

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Online Learning**

##### **a. Definition of Online Learning**

Online learning is often referred to as the intentional use of network information and communication technologies in teaching and learning.<sup>1</sup> Online learning can be defined as the application of electronic systems, such as computers, the Internet, and multimedia CDs, the purpose of which is to reduce the number of entry and exit costs.

According to Goyal's research, online learning can be defined as the science of learning without using printed textbooks.<sup>2</sup> Online learning is the use of telecommunications technology to provide information for education and training. With the development of information and communication technology, online learning is becoming a mode of modern education.

It can be concluded from the above statement that online learning refers to the use of technology to complete and actually

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<sup>1</sup> Neda Mohammadi, Vahid Ghorbani, and Farideh Hamidi, 'Effects of E-Learning on Language Learning', *Procedia Computer Science*, 3 (2011), 464–68

<sup>2</sup> Sumit Goyal, 'E-Learning: Future of Education', *Journal of Education and Learning (EduLearn)*, 6.4 (2012), 239

perform learning. Online learning is also a form of progress in the development of technology and communication, especially in the transmission of education-related information. Online education has a unique quality, which may create and expand the distance between teachers and students. Equality is the psychological distance that separates us from students and requires teachers to take positive steps to establish and promote relationships with students.

### **b. Types of Online Learning**

There are three main types of online learning: time-independent asynchronous type, where students can learn from downloadable courseware at their convenience; synchronous type, where real-time online learning has the ability to interact and chat with students in real-time meetings; and blended learning, a blend of asynchronous and synchronous learning.

Asynchronous allows all participants to post communications with any other participants via the Internet. Asynchronous mode also allows learners to discuss with lecturers or teachers and each other over the Internet at different times.<sup>3</sup> Therefore, it does not interact at

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<sup>3</sup> Valentina Arkorful and Nelly Abaidoo, 'The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education', *International Journal of Instructional Technology and Distance Learning*, 12.1 (2015), 29–42.

the same time, but later, through the use of tools such as threaded discussions and emails.

Synchronous mode instills a sense of community through collaborative learning<sup>4</sup> Synchronous time includes alternate online visits between teachers or lecturers and learners or between learners, as well as asynchronous visits with asynchronous ones.<sup>5</sup> Synchronous type allows learners to discuss with lecturers using tools such as video conferences and chat rooms, as well as with them via the Internet. This type has the advantage of instantaneous feedback.

The mixed mode can complement each other in language teaching/learning through the conversation framework.<sup>6</sup> When mixed, it can provide a good model for improving the cognitive participation, information processing and motivation of language learners.<sup>7</sup> Language learning is more a skill-oriented process rather than content mastery. In order to cultivate listening and speaking

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<sup>4</sup> Teng, D. C. E., Chen, N. S., Kinshuk & Leo, T. *Exploring students' learning experience in an international online research seminar in the Synchronous Cyber Classroom. Computers & Education*, 58(3), (2012). 918–930.

<sup>5</sup> Arkorful and Abaidoo.

<sup>6</sup> Laurillard, D. *Pedagogical forms of mobile learning: framing research questions*. London: Institute of Education 2007..

<sup>7</sup> Ge, Z. G. Exploring e-learners' perceptions of net-based peer-reviewed English writing. *International Journal of Computer-Supported Collaborative Learning*, 6(1), (2011) 75–91.

skills, regular synchronous conversations are required.<sup>8</sup> As most online students work and study at the same time, the asynchronous mode is more suitable<sup>9</sup> to avoid the anxiety caused by time constraints in synchronous sessions.<sup>10</sup> The mixture of the two models can give students the opportunity to learn better than any single model.

### **c. Advantage and Disadvantage of Online Learning**

The advantage of online learning in education is the availability of e-moderation facilities where educators and students can communicate regularly via internet facilities or when communication activities are performed regularly or when communication activities are performed without being limited by distance, place and time..<sup>11</sup> This is flexible if you are considering problems with time and place. Each student can choose a place and time that suits them.

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<sup>8</sup> Wang, Y. & Chen, N. S.. Criteria for evaluating synchronous learning management systems: arguments from the distance language classroom. *Computer Assisted Language Learning*, 22(1), (2009) 1–18.

<sup>9</sup> McLoughlin, C. & Lee, M. J. Personalised and self regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology*, 26(1). (2010b)

<sup>10</sup> Guichon, N. Preparatory study for the design of a desktop videoconferencing platform for synchronous language teaching. *Computer Assisted Language Learning*, 23(2), (2010) 169–182.

<sup>11</sup> Rusman. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: Raja Grafindo Persada. 2014. 351

Through easy access to a large amount of information, online learning improves the efficiency of knowledge and qualifications.<sup>12</sup>

By using forums, you can provide opportunities to build relationships between students. In this way, e-learning helps remove barriers that may hinder participation, including fear of talking with other learners.

E-learning is cost effective because it does not require students or students to travel. In a sense, it is also cost effective because it provides learning opportunities for a large number of students without requiring a large number of buildings.

Students can study or revise lesson materials anytime and anywhere if necessary, as the teaching materials are stored on the computer.<sup>13</sup>

According to Almosa has shown that the disadvantages of e-learning include. E-learning as an educational method allows learners to experience lack of interaction between a student and teacher or between a student and other students can cause social isolation. Social

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<sup>12</sup> Arkorful and Abaidoo.

<sup>13</sup> Rusman. Model-Model Pembelajaran Mengembangkan Profesionalisme Guru. 351

isolation combined with lack of interaction often leads to mental health problems such as increased stress, anxiety and negative thoughts.<sup>14</sup>

Regarding instructions, E-learning methods may not be as effective as traditional learning methods. Through face-to-face communication with lecturers or teachers, the learning process becomes easier. In terms of improving learners communication skills, e-learning as a method may have a negative impact. Although they may have excellent knowledge academically, they may not have the necessary skills to spread the knowledge they have learned to others. Since the evaluation test in online learning may be conducted through the use of an agent, it is difficult, if not impossible, to control or supervise bad activities such as cheating.

E-learning can also be misled as piracy and theft, which is caused by insufficient selection skills and the ease of copying and pasting. E-learning may also worsen the socialization of the role of institutions and the role of teachers as leaders of the educational process. Similarly, not all fields or disciplines can use e-learning technology in education. For example, it is impossible to correctly study pure science fields including practice through e-learning. Online learning may also lead to

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<sup>14</sup> Almosa, A. *Use of Computer in Education*, (2nd ed), Riyadh: Future Education Library (2002)

congestion or heavy use of certain websites. This may lead to unfavorable cost losses in terms of time and money.<sup>15</sup>

## **B. Asynchronous Learning**

### **a. Definition of Asynchronous Learning**

The learning process is performed offline it is called an asynchronous classroom. This learning model requires learners and educators to upload and download materials with a stable Internet connection.<sup>16</sup> Therefore, students have the opportunity to study without restriction. Easy use of this offline media can help students living in rural areas with poor Internet connectivity to study at home. These virtual technologies can be used as media in teaching activities. Asynchronous learning provides core convenience for students. Through this kind of learning, students can study independently, and without any pressure from educators, they have a little time to sincerely think about and understand the teaching materials.

Asynchronous learning is not online or distance education that occurs in real time. Instructors use email and online discussion

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<sup>15</sup> Deepali Pande, V M Wadhai, and V M Thakare, 'E-Learning System and Higher Education', *International Journal of Computer Science and Mobile Computing*, 5.2 (2016), 274–80.

<sup>16</sup> Suranto.

boards to interact.<sup>17</sup> Although it did not happen at the time, asynchronous learning still provides opportunities for feedback. Learners are free to share ideas and questions with teachers and other learners, although they may not receive an immediate answer.

Asynchronous learning/teaching model has become the most common form of online teaching due to its flexible operation mode.<sup>18</sup> The asynchronous environment provides students with readily available materials in the form of powerpoint presentations, audio/video lectures, articles. This material can be accessed anytime, anywhere through the Learning Management System (LMS) or other similar channels.

#### **b. Advantage and Disadvantage of Asynchronous Learning**

Asynchronous distance learning provides flexibility because students do not need to be online at the same time, and they can learn on their own.<sup>19</sup> Students can also work at their own pace because they can learn in asynchronous online courses anytime and anywhere. In addition, students usually experience meaningful learning and usually develop self-directed learning in this learning environment.

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<sup>17</sup> Ayesha Perveen, 'Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan', *Open Praxis*, 8.1 (2016), 21–39

<sup>18</sup> Hrastinski, S. Asynchronous and synchronous e-learning. *Educause quarterly*, 2008 31(4), 51–55.

<sup>19</sup> Perveen.

Asynchronous communication through online discussion boards provides students with opportunities to fully express their ideas and discuss topics in more detail. In addition, students will feel more comfortable and flexible when discussing their opinions in asynchronous online discussion forums.<sup>20</sup> They respond immediately to asking questions or comments without pressure, and they have more time to think about how to respond. Therefore, the asynchronous online environment provides students with more opportunities for deep learning.

Since the distance mode reduces shyness, it reduces the fear of the teacher. Since the pressure is less than real-time contact, the emotional filter is still low, and learners can react more innovatively and creatively. Since there is enough time to try electronic activities, it is least likely to be irritated by technical issues such as low speed and inability to connect.

Although the asynchronous learning format is beneficial to students learning, there are still some disadvantages. In such an online learning environment, social interaction is not so direct. Without presence of teacher or peers, the asynchronous learning

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<sup>20</sup> Patrick R. Lowenthal, Chareen Snelson, and Joanna C. Dunlap, 'Live Synchronous Web Meetings in Asynchronous Online Courses: Reconceptualizing Virtual Office Hours', *Online Learning Journal*, 21.4 (2017), 177–94

learners are unlikely to form classroom relationship during the learning process at they do in real-time learning environment. Delayed feedback can be another frustrating factor.<sup>21</sup> Some students use this delay to reflect their reactions before writing, while some students feel impatient to respond when waiting for others. Students also did not have the opportunity to get instant feedback and interact with peers and mentors in real time. Requires self discipline, because asynchronous learning are individualistic, learners will need to practice self-discipline to maintain their development. Those who are not discipline may perform poorly in asynchronous learning.

## **C. YouTube**

### **a. Definition of YouTube**

YouTube is a popular form of video sharing service website that allows users to load, watch and share video clips for free. Since it was

launched in December 2005 and controlled by Google in 2006, YouTube users have continued to increase, exceeding 1 billion every day.<sup>22</sup>

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<sup>21</sup> Huang, X. & Hsiao, E. L. Synchronous and asynchronous communication in an online environment: Faculty experiences and perceptions. *Quarterly Review of Distance Education*, 13(1), (2012) 15–30.

<sup>22</sup> Slone C. Burke, Shonna. Snyder, and Rager. RC, 'An Assessment of Faculty Usage of YouTube as a Teaching Resource', *The Internet Journal of Allied Health Sciences and Practice*, 7.1 (2009), 1–8

YouTube is the third most visited website in the world, second only to Google and Facebook.<sup>23</sup> Since 2005, videos about education, entertainment, marketing, and science have been uploaded to YouTube. Its use in the classroom environment (higher education) is a niche endeavor, but this method is receiving more and more attention.

According Agazio & Bucklev YouTube is a web-based file sharing service that allows individuals to create public profiles, define lists of other users to share videos with, and view lists of connections/content established by others

YouTube is one of many social networking sites that have been widely used in recent years. In the past decade, educational YouTube channels have been growing until they are finally overwhelmed by people and blogs content. In addition to the media function of YouTube as a video channel, it is also used for learning media.<sup>24</sup> In addition to being used as a learning medium, YouTube also provides a virtual environment experience that affects behavior. YouTube is also used for online courses, and other learning methods other than textbooks can be accessed through open source channels.

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<sup>23</sup> Alexa. Statistic report: Top sites in Spain. 2015

<sup>24</sup> Cooke, R. M., & Bouché, A.-M. Team-teaching art appreciation online without a traditional textbook. *The Reference Librarian*, (2017) 58(4), 238–256

YouTube has been used in various informal online learning models, such as applause games students use YouTube visual video authorization to understand learning topics and assignments. The students realized that accessing YouTube can more effectively supplement their learning materials.<sup>25</sup> Since YouTube is visited every day, it is closer to the social life of students. YouTube content continues to grow and can answer all academic questions. Currently, students see YouTube more as the answer to material questions in their textbooks. Whether it is face-to-face learning or distance learning, students still get the highest satisfaction on YouTube.

#### **b. Advantage and Disadvantage of YouTube**

According to Burke, some of the advantages gained from using YouTube. As a teaching strategy, it can be used for reference in the learning and teaching process. YouTube may be a good teaching resource. As a source of motivational teaching tools, it can attract students and support modern learning styles. As an innovative learning resource and free teaching resource, it can be considered in the education budget with YouTube, you only need to insert the URL of the video into the YouTube website you want to choose, and the

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<sup>25</sup> Slone C. Burke, Shonna. Snyder, and Rager. RC, 'An Assessment of Faculty Usage of YouTube as a Teaching Resource', *The Internet Journal of Allied Health Sciences and Practice*, 7.1 (2009), 1–8

online teaching process is more practical. The user account can be displayed at the front of the class. YouTube can make it easier for teachers to convey the material to be taught, and make students more motivated to focus on listening and remembering what they have witnessed.

Students take advantage of YouTube visual videos authority to understand learning topics and assignments. The students recognized that accessing YouTube is more efficient to complement learning materials.<sup>26</sup>

YouTube is closer to the social life of students because it is accessed every day. YouTube content stays growing and answering all problems with academic substances. Currently, students perceive YouTube more as an answer to their problem with the material in the textbook. Students still provide the highest satisfaction on YouTube, both face-to-face and distance learning.<sup>27</sup>

In addition to the advantages of YouTube, there are also some disadvantages in using YouTube in learning, Not all places have internet facilities. Students attention is difficult to grasp and their participation is rarely practiced. The nature of communication is one-

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<sup>26</sup> Moghavvemi, S., & Salarzadeh Janatabadi, H. Incremental impact of Facebook on students' use of e-Learning. *British Journal of Educational Technology* (2017)

<sup>27</sup> Torres-Ramírez et al. Video-sharing educational tool applied to the teaching in renewable energy subjects. (2014) 160

way and must be balanced with seeking other feedback.<sup>28</sup> Usually for students who live in rural or mountainous areas it is more difficult to reach the internet network, therefore in accessing it there are problems due to unstable networks. Students who are not supervised in real time, teachers find it difficult to control students and students do not actively participate in learning. The nature of communication that should be done in two directions so that students get direct feedback.

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<sup>28</sup> Slone C. Burke, Shonna. Snyder, and Rager. RC, 'An Assessment of Faculty Usage of YouTube as a Teaching Resource', *The Internet Journal of Allied Health Sciences and Practice*, 7.1 (2009), 1–8