

CHAPTER II

THEORETICAL REVIEW

2.1 Online Learning During the Covid-19 Pandemic

Online learning is a method of learning in which students and their teacher have a learning process by utilizing certain kinds of technological features without having to meet directly. Allen & Seaman (2007), there is no direct face-to-face connection between the teacher and the students in a learning system where at least 80% of the course material is provided online. Even though students are at home and utilizing the internet network to study online, the teacher must make sure that teaching and learning activities continue to function smoothly. Additionally, according to Efriana (2021), online learning is the practice of using internet-based tools that are mostly reliant on the availability of information technology. Technological tools are used to study anywhere and anytime. Online learning also involves training, delivery of knowledge, and motivating students to interact with their friends. Therefore, implementing online learning during the Covid-19 pandemic is seen as a method that lets students continue studying English without having to interact directly with their teacher face-to-face in a classroom during the pandemic (Farrah & Hatem Al-Bakry, 2020).

In the current study, online learning is a little different. Because students can attend from anywhere in Indonesia, the growth of Covid-19 has compelled Indonesian schools and institutions to convert from in-person instruction to exclusively online interactions, keeping the timetables essentially set (Pradana & Syarifudin, 2021). Due to Indonesia's different online learning practices and diverse learning environments, both students and teachers are not always prepared to engage in online learning. With this online learning, teachers are required to design learning media as an innovation by utilizing media so that students can still carry out learning well even though studying online at home. Moreover, a substantial quantity of training cannot be provided due to the quick development of the

pandemic, which necessitates the adoption of totally online learning immediately (Adams, D et al., 2021).

The Covid-19 pandemic has had a major impact on the world of education requiring almost all human activities to switch to digital media, including educational services. Currently, educational services must adjust to online learning techniques. To reduce the number of Covid-19 sufferers, on March 24, 2020, the Minister of Education and Culture released a circular that regulated the implementation of education during the Covid-19 emergency period to limit the number of victims. Provincial and local government issues policies obligate schools to temporarily eliminate offline learning which is replaced by learning from home or online learning. This policy applies at primary, secondary, and university levels. This approach is thought to be acceptable to stop the spread of Covid-19 in the campus or school environment while also assisting the pupils in their process endeavors (Efriana, 2021).

In the report (Murphy, 2020), the online system of education will be as effective as school-based methods in the future. Particularly, online learning enables students to access educational information or learning materials from their mobile phones anytime and anywhere they need. Accordingly, online education has many advantages, including the fact that it is not constrained by time or geography; especially in light of the government's push for isolation and physical and social seclusion (Abidah et al., 2020). Therefore, English teachers can use online learning as a tool to aid students in their learning process based on the advantages of it that have been highlighted (Syarifudin, 2020).

2.2 EFL Students' Challenges in Online English Learning

The British English Dictionary's definition of 'challenge' (n.d.) is something that demands both mental and physical effort to complete and hence puts one's abilities to the test. For instance, one of the difficulties

facing scientists today is figuring out a solution to this issue (Cambridge Dictionary, n.d.).

Challenges in the world of education are growing rapidly in the current era of globalization, especially with the pandemic. The issue this study looks at is caused by the pandemic, which forces colleges and other educational institutions to quickly and unintentionally switch to online education as the only other option for students, particularly EFL students, to finish their education. The spread of the Covid-19 Pandemic causes changes that occur quickly and suddenly, which requires everyone to be technologically literate. The only method for teachers and students to collaborate on learning without having to physically meet is through technology. Online learning presents a unique challenge for both instructors and students, particularly when it comes to studying English online (Nashruddin et al., 2020).

According to Ioniță & Păstae (2021) Covid-19 necessitates a shift to digital media for nearly all aspects of human activity, including education services. Education services now need to adapt to online learning methodologies. This change presents a problem for Indonesian education, which also needs to give students the tools they need to satisfy the requirements of the Society 5.0 era. To better understand online learning at home during the Covid-19 pandemic in Indonesia, this project will gather data from junior, senior, vocational, and university students.

For some students, putting online learning into practice can be challenging. According to some people, the introduction of online learning was hampered by poor access, the availability of the internet, a lack of technology and students' competence to participate in digital learning, and improper interaction between students and instructors became the major effects in the implementation of online learning (Zhong et al., 2020). Learning from home has never happened or been carried out, so there have been no measurements and trials of how effective this online learning is. In villages where the information and technology infrastructure are

inadequate to enable online learning, the first and biggest obstacle is the unavailability of the necessary tools for online learning. Additionally, some students love to interact with the teacher and the other students need to adapt to a distinctive learning environment in which no real interaction happens among them. Line with the statement, Britt (2006) states that because students never interact with one another in person and only communicate digitally, there is a gap in the real-time sharing of ideas, knowledge, and information in the world of digital learning is partially missing. Therefore, it is imperative that schools, especially those teaching English, prepare properly before introducing the online learning technique (Nartiningrum & Nugroho, 2020).

There are many factors to be well prepared to have a successful learning environment. It is claimed that for the successful delivery of lessons in an online setting, the technological tools, program design, choices of teachers, responsive curriculum, and helpful stakeholders are essential and significant (Barr & Miller, 2013). Meanwhile, many students missed out on social interaction-based activities that are essential for growth and learning as a result of the pandemic spreading and the suspension of educational institutions as the focal points of social activities and interactions. Online learning is therefore viewed as the solution to the problem, especially for the school that was selected as the research's field site and where full online learning was implemented utilizing WhatsApp as a platform for online English learning (Kanojiya, 2020).

Research conducted by Efriana (2021) found discovered issues faced by students such as inactivity in participating in learning, limited supporting facilities, access to the internet network, and the limited time of parents in accompanying students in learning. Furthermore, the research results Yuzulia (2021) suggest another study found that students encountered several challenges when learning online, including a poor internet connection, decreased learning motivation, trouble focusing when learning online, and increased stress from the large number of assignments

the teacher assigned. In addition, Nartiningrum & Nugroho (2020) suggested that the main challenges experienced by EFL students enrolled in online courses are unstable networks, fewer direct contacts resulting in poorly understood content, and decreased dedication to study.

Problems of learning online make it difficult for students to face reality. On the one hand, there are demands for the fulfillment of educational services for students while facing the lack of supporting facilities and internet accessibility requiring high costs. The difficulties are undergone by students and parents from the middle to lower economic class. They do not have a sufficient budget to provide a good internet network. Even though students get the aid quota, students still face internet network difficulties because of where they live. A study conducted by Nashruddin et al (2020) confirmed that unfortunately, not all students live in the area covered by the internet network. Students said that those who live in the non-internet area have problems accessing the subject matter provided by the teacher (Abidah et al., 2020).

Based on the previous explanation, previous researchers only focused on investigating the challenges faced by level 2 students at Malang University (Nartiningrum & Nugroho, 2020), senior high school students in class XII (Yuzulia, 2021), and the challenges faced by teachers, students, and parents (Efriana, 2021). Therefore, the researcher of the current research intends to find out what challenges are faced by EFL students at one of the junior high schools in Purwasari, Cilacap, Central Java.