CHAPTER 2
LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Online Learning

Education is one of many aspects of human daily life that uses technology whether it is used to support the teaching and learning process or to support the administration's process. Moore et al. (2011) explained that there are some of the majority terms in technological contexts in education, such as distance education, distance learning, e-learning, web-based learning, and online learning. In this research, the researcher used the term online learning. According to Ally (2004) as cited in Anderson (2004), online learning is "the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; to obtain support during the learning process, in order to acquire knowledge, to conduct personal meaning, and to grow from the learning experience"

Simply, online learning is learning through a computer. In the process of teaching and learning through online, learning activities in online learning could be the same activities in a traditional classroom. Additionally, through online students can get access to the internet where they can look for much information and resources such as books, videos, or web-page to support their learning (Lasfeto & Ulfa, 2020). Therefore, it could be said that learning through online and learning in a traditional classroom do not change the essence of teaching and learning process. Moore and Kearsley (1996) stated that the learning opportunities between online learning and traditional classroom are equal, based on the evidence provided by many studies (as cited in Blocher et al., 2002). The study also

found that there is no significant difference in learning achievement between students in online learning and students in the traditional classrooms (Ku & Lohr, 2003). In comparison, online learning offers flexibility that cannot be achieved in a traditional classroom, but the social interaction between teacher and students is not as efficient as in the traditional classroom Wuensch et al. (2006).

Online learning comes with various advantages and disadvantages. Keskin and Yurdugül (2020) claimed some advantages of online learning, they are "synchronous and asynchronous participation with adjustable learning speed, the potential for access to a wide range of participations at once (enrolment size), discussion opportunities, different types of feedbacks (instructor, peer to peer, adaptive system feedback), use for different teaching practices (formal, informal, certification, just for fun) and cost." However, the disadvantages of online learning are covered in teachers' and students' challenges that they face during online learning. According to Keskin and Yurdugül (2020), the challenges include "the need for technology literacy, e-learning readiness, experience, communication skills, and isolation in the classroom environment." To conclude, the advantages and disadvantages of online learning are summarized in Table 2.1 below according to Yee Shiun, (2011).

Table 2.1 Advantages and Disadvantages of Online Learning

Advantages	Disadvantages
• Learning can take place anywhere, anytime, and at any pace. • There is a synergy between the learner, instructor, and environment.	• Equity and accessibility to technology in that not all students can afford top-of-the-line computers with multi-media accessibility. • Computer

- High-quality dialogue can be maintained because it is not restricted by traditional classroom or time models.
- The environment can be student centered, in that instructors can focus on an individual's learning styles and issues with greater ease.
- There is great access to a larger variety of quality resources.
- There is a level playing field for all learners, regardless of visual or physical handicap, location or learning schedule.
- Teachers can use creative teaching methods in delivering material.

- literacy−students have different degrees of familiarity with the computer, internet and soft
- Limitations of technology−there are some things a computer simply cannot do such as real-life simulations, chemical laboratory experiments, and medical dissections.
- Visualizations are useful, but not as good as actually 'being there.'
- Lack of essential online qualities−without the necessary direction, teaching strategies and integration of student learning strategies, learning styles cannot be fully utilized and learning is limited.
- Levels of synergy−face-to-face or voice-to-voice contact are still useful to establish synergy, trust and mentor effectiveness.

2.1.2. Students' Attitudes in Online Learning

Students' attitudes refer to the students' beliefs that can influence students' behavior. As defined by Zimbardo and Leippe (1991), attitude is a positive or negative evaluation of people in a certain situation or environment (as cited in Iyer, 2011). Attitudes will determine students' motivation and willingness to learn. For instance, if students have positive behavior, they will have positive attitudes. Then, students who have positive attitudes are probably willing to learn which will affect their performances in learning. Lust et al. (2013) stated that students' motivation affects students' behavior. For this reason, attitudes are important because they cannot be neatly separated from the study (Reid, 2003). In addition, it is considered that students' attitudes are very crucial in terms of conceptual change processes, critical thinking, learning strategies, and achievement (Iyer, 2011).

Students' attitudes are not a new study in research education. It has been used for over years. Gardner (1972) explained students' attitudes in the given example of learning French language. Students who are aware of the importance of learning French as a second language tend to have positive attitudes towards it. They also will have high motivation to learn French that will affect their success in acquiring French language.

Additionally, Baker (1992) distinguished attitudes into three components, the cognitive, affective, and readiness for action of attitudes. In his book, Baker gives an example of learning the Irish language. The cognitive component concerns thoughts and beliefs. Students who learn the Irish language believe that the Irish language is important for continuity. Then, the affective component concerns feelings. Baker (1992) stated the feeling may concern hate or love of the language. The readiness for action of attitudes components concerns about the behavioral intention or action that students take.

For example, if they love the Irish language, they tend to enter a bilingual school. Furthermore, Abidin Dr. et al. (2012) have a similar theory of students' attitudes. It is classified into three interconnected components including the cognitive aspect, the affective aspect, and the behavioral aspect. The three components are briefly explained in the following sentences below:

2.1.2.1 Cognitive Aspect

The cognitive aspect includes the beliefs and thoughts of students about their cognition and their apprehension towards online learning. The cognitive aspect is related to someone's knowledge in general, for example the thoughts or beliefs may come up to students' mind such as doing online learning is helpful because of the importance of continuity if the online learning. In addition, students' ability to receive and absorb information can be known through this aspect. There are four steps of cognitive aspects. The first step is connecting the previous knowledge and the new one, the second step is creating new knowledge, the third step is checking new knowledge, and the fourth step is applying the new knowledge in any situation (Abidin Dr. et al., 2012). In this way, students could receive much information such as "what is online learning, how to do online learning" which they can use when the information when they have to do online learning in the near future.

2.1.2.2 Affective Aspect

The feelings of students about like and dislike towards the learning process are represented in the affective aspect. The feelings may concern hate or love towards online learning. During online learning, students may feel different emotions. Feng and Chen (2009) stated that the learning process is an emotional process that is affected by different

factors. Additionally, Baker (1992) emphasized that cognitive and affective aspects of attitudes may not always be in harmony. For example, students may have thought that online learning is helpful. They also negative feelings towards it because of the anxiety about learning online.

2.1.2.3 Behavioral Aspect

The way students behave in a particular situation is dealing with the behavioral aspect. Students will face a lot of situations during online learning, both good and bad. Baker (1992) called this as a readiness for action of attitudes. A student who has a favorable attitude of online learning might state they would attend the online class and never skip any of the classes. In addition, as Kara (2009) stated that students are eager to solve problems to acquire information. They also find a solution for every problem they face.

In correlation with online learning, students' attitudes play a crucial role in the effectiveness of online learning. Mehra and Omidian (2011) stated that there are five factors that can be used in modeling students' attitudes to accommodate online learning (as cited in Kar et al., 2014). The factors are intention towards online learning, perceived usefulness of online learning, perceived ease of online learning use, the pressure to use online learning, and the availability of resources needed for online learning. In comparison with students' attitudes in traditional classroom, Beard and Harper (2002) compared students' attitudes in online learning and traditional classroom. The result showed that students are interested in an online course, but they feel less satisfied with the interaction between students and teachers. In addition, Wisan and Nazma (2001) reported that students with their first online learning experience tended to be more satisfied with face-to-face classes than with online learning, but

students who had already done online learning felt satisfied. Previous research has investigated the students' attitudes in online learning and traditional classrooms. Therefore, this research investigated students' attitudes towards online learning as it was their first experience in doing online learning.

2.2. Study of the Relevant Research

Numerous studies have been conducted to investigate students' attitudes towards online learning. Ku and Lohr (2003) investigated Chinese students' attitudes towards online learning. The result of the study showed that Chinese students face challenges towards online learning. They expressed feelings of isolation and frustration. Later, the study about students' attitudes and behaviors in online learning regarding gender, computer experience, self-efficacy, and motivation from Liaw and Huang (2011) presented that female and male students have different attitudes where male students have more positive attitudes. Further, a study by Kar et al. (2014) found that students' attitudes towards online learning are "independent with regard to gender, residence, and stream of study." Erarslan and Topkaya (2017) investigated students' attitudes towards online learning and its influence on students' achievement. The findings revealed that students do not take the online course in a serious place and they do not spend enough time completing the activities. In addition, Ullah et al. (2017) in their study found that students in district Peshawar have negative attitudes towards online learning because they found a difficulty in understanding and using online learning.

An abundance of research has investigated students' attitudes towards online learning. Even some of the studies investigated students' attitudes regarding gender differences. However, there were only a few studies that investigated students' attitudes, especially in the current situation, the COVID-19 pandemic. Hussein et al. (2020) explored positive and negative aspects of students' attitudes towards emergency online

learning. The findings showed that there were still negative aspects of emergency online learning in terms of students' anxiety due to the current situation that may be a traumatic time for students. Adnan and Anwar (2020) discussed in their study that the sudden transition from face-to-face learning to online learning showed a new learning experience for students. Internet availability and access were the challenges faced by most students. Serhan (2020), who investigated students' attitudes and perceptions of using Zoom, added that doing online learning during this period was not giving enough satisfaction for the students due to many factors, such as teachers' technology readiness, technical and internet access issues. According to Uzorka and Makeri (2020) in their study, students' attitudes in higher education during COVID-19 pandemic was influenced by many factors, such as lack of e-learning facilities, conducive environment, lack of e-learning system, teacher' attitudes, parents' attitudes, and e-learning and future project. On the other hand, Girik Allo (2020) investigated if online learning was good in the midst of the COVID-19 pandemic. The results showed that they perceived online learning as very helpful.

As described above, a number of studies have been conducted quantitatively and qualitatively to investigate students' attitudes towards online learning during COVID-19. However, less attention has been performed to investigate students' attitudes towards online learning in the Indonesian context. In addition, COVID-19 came without allowing us to have sufficient preparation to adapt quickly (Bestiantono et al., 2020). Hence, investigating students' attitudes towards online learning during COVID-19 in the Indonesian EFL context was the focus of this research.