

CHAPTER II

LITERATURE REVIEW

This chapter describes; (2.1) the concept of learning; (2.2) online learning strategies; (2.3) students' difficulties in learning language; (2.4) previous related studies

2.1 The Concepts of Learning

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, and preferences. According to Brown (2008), learning is acquiring or getting of knowledge of subject or a skill by study, experience, or institution. However, Houwer, Holmes, and Moors (2013) explain that learning has been defined functionally as changes on behavior that result from experience or mechanistically as changes in the organism that result from experience.

From definitions above, it can be defined that learning is a process of getting information, improving knowledge and experiencing something personally. People can get knowledge from what they learned and experienced.

2.2 Online Learning Strategies (OLS)

Online Learning Strategies (OLS) is defined as students' ability to understand and control their learning by employing a range of cognitive, metacognitive, resources management strategies and affective strategies in order to achieve online learning goals. Another factor that contributes to online learning achievement is

affection in online learning (Hu & Grambling; 2009; Tsai, 2009; Zarisky & Styles, 2000).

Cognitive strategies, according to Cook and Mayer (1983), Payne, (1992), Pintrich, Smith, Garcia and McKeachie (1993), and Puzziferro (2008), are defined as the behaviors needed in order to successfully acquire knowledge while engaging in the learning process. These behaviors include selection, acquisition, construction, and integration of information. Cognitive strategies are sub-divided into six strategies namely (1) rehearsal strategies, (2) elaboration strategies, (3) organization strategies, (4) comprehension/critical thinking strategies, and (5) internet skills.

Metacognitive strategies refer to the ways that learners monitor their cognitive processes by preparing and planning to learn as well as regulating and evaluating their learning process (Pintrich et. al, 1993). Metacognitive strategies are sub-divided into seven strategies; (1) selfregulation/volitional strategies, (2) time management strategies, (3) goal setting strategies, (4) self-monitoring/self-management strategies, (5) self-evaluation strategies, (6) concentration/effort regulation strategies, and (7) self-awareness strategies.

Resources management strategies are defined as the learners' ability to manage learning resources such as their study environment and learning time, and their ability to learn from peers or more knowledgeable students, and seek help from peers and instructors (Pintrich & De Groot, 1990). It is further divided into three substrategies; (1) environmental management strategies, (2) help seeking strategies, and (3) use of resources/resourcing strategies.

Affective strategies in online learning, according to Tsai, (2009) are students' perceptions towards the benefits they gain from online learning. It also includes the willingness to learn by having a positive attitude, motivation, and ways to reduce anxiety in a particular learning environment. It is sub-divided into three sub-strategies: attitude, motivation and anxiety control.

The review of difficulties confronted by students in an online learning environment, and OLLS in online learning as discussed above was used as a framework to develop the questionnaire used in this study. It has been highlighted so far that OLLS is one of the factors that affects students in online learning environment to become successful online learners. Studies related to OLLS, academic success, motivation, and anxiety have been conducted and these studies are presented below.

2.3 Students' Difficulty in Learning Language

Syah, (2006) say that the factors that cause learning difficulties include: Internal factors of students include psycho-physical disorders or lack of ability of students, namely: The cognitive such as low intellectual capacity or student intelligence, Affective such as emotions and attitudes, Psychomotor such as the trouble of the senses of sight and the listener. Student's external factors cover all situations and conditions surrounding the environment that do not support student in learning activities. There are factors that can be divided into three kinds: Family environment, for example: the unharmonious relationship between father and mother, and the low economic life of the family, Community environment, for example: slum

areas and naughty playmates, School environments, for example: poor school conditions and locations such as near markets, inadequate teacher conditions and learning media. (Slameto, 2003) there are two factors that influencing difficulties in learning language there are, internal factors: Physical, Psychology, Emotional and habits. External Factor: Family environment, School environment, Community environment. (Oluwole, 2008) shows that there are some other factors with learning English difficulties, such as: Poor method of teaching, Lack of textbook, Language background, Lack of professional growth and development of teachers. Nariswariatmojo in (Tariq, Bilal, Shandu, 2013).

2.4 Previous Related Studies

There is a previous study by Mihhailova (2005) which conducted a study to investigate how the use of E-Learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students. Participants in this study involved 15 lecturers and 115 students. The finding shows that. Students appear to have an interest in a courses, but the level of knowledge regarding specifics of web-based learning as well as about e-courses offered was unexpectedly low. This is an especially problematic case as open university students were the main target group for whom the e-courses were designed in the first place. Web-based learning is 100 percent unsuitable for many subjects and achieves the result that all programs taught are web-based or mixed learning programs cannot be selfdirected.

Another study is from El-Seoud et al. (2014) which conducted research to investigate student motivation towards the effects of E-Learning. In this study, there

were 159 students who participated and 124 questionnaires were completed correctly and used in this study. Then findings show that in the E-Learning process, students work independently and some students may find it difficult to understand its contents, due to the lack of face-to-face contact with instructors and other fellow students. As a result, in order to progress well and successfully use all of the E-Learning tools to effectively access online information, some students need the necessary hardware and some special skills. Of course, E-Learning will increase student motivation and involvement to learn and help them become independent learners.

The last previous study is from Sabah (2013) which conducted a study about students' attitudes and motivation toward E-Learning. In this study, the sample size of 100 students are taken randomly, male (52) and female (48). The results of this study revealed a good correlation between technical abilities and students' attitudes towards E-Learning. Furthermore, influence are registered due to field of study, computer experience, and dedicated time to computer use. Therefore, students with computer experience and frequent users are more likely to accept E-Learning. Students with no experience of E-Learning are not aware of its importance and have weak motivation to participate in the e-learning process. Interactivity and motivation are valuable means of enhancing and improving learning effectiveness. Therefore, they suggest incorporating the three stages of the learning process. This is to engage students in deep interaction in the learning environment, resulting in more positive attitudes towards the intended behavior and object.