

Chapter Two

Literature Review

This chapter is divided into three parts including: the theories are related to this study, review of related studies, and conceptual framework. Furthermore, there are seven subtopics to be reviewed, as follows: definition of online learning, the significance of online learning, types of online learning, tools in online learning, the implementation of online learning in teaching, the use of online learning in teaching and learning process, the strength and weakness of online learning.

Definition of Online Learning

Some experts try to define what online learning is. Commonly, online learning is a wide term that describes a learning environment that depends on the electronic delivery of course materials over the internet (Almansour & Shidhani, 2014). Morison (2003) as cited in Khaimak and Horzum (2013) defines online learning as gaining knowledge and skills which are written, communicated, active, supported, and managed with the use of internet technology through synchronous and asynchronous learning application. Besides, Ally (2008, p. 17) defines online learning as the use of internet access to obtain support during the learning process by accessing the materials, interact with the content, instructor, and other student through the use of internet, in order to acquire knowledge, to construct personal, to construct personal meaning, and to grow from the learning experience. Dudeney and

Hockly (2007) also define online learning as significant part of the course delivery and coursework takes places virtually, using the Internet.

To conclude, online learning can be defined as the learning process which make use of access materials, interact with the content, teacher or instructor, and other students, in order to gain knowledge, skills and learning experience supported through internet.

The Significances of Online Learning

Technology, especially the use of internet, provides teachers with many interesting tools which can be used to enhance the teaching and learning process (Blas & Fernandez, 2009). They also state that teaching and learning process through the internet becomes significant since internet provides vast source of information. According to Ally (2008, p. 5) “online learning systems can be used to determine students’ needs and current level of expertise, and to assign appropriate materials for students to select from to achieve the desired learning outcomes”. Another expert proposed the significance of online learning. According to Croxton (2014), online learning holds great appeal to a large number of students since online learning offers flexibility in participation, easy to access, and convenience.

Hence, based on the statement of some experts, it necessary to implement the learning process with the use of online learning. Firstly, the use of internet provides interesting tools to enhance teaching and learning process. Secondly, online learning

covers students' need to assign appropriate materials. Lastly, it brings flexibility in participation, easy access and convenience.

Types of Online Learning

In online learning there are two approaches that commonly emerged. They are Synchronous and Asynchronous. According to Lee (2002), synchronous electronic interaction, that is, text-based instantaneous communication, allows students to share ideas and receive responses immediately in real-life chats. Another expert states that synchronous communication takes place in "real time", for instance like online chat and video conferencing (Croxtton, 2014). While, the definition asynchronous is assessing the e-learning content course and participating in learning activities and also interacting with other participants and facilitators at own time and pace. In the other words, the students do not need to access the learning environment at the same time as others (Singh, 2004). According to Croxtton (2014), communication in asynchronous includes email, online discussion boards, and wikis.

Tools in Online Learning

The researcher tries to convey some possible tools that can be used in online learning. They are edmodo, blog, yammer, schoology, moodle, facebook, twitter, you tube, yahoo messenger, and wiki. In this part of this study, the researcher purposes to

give some information that have been proposed by some experts in term of tools in online learning.

Edmodo. In this part, the researcher gives information related to Edmodo based on experts. According to Cauley (2014) “Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Moreover, by using an Edmodo, students and teachers can reach out to one another by sharing ideas, problems, and helpful tips. Hourdequin (2014) as cited in Al-Said (2015) shows that Edmodo is the simple form of mobile learning tool to present the lesson contents, and it provides tools among the students and teachers interact online outside the class anytime and anywhere. Another scholar defines Edmodo as a kind of safe milieu and free advertisements, games, and other distraction which interface among the students (Shams-Abadi, Ahmadi, & Mehrdad, 2015, p. 91).

Blog. Some experts try to define what blog is. According to Wu (2006) the word “blog” is short for “web log” (weblog). It is used commonly as a noun and a verb and it has their own definition. In term of as a noun, blog is a content management system or an online publishing platform and blog commonly known as an online journal or web diary. While in term of verb, the words “to blog” has a meaning to write on one’s weblog. In addition, blog has function mostly as online journals and the content of the blog is traditionally personal. Moreover, blogger can update at any time by using software which allows users with little or no technical background to create, design and maintain the blog (Pinkman, 2005). Another expert

defined “a blog is essentially a web page with regular diary or journal entries (Dudeney & Hockly, 2007, p. 86)”.

Yammer. According to Gramp (2013) yammer is a private and secure social network but it forms of one huge difference and yammer only for company or other organization. Yammer is kind of social networking tool which forms the communication for the E-learning network. In the yammer the informal conversations around different themes occur, including signposts to appropriate resources (Gramp, 2013). In addition, yammer has established one academic group which called as external social group to facilitate collaboration and conversations (a personal learning network) and it becomes as an alternative to learning to the learning management system (Blakey, Wolski, & Richardson , 2010).

Schoology. Schoology is an online that incorporates social media and the principles of an electronic classroom management system and it looks like Facebook (Tarik and Karim , 2012). The interface is familiar to most students and its basic features are free. While, academic information exchange in schoology enables students to access their grades, attendance records, and teacher feedback electronically-submitted assignments (Manning, C. et. al, 2011)as cited in (Sicat, 2015).

Moodle. MOODLE (Modular Object-Oriented Dynamic Learning Environment) is tool for teachers concerning course on management features that if offers, integrating a wide range of resources and assessment strategies, and is powerful in content creation which is built in HTML editor (Abdelraheem, 2012).

Features on the platform in MOODLE allows for registering to a specific course, students can reach sources, quizzes and all types of material provided by the teacher. Moreover, teachers can also collect students' homework and project via Moodle (Yaman, 2010)

Facebook. The use of Facebook serve as a means for teacher to connect, be friend, communicate with students to extend the communicative activities of traditional physical classroom to a virtual form (Wang, Lin, Yu, and Wu, 2013). In addition, the use of Facebook as assisted learning can be as personal accounts for students, useful applications for students, campus event publicity, joining and creating “groups” for discussion, chatting and communication between tutors-students or student-student (Riady, 2014).

Twitter. Twitter is a social media tool which showcases a constant stream of small bits of information (140-character maximum) to subscribers based upon search criteria that the end-user enters or accounts that the end-user follows (McArthur and Conway , 2012). Twitter can connected among across diverse groups of students that might otherwise never have connected and it allows for extended conversation which can enhanced for academic and personal issues (Munoz, Lafont, and Cramer, 2014). The use twitter in learning collaboration through the use of hashtag “#”. A hashtag uses the “#” symbol to signify a keyword in the body of the tweet. For instance, when the author writes “#education” in a tweet, the hashtag would be linked to a twitter search for any recent uses of the term in any tweet in any user. Thus, this linking

device has been connected to student participation in coursework via twitter (Ferrenstein, 2010) as cited in (McArthur & Conway , 2012).

YouTube. YouTube is a website which allows the members to post videos for people to watch and also they can post comments the video via online (Seitz, et al., 2011). According to (Yee and Hargis, 2010) teacher use a video you tube such as debate and controversy to the activities such as focus questions discussed before the video, worksheet that require during the video debrief action thus far or predict the next response, and variations in viewing method, such as intentionally muting all audio. They also provides another instruction that used in you tube such as students response system (clickers) to encourage attention, engagement and formative assessment.

Yahoo! messenger. Software such as Yahoo! Messenger allows for the creation such as “budy lists,” which means the ability to search for message partners through interest groups or by home country, and it provides online or offline status alerts (Jin and Erben , 2007). Another expert states that Yahoo! Messenger can be used for synchronous interaction. For instance, facilities like eZ meeting can be used for conferencing, using tool ACRL for live chat series and by using the tool ACRL organizes e-learning events for various occasions (Ali, 2015). Besides, In Educational application, Yahoo! Messenger can be used as virtual office hours (instructor-student), collaboration on group projects, real time class discussions and mentoring (Hsu, 2007).

Wiki. “Wiki is like a public website, or public web page, started by one person, but which subsequent visitors can add to, delete or change as they wish (Dudeny & Hockly, 2007, p. 93)”. Wiki has a publicly accessible word processing document available online, which anyone can edit. In line with that statement, another expert defines wiki as a piece of software where anyone under the control of an editorial board, can upload contents or modify existing contents (Ali, 2015). While, the use of wiki in teaching and learning process can be done with make a group of students to set up collaborative writing project (Hu & Johnston , 2011).

The Implementation of Online Learning in Language Learning and Teaching Process

It is necessary to know how online learning actually works in practice, especially in the context of learning and teaching process. Dudeny and Hockly (2007) outlines the example scenarios of learning situations which make the use of the online learning. Here are the following scenarios. First, students do project work with the use of ICT tools, such as blogs, wikis, chat or podcasts that will be used by the students either inside or outside the classroom. Second, students email the homework or class assignment to the teacher, then give feedback to the student through email. Third, the teacher uses a blog to provide students with online links from reading and listening, homework assignments, and summaries of classwork for students who miss class. Finally, students and teachers meet face to face only once a month, then

conduct the learning process through email, chat, phone, and shared activities on the internet.

It is also necessary to know the example of course design for online learning. What might an online learning look like based on Dudeney and Hockly (2007). They give three different kinds of course design in online learning which are course 1: A 100 percent online language learning course, course 2: A blended language learning course and course 3: A face to face language learning course with additional online materials.

Course 1: A 100 percent online language learning course. In this type of course, a language learning course is delivered 100 percent through online. Students work on online activities through a series of materials such as reading and listening texts, writing, grammar and vocabulary activities. Many of the activities are self-marking, with feedback given automatically by the computer, however activities such as writing texts are sent to a tutor via email. In addition, speaking activities are dealt with via phone or Skype tutorial every unit, and students need to send regular voice mail to their tutor. In this case, students may take the course for individual or by small group of students. All members of small group students start the learning process at the same time, and have set deadlines for work. Within the small group students, additional facilities like online forums and a text/audio chat room are provided for group members to discuss issues and materials, and to meet regularly, with and without a tutor.

Course 2: A blended language learning course. In this type of course, a language learning course is delivered 75 percent online and 25 percent face-to-face. This course is conducted for student that they meet once in a month face-to-face in a group with a teacher. Similar materials to those found in course 1 (a 100 percent online language learning course) covering the four skills, grammar and vocabulary are delivered both online and face-to-face, however speaking activities are carried out mainly face-to-face.

Course 3: A face to face language learning course with additional online materials. In types of course is opposite from course 2 (a blended language learning course) which is formed 75 percent face to face and 25 percent online course. A typical language learning course, which uses online tools to support and extend face-to-face lessons. In this course, teachers use the following online tools: (1) provide extra reading, listening practice, set homework and provide summaries of class work through the use of blog. (2) Students email the teacher all assignments, which are returned via email. (3) The teachers offers regular chat session via skype for students, outside class time. (4) To encourage students to work on these projects outside class time, in virtual group, the teacher's does project work with the class involving the ICT tools like blog, wikis or podcast.

In summaries, there are some variety of the implementation of online learning based on some experts. Firstly, online learning might works in teaching and learning process, as follows: course design with the use of ICT tools such blogs, wikis, chat or podcast to finish the project or assignment and blended course design like meet face

to face only once a month and learning process through online. The other implementation of course design in online learning is divided into three parts such course 1: A 100 percent online language learning course, course 2: A blended language learning course, course 3: A face to face language learning course with additional online materials. These course design has different proportion in term of learning process in online and face to face.

The Interactions Taken Place in Online Learning Context

Similar to the classroom learning context, there are also various interactions happened in the online learning context. Besides, each of the interaction in online learning offers benefits to students' language learning. The term interaction is used to describe many different types of exchanges between different actors and objects associated with teaching and learning (Anderson, 2008). Meanwhile, he also divides five types of educational interaction in online learning that will briefly described as follows: (1) student – student interaction (2) student – content interaction (3) student – teacher interaction (4) teacher – content interaction (5) teacher – teacher interaction.

Student – Student Interaction. Modern constructivist and connectives' theories investigate and develop multiple perspective toward peer interaction. According to Rouke and Anderson (2002) as cited in Anderson (2008), they found that indeed led by teacher, students-led teams can result in higher levels of cognitive, social, and even teaching presence in online learning. The other experts argue that peer interaction in online learning allow the students to enhance interpersonal skills

and knowledge shared by community members as well as in the formal curriculum (Seely, Brown and Hagel, 2005) as cited in (Anderson, 2008). For instance, the learning process used collaborative by divided students into some groups.

Collaborative groups will be assigned on some topic area. Students collect some information resources, observation, and experience, then the students or group present the information to be whole group, comment from the whole group will expand their perspective.

Student – Content Interaction. The development of interactive content of online learning responds to student behavior and attributes (often referred to as a student model) allows for customization of content in unprecedented ways to support the individual needs of each unique student (Anderson, 2008). For instance, the activities section allow student to read based on links to online tutorial which relates to the material then students produced an assignment or completed online quiz. Besides, Eklund (1995) as cited in Anderson (2008) provides some advantages related with student-content interaction in online learning, described as follows: (1) If the students are modelled and their path is traced through the information space, because provide an online help facility or an intelligent help, (2) To acquire the knowledge through the use of the environment including navigational use, answer to questions, help requested to intelligently suggest a preferred individualized path through the knowledge base by providing adaptive advice and model users. Thus, it should be complete with capacity of immediate feedback that is not only formal

guidance, but also just in time learning assistance provided by performance of support tools.

Student – Teacher Interaction. Interaction between student and teacher can be supported by a large number of varieties and formats which include asynchronous and synchronous communication in text, audio and video communications. However, many teachers feel overwhelms because of such communication in online learning. Teachers give unrealistic expectations from immediate response for their students. Regarding with the best way to communicate in online course it should be much less of teacher centric than traditional classroom discourse, which means that as a teacher does not need to respond immediately to every student question and comments. For instance, when the students ask to the teachers relating to concept of material and ask the feedback. This interaction will drive the students to enhance their understanding. Thus, to support the emergence of greater student commitment and participation can be accomplished by give a less dominant role in class discourse.

Teacher – Content Interaction. In case of teacher-content interaction in online learning focuses on how the creation of teacher to make the content such as learning objects as well units of study, complete courses, and associated learning activities. For instance, teacher content interaction in online learning can be done by teacher to continuously monitoring, constructing and updating course content resources and activities.

Teacher – Teacher Interaction. By having teacher-teacher interaction in online learning, it broader the opportunity for teacher to professional development

and support through supportive communities. For instance, teacher from different diversity and geographic can share the knowledge through the use of online learning. Thus, these interaction hold among the teacher to take benefit of enhancing the knowledge and discovery.

Besides, the study coming from Lim and Honey (2003) indicates that there are four possible types of activities that can built into course design in online learning interaction as follows: (1) feedback on assessment (2) group discussion (3) communication and contact with lecture through email and phone (4) commenting.

Feedback on assessment. They found that giving written feedback and marked on assignment of students drives for improvement and further resources to enhance understanding of key concepts.

Group Discussion. Giving more emphasis on the advantages and encourages students to join the discussion can enhance student interaction on the discussion forum.

Communication and Contact with Lecturer through Email and Phone. They also found that interaction between student and teacher seemed to prefer through email and phone and this is become a way to make contact to clarify some concepts in learning. Furthermore, students acknowledge the support and encouragement received from the lecture, in order to enhance learning of difficult concepts.

Commenting. Student to student interaction can be done by encourage students to contact others through commenting activities. In this activity brings some

advantages for students such as encourage them to interact with each other to discuss about material and understanding the difficult material, and share their knowledge.

So, by using four different approaches to interaction students, the design of the course can be strengthened. The design of the course can enhance connectedness and communication, if it is take into consideration in the demographic characteristic of the students.

The Use of Online Learning on Students' Language Skill

This study focuses to find out some evidences related to the use of online learning in language skills. Language educators used the concept of four basic skills namely reading, writing, speaking and writing. These four skills are sometimes called as “macro skills”. Moreover, in “micro skills” including things like grammar, vocabulary, pronunciation, and spelling (Aydogan and Akbarov, 2014). Some experts and studies found the evidence on the use of online learning toward language skills. According to Krish, Hussin, and Sivapuniam (2010), online learning forum helps students to enhance language proficiency especially in terms of vocabulary and sentence structures.

The previous study related to part online learning which is called as e-learning also supports the previous evidence that that database activity on e-learning module enables participants to create, maintain, and look for a collection of entries. In the field types include checkbox, radio buttons, dropdown menu, text are, URL, picture and upload file. Every student has different learning style, so they can gain

information in different way. Thus, by reading text, the vocabulary and grammar can be enhanced, and listening to audio material can also enhance pronunciation (Soliman, 2014).

According to Zhao and McDougall (2008) there are two major reasons contributing to this belief on online learning. “First, asynchronous or delayed communication gives the students more time to read, understand, and write a response. Second, some of the participants found online communication very formal and lacking in visual cues, thus demanding higher English writing proficiency to compensate for this lack.

In addition, According to Lee (2002) who investigates that students pay attention to meaning (idea) and form (structure) can enhance the development of second language (L2) through information exchange. He also found evidence that online learning experiences brings very positive effect on language development and especially it can enhance grammatical competence.

The Strengths and Weaknesses of Online Learning

Online learning is not merely well implemented in educational field. Online learning also brings contradiction among the experts themselves. Hence, online learning has some strengths and weaknesses that have been found and discussed by some experts and studies.

The Strengths of Online Learning. Online learning provides some strengths that has been found by some studies and experts. According to Ally (2008) some strengths of online learning for student and teacher are presented below.

For Students. Online learning knows no time zone, location and distance. Afterward, by having online learning students can use the internet to access up to date and relevant learning materials, and students can communicate with experts in the field which they are studying. In asynchronous online learning, students can access the online material anytime, while synchronous online learning allows for real time interaction between students and instructors. In terms of application, knowledge and skills in specific contexts are facilitated, since students can do the online course while working on the job or their own space, and can contextualize the learning.

For Teachers. In online learning the teaching and learning can be done anytime and anywhere. Besides, the materials in online learning can be updated, and students can access and see the changes immediately. Teacher can easier give students direct information based on their needs relating with the materials. If designed properly, online learning system can be used to determine students' needs and current level of expertise, and to assign appropriate materials for students to select from, to achieve desired learning outcomes.

Besides, another study found some strength of online learning. It is founded by Zhao and McDougall (2008) that online learning brings more effectiveness than face to face situations. It is happened since course content in asynchronous online learning gives opportunities for students to learn more and reflect more deeply. They

also reported that online learning brings multiple perspectives, writing and reading based communication, less interference from distractions, constantly available transcripts of communication, time-delayed communication, and ability to use time more effectively in asynchronous online courses.

The strengths of online learning are also emerged from another expert. Those explanation above is supported by Gabriel (2004) who found the strengths of online learning. He reports that in the online learning environment, students learn more quickly since everyone in the online environment has awareness in the process of learning and students can learned one to another.

Afterward, Smart and Cappel (2006) stated other strengths that are brought by online learning. They found that online learning provides flexibility and convenience like online learning can access the lesson anytime and anywhere, and the students can complete the lesson units at one's own pace. Other strengths are the system of online learning is easy to use, it gives immediate feedback and students can take opportunity to gain learning experience.

The Weaknesses of Online Learning. There are some possible weaknesses of online learning provided by some studies and experts. Zhao and McDougall (2008) found some weaknesses of online learning that will be described, as follows. First, compared with face to face course, online learning spent more time. Second, it is the lack of immediate communication. The experts found that communication in asynchronous online learning is not as immediate as in face to face learning. Third, it is lack of non-verbal clues communication. It is because online learning is only text

based, then the communication in online is very restrictive. Fourth, online learning cannot enhance students' oral English communication proficiency since it is lack of personal contact. Lastly, students lost the thread of the ideas since the time flexibility feature allows them to procrastinate in participating in discussion.

In addition, another expert Soliman (2014) shows some weaknesses of online learning described, as follows. First, the lack of real teacher role in face to face might become difficulties for some students who might not comfortable with virtual feedback. Second, some students may not be able to use it if they do not have the equipment such as the computer and internet access. Third, online learning decreases social relations among the students (Mohammedi et al., 2010) as cited in (Soliman, 2014).

The other weaknesses of online learning are stated by Arkorful & Abaidoo (2014). They state that online learning has some weaknesses as the following. First, the learning process is much easier with the use of face to face encounter with the instructors or teachers. Second, online learning decreases in students' communication skills. Third, since the test assessments in online learning delivered through the use of proxy, it caused loss control or regulate in the context of bad activities like cheating. Last, online learning probably misled to plagiarism as well as the ease of copy and paste.

Review of Related studies

Many researchers conducted studies to find out some perceptions on the use of online learning. Firstly, a study conducted by Ward, Peters, and Shelley (2010) entitled “*Student and Faculty Perceptions of the Quality of Online Learning Experiences*”. This study explores the rationale for using of the particular technology, faculty evaluation related to the implementation of the technology, and the impact of the technology on instruction and learning. Besides, this study also analyzes the comparisons by students toward the quality of the learning experience in milieu with the quality of learning in face to face and asynchronous online learning environments. This study used mixed methodology approach, in order to examine an online course medium used in graduate level course. There are two points that become the focus of the study: (1) instructor perceptions regarding the quality of courses delivered via online instruction and (2) student perceptions regarding the quality of course delivered via online instruction. The result reveals that participants give positive perception toward the quality of learning and are pleased with the nature of student to instructor and student to student interaction.

Secondly, another study related to this research comes from Vonderwell (2002) entitled “*An examination of asynchronous communication experiences and perspectives of students in an online course: A case study*”. This study aimed to explore the asynchronous communication perspectives and experiences of undergraduate students in an online course. A qualitative case study approach became the methodological framework of this study. Moreover, this study interviewed with

pre-service teachers, student-to-instructor email transcripts, asynchronous discussion transcripts, and two independent reviewers' review of the asynchronous discussion were used to collect and analyze the data. The result of this study implications for the effective design of asynchronous communication, and interaction between student and instructor, between student and student, and between student and content.

Thirdly, another research was conducted by Zhao and McDougall (2008) entitled "*Cultural Influences on Chinese Students' Asynchronous Online Learning in a Canadian University*". This study aimed to generate theory relating with Chinese students' (individuals) perceptions, interaction, actions, and engagement in the process of asynchronous online learning (a phenomenon) which is related to the particular context of a Western university. By using grounded theory, the researchers collect the data through individual, face to face interviews, each around 30 minutes. The researchers used 10 pre-set, open-ended interview questions in order to ensure that the participants will produce the target data. Therefore, this study defined as students' awareness and understanding of the strengths and weaknesses of asynchronous online learning. The finding reveals that asynchronous in online learning has some strengths such as fewer language barriers, more participation than in face to face course, multiple perspectives, more effective learning than in face to face situations. While, the participants also believe that asynchronous online learning brings some weaknesses including online courses consume more time than face-to-face courses, lack of immediate communication, and missing non-verbal clues in communication.

In summary, based on those three previous related studies become the basic knowledge for the researcher in conducting this study. The previous studies provided deeper information relating to their research since they only focused on only one types of online learning. For instance, some previous studies provided research weather only on one type of online learning communication approach namely synchronous or asynchronous. However, this study do not specify only in one type of online learning. The previous studies were conducting research on learning development including communication and interaction. On the other hand, this study tries to give additional learning development especially on language skills that has been yet conducting in the previous studies.

Conceptual framework

It has been mentioned previously that online learning is the process of teaching and learning which is delivered through the use of internet. This study aims at finding out the pre-service teachers' perception on the use of online learning at English Education Department of Universitas Muhammadiyah Yogyakarta. It focuses on their perception on the kinds of interaction in online learning interaction; their perception on the use of online learning toward pre-service teachers' language skills; their preferences in online learning; and their perception on the strengths and weaknesses of online learning which become the references to investigate the data in this study.

Firstly, this study emphases on the activities in online learning interaction. In case of interaction, there are five types of interactions in online learning such as

student-student interaction, student-content interaction, student-teacher interaction, teacher-content interaction, and teacher-teacher interaction. Besides, there are four possible types of activities that can build into course design in online learning interaction as follows: feedback on assessment, group discussion, communication and contact with lecturer through email and phone, and commenting activities.

Secondly, this research tries to find out the students' perception on the use of online learning on students' language skills development. Online learning is believed to bring the students' development on their language skills. Online learning forum is believed to help students to enhance their language proficiency especially in vocabulary and sentences structures. Besides, online learning experiences bring positive effect on language development, and it can enhance their grammatical competence and English writing proficiency. By having reading text in online learning, the vocabulary and grammar can be enhanced, and listening to audio material can also enhance pronunciation.

Thirdly, students might prefer different tools of online learning which they like the most. Therefore, this study also investigates the participants' preference in online learning. There are some possible tools that can be used in online learning such as edmodo, blog, yammer, schoology, moodle, facebook, twitter, you tube, yahoo messenger, and wiki.

Lastly, online learning has some strengths and weaknesses. The strengths are that students can access online material anytime and everywhere. It also provides flexibility of time and place when using online learning. The materials in online

learning can be updated, and students can access and see the changes immediately. Then, online learning system can be used to determine students' needs and current level of expertise. It also assigns appropriate materials for students to select from and to achieve desired learning outcomes. Course content in asynchronous online learning gives opportunities for students to learn more and reflect deeper. On the other hand, the weaknesses of online learning including online learning spends more time, lack of communication, and decreases oral communication proficiency skill. Afterward, students lost the thread of the ideas since the time flexibility feature allows them to procrastinate in participating in discussion. Online learning also decreases social relationship among the students. In online learning, it lacks of an actual teachers' feedback. Lastly, online learning probably misleds to plagiarism as well as the ease of copy and paste. However, the discussions are not limited to these explanation above. Others evidences emerged from the interview are also discussed.