CHAPTER II
REVIEW OF RELATED LITERATURE

This research presents the literature review on the lecturer’s perspective, online learning, and speaking subject.

2.1 Online Learning

2.1.1 Definition

A learning process that incorporates electronics as a learning medium is online learning. Modern learning tools such as laptops, LCDs, video streaming, and others support online learning (Thorne, 2003). Digital messaging is also used to share assignments and materials. Minister of Education and Culture of the Republic of Indonesia Number 109 of 2013 stated that as part of maximizing the facilities and infrastructure in media communication, online learning could be done using various internet-based media.

Online learning also provides convenience for students. As stated by Bilfaqih & Qomarudin (2015), online education enables large numbers of people to learn concurrently without regard for distance or time constraints, as long as they have access to the internet. Fatwa (2021) made a similar statement which explained that through online learning, students could participate in educational activities from any location and at any time. Additionally, independent learning via online instruction can encourage students to conduct knowledge analyses and explore, process, and utilize information. Alimuddin et al. (2015) said that using the internet would improve students’ skills.

2.1.2 The Characteristics of Online Learning

According to Yazdi (2012), online learning possesses the following characteristics:

1. Take advantage of electronic technology services, where teachers and students, students and fellow students, and teachers and fellow teachers can freely communicate without regard for protocol considerations
2. Capitalize on the benefits of computers (digital media and computer networks)
3. Store self-learning materials on a computer allowing teachers and students to access them at any time and from any location.
2.1.3 The Advantages and Disadvantages of Online Learning

1. The Advantages of Online Learning

Bilfaqih & Qomarudin (2015) stated the two advantages of online learning, including:

a) Enhance the quality of education and training by introducing multimedia into the learning process
b) Reduce education costs

Besides, Yazdi (2012) also explained the advantages of online learning, including:

a) The availability of e-moderating facilities, which allow teachers and students to communicate whenever they want via the internet.
b) The ability for teachers and students to use structured and scheduled teaching materials or learning instructions via the internet allows both parties to assess the extent to which teaching materials are studied.
c) Students can study or review teaching materials at any time and from any location, as teaching materials are stored on the computer.
d) If students require additional information about previously covered material, they can access the internet.
e) Both students and teachers can conduct online discussions that a large number of participants can view.
f) Students’ shifting roles from passive to active.
g) Relatively more efficient for students who live far away from college or school.

2. The Disadvantages of Online Learning

According to Hadisi & Muna (2015), the disadvantages of online learning consist of:

a) There is a lack of face-to-face interaction between teachers and students and between students. This lack of interaction in the teaching and learning process can stifle value formation.
b) The propensity to overlook academic or social aspects to promote business
growth.

- The learning and teaching process is more akin to training than to education.
- Teachers’ roles are changing, and those who mastered traditional learning techniques are now expected to know ICT-based learning techniques (information and communication technology).
- Students who lack a strong desire to learn are more likely to fail.
- Internet access is not available everywhere (perhaps this is related to problems with the availability of electricity, telephones, or computers).
- A lack of computer expertise.

2.2 The Perspectives in Online Learning

The term “perspective” involves the belief or view of something. In this context, an online learning perspective is a viewpoint on online learning, whether for execution or result (Apriani et al., 2021). Wang & Zhu (2019) stated that online learning has a beneficial effect on learners. Ayu (2020) also stated the positive perspective that online learning is becoming an essential tool for students in the twenty-first century due to an increased awareness of the importance of continuous improvement.

Everyone’s perception is unique due to the factors that influence it. According to Thoha in Asrori (2019), the factors that influence perception consist of:

1. **The Frame of Reference** is the framework of information possessed and impacted by education, reading, study, and other factors.
2. **The Frame of Experience** is founded on a previous experience inextricably linked to the surrounding environment.

2.2.1 Previous Studies on Online Learning

Bdair (2021) studied Nursing students’ and Faculty members’ perspectives on online learning. According to both students and faculty members, the most significant advantage of online learning is its flexibility, which allows it to be done conveniently. The negative perspectives address the difficulties that faculty and students face. In a virtual learning environment, lecturers face challenges such as maintaining students’ motivation, ineffective teaching of practical skills and competencies, and limited control over assessment tools such as examinations, quizzes, and tasks.
Adnan (2020) studied the students’ perspectives on online learning during the pandemic. It is found that the negative perspective that online learning cannot achieve the desired outcome in undeveloped nations, where many students are unable to access the internet due to equipment and financial barriers. Additionally, a lack of college socialization and a slow response time by teachers are two of the primary concerns raised by higher education students.

Subekti (2021) studied the perspectives of nine pre-service English teachers who joined Technology for Language Learning classes about using online learning during the pandemic Covid-19. The study found three factors that inhibit effective online learning: Insufficient supporting infrastructures or resources, teachers’ lack of pedagogical skills in managing online learning, and a lack of teacher-student and student-student relationships during the learning process.

Simamora et al. (2020) investigated the lecturers’ online learning perspectives during the pandemic. It was found that there are positive and negative perspectives. Lecturers assess that the facilities and infrastructure that support efficient learning are insufficient and unfamiliar with online learning. Even though online learning applications are advantageous to lecturers, some Indonesian campuses have applications. Furthermore, as technology advances, online learning has a bright future.

Fauzi & Khusuma (2020) studied elementary school teachers’ perspectives on online learning in Covid-19 pandemic conditions. Many problems were found, such as a lack of facilities, and teachers who usually design, implement, and assess learning in a face-to-face system are forced to do so in an online context. It is an obstacle for teachers who desire to use online learning. Furthermore, while teachers find it challenging to collaborate with parents, parents play an essential and active part in implementing online learning within the first 1-2 weeks. However, many parents request the teacher give children the tasks to do because they frequently clash with the other tasks or work of parents.

2.3 Speaking Classes

Nunan (1991) said that learners should have as many opportunities as possible to practice the target language in meaningful contexts and situations in the speaking classroom. Without opportunities, a speaking class is incomplete. The primary goal is to
support students in comprehending the mechanical aspects of language (pronunciation, grammar, and vocabulary) and elements of language functions and socio-cultural norms through actual tasks that prepare them to communicate in real-life situations.

In the Department of English Education, the University of Muhammadiyah Malang has three speaking classes consisting of:

1. **Speaking for Informal Interaction**
   This course is designed to help students in primary and secondary schools improve their ability to communicate in English. Small talk, casual meetings, other casual contacts, and informally asking and answering questions for daily routines.

2. **Speaking for formal Interaction**
   This course is aimed to equip students to speak English at the elementary intermediate level for formal English. For small talk with new people, formal meetings, and other everyday contacts, in addition to asking and answering questions formally.

3. **Speaking for Academic Purposes**
   This course is designed to help students improve their academic speaking abilities. It encompasses a variety of speaking tasks and practices in the form of debates, presentations, and conferences. Additionally, it aims to strengthen students' critical thinking abilities.