CHAPTER II

LITERATURE REVIEW

2.1 Online Language Learning

Online language learning refers to language learning that can be done remotely without any face-to-face meeting, using a smartphone or computer. Online language learning is a language learning process without physical interaction between teachers and students which are located in different places (Sanford, 2020). Online language learning has broken through the boundaries of time and space by allowing students to arrange lessons around their schedules and learn using computers or mobile devices from any place (Manegre & Sabiri, 2020). Online language learning has been divided into two. The first is called CALL (Computer Assisted Language Learning). According to Hashmi (2016) this term means "learning a language through computers or with the aid of computers is defined as CALL" (p.202). The CALL can provide opportunities for students to learn language autonomously and without dependence from the classroom (Yaman & Ekmekci, 2017). The second is MALL (Mobile Assisted Language Learning). The MALL is the result of the development of CALL, which uses more portable tools such as smartphones to access language learning materials (Yaman & Ekmekci, 2017). The MALL has two main advantages there are: portability and connectivity (Bachore, 2015). Portability means the MALL can provide opportunity to learners to learn anywhere due to small size and weight, such as on the bus, outside the home, at work doing part time jobs (Bachore, 2015). Then, connectivity means the MALL can provide opportunities to learners to be connected and communicate with learning websites or learning applications (Bachore, 2015).

Online language learning is equipped with a variety of applications that support language learning e.g., finding information, interaction, spell check, etc. (Ostanina-Olszewska, 2018). The implementation of online language learning has several advantages. For example, online language learning provides alternative

ways of teaching such as making teaching interesting (Ahmadi, 2018). By using online language learning in the classroom, teachers can give multimedia text which can assist learners in familiarizing with vocabulary and language structures (Ahmadi, 2018). According to Jabeen & Thomas (2016) online language learning has provided several useful applications for language learning such as for audio recording and editing (Vocaroo), photo editing (Pixlr), collaborative working and writing (GoogleDocs), presentation (prezi), chatting and messaging (Whatsapp), video- conferencing (Skype, Zoom), dictionaries and vocabulary learning (wordreference), video-production and editing (Filmora), and website and e-portfolios (Weebly).

Online language learning has many advantages, instead of face-to - face teaching, online learning is regarded as a new teaching method and online learning has advantages in sharing materials such as emails, slideshows, videos and PDFs (Raad & Khan, 2020). According to Zakarneh (2018), online language learning can enable students to access information easily, improving learners comprehension skill and allowing students to master English. Then, in online language classrooms, students can contact their language teacher, with whom they can often receive individual attention or feedback (Manegre & Sabiri, 2020). Moreover, according to (Khan, 2016) has indicated that online learning could be very useful due to all the resources provided by online courses. Then, online learning has been favored and believed by students to become the best way to gain their English language proficiency (Zakarneh, 2018).

2.2 Teachers' Challenges and Potential Solution in Online Learning

Although online learning is widely used in the world, online learning still has its own challenges for its users, especially for teachers. The process of integrating online learning, it depends on adequate technological and internet devices, so that when those involved in online learning do not have enough knowledge in operating technological and internet devices, it will be a difficult challenge for them (Heng, 2021). Several challenges in online learning ranging

from ICT skills, lack of motivation and training, and poor access to the Internet, resources and materials (Lukas & Yunus, 2021). Winter, Costelo, Brien and Hickey., (2021) describe the online learning challenges are influenced by two factors there are:

"First are factors external to teachers such as availability of equipment, access to resources, training and support. If students and teachers do not have access to computers and fast internet connections, then implementing online teaching is not feasible. Second are factors internal to teachers such as attitudes and beliefs about technology use, their skills and knowledge. If teachers have not had sufficient training in technology, then they lack the necessary skills." (p.2)

Many researchers investigated the teacher's challenges in online learning. According to Atmojo and Nugroho (2020), due to low student cognition, it has become a challenge for teachers in conducting the online learning, which teachers found challenges in delivering materials which were easy to learn. Thus, they also implied that the personal feedback from teachers to students was a challenge which the allocated time was not enough and teachers found challenges in engaging low motivated students which was indicated by the small number of students involved in the discussion (Atmojo & Nugroho, 2020). Moreover, teachers faced several challenges in online learning such as challenges in gathering all students in an online classroom, challenges in deciding appropriate material and challenges in following up the learning of students (Sareen & Nangia, 2020). Furthermore, online learning in Pakistan has faced several challenges that hinder the success of online learning such as system characteristics, internet experience and computer self-efficacy (Kanwal & Rehman, 2017). In addition, based on the research conducted by Almaiah et al (2020) claimed that online learning has some critical challenges such as change management issues, online learning system technical issues and financial issues.

Indeed, online learning has many benefits; however, there are challenges that cannot be avoided which can hinder the smooth and successful learning process. Integrating online learning in the classroom can cause students to be

distracted by other online content such as social media, video games and more, which can make lessons less successful (Yunus, Salehi and Chenzi., 2019). Then, Setyawan (2019) indicated that technical problems also arose such as inadequate signal coverage, insufficient internet data, or even students who did not have smartphones. Also, in terms of language learning, online learning could limit the conversation between teachers and students (Pazilah, Hashim and Yunus., 2019). Although the implementation of online learning has many challenges, teachers and education stakeholders are expected to be able to make strategies that are most suitable for current learning conditions so that no more students are left behind in online learning.

Despite many challenges of teaching in online learning, teachers can use several ways to solve these challenges. (Sugarman & Lazarín, 2020) implied there were several suggestions to solve these challenges, such as: that during pandemic situation schools could conduct limited offline learning activities by implementing health protocols, provide additional internet packages to students to support online learning, built communication between teacher and parents of students to supervise student activities in online learning and provided low tech material (photocopies or work book) to student who did not have smartphones. In addition, teachers must remind and give deadlines for assignments so that students pay more attention to their responsibilities (Dhawan, 2020). It means teachers can use several methods mentioned above to solve challenges in online learning.

2.3 EFL Context

English was extensively used in the world, such as in the United States as the first language, in Brunei as the second language and in Indonesia as the foreign language. A foreign language is one that is not commonly used in the learners' immediate social context, but which may be useful for potential travel or other cross-cultural communication contexts, or which may be learned as a curricular requirement or elective in school, but has no immediate or necessary practical use

(Saville, 2012). In which, the foreign language especially EFL is particularly important to promote citizen academic development.

According to Berns, (1990), foreign language learning is described as learning a target language in a country where that language is not used as a language of communication. It means, in the EFL country, English is only taught in school and not used for daily communication. So, everything about English will be known by joining the school. Therefore, English as a Foreign Language (EFL) refers to a situation in which English is widely used in school but it does not serve an essential role in national or social life (Broughton et al., 1980). It means the student has a chance to develop their English skill only in the classroom with their teacher and classmates.

In addition, there are several factors which can be influencing the success of teaching EFL in the classroom. According to Pariyanto & Pradipta, (2020) there are three factors that can influence success: (1) internal motivation, (2) social context and (3) positive attitude towards English. It means the student should have a capable effort to learn English, a supportive society to learn English such as helpful teachers, classmates, and student positive attitudes towards English which mean students keep eager to learn and practice English.

2.4 Study of Relevant Research

The present study is relevant to the previous study conducted by Khatoony and Nezhadmehr (2020) in an Iranian high school which indicate the teacher face numerous challenges in online learning in COVID-19 pandemic such as choosing the appropriate and interesting method, familiarizing in using technology, and internet connection issues. Besides, online learning also has advantages such as more trust in online learning for preventing their children against the virus and more practically and ease of use in case of difficult and unanticipated situations. In short, online learning is considered the easiest and most effective way to maximize learning activities and minimize teaching problems.