

CHAPTER II

LITERATURE REVIEW

A. Online Learning

1. The History of Online Learning

In the 20th century, digital transformation has been deployed in almost all spaces and fields, including education. Online learning media called e-learning creates a community space among students, which is not only educational but also entertaining. This is because they explore the digital literacy of students (Tan, 2013).

Through the benefits of social media and various platforms, students and teachers have the opportunity to optimize the learning process. Previous research has shown that e-learning focuses on students' understanding of collaborative work, such as how to construct meaning in the learning process carried out remotely, how to negotiate together, and how to understand (support) each other (Friedman and Friedman, 2020 year).

E-learning is also used to maximize the learning process, even if it is conducted without face-to-face meetings. This type of learning is another option to adapt to traditional learning forms. E-learning is considered very effective because it can help teachers build virtual classrooms according to the conditions of classroom learning (Putranti, 2013).

Generally, teachers in developed countries will optimize their use of current digital platforms to keep up with the platforms used by students and create a comfortable learning space. The learning media focuses on how to use

shared spaces to exchange ideas and produce specific learning content to improve the skills of students and teachers (Hansch et al., 2015).

2. The Concept and the Definition of Online Learning

A study conducted by Donelly (2006) showed that e-learning is a medium for creating virtual discussion forums through face-to-face learning and interaction. Through e-learning, teachers and students can eliminate place and time barriers that may become learning constraints. Students can also use social media such as Facebook, Youtube, Twitter, Instagram, Blogger and Quora for learning. E-learning also provides network convenience and knowledge sharing opportunities, but it has a negative impact on the potential waste of time (Salmon et al., 2015; Hollis & Was, 2016; Brownson, 2014).

According to Maltz et al. (2005), the term “e-learning” is applied to different perspectives, including distributed learning, online distance learning, and blended learning. According to the OECD (2005) definition, e-learning is defined as the use of information and communication technology in various educational processes to support and strengthen learning in higher education institutions, including the use of information and communication technology as a supplement to traditional classrooms, Online learning or mixed two modes.

In addition, according to Wentling et al. (2000), the term e-learning refers to the acquisition and use of knowledge that is promoted and disseminated mainly through electronic means. For them, e-learning relies on computers and the Internet, but it is likely to develop into a system composed

of various channels (such as wireless and satellite) and technologies (such as cellular phones) (Wentling et al., 2000). Liu and Wang (2009) found in their literature review on the definition of e-learning that the characteristics of the e-learning process are mainly concentrated on the Internet; global sharing and learning resources; information and knowledge flow through online courses, and finally generated by computers. The learning environment creates the flexibility of learning to overcome distance and time issues (Liu and Wang, 2009).

3. The purpose of Online Learning

One of the basic characteristics of an online course is its goal. Is the activity as an alternative to face-to-face teaching (virtual courses) or as an enhancement of the face-to-face learning experience (online learning activities as part of the face-to-face curriculum). This distinction is important because these two types of applications have different goals. Alternative applications that are comparable to traditional teaching in terms of learning outcomes are considered successful if they provide online learning without sacrificing student performance. If the student's learning outcomes are the same regardless of whether the course is online or face-to-face, then there are too few students in a specific geographic area to guarantee on-site lecturers (for example, rural students, students in professional courses).

In contrast, online enhancement activities that produce learning outcomes that are only equivalent to (not better than) face-to-face teaching alone will be seen as a waste of time and money, because additions will not improve student

outcomes. The second important dimension is the type of learning experience, which depends on who (or what) determines the way learners acquire knowledge. The learning experience can be classified according to the students' control over the content and nature of the learning activities.

4. Learning Experience

Content is delivered to the student through a lecture, printed material, or other mechanisms in classic didactic or expository learning experiences. Active learning, in which the student is in charge of what and how he or she learns, is sometimes contrasted with traditional instruction. Any of these three types of learning experiences can be supported by technology: Expository instruction; knowledge is transmitted using digital media. Learners gain knowledge through inquiry-based manipulation of digital artifacts such as online drills, simulations, games, or micro worlds in active learning. Teachers become co-learners and facilitators in interactive learning, in which the learner acquires knowledge through inquiry-based collaborative engagement with other learners.

This feature of learning-experience type is intertwined with Zhang's concept of learner control (2005). The content is usually delivered through technology in expository training. Students can use technology to control digital artifacts to explore information or solve issues in active learning. In interactive learning, technology facilitates synchronous or asynchronous human contact; learning occurs as a result of interactions with other students and the technology. The learner-control category of interactive learning

experiences is linked to distance learning's "fifth generation," which emphasizes a customizable mix of individual and group learning activities. Researchers are now referring to choreographed blends of face-to-face and virtual interactions among a cohort of learners guided by one or more instructors, facilitators, or coaches over an extended period of time as "distributed learning" (Dede 2006) or "learning communities" (from weeks to years).

Finally, the degree to which an activity is synchronous, with instruction occurring in real time whether in a physical or virtual location, or asynchronous, with a time lag between the presentation of instructional stimuli and student responses, is a third characteristic commonly used to categorize online learning activities. The conceptual foundation for online learning is shown in Table 1.

According to Gotschall (2000), the concept of e-learning is built on distance learning, which entails the transmission of lectures to remote locations via video presentations. However, according to Liu and Wang (2009), the advancement of communications technology, notably the internet, has transformed remote learning into e-learning.

B. Online Learning during pandemic Covid-19 era

According to Luthra and Mackenzie (2020), disruption caused by the Corona virus can offer educators time to reassess their profession; also, technology has stepped in to fill the void and will continue to play an

important part in educating future generations. In a world where knowledge is available at the click of a mouse, educators' roles must evolve as well. Not since World War II have so many schools and educational institutions around the world been placed on lockdown at the same time and for the same cause. While we know that the virus's effects will be widespread, what does this entail for schooling in the long run?

Therefore, Luthra and Mackenzie (2020) explained the four ways that covid-19 can reshape how we educate future generations. They include educating citizens in an interconnected world. Here, they say that Covid -19 is a pandemic, and it illustrates our interconnectedness on a global scale-there are no longer such things as isolated problems and actions. Successful people in the coming decades need to be able to understand this interconnectivity and cross boundaries to take advantage of their differences and work in a global collaborative manner. It also redefines the role of educators. The concept of educators as knowledge holders imparting wisdom to students is no longer suitable for the purpose of education in the 20th century. As students can acquire knowledge and even learn a technical skill in a few clicks on their phones, tablets, and computers, we will need to redefine the role of educators in classrooms and lecture halls.

This may mean that the role of educators needs to shift to promote the development of young people as social contributors. Secondly, life skills need to be taught in the future. In this era of global pandemics, young people need resilience and adaptability, and these skills have proven to be necessary to

effectively survive this pandemic. Three important skills are needed, namely creativity, communication and collaboration, empathy and emotional intelligence, and the ability to cross the boundaries of demographic differences and harness the power of the collective through effective teamwork. The final reinvention is to unlock technology to provide education. The epidemic of the covid-19 virus has led educational institutions to create distance learning content for students in all sectors. Educators around the world are experiencing new possibilities, doing things in different ways, and with greater flexibility, which brings potential benefits.

C. Reading

1. Definition of Reading

Many experts have given their definitions of the true meaning of reading. Reading is a very important skill that students must master, because reading is inseparable in the process of teaching and learning. Reading is the most important activity in any course. It is not only a source of information, but also means to consolidate and expand one's thoughts and language knowledge (River: 1968: 24). According to Nunan (2003:68), reading is a fluent process in which readers combine textual information and their own background knowledge to construct meaning. Mikulecky (2011:5) pointed out that reading is a complex conscious and unconscious mental process. In this process, readers use various strategies to

reconstruct the author's assumed intentions based on the text and the reader's previous data.

Reading, according to Grellet (1997), is an active skill. It entails a lot of way to guessing, predicting, checking, and self-questioning (Khoiriyah:2010:1). The act of deducing meaning from a printed or written word is known as reading (Richard:1998:12). Reading begins with the accurate, rapid, and instinctive visual detection of vocabulary, regardless of its context. According to Patel and Jain (2008: 113–114), the following is true, Reading is a vital activity in one's life because it allows one to keep up with current events. Reading ability is a crucial component of academic achievement.

In any language lesson, reading is the most important activity. Reading is not only a source of information and a pleasant activity, but also a means to consolidate and expand language knowledge. Reading is very necessary to broaden your horizons and re-understand foreign cultures. Harmer (2007: 99) states that reading helps language acquisition. As long as students understand more or less what they are reading, the more they read, the better they will be. According to Grellet (2004:7), reading is a process of constant guessing, and what one person brings to the next person is often more important than what is discovered from it. In reading, students should be taught to use what they know to understand unknown elements, whether they are ideas or simple words. According to Day and Bamford (1998:12), reading is to construct meaning from printed

or written information. This means that the construction of meaning involves readers linking information in written information with previous knowledge in order to achieve meaning and understanding.

2. Types of Reading

According to Patel and Jain (2008: 117-123) the types of reading:

a. Intensive Reading

Intensive reading is related to further language learning under the guidance of teachers. Intensive reading will provide a basis for explaining structural difficulties and expanding knowledge of vocabulary and idioms. Intensive reading materials will be the basis of classroom activities. It is not only read, but also discussed in detail in the target language, and sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or paragraph reading. In this kind of reading, the learner reads the text to gain knowledge or analysis. The purpose of this reading is to read the short article. This reading is done to obtain specific information.

b. Extensive Reading

Extensive reading is used to gain a broad understanding of a subject and also involves leisure reading of larger literature. The reader is interested in learning more about something. After reading, the reader is unconcerned about specific or critical facts. People usually read to keep themselves up to date.

c. Aloud Reading

Aloud reading is a fundamental aspect of school discipline and order. When pupils read aloud, they are confronted with written sentences that have never been spoken before. The goal of reading aloud is for children to improve their speaking ability and pronunciation. According to Elizabeth (2004: 286 - 288), aloud reading is defined as reading a book while making audible sounds. The teacher reading aloud to the pupils can assist them develop their listening skills. Reading aloud is beneficial when you are alone. Reading aloud hinders kids from learning to comprehend the meaning of a sentence, even if they are unfamiliar with one of the words.

d. Silent Reading

Silent reading is a crucial skill in English instruction. This reading should be used to help students improve their reading skills. Silent reading is used to get a large amount of information. Silent reading must be based on a text chosen by the student. Silent reading allows children to read fully silently, with no sounds or movements of the lips. It enables him to read quickly, easily, and fluently. It helps students understand what they're learning and expands their vocabulary. Silent reading, according to Elizabeth (2004: 287-288) implies reading something without making sounds perceptible to others. Students can more readily work at their own material rate or speed when reading silently.

D. Teaching Reading

1. Definition of Teaching Reading

In the classroom, reading teaching is a way to pass knowledge from teachers to students through certain strategies and skills and certain materials, so as to master the reading itself. Teaching is a complex process. It not only provides teachers with information to students. Reading is a way for students to understand in the teaching-learning process. According to Harmer (2007: 23), teaching is not an easy job, but it is a necessary job, and it will be very beneficial when we see the progress of our students and know that we have helped achieve this. It is true that some students can be difficult and stressful at times, but it is also worth remembering that the best teaching can also be very enjoyable. Based on the explanation, the author concludes that the good state of teaching activities and environmental management is to allow students to obtain goals and give opportunities in the learning process.

According to Harmer (1998:68), reading is also useful for other purposes: as long as students understand English more or less, any exposure to English is a good thing for language students. In reading teaching, the teacher's duty to help learners achieve these goals is to stimulate reading motivation by selecting or creating appropriate texts, design useful reading tasks, set up effective classroom procedures, encourage critical reading, and create for practice reading Supportive environment. In the classroom, the teacher must decide what the purpose

of reading is. It is to read or understand articles for pleasure. If the purpose of reading is for entertainment, the topic of reading the text can be free. If the purpose of reading the text is to understand the text, then the topic of the reading text should be prepared before the teacher teaches the reading class.

2. Principles of Teaching Reading

The fundamental concept of teaching reading, according to Anderson (1991), is to take advantage of the reader's prior knowledge. Second, establish a strong vocabulary foundation. Third, make sure students understand what they're learning. Fourth, work on improving your reading speed. Teach reading strategies in the fifth grade. Encourage readers to turn techniques into skills in the sixth paragraph. Finally, incorporates assessment and evaluation into your lessons. Eighth, as a reading instructor, strive for constant progress.

E. Reading Ability

1. Definition of Reading Ability

Individuals' ability is described as their ability to accomplish numerous activities in a certain employment. To put it another way, ability is that you have the ability to perform something. Ability, or talent, is the ability or power to do something. Reading ability is the ability to communicate with the writer in order to obtain knowledge and information. Reading skill will be best improved in conjunction with writing, listening, and speaking activities, according to Brown (2001: 298). Even in reading

classes, focusing on the interplay of skills, particularly the reading – writing connection, will help you reach your goals.

2. Level of Reading Ability

Based on Grillet and Temple (1990: 134-137) level of reading ability:

1) The Independent Level

The students can read text without assistance at this level of difficulty. At this level, comprehension of what is read is generally great, and silent reading is quick because almost all of the words are recognized and understood at first glance. The pupil must occasionally pause to consider a new word. Oral reading is generally fluid, and minor deviations from the written text rarely cause comprehension problems.

2) The Instructional Level

This level of content is not very easy, but it is still manageable. The student is challenged in this area and will gain the most from instruction. Although comprehension is strong, assistance is required to grasp some ideas. The silent reading rate is relatively fast, however it is usually slower than the independent reading pace. Although some word analysis is required, the majority of the terms may be recognized at a glance. Oral reading is rather smooth and accurate, and oral deviations from the written text usually make sense in context and do not result in meaning loss.

3) The Frustration Level

The text is too challenging in terms of vocabulary or concepts to be read satisfactorily at this level. Major ideas are forgotten or misconstrued, resulting in poor comprehension. Oral and silent reading is typically slow and laborious, with frequent pauses to consider unfamiliar words. Divergences in oral reading are common, and they frequently cause the reader to lose track of what was read. Because of this difficulty, pupils find it difficult to read such material for long periods of time, and their efforts frequently fail. Instructing at this level is not recommended.

4) The Listening Level

The listening level indicates the student's current ability to improve his or her reading skills. Most readers who have not yet reached their full potential as readers and are still honing their reading skills can listen to and understand literature that they cannot read for themselves read aloud to them. The instructional reading level is frequently higher than the listening level. The listening level indicates how far they are likely to advance in their reading at this point in time.

F. Reading Problems

1. Nature of Reading Problems

Grabe and Stoller (2011) believe that the emergence of difficulty is the result of the inefficient operation of low-level and high-level

comprehension processes. The author explained that this happens when the text is too difficult, the reader does not have enough background knowledge or language knowledge, or the reader does not have enough reading practice to improve reading efficiency. Typical reading difficulties for students with mild disabilities include vocabulary, word recognition, reading comprehension, and reading speed problems (Hallahan, Kauffman, and Lloyd, 1985).

2. Types of Reading Problems

Avivit Ben-Aharon (2020) explains that reading impairments are lifelong challenges that can seriously harm anyone's learning process. Here are four symptoms of reading difficulties that children may exhibit in their reading activities or online reading in this situation:

a. Showing No Interest in Reading

One of the most basic indicators of a reading problem is the avoidance of reading and writing. Much of this avoidance is due to a lack of self-confidence among those who are dealing with an issue. Reading becomes difficult and frustrating as a result of these issues.

b. Difficulty Following Basic Direction

This difficulty in following directions may be due to what their brain thinks as an overabundance of information to absorb, but the problem is actually a lack of attention that prevents them from focusing on all of the information.

c. Difficulty Pronouncing or Recognizing Word

This occurs frequently because students with this problem have difficulty understanding when other students read a new narrative aloud to them.

d. Taking Long Basic Tasks

Inability to accomplish fundamental chores is another symptom of reading issues. This is a problem that students face after making numerous blunders in the process, particularly when it comes to seemingly insignificant errors. This could be owing to their inability to comprehend the instructions due to reading difficulties.

G. The Aim of Reading

The primary goal of reading is to find and gain knowledge through a contest of reading and comprehension of the meaning of the text. According to Tarigan (2008:9) there are several things about the aim as follow:

1. The readers seek for or learn about someone's experience with something he has done or something that has happened to him, as well as a solution to his or her issues.
2. Reading for main idea. The readers try to figure out that the topic interest and what the problems of the story.
3. Reading for Organization or Sequence. The reader tries to figure out what happened in each story, action, and so on.

4. Inferential reading. Readers attempt to gain the conclusion from the action or idea presented in the text.
5. Reading to Classify. The readers attempt to categorize some of the writer's activities or information in the text or paragraph.
6. Reading to Evaluate. The reader attempts to assess what the writer has accomplished or attempted to explain in his paragraph.
7. Reading to Compare and Contrasts. The reader compares the plot of the story or the content to see if there are any similarities or differences.

From the purpose above, reading has a crucial role for the students. It is possible to conclude that reading can be used to organize and study for a general impression. Furthermore, we can recognize reading as content for learning.

H. Learning Strategy

What is the definition of a strategy? A strategy is, at its most basic level, a routine or technique for achieving a goal. A mental process or procedure for achieving a cognitive goal is known as a cognitive strategy. Cognitive methods are described in detail by O'Malley and Chamot (1987).

1. Cognitive strategy

Cognitive strategy is a mental routines or procedures to achieve cognitive goals, such as problem solving, learning for testing, or understanding what is being read. Although this definition may seem commonplace, as different researchers in the past few decades have

focused on different aspects of cognitive strategies, complications have emerged in the cognitive strategy literature. The earliest work using terminology strategies focused on general problem solving strategies (Newell and Simon, 1972).

Some of these strategies include trial and error, in which individuals randomly try various methods to solve the problem, method-purpose analysis, in which the individual checks the goal and sees the sequence of steps to achieve that goal, and works backwards to solve the problem. One of the hallmarks of these strategies is that they can be transferred across multiple types of problems. The examples of this strategy is predicting or summarizing the sentence, guessing meaning of the text, using translation to searching the meaning of text, making questions list, skim for main idea.

In their review of research on the teaching of learning strategies, Weinstein and Mayer (1986) identified two types of strategies: 1) teaching strategies, such as the teacher presenting material in a particular way, and 2) learning strategies, such as the learner summarizing material in a particular way. For distinct tasks in various realms of knowledge, Pressley Woloshyn (1995) identified a number of cognitive techniques. They identified strategies for analyzing and solving problems (general strategies), memorizing a sequence of events or a timeline for a test (study strategies), planning, drafting, reviewing, and revising a critical essay (writing strategies), and self-questioning, activating prior knowledge, and

rereading difficult-to-understand sections of texts (reading strategies). The strategies all have one thing in common: they are cognitive procedures that help with specific cognitive tasks.

2. Metacognitive Strategy

A specific set of general cognitive strategies are particularly relevant to understanding; these are called metacognitive strategies. Metacognitive strategies are routines and procedures that allow individuals to monitor and evaluate their continued performance in completing cognitive tasks. For example, when students are studying for an exam, they may ask themselves: "Are things going well? Is there anything I don't understand? Am I studying these materials? Are there any gaps in my knowledge or understanding? What if I did find a gap in my knowledge? Do I know what to do? Can I fix this gap and make my understanding complete?"

Students who use metacognitive strategies realize the cognitive resources they must have in order to achieve their goals. They check the results of their problem-solving attempts, they monitor the effectiveness of their attempts, they test, modify, and evaluate their learning strategies, and they use compensation strategies when their comprehension declines (Baker & Brown, 1984).

Metacognitive strategies are most often conceptualized as understanding monitoring (Weinstein & Mayer, 1986). Wagoner (1983) defines comprehension monitoring as "an executive function that is

essential for capable reading, which guides readers in their efforts to understand the cognitive process of incoming information" (page 344). When students read, they often think about and monitor their continuous understanding of the text. Baker and Brown (1984) reviewed a large number of works that demonstrated the types of metacognitive strategies or comprehension monitoring performed by good readers when reading. They found that good readers would assume the most likely interpretation of the text, and then check that interpretation based on the newly introduced information in the text. When they read, the original hypothesis is either confirmed or discarded in exchange for a new hypothesis.

Understanding monitoring proceeds in this way until a failure occurs. When a breakdown occurs, good readers must determine whether or not further action is required. If this is the case, good readers must determine which compensating method is most likely to restore comprehension. The simple technique of metacognitive is such developing mental map, determining importance part, pay attention, make connection (to connect what you read to your life, it may happened to you or you may have read before and visualization.

3. Socioaffective Strategy

O'Malley et al. (1985: 582-584) As social/emotional strategies, it can be said that they are related to social intermediary activities and transactions with others. Cooperation and clarification of issues are the main social-emotional strategies. O'Malley and Chamot (1990: 45)

pointed out that social-emotional strategies represent a broad grouping, including interaction with another person or conceptual control of emotions. The strategies that can be used are:

- a. Collaborating with peers to solve a problem, pool knowledge, compare notes, or receive feedback on a learning activity.
- b. Seeking clarification or prompting additional explanation, rephrasing, or examples from a teacher or peer.
- c. Using mental control or self-talk to reassure oneself that a learning activity will be successful or to lessen worry about a task. The manners in which students choose to interact with other speakers are referred to as social affective techniques (Elliss, 1997:77).

According to the research of Fedderholdt (1997: 1), language learners can appropriately use multiple language learning strategies to better improve their language skills. Metacognitive strategies can improve the organization, self-monitoring and self-assessment of learning time. Cognitive strategies include using previous knowledge to help solve new problems. Socio-emotional strategies include asking native speakers to correct their pronunciation, or asking classmates to solve specific language problems together. Developing skills in the three areas of metacognition, cognition, and social emotion can help language learners establish learner independence and autonomy, so that they can control their own learning.