

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter is divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discuss the implementation of that related theorist in prior studies.

#### **2.1 EFL Classroom**

EFL classroom is a class where students share a common language and culture. The teacher may be one of the native English speakers they know. Outside the classroom, students have few opportunities to use English. Student involvement in learning has become an important element in foreign language learning. In general, students develop their language learning competencies through classroom activities (Haswani, F. 2014).

#### **2.2 Online Learning**

##### **2.2.1 Understanding of learning**

Learning is a process of interaction between students and teachers in the educational environment. Learning is assistance provided to gain knowledge and the formation of attitudes and beliefs in students (Hayati, N. 2021).

Richard Gross (2012) also argues that learning is the process of acquiring new understanding, knowledge behaviors, skills, values, attitudes, and preferences.

### **2.2.2. Understanding of online learning**

The online learning process is different from the face-to-face learning process, this learning uses many applications such as Google Classroom, Zoom, WhatsApp, and other applications that can be used for distance learning. Online learning is learning that is done using a computer or mobile phone. The learning is presented in the form of text, audio, and video (Saul, C. 2004). According to Sudiaperma & Muslikhah (2020), online learning is a method that utilizes technology to communicate with each other over long distances. Online learning relies on technological devices and the internet, a poor internet connection can be denied access to online learning (Adedoyin & Soykan, 2020).

### **2.2.3. Online learning during covid-19**

According to Huang et al. (2020) Coronavirus or known as Covid-19 was found at the end of 2019 in the Wuhan market. The results of the clinical analysis show that the virus is transmitted from person to person (Li et al., 2020; Paules et al., 2020; Wang, Cheng, et al., 2020). Septiana (2020), Coronavirus is a virus that attacks the respiratory system, this virus can cause minor disorders of the respiratory system, severe lung infections, and even death.

In March 2020, the WHO (World Health Organization) General declared Covid-19 a pandemic after an assessment of the fastest spread and severity of the deadly virus worldwide. With this virus, Indonesian Education and Culture issued a circular no. 4 of 2020 which contains policies for Indonesian teachers

and students to carry out online learning activities to reduce the spread of the Covid-19 virus. In 2020, this policy was implemented in various schools/institutes in Indonesia, including IAIN Kendari.

The implementation of large-scale social empowerment by the Indonesian government has an impact on the routines of the community and students in the learning system. Online learning is a solution for schools/universities that implement learning from home (Rasmitadila et al, 2020).

#### **2.2.4. Purpose and benefits of online learning during Covid-19**

##### **2.2.4.1. Purpose of online learning**

The purpose of online learning is to facilitate communication between students and teachers during distance learning.

##### **2.2.4.2. Benefits of online learning**

The benefits of online learning are to make it easier to access information and encourage student participation. According to Appana in Tareen & Haand (2020), the benefit of online learning is to flexibly study time and space. Online learning can also provide effective learning, such as independent learning activities. In addition, online learning is also an alternative so that we can continue to study during the covid-19 outbreak which makes us have to keep our distance to reduce the spread of the virus.

Meanwhile, according to Simamora (2020) in Scagnoli (2009) the benefits of online learning will be shown from the perspective of

organizations, teachers, and students. Therefore, Ally (2004) argues that for students online learning is not a problem related to time zone, location, and distance. In online learning, students can access material at any time and support interaction between students and teachers also students can use the internet to find the latest material and can consult their learning.

### **2.2.5. Advantages and disadvantages of online learning during Covid-19**

This finding is in line with previous findings that online learning is flexible in its application and the ability to encourage social distancing behavior that reduces the potential for the spread of Covid-19 in the campus environment, eliminates embarrassment, and allows students to express ideas, opinions, and ask questions freely (Hermanto & Srimulyani, 2021). Meanwhile Sobron et al., (2019), online learning can also provide students with a more meaningful learning experience.

#### **2.2.5.1. Advantages of online learning**

The advantages of online learning are students and teachers can learn new things in the world of education, especially online learning by utilizing and learning to use applications that they did not know before. Fatoni., et al (2020), online learning is not limited by place, it can be done anywhere and another advantage is that it can reduce transportation costs. In addition, students can also feel comfortable and free to ask questions to the teacher.

### **2.2.5.2. Disadvantages of online learning**

In addition to the advantages, online learning also has disadvantages. The disadvantage is that some students complain of network instability, the speaker's voice is not heard clearly (Fatoni., et al. 2020), lack of discipline, ineffective online education processes, and long-term online learning can hurt students' mental and physical (Zhang et al., 2020).

### **2.3 Challenge of Online Learning**

Some of the challenges students face during online learning. In China, a large number of students do not have internet access or a slow internet connection at home (Tang et al, 2021). Some students who live in remote villages do not have internet access or good technology, but they struggle to participate in digital learning. These disparities are seen across countries and among income groups within countries. For example, 95% of students in Switzerland, Norway, and Austria have computers that they use to do their schoolwork, while in Indonesia only 34% have them, according to OECD data in the article Cathy and Farah (2020). According to Purwanto et al (2020), limited communication between students and teachers is one of the challenges they experience, besides internet bills are also one of the most basic challenges during the Covid-19 pandemic.

In online learning, lecturers must also be wise in choosing technological devices, applications, or platforms that can be easily accessed by students, keeping in mind that not all students in Indonesia have sophisticated technological tools. By choosing an inappropriate technology device, let alone spending a lot of

money, it will only put a burden on students or parents, especially those affected by the pandemic. In addition, in providing material it is also important that it is easily understood by students. By providing materials that suit the needs of students during online learning, it can make it easier for students to understand the material given because students cannot have effective time to ask questions directly to the lecturer(Susilowati, 2020).

#### 2.4 Related Study

Talking about online learning, online learning has been done for a long time, as evidenced by the many journals with research related to online learning that have different focuses. The following are articles related to research on online learning.

Year	Researcher	PST	Unit of Course	Instrument
2020	Agarwal Kaushik	77	Postgraduate medical student	feedback
2021	Baczek Baczek Szpringer Jaroszynski Kaplon	804	Medical student	Questionnaire

2021	Jaradat Ajlouni	362	Undergraduate student	Online questionnaire
2021	Barrot Llenares Rosario	200	Private college students	Questionnaire
2020	Simamora	15	Fundamentals of Education	narrative analysis
2020	Rasmitadila Aliyyah Rachmadtullah Samsudin Syaodih Nurtanto tambunan	67	Primaryschool teacher	Questionnaire

Based on the table above regarding the implementation of online learning, several researchers have studied the implementation of online learning during COVID-19. Research by Argawal and Kaushik (2020) reveals that online learning

is feasible, inexpensive and should be a part of postgraduate training besides that student also feel that every child sub-specialist should start their classes for postgraduate and online learning should be part of the postgraduate medical curriculum. Another study by Baczek., et al (2021) in their research on student perceptions of online learning during the Covid-19 pandemic found that respondents were less active during online learning due to the lack of an interactive approach.

Subsequent research, Jaradat & Ajlouni (2021) in their research on the perspectives and challenges of online learning revealed that 62% of students have the perspective that they can learn efficiently during online learning and 67.6% of students like online learning. This is because students feel safer and avoid the risk of being infected with Covid-19. The researcher also revealed the challenges faced by students, including those related to finance, students argued that online learning was more expensive than face-to-face learning. This is due to the cost of internet access required to study online. Furthermore, 56.3% of students think that during online learning, students often have a bad internet connection, and 48.6% of students reported that they do not have technological devices for online learning. In addition, 77.6% of students do not have supporting resources for independent study at home. Mental health is also one of the challenges faced by students during online learning, 62.2% of students experience mental health problems, such as anxiety and stress. Another challenge is that students lack motivation and lack of focus on online learning. 29.2% of students have technophobia, a condition where students feel worried or not confident in their

abilities. In terms of the quality of the material, 40.9% of students felt it was lacking due to the fast learning transition.

Furthermore, Barro et al (2021) who researched the challenges of students' online learning during the pandemic and how they overcame them, revealed that the biggest challenges faced by students were the learning environment, especially distractions at home, limitations in completing subjects and difficulties in choosing learning fields and schedules. The next result, the researcher found that students felt anxious and experienced mental health problems.

In Indonesia, research on online learning has been conducted by several researchers such as Simamora (2020) in his research on the challenges of online learning during Covid-19, in his research Simamora found that the challenge in online learning is the infrastructure needed for online learning, besides that other challenges are also related to the price of expensive data packages. In another study, Rasmitadila et al (2020) in their research on the perception of elementary school teachers about online learning during the Covid-19 pandemic. The study found that the support of parents, teachers, and the government was needed during the online learning process. This study also found several challenges faced by elementary school teachers during online learning, including technical constraints, student conditioning, student participation, and online teaching experiences.