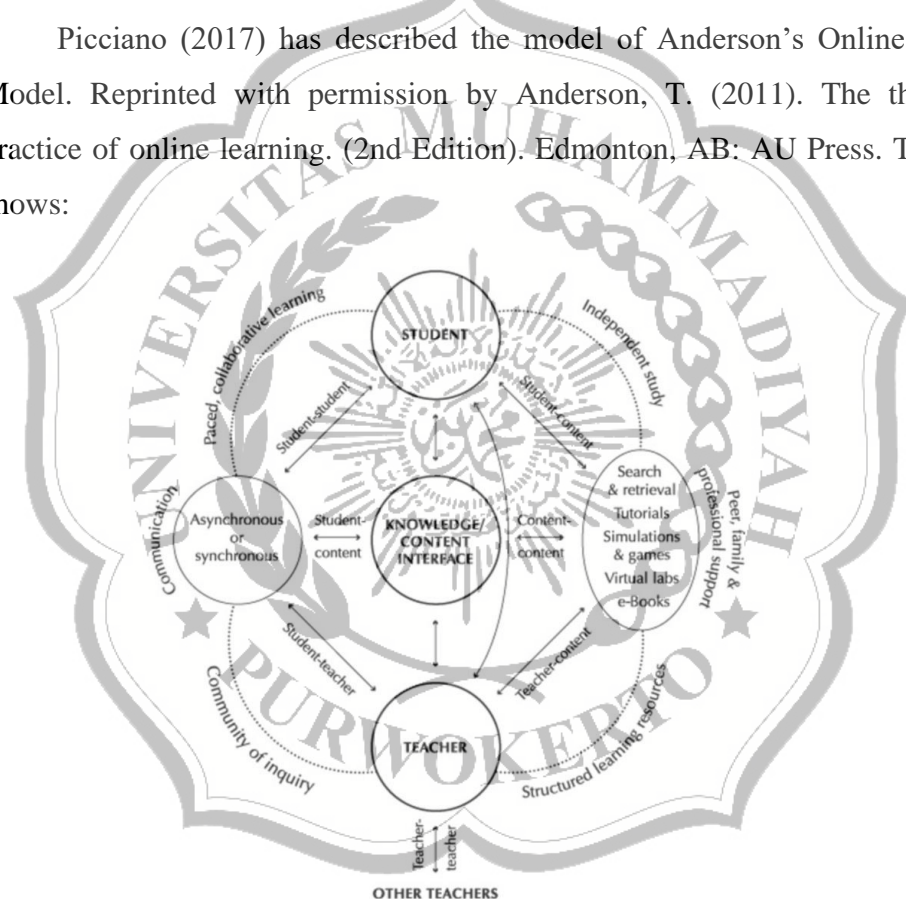
Mulia (2020) has conducted a study related to students' engagement in online learning, the result has indicated that students received the positive engagement through online language learning platform including four aspects such as behavioral, emotional, participation, and cognitive engagement. By means of these, it can be concluded that if the students accept highly in each aspects of engagement, it builds their learning outcomes become better. Moreover, it also proved by the students' test result during online learning.

Distance education is a type of education in which the student and instructor are not in the same location. Raghavan (2009). Directions can be delivered in a variety of formats, including online instruction, correspondence courses, and television or multimedia packaged formats. Adult students enrolled

in Distance Education programs are frequently challenged by sudden increases in responsibilities, as well as physiological, emotional, psychological, and social issues.

Distance Education students, particularly beginners, may have difficulty determining what the demands of a university study actually are because they lack the support of an immediate peer group, the instructor, or familiarity with the technology used to deliver Distance Education materials. Morgan (1991) observed that those who are unsure of their learning abilities focus on memorizing facts in order to complete assignments and write exams.

Picciano (2017) has described the model of Anderson's Online Learning Model. Reprinted with permission by Anderson, T. (2011). The theory and practice of online learning. (2nd Edition). Edmonton, AB: AU Press. The model shows:



The above model illustrates: The interactions of the two major human actors, learners and teachers, with each other and with content." Learners can, of course, interact directly with content found in various formats, particularly on the Web; however, many prefer to have their learning sequenced, directed, and evaluated with the help of a teacher. This interaction can take place within a community of inquiry, using a variety of synchronous and asynchronous Net-based activities... These environments are particularly rich, allowing for

the development of social skills, collaborative content learning, and the formation of personal relationships among participants. The community, on the other hand, binds learners in time, requiring regular sessions or, at the very least, group-paced learning. The structured learning tools associated with independent learning are depicted in the second learning model (on the right). Computer-assisted tutorials, drills, and simulations are common tools used in this mode Anderson (2011).

Online learning, open learning, web-based learning, computer-mediated learning, blended learning, and mobile learning are all examples of delivery methods used in online distance learning. ODL is defined as learning interactions in synchronous or asynchronous contexts using various devices (e.g., mobile phones, tablets, etc.) with internet access, Singh and Thurman (2019). In less than two weeks, lectures, assignments, group work, presentations, and evaluations were all organized and carried out using technology. Saidaly and Fakhrudin (2021) adds Online distance learning, also known as remote learning, occurs when an instructor who is physically present in a different location than the student gives instruction at different times, (Moore's Transactional Distance Theory, 1980).

As online learning has expanded in popularity in recent years, online collaborative learning theory promotes collaborative learning, knowledge development, and the use of the internet in reconstructing formal, nonformal, and informal education, Harasim (2012). The notion that the facilitator (teacher) should be in charge of the knowledge building process and the three stages of knowledge creation; idea generation, idea organization, and intellectual convergence, sparked much debate and engagement among members of the social community. Reviewing key learning theories aids in scaffolding and providing a basis for the present research.

## **2. Learning Management System (LMS)**

A learning management system (LMS) is a software application that provide to administration, documentation, tracking, reporting, automation and presents educational courses, training programs, or learning and development programs. Ellis (2009) & Davis et al. (2009) add learning management systems is

created from the enterprise's technologies that is emerging directly from the E-Learning industry. They first perform to the market was in the 1990s when traditional classroom experiences were being "ported" online, then it redesigned for computer-mediated delivery, and conducted through the Internet.

According to Hobbs (2005) in Mahoney, et al. (2018), Learning Management System or LMS refers to automates process that combined with learning. It is a set of management software that serves learning content, resources and activities and also controls the integrated administration tasks. Lopes (2014) adds that LMS presents the learning environment in which it consists a set of features for creating and administering of courses in the distance situation. Turnbull et al. (2019) The technologies that facilitate the provision of courses over long distances are broadly termed "learning management systems" or "LMSs." Learning management systems can be defined as web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. A robust, high-quality LMS is a vital tool to the success of any online course and can make or break an institution's reputation in the highly competitive education market. LMSs not only need to provide content to learners, but they must also facilitate timely and accurate communication between learners, course facilitators, and other institutional stakeholders.

Adzharuddin & Ling (2013) state that in a number of universities worldwide, students and lecturers are helped of the Learning Management System's (LMS) establishment deals with the connections between them without the confines of the traditional classroom. It serves the learning environment with digital software that is created as well as traditional classroom (i.e delivering learning content and resources to students). LMS becomses one of learning systems that is used by various universities all over the globe.

The Indonesia educational perspectives' to the development of techonlogy in the implementation of LMS through higher eduaction becomes one of the ways to appreciate the increasing of technology used itself, Rahman & Arifin (2019). In recent years, the goverment has focused on the development of education system chiefly on the teaching technologies' improvement. In this case, however, LMS as



learning platform has some problems in the implementation. It is still far from the perfections.

### **3. LMS Features**

Jurado, et al. (2014) has investigated a research and the result shows that LMS is able to be figured out by sifting the features into four groups such as tools for distribution, tools for communication, tools for interaction and tools for course administration. In addition, Britain et al., (2014) say that LMS defined as a 'toolbox' of programs concerned to reinforce learning, teaching and course administration. Almost modern LMS (proprietary or freeware) generally have some features, for instance: shared documents, discussion boards, assessments, grade book, chat room.

Lyashenko & Malinina (2014) say that Virtual English laboratory VELL has been created in LMS and is aimed at providing a training course in the English language at pre-intermediate level. The course combines different forms of ICT (podcasts, websites, presentations, forums, online dictionaries, interactive tests, flashcards, video etc) and due to this can become a part of blended learning. Younger participants (students) can play the role of active participants in education through the system of forums and wiki sites.

### **4. The Appliance of LMS to EFL Teaching and Learning**

Most universities have invested time and money to create a LMS accessible to lecturers and students. Many such efforts will be wasted if the leaders in the educational system do not implement staff development to raise the awareness about the pedagogical sound use of LMSes, Jurado, et al. (2014); Mahoney, et al. (2008) LMS can provide a learning student-centred environment. By the implementation of a LMS, it turns into a complex task that accomplish to such activities as managing knowledge construction, learning-by-doing, by conversing and by reflecting (Jonassen, 1999b).

Lyashenko & Malinina (2014) has conducted a study dealing with the use of LMS projects for teaching a foreign language in the university. The findings showed that the LMS as a web-based technology is considered to be an effective platform for collaboration despite the difficulties and problems the users

experience when working in the LMS. The teachers must play a critical role in successful implementation of the system. The positive attitude of the teachers to the system and awareness of its possibilities as a whole can be a critical factor to successful LMS integration into the university structure. LMS is believed to offer a flexible pattern of interaction. The advantage of such a flexibility allows to face any external and internal challenges (age factor, cultural diversity, psychological reluctance etc). They add that to overcome the problems while incorporating web-related technologies into the traditional system of education in general and teaching a foreign language in particular is the balanced combination of e-learning components and technologies with participative approach to Teacher-Students' interaction.

## **5. E-Learning Systems or Platforms**

Pareja-Lora & Rodríguez-Arancón (2016) state that E-learning demands a deep change both in the teacher's role and the student's. The role of the teachers moves from transmitter of knowledge to guide or tutor of the learning process. Likewise, they acquire an elementary importance as designers of learning strategies and materials, creating conducive conditions for this purpose. On the other hand, students move to channel their own process of learning, relying on the teacher and classmates to achieve their objectives.

The use of E-learning platforms indeed is essential to allow the sharp learning situation. However, the success of using these platforms is considered to what and how students' absolutely expected. Bagata, Umamah & Fikri (2020) comment, online learning platforms is a learning tool that brings lecturers, students, and parents have access to general resources, communication tools, and information, both inside and outside the classroom. They also have conducted a study that described the EFL students' perception dealing with online learning platforms. The result has indicated that the students have a positive perception toward the use of online learning platforms. Moreover, the online learning platform has some advantages for online learning during the pandemic which is the whole learning process full online.

The number of e-learning platforms that have been applied in EFL teaching and learning are variety. Consistently, teachers must perceive the

convenient e-learning platforms that meet to students' expectations. A study that is organized by Al-Mubireek (2019) has compared the two effective e-learning platforms that deliver the impact to Preparatory Year Students' Language Learning. The students, who responded to the anonymous survey questionnaire, certainly indicated that the Blackboard and Oxford platforms were useful in their language learning. They specifically appreciated the opportunity to work on novel exercises that helped them relate their classroom experiences with their learning outside the classroom. The study concluded that that students obtain the benefits of incorporating e-learning opportunities to learn and communicate more effectively.

Tasir, et al. (2011) has revealed the study that dealing with students' towards the use of social networking as an e-learning Platform. The study has showed that students highly welcome to the use of social networking tools as the main platform of e-learning in the university and they are easy to use it. Social networking tools have the capacity to be the excellent tool for university students' communication and interaction. In addition, social networking also helps students readjust the learning environment smoothly.

## **6. Students' Engagement**

### **a. Students' Engagement**

The most essential issue for students and teachers is not always the poor achievement, but it deals with student disengagement. The most seemingly disengaged students can break the classes, skip them, or fail to complete assignments. Sometimes, disengaged students perform good in school. They present in their class class and probably they also complete the work, but the committment to learn is not serious. Otherwise, engage students create a psychological investment in learning. They struggle to learn what school allows. Students will not only satisfied with their academic achivement, but they also implemented what they learn in school for their lives, Newmann, (1992); Taylor & Parsons (2011), however, adds student engagement has fundamentally concerned to the progress of achievement, positive behaviors, and a sense of students attachment in which to assist them remain in school. Student engagement serves a strategic process for learning and an accountability outcome into itself.

Chapman (2003) says student engagement deals with the students' willingness to take part in routine school activities, such as attending classes, completing required work, and following teachers' instructions during the class' activities. Students who engaged to learning perhaps reveal maintained behavioral involvement to the learning activities and it is followed by a positive emotional tone. They pick tasks at the border of their competencies, begin an action if there is an opportunity, and try hard and attention in the practice of learning tasks; they demonstrate commonly positive emotions during ongoing action, enthusiasm, optimism, curiosity, and interest to learning, Skinner & Belmont (1993).

Interactions with teachers and other students were found to be an important part of the learning experience when students were engaged as an interpersonal component Lumpkin et al. (2015). Hendelsman et al. discovered evidence of four types of student engagement: general learning skills, emotional involvement with course material, participation/interaction with faculty and peers, and performance. Student engagement, according to Ahfeldt, Mehta, and Sellnow (2005), is being actively involved by asking questions or working collaboratively with other students.

Schlenker, Schlenker, and Schlenker (2013) examined student engagement psychologically. As a theoretical foundation, they used the triangle model. The triangle model was created to address the nature and consequences of accountability in interpersonal relationships. Student engagement, according to the triangle model, is a direct function of the strengths of three factors: prescription clarity, personal control, and personal obligation. Setting clear goals, teaching learning strategies, and encouraging students to believe in themselves, as well as emphasizing the importance of personal responsibility, they discovered, all contributed to predicting academic engagement. Academic success was predicted by engagement.

In respect to Fredricks et al. (2004) and Blumenfeld et al. (2005), There are three separate components to the contrivance of student engagement:

- 1) Behavioral engagement, is based on the concept of participation and encompasses participation in academic, social, or extracurricular activities. There are three ways to define it. The first entails positive behavior as well



as the absence of disruptive behaviors such as school skipping. The second definition refers to participation in learning and academic tasks and includes behaviors such as effort, persistence, concentration, attention, questioning, and so on. Participation in school-related activities such as athletics or school governance is a third interpretation.

- 2) Cognitive engagement is predicated on the notion of investment; it entails thoughtfulness and a willingness to put forth the effort required to comprehend complex ideas and master difficult skills.
- 3) Emotional engagement includes both positive and negative emotional responses to teachers, classmates, academics, and school, and is thought to build ties to an institution and influence willingness to do the work. It corresponds to the affective reactions of students in the classroom, including interest, boredom, happiness, sadness, and anxiety.

Student engagement is critical for a variety of reasons. Student engagement is important because it allows learning to take place, as it is difficult to imagine learning a foreign language or mastering a musical instrument without significant involvement. Student engagement is important because it predicts how well students perform in school, including academic progress, Ladd & Dinella (2009).

Recognizing the students' engagement implies that teachers monitor and improve students' classroom engagement on purpose. Monitoring and improving students' motivation and engagement is an important skill, but it is also a difficult responsibility for teachers to fulfill on a consistent basis. That seems to be, teachers cannot see their students' internal personality needs satisfaction, self-esteem, involvement, achievement goals, and so forth objectively. Monitoring what is unobservable and only privately experienced (i.e., student motivation) appears to be a difficult instructional task. Student engagement, in contrast to motivation, is a relatively public, objective, and observable classroom event. Teachers can see if a student is paying attention, putting forth effort, enjoying class, solving problems in a sophisticated manner, and contributing constructively to the flow of instruction.

## 7. E-Habits in Online Learning

According to Crow and Crow (1992) in Somuah, et al. (2014), the effective study habits include plan, place, a definite time table and taking brief or well organized notes. To study successfully, a student must decide what information is important and then form opinions concerning it. All of these must be done to the best of his or her ability in the short possible span of time. Because, knowledge is very important to every person, it is wise to learn how to study in the most effective way.

Çakıroğlu (2014) states an increasing number of college courses are delivered online, especially with the use of synchronous technologies, which provides an opportunity for educators to search for the most suitable learning environments for students' study habits. According to the technology used, online settings can meet learners' needs. A wide variety of videos, images, animations, texts, audio, and so on can be shared and virtual presentation media can be created.

Study habits act as another variable connected with distance learners' performances. Study habits reflect students' usual act of studying and also call forth and serve to direct the learner's cognitive processes during learning. Study habits includes a variety of activities: time management, setting appropriate goals, choosing an appropriate study environment, using appropriate note-taking strategies, choosing main ideas, and organization, Proctor et al. (2006).

There are numerous online platforms that can be utilized to teach English. Teachers and students can utilize several programs, websites, or social media to teach or learn English, such as Hello English, Duolingo, Lingbe, Memrise, Busuu, Blog, Zoom, Schoology, and other applications that are currently widely available on the internet to explore their knowledge. It is not necessary for teachers and students to meet in person. E-learning is the term for this, An-Nisa & Suwartono (2021).

An increasing number of college courses are delivered online, particularly through the use of synchronous technologies, which allows educators to search for the most appropriate learning environments for students' study habits. Online settings can meet the needs of learners depending on the technology used. Çakıroğlu, (2016)

Nagaraju (2004) stated that habits have the following characteristics: (1) they are not innate and inherited, (2) they are performed every time in the same way, (3) habitual actions are performed with great ease and facility, (4) habit brings accuracy to the action, (5) habitual acts are performed with little or no attention, and (6) nervousness.

Tope (2011) adds Every other student has a unique study style. Some students in our English department can study in a crowded place, but others require a private study space. To develop good study habits, one must have a strong desire to learn as well as full working abilities and talents. Students should be more interested and self-disciplined in everything they do. Good study habits are beneficial to students because they (habits) assist students in achieving mastery in areas of specialization and, as a result, excellent performance, whereas the opposites constitute constraints to learning and achievement, resulting in failure.

A person's study habits are the behaviors he or she exhibits in relation to his or her studies Yazdani & Godbel (2014). They are a well-planned and deliberate pattern of study that has resulted in a degree of consistency on the part of the students in terms of understanding academic subjects and passing exams, Kaur & Pathania, (2015). Furthermore, study habits can be defined as the sum of all habits, determined goals, and enforced practices that an individual has in order to learn Radha & Muthukumar (2015). Furthermore, Monica (2015) defined study habits as "the consistent tendencies and practices that one exhibits during the process of gaining information through learning."

## **8. Students' Expectations**

A study from Cakrawati (2018) has indicated that the students agreed to the online learning platforms are able to support them in practicing language skills, acquiring new vocabularies, and improving their awareness on the contents of the lesson. The two e-learning platform that acceptable for the students chiefly mention in the study. They are Edmodo and Quipper as online learning platforms. Both are widely used by English teachers in teaching and learning. The students expect that either Edmodo or Quipper are quite effective to teaching and learning English in terms of time. Another study that conducted by Lutfiana & Suwartono (2020) have

told about the use of Whatsapp Group or WAG as the effective e-learning platform for students. The students have been familiar with WAG. Thus, it allows them more easy to marry with the learning.

Purbojo & Garibaldi (2018) say that the knowlegde of the student' expectation develop the learning satisfaction and enhancing learning outcomes. The actual interaction of instructor competence and skills must be considered by by the educational institutions toward student's expectation in teaching and learning processes. They have conducted a study to find the students' expectations to their teachers' role to enhance the positive atmospere in learning environment. The findings describes new dimension of students' expectation on their teacher. They are as follows:

- (1) Techno-Pedagogy domain: emphasizing instructors role that is intelligent, planful, creative, tech-savvy and passionate to the student's learning needs and have a calculated risk when applying instructional design in technological environment;
- (2) Socio-cognitive role: emphasizing collaborative learning strategy within the technological learning environment, including managing modern communication tools and learning resource sharing to gain effective knowledge construction;
- (3) Instructional Plan role: emphasizing the competence of the instructor to come up with interactive learning material and activities, and determining meaningful assessment tools and strategy;
- and (4) Engagement Role: emphasizing the instructors' competence to apply their communication skills to continuously engage with the student by available communication channels.

Lowe and Cook (2003) say one issue to consider is that students who have few or inaccurate perceptions of university education prior to beginning undergraduate study may become disengaged from the educational and social aspects of university life. Such disengagement can have a negative impact on students' academic performance, personal and social development, and student retention. There is an obvious need for better preparation, which can be aided by appropriate communication between teachers and students, as well as between secondary and tertiary educational institutions. Universities must also provide appropriate academic, behavioral, and social preparation courses for incoming students. This should be a process rather than an event, with opportunities for peer mentoring and staff-student interaction in addition to academic preparation Lowe and Cook (2003).



Kritpracha et al. (2014) has conducted a study dealing with expectation to distance learning management system. The findings revealed that distance learning management should be organized around the needs of the students, and lessons should be accessible from anywhere, at any time. The learning system that allows teachers, assistant teachers, and peers to communicate without limitations of place and time will strengthen the capabilities of students in Thailand's southernmost provinces to be more successful in higher educations by providing a variety of instructional approaches and the opportunity for students to communicate.

Harris, Larrier and Castano-Bishop (2011) has mentioned several factors on expectations in the following way:

a. Factors Influencing Retention in Online Courses

Due to the low retention rate in online courses, much research has been conducted in order to identify the factors that contribute to student retention (Berge & Huang, 2004; Martinez, 2003; Swan, 2001). A review of the literature revealed the following six themes related to student expectations of online courses: technological proficiency, course instructor expectations, course content expectations, social interaction expectations, course organization expectations, and other personal variables.

b. Expertise in technology

Students drop out of online courses for a variety of reasons, the most common of which are technological issues (Frankola, 2001). According to research, novice online learners frequently underestimate the level of technical skill required to succeed in online courses (Carr, 2000; Fozdar, Kumar, & Kannan, 2006). Basic computer skills, such as the use of word processing software, familiarity with email and the internet, and proficiency with the course delivery platform, are required for a successful online learning experience. According to other research (Nichols, 2010), the availability of support services to assist novice learners in developing basic computer skills influences retention in online courses. Students frequently cite a lack of support

services as one of the reasons they drop online courses (Fodzar, et al., 2006; McGivney, 2004, Nichols, 2010).

c. The course instructor's expectations

Expectations about overall instructional quality were identified as a factor influencing student retention by a panel of 20 experts (Heyman, 2010). The term "instructional quality" refers to factors such as the frequency of student-instructor interaction (Herbert, 2006); instructor presence in the classroom; and instructor response time to student needs (Artino, 2008; Ni & Aust, 2008). Another study discovered that early introductions, prompt response to assignments, and frequent communication with the instructor were related to online course retention (Herbert, 2006; Nistor & Baum, 2010).

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e. Course content expectations

According to additional research, student expectations regarding course demands and course content have an impact on retention in online courses. Many new online learners believe that online courses are simpler and require less time commitment than traditional courses (Nash, 2005). (Pierrkeas, Xenos, Panagiotkopoulurs, & Vergigis, 2004). Students who expect online courses to be easier are more likely to drop out or fail them when they discover that the courses are more difficult than they anticipated (Nash, 2005). Student persistence in online courses is also affected by the relevance of the course content. Data show that students are more engaged in classes when the material is interesting or relevant to their

daily lives (McGivney, 2004). Other research (Fisher & Baird, 2005) has found that courses with a high percentage of incorrect or irrelevant information are less effective.

## 9. Previous Studies

Some recent studies have conducted complementary research. As Mulia (2020), she has organized a study related to students' engagement in online learning, the result has indicated that students received the positive engagement through online language learning platform including four aspects such as behavioral, emotional, participation, and cognitive engagement. By means of these, it can be concluded that if the students accept highly in each aspects of engagement, it builds their learning outcomes become better. Moreover, it also proved by the students' test result during online learning.

Another study by Cakrawati (2017) has indicated the students' perception on The use of online learning platforms in EFL classroom. The online learning platform which was used in that class was Edmodo and Quipper. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach. The result described the fact that students considered to the use of Edmodo and Quipper as online learning platforms assist them in practicing language skills, acquiring new vocabularies, and advancing their knowledge to the lesson. The platforms becomes an effective and efficient to teaching and learning.

Purbojo & Garibaldi (2018) have conducted a study to find the university students' expectations to online course. The study focused to find the students' expectation to the course instructors. Descriptive research study is conducted on approximately 254 university students to gather information and offer insights into what are expected from instructors in relation to online learning. This research uses Descriptive Research Design and Quantitative data collection and analysis which aims to explore the student's expectation towards instructor in online learning environment. The questionnaire used in this study was designed based on the theoretical construct of the instructor roles in blended learning (Alvarez, Guasch, and Espasa, 2009; Purbojo, 2018). By analyzing the students' expectations, the findings suggest an upgrade theoretical construct dimensions that explain the student expectation toward instructor role in online learning environment.

In respect to the recent studies, there seems to be a gap among earlier research, notably distance learning aspect, which does not occur only in particular situations, such as the COVID-19 pandemic. They began to look into a multitude of separate online learning platforms. Online learning, on the other hand, can be used to demonstrate distance learning scenarios at any time. Furthermore, distance learning does not rule out being a viable option for university-level students. Finally, the researcher was curious over the use of a distance learning system, precisely the Learning Management System or LMS, at the university level. The researcher is excited to perceive the university students' learning practices and experiences (e.g. engagement, E-Habits and Expectations) in language Learning Management System. The three aspects are pivotal regarding to complete the success of teaching and learning chiefly through online or distance. The understanding of the student' expectations toward the implementation of online learning is proposed to advance the learning achievement and offering the learning progress. It will contribute the knowledge of creating and enhancing the best way of teaching and learning.

