

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The theoretical framework pointed toward giving concepts applied in this research. These concepts lead to a better analysis of the given theories since they help as far as possible the extent of the issue.

2.1.1 Online Learning

2.1.1.1 Definition and Features of Online Learning

Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms (Stern, 2016). According to Dhull & Sakshi (2017), online Learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, and audio and video conferencing delivered over computer networks to impart education. In short, online learning refers to an internet-based learning environment that can connect students of diverse backgrounds who boast different perspectives, enabling students from different geographical areas to engage with an academic institution and other students online and learn flexibly, at their own pace, while working towards a degree or certificate.

Robin Mason (1998) said that most online learning courses sit on a continuum of partially online or fully online learning courses.

1. Partially Online Course: A course that integrates existing resource materials that are available either in print or non-print form such as textbooks etc. with some elements of online learning. This might include the use of a learning management system or simply a mailing list for some asynchronous discussion (Naidu & Oliver, 1999).
2. Fully Online Course: The one that will have most of its learning and teaching activities carried out online (Dhull & Sakshi, 2017).

According to Nursalam (2008), online learning has some following features:

1. Utilizing electronic technology services.
2. Utilizing the advantages of computers (digital media and computer networks);
3. Using autonomous materials (self-learning materials), then stored on a computer so they can be accessed by lecturers and students anytime and anywhere.
4. Utilizing the learning schedule, curriculum, learning progress results, and things related to educational administrations that can be seen anytime on the computer.

Online learning can be characterized by its two main points as summarized by some studies (Alabbasi, 2017; Archambault et al., 2010; Bakia, 2012; Huang et al. 2020; Powell et al., 2015; Watson & Gemin, 2008; Wick, 2010): content and instructions. Firstly, the content of online courses greatly influences the learners' learning outcomes. It needs to engage learners remotely based on technology via the internet with various interactive content from audio, video, animation, and simulation. The content can be adaptable and customized based on learners' requirements in order to reveal their

competency to understand the learning material and be ready to continue to a new one. Secondly, the instructions are conducted over the Internet in which learners can comment on their assignments directly. Similar to the content which is flexible and individualized, the instructions can also be adjusted on the pedagogy demands, interaction rules, and gadgets' availability on the basis of the hosting education institution's policy. The instructions are provided by teachers through interaction in the same time-space communication like video conferencing such as using Zoom or Google Meet, and through separate time-space communication like email or chat texting applications. Those forms of communication must be accessible from any place.

2.1.1.2 Online Learning as a Medium of English Learning

Online learning as a model of learning can also be applied to language learning including English (Mardiah, 2020). Web pages as one of the menus offered in online learning can help students and teachers engage in teaching-learning English activities more than in the traditional textbook class. Web pages have been grouped according to their domains such as vocabulary, grammar, phonetics, and four language skills such as speaking, listening, reading, and writing. Through this menu, students and teachers can download textbooks or teaching modules either free or at cost. Students and teachers can access English videos as well and both teachers and students can discuss it. In addition, the use of Web Centric Pages also helps teachers to communicate about learning materials and assess students' speaking directly via virtual conference applications that can be downloaded such as

Zoom, Google Classroom, and other similar applications (Mardiah, 2020). Teachers can invite dozens of students to have face-to-face lectures online; even examinations can be carried out online these days.

2.1.1.3 Online Learning during the Covid-19 Pandemic

The increase in Covid-19 coverage and its impacts has caused the abolishment of teaching and learning processes in class. Totally 12.2 billion students are studying out of classrooms across the world (Li and Lalani, 2020). As a replacement for face-to-face learning in the classroom, schools are conducting online learning remotely using digital platforms. United Nations Sustainable Development Group (2020) in its report stated that although online learning has been a part of the learning system in most higher education institutions, some universities still meet barriers to applying fully online learning systems due to inadequate infrastructure in information technology for teachers and students. Especially education institutions in many developing countries in which the face-to-face approach is still dominant. The massive sudden shift of this learning system brings unplanned curriculum changing. Students are exposed to various learning applications on digital platforms. Lecturing is carried out via various digital conference media like Zoom Cloud Meeting, Google Meet, etc. Students have online learning materials, textbooks, and modules with supplement learning materials given in the form of audio or videos of lecturing. The assignments, exercises, assessments, or, examinations are implemented by computer-based systems (Khalil et al, 2020).

In Indonesia, online learning is mandated by the Ministry of Education and Culture as one prevention of Covid-19 deployment. However, it is reported that many schools have barriers to transferring their curriculum to an online version due to a lack of supporting information technology infrastructure (Azzahra, 2020). Teachers also face difficulties in switching from face-to-face pedagogy to online one due to a lack of knowledge of online teaching. They did not have information and knowledge regarding online mastering during in-service training, in which, they lacked the necessary computer savvy. Although some schools and teachers are able to run online learning, many students have their respective problems. They might have an incapability to follow online learning due to a lack of computer skills. This situation happened especially for those who have no proper instrument to facilitate online learning like computers, laptops, or smartphones, and insufficient internet access and quotas (Simamora, 2020).

2.1.1.4 Students' Experience with Online Learning

As stated above, online learning or e-learning now is widely recognized as an important means to enhance the accessibility and quality of the teaching-learning process (Appana, 2008; Cruthers, 2008; Vaughan, 2007; Watson et al., 2004). In the case of the students' experience in online learning, it hinges heavily on the extent to which students are engaged in the learning as evidenced by the level of interaction they have with their time and learning (Lewis, Huebner, Malone, & Valois, 2011). Students will demonstrate active participation in the learning when they are engaged which leads to the acquisition or development of their knowledge

because they can get the most out of the interaction (Conrad & Donaldson, 2011). In online learning, students experience will lead to satisfaction when they develop adequate interaction with the content, teacher-student communication, and the way the means of learning is put to good use, in this regard, web-based technology (Estelami, 2012).

With this Covid-19 situation now, online learning has become more important than ever. As Bhaumik and Priyadarshini stated (2020), such a situation necessitated students to acquaint themselves with online learning tools and skills. In other words, their experience in this online learning matter must be analyzed, since students' learning can be influenced by their satisfaction with their learning experience (Espeland and Indrehus, 2003; Ramsden, 1991). It is important to consider the students' viewpoint on this teaching and learning method (Sit, Chung, Chow, & Wong, 2005), especially for the sake of consistency, considering this Covid-19 situation can continue for a very long time. This is a reality in many parts of schools in Indonesia, as online learning was previously very rarely done (Putra, Liriwati, Tahrin, Syafrudin, & Aslan, 2020).

2.2 Study of the Relevant Research

Several studies related to this research were conducted recently during the midst of the Covid-19 pandemic. Most of the existing research conducted in Indonesian, published in Indonesian journals, focuses on either higher education (university level), or education in general (the level of education is not explained). In the context of secondary school, most of the existing research is more focused on teachers' engagement in teaching online English learning during this harsh time. The existing research also

tends to be leaning into the effectiveness of media/gadgets on students' performance that is used in online learning activities. Also, most of them seem to use quantitative and survey design, which the writer feels it lack of deeper understanding how the students feel about online learning. Examples of this include, "The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis" (Rahiem, 2020); "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic" (Mardiah, 2020); "Analysis of the effectiveness of WhatsApp in improving online learning English" (Supriyadi, 2020); "Online learning in the middle of the COVID-19 pandemic" (Firman & Rahayu, 2020); "How students' perspectives about online learning amid the COVID-19 pandemic?" (Agustina & Cheng (2020); "High School Students' Online Learning Ineffectiveness in Experimental Courses During the COVID-19 Pandemic" (Hong et al., 2021) The writer wants to fill the gap in the existing studies; this research is more emphasizing on secondary school students' experience on online English learning, as it is important to see how well they are satisfied with learning during this Covid-19 pandemic condition using the descriptive case study. The outcome of this research could result in more cautious pedagogical decisions in designing, delivering, and assessing online content by academic institutes during this period, which hope will lead to achieving good outcomes with respect to learning objectives for students.