# **CHAPTER II REVIEW RELATED LITERATURE**

This part contains some of frameworks related to this study. It included some concept, components, level, types of reading comprehension and the barriers in online reading learning. It also contains the concept teaching reading in online. The last things from this part is the relevant studies and the concluding mark of this study

## **Online Learning**

Online learning is something that commonly used lately as the other way to get learning instead of distance obstacle. It requires students not to go to the classroom as offline way. The further explanation about online learning will be provided in this part.

### **Understanding of Online Learning**

Online learning is a kind of educational instruction in which the technologies and the internet as the medium for their learning process. Online education is a systematic process in which computer and internet technologies are created and proliferated to overcome the physical barriers in learning process (Anwar et al., 2020). It helps the education system to improve the accessibility in learning through the availability of the technology and the internet. As mentioned by Luyt (2013), the availability of the internet and technology have enabled the education circumstances as a vital part of imparting preferable education.

The availability of internet and technology establish the learning process efficient. It produces a new way of learning process that recognizes as online learning. In online learning we can provide the students an assistance for managing, planning, delivering, and observing the learning process (Almaiah et al., 2020). As an example of the efficiency in online learning

enables the students to access the material or learning source in a flexible time and place (Khoury et al., 2011). Students can easily access the required learning materials from anywhere, whenever they are free. Additionally, learners can also get reduction in fee structures for online learning classes.

Moreover, the form of online learning is presented through several tools, for instance: computer software and internet websites. Some of these new technologies and internet generate a huge utilization for the online education (Kenan, 2015). Therefore, some new terms have appeared like: Computer-Assisted Learning, Intelligent Tutoring Systems, Computer-Supported Collaborative Learning, interactive multimedia, telecommunications, and the Internet (Khoury et al., 2011). All of those forms of technology have not only affected the Teaching-Learning process but have also extended educational chances. Those phase of technology does not only affcected the teaching and learning process, but also it gives chance for the improvement in educational system.



### **The Types of Online Learning**

There are two types online learning, lately introduced in online learning process. The first one is asynchronous online learning. Then, the second one is synchronous online learning. Those two kinds of online , will be explained further in this section.

* + - 1. **Asynchronous Online Learning**

Asynchronous online learning is the type of learning that offers the students to learn not in the real time. Students are provided some learning materials and assignments as the learning and teaching process. This material is accessible anytime anywhere via Learning Management System (LMS) or other learning platform that support the learning process. Asynchronous learning provides students with available material in the form of audio/video from lectures, notess, articles and power point presentations (Perveen, 2016). Asynchronous e-learning, commonly utilized the media such as email and google classroom that enable the students to do the learning activity in anythime they be able.

This type of online learning is the most used in the learning process. As stated by Parsad & Lewis (2008), in online education asynchronous online learning is the most employed method for online education. It is because the learner is free to decide the time for their learning activity. Moreover, learners are bounded by time and they can respond their leisure time (Perveen, 2016). Asynchronous online learning makes it possible for learners to join on learning activity at any time. They also can access the documents or send messages to teachers or peers without certain time. Mentioned by Hrastinski, “Students may spend more time refining their contributions, which are generally considered more thoughtful compared to synchronous communication” (Hrastinski, 2008).

* + - 1. **Synchronous Online Learning**

Synchronous online learning is supported with some platform that enables the learning activity involve at that time. Synchronous e-learning, commonly supported by media such as video-conference and chat, that has a chance to attend the learning process in the same timw both students and lecturer (Hrastinski, 2008). A simultaneously learning and teaching process is adopted in this kin dof online learning.

This type of learning enables students and teacher engage in present time. Synchronous learning generated an interactive classroom (Yamagata-Lynch, 2014). The teacher also can control the whole of learning activity. Instant feedback and answers can be given by the teacher in that time. Both students’ and lecturer’s interactions can be seen or felt that leads them to have a feeling in real time learning even in fact they do it in online thorugh a media (Perveen, 2016).

Some of the challenges of the synchronous learning is the availability of the internet or certain tools that support them to access the synchronous learning. Because the availability of a good internet is necessary in this matter. Students may feel frustrated and bored due to technical problems. In addition, a well-planned synchronous learning is matter to generate an effective synchronous learning.



### **The Advantages and Disadvantages of Online Learning**

Online learning involves the use of digital tools for teaching and learning. It uses technological tools that enables the learner to study anytime and anywhere. It eases communication and improves the technology through the learning process. Moreover, e-Learning has made a strong impact in teaching and learning. The application of online learning in some institutions has increased some faculties and learners to access the information more wide. The existence of online learning helps the education to overcome the distance in learning.

Despite its advantages, online learning also persists some disadvantages. Some studies discovered the disadvantages of using this online learning. In online learning both teacher and student may encounter some of challenges in utilizing it, such as, the ability to use the technology, the feedback, effectiveness, etc. Therefore, this part provide some explanation for both advantages and disadvantages of online learning.

* + - 1. **The Advantages of Online Learning**

The existence of online learning in education, especially for higher educational institutions give several advantages as some method to be applied in the learning and teaching process. One of major advantages in this present-day learners is the almost have unlimited access to information, knowledge of their learning (Zounek, 2016). The material of their learning activities is unrestricted to be accessed in anytime and anywhere the want. Some learning sources also easy to be accessed. As mentioned by Donoghue, it is to combine students and lecturer from over the world with easy (Donoghue, 2015). Besides some of the advantages online learning in education, some literature mentioned the advanatages of online learning;

* It is flexible. The student does not need to consider or concern about the time and place that needed to get learning activity. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivering or getting learning sources. The luxury choosing the place and time is in students’ hand . They can choose it that suits him/her. It is adaptable to locate the learning sources in their technology in a short process.
* In online learning, the students is not limited in looking for a wide information. It enhances the students to locate a wide information with efficiently (Arkorful, 2014). The world-wide information is very convenient to discover to support the learning sources.
* Collaborating and sharing information are the chance for students and lecturer can utilize by using the online learning. It provides a chance to make an education cooperation (Zounek, 2016).
* The use of technologies in online learning largely contributes to enhance students’ digital intelligence and IT competencies. It also as the preparation to the global society with technologies (Zeitoun, 2008).
  + - 1. **The Disadvantages of Online Learning**

The development of technology and internet such as computers, laptops, smartphones, tablets and other devices, there is still quite some disadvantage in using this online learning. The disadvantages of e-learning that have been taken from some literature include following:

* Online learning tends to create little interaction between learners nor the teacher. In online learning the students tend to have a lack interaction in the process of learning. (Arkorful, 2014).
* The ability to master the technology both teacher and student may encounter disability in using it. Even when appropriate technologies are available, the lack sufficient knowledge and skills to use these technologies efficiently in order to enhance their study experiences may encounter both by students or lecturer (Zounek, 2016). In certain situation, students often come with barriers in use certain technology or how to use the technology such as; making a power point, working on Microsoft word, presentation, and other kinds of tools for learning purposes. This situation may lead to the ineffective learning process.
* Online learning also causes some health-related issues that relate to the spending long periods of time staring the computers. Problems such as eye-strain, back pain, lack of movement, and even mental disorders may be encountered among the r considerations of using online learning (Zounek, 2016).
* Less of the effective assessment. In online learning cheating or plagiarism is hard to take over. It will be difficult to control or regulate those kind of violation.
  + 1. **Online Reading Learning**

The use of new information and communication technologies (ICT) in education is growing dramatically. Online learning is one of the major forms that used the iCT. Literatures stated the effectiveness of online learning due to the fact that students’ satisfaction, performance, attitudes and scores are similar to a traditional classroom environment. Online learning systems can help the learning process to same as the offline learning (Almaiah et al., 2020).

Reading online material is one of the requirement in online learning that required students to have this new skill. This day, it called as new online reading culture. The swift of reading mode from paper-based to online-based in teaching and learning process has generated some differences in the culture of reading itself. Especially in college student, they may learn this reading through online reading learning. Nevertheless, online reading learning should be done, because the student cannot keep persist in paper-based in their reading learning.

Furthermore, reading skill is one of the ways to make people able to share ideas, opinions, or arguments on what they see, feel and think and to express them into such a good communication. Hence, reading is one of the four English skills that become the standard competency of language (Suwandi et al., 2013). Therefore, the teacher must design online teaching and learning activities that can explore students' skill in reading in order to obtain students’ language competency.

Hence, in learning reading online, the teacher needs to give the students the text in interesting way reguraly. It will be a good chance for students to improve their online reading learning ability. In online reading learning, the teacher should be able to provide some reading material which the text is interesting that enough to enhance students with effectively in online reading activity. Therefore, the teacher has to use an appropriate media to be applied in giving the material or homework to the students.

in learning reading online, the teacher gives the students some text to comprehend in form of document. In some college institutions in Indonesia, the lecturers provide a time to read the text, before attending the zoom meeting to discuss the text. The next, the students pay attention to the lecturer’s lecture about the text. Sometimes, the lecturer asks the students to explain what they understand about the text. The learning activities is same, just like offline reading learning. What’s different here, the students and lecturer connected via technologies in learning activities.

Usually, reading classroom contains of three parts of activities; pre-reading, during-reading, post-reading. This sequence also same with online reading, even the form of the text is not printed text. As described by Grabe and Stoller (2014) in (Untari, 2017), the reading process includes three main stages: pre-reading, during reading and post reading.

## **Reading Comprehension**

Reading comprehension is a learnig activity which involve the student to understand the text. In this part contains the understanding the concept of reading comprehension and the components of reading comprehension.



### **Understanding Reading Comprehension**



Many definitions of reading comprehension are explained by many experts. Reading is an activity process which consists of recognition and comprehension skill (Putranti, 2015). In reading, the readers try to get the information from what they red. They recognize their own knowledge through the text. Beside recognizing the information, the readers also need to comprehend the text.

Reading is not only read something but it needs a comprehension inside it. A comprehension in reading is called as reading comprehension. Explained by Broek and Espin (2012), reading comprehension is a complex process that enable the students to understand the text and catch the meaning or understanding the context of the text. Reading comprehension establishes the reader to gain something more than the information. As an example, she/he would evaluate the content of what they read. The student can give a judgment towards the quality of the text.

Furthermore, some experts explained their thought about reading comprehension. Neufeld (2005), defined that comprehension is the process of building the understanding of a text (p. 302). Reading comprehension involves two major activities: being actively involved with the text and using appropriate background knowledge to interpret the text (Neufeld, 2005). Therefore, readers’ background knowledge is something that need to be concern. It means that the background knowledge of the reader affects the understanding of the text (Ahuja & Ahuja, 2001).

Moreover, as a specific the cognitive skill in the reader notices in reading comprehension. Supported by Devine (1987) stated that reading comprehension is a process of establishinh the r knowledge of the reader which cooperates their cognitive skills and reasoning ability to figure out the meaning from a text. Therefore, cognitive skill take effect in reading comprehension. The reader can understand the content if the cognitive skill works in it.

In reading comprehension some aspects are involved. The background knowledge of the readers is concerned in reading comprehension. The cognitive skill is applied too when the reader tries to read with comprehend the text. The reason of that because in reading comprehension the reader does not only looking for some ideas or some information. But the reader asks to get something more than the information, such the value of the content, the implicit meaning, or the assessing the text, etc.



### **The Components of Reading Comprehension**

Reading is one of the most important part in learning language. When students take a step to read in the classroom, it’s important to keep in mind the five essential of reading components. As mentioned by King & Stanley (1989) Leu et al. (2005), and Uri and Coiro (2014) there are 5 essential components in reading, those are:

* Finding Factual Information

Factual information is required to find certain detail or to scan certain information by the reader . The factual information questions are generally appear with 5W+H question word.

* Finding Main Ideas

The main idea of a paragraph is what the paragraph develops. It requires the reader to find ideas of the paragraph.

* Finding the Meaning of Vocabulary in Context

It means that the reader should develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read

* Identifying References

Recognizing reference word and being able to identify the word which they refer to will help the reader to understand the reading text. Reference word is usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

* Making Inferences

Inference is a skill where the reader should be able to read every line that contain in the paragraph (King & Stanley, 1989).



## **The Barriers in Reading Online Classroom**

This part contain the further explanations related to the barriers of online learning. This part also explains about some descriptions of barriers of online reading learning discovered in some previous studies or some experts’ theories.



### **Understanding Barriers in Online Reading Learning**

The growing of e-learning is not surprising that some research has turned to specifically in addressing potential barriers in online learning. Although there are a lot of study that investigated in the successful of online learning, still the online learning may produce some barriers. The used of the online learning perceive some barriers that discovered e a lack of time available, a lack of appropriate financial and need to adapt to the new technology (Becker et al., 2013).

Online learning is still not yet well utilized in the process of learning. Due to several obstacles as barriers, the use of online learning in the teaching and learning is still not being used widely (Aljaraideh & Bataineh, 2019). These barriers include poor access to the internet, not well upgrade software, lack of the ability to use the technology (Cheok et al., 2017). Technological concerns and technological competencies were also reported as the major barriers that hamper the education to have an effective learning process (Zirkle, 1992)

Barriers in online learning are problems or situations that prevent learners from accessing programs related to the learning process. It makes difficult for learners to engage in study or make it hard for learners to concentrate and learn online. As stated by Qifu (2013), barriers in online learning is a condition that cause the student in difficulty to well-engage in learning process. The barriers faced by learners are diverse and complex. It can be different from student to student and even from day to day, which may be emotional, mental and physical health concerns; may be attitudinal, organizational or practical; may be financial issues, and etc.



### **Barriers and Descriptions of Barriers in Online Reading Learning**

The barriers faced by online learners in reading online learning are classified in some categories. Some of them are related to learners' attitudes, motivation, learning strategy, time management; some are related to learners' facility in using of the Internet, computer skills and the Internet technology, such as the technological level; some are related to the characteristics of institutes of distance Web-based education, such as course design, the availability and frequency of interaction. Different researchers make different classifications from different points of view, and some representative classifications can be briefly examined here.

There are barriers and its descriptions in barriers of online reading learning according to some researchers that already conducted their study. This table was synthesized by the writer from some of previous study related to the online reading learning barriers.

**Table2.1.1**

***The barriers of Online Reading Learning***







## **Previous Study**

There are several previous studies indicate to the online reading learning. The first is Uri & Coiro (2014) investigated the challenges and opportunities online reading comprehension. It has aimed to find out the challenges and opportunities online reading comprehension in students. In this study the researcher reviewed some literacies towards online reading comprehension. This study presented that there are four challenges and opportunities in online reading in students. The challenges included; Developing proficiency with aspects of online reading comprehension, developing digital wisdom, meeting the demands of a digital participatory culture, adjusting to new teaching roles. The opportunities included; Opportunities to wonder and think deeply, opportunities to develop personal voice, opportunities to collaboratively build new knowledge, opportunities to make a difference.

The second study indicate to barriers in online reading learning was conducted by Andrianatos (2012). It was studied about the barriers in reading by means of an empirical study conducted at the North-West University (NWU). His study attempted to add to the literature by investigating barriers faced by North-West-University (NWU) students. Qualitative study was employed in this study. Semi-structured interview was held with lecturers and focus group interviews held with students. The result of the study indicated that lecturers and students perceived a number of reading barriers within each variable, namely students’ non-compliance and lack of abilities, elements of the textbook and availability of lecturer notes, the format of the task, throughput pressures, and lecturers’ assumptions.

Furthermore, Leu et al. (2005) investigated levels of intensity of Internet integration on online reading learning in students . The objective of the study was to evaluate the effects of varying levels of intensity of Internet integration into seventh grade classroom science instruction in reading online learning. The study was conducted in a middle school with approximately 416 students in a district in suburban/rural New England. The result showed that this study’s data indicates that online reading comprehension of sufficient intensity not only improves online reading skills, but also sustains important learning of conceptual content information.

The fourth, there is Kanniainen et al. (2019) who presented his research about literacy skills and online research and comprehension. This study aimed to evaluated the extent to which literacy skills (reading fluency, written spelling, and reading comprehension), together with nonverbal reasoning, prior knowledge, and gender, are related to students’ online research and comprehension (ORC) performance. It had a result that reading comprehension, along with gender, was the strongest predictor for ORC performance. In addition, reading fluency and written spelling explained ORC variance over and above reading comprehension.

The previous study Castek et al., (2011) investigated the new literacies of online reading comprehension. It aimed to figure out the skill and strategies in online reading learning. The finding of if showed there are five skills required in online reading learning; developing important questions, locating information, critically analyzing information, synthesizing information, and communicating the information.

The last of the previous study is conducted by Balid and Murray. Belaid and Murray (2015) have investigated online reading culture among Indonesian EFL students at tertiary education level. The aimed of this research is to recognize deeply and understand the students’ strategies in reading from online sources for class activities. There were sixty five students voluntarily participated in this study. All participants were students of study program of English literature in one of the public universities in Indonesia. The results revealed that that majority of the students use Problem Solving Strategies. Pedagogical implications of the study are discussed.

* 1. **Concluding Remark**

This part has reviewed the theoretical framework of online learning, reading comprehension, and barriers in online reading learning. It provides delineations of the online learning with teaching reading in online. Moreover, this part has also provided brief review about the concept of the reading comprehension that relate to this study. Then, it also has provided the explanation about the barriers of online reading learning that may face by the students.

In addition, several studies presented in this part that have illustrated and examined students; barriers in online reading learning. In another word, the studies have figured out some descriptions of barriers in online reading learning, saw from different aspects. Based on the theoretical foundation that reviewed by the researcher, the available gap found in the previous researches, this study intends to discover some of descriptions in online reading barriers form student perspectives in a different level of private college student in Indonesia.