

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Online Learning and Synchronous Online Learning**

There are many definitions regarding the explanation of online learning itself. Wagner (2005) conceptualized online learning as an educational process, using information and communication technologies to create training, to distribute learning content, communication between students and teachers and for management of studies. A later definition from Picciano, Seaman and Allen (2010) defines online learning as a course where most of the content is delivered online and typically has no face-to-face meeting. Online learning also has the same meaning with technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE), m-learning, and digital educational collaboration (Harandi, 2015).

Compared with traditional face-to-face learning, online learning offers benefits of learning far beyond just being convenient and economical (Zhao & Mei, 2016). It enables learners to self-direct or self-regulate individual learning, flexibility and more accessibility to knowledge and skills in various formats and different regions (Zhao & Mei, 2016). Moreover, Lin, Chen and Nien (2014) describes the advantages of online learning as follows:

1. The source of learning is sharing, so no more space limitation.
2. No more time limitation if the teaching platform server and the Internet channel function normally, which means learners can learn anytime online.
3. Learning materials can be reused over and over.
4. Teachers can use multimedia to express the content meaning of online learning.

5. Online learning is individual teaching and learning; the teacher can ascertain each learning situation to assist the learner.
6. Online learning can enhance learning interests because the teaching style is more active.

First, online learning helps institutions to extend their outreach to those students who wish to access education from a distance. Thus, it helps the institution to increase the student intake. Online learning also enables the institution to offer instruction to a large number of students participating in online lectures and videoconferences (Dung, 2020). Because of the advantages that online learning offers, many universities already implemented it as one of their educational delivery systems besides the traditional face-to-face classroom. According to Harandi (2015), online learning can refer to different learning settings.

Within online learning, there are many modalities reported by the literature; nevertheless, this study will emphasize the synchronous interactions. In the implementation of virtual online classrooms, firstly, we need to understand what is meant by synchronous online learning and the characteristics itself. In short, synchronous online learning is live, real-time, facilitated instruction and learning that takes place through electronic media (Hyder, Kwinn, Miazga, & Murray, 2007). Figure 1 shows the position of synchronous online learning among the conventional class and asynchronous online learning.

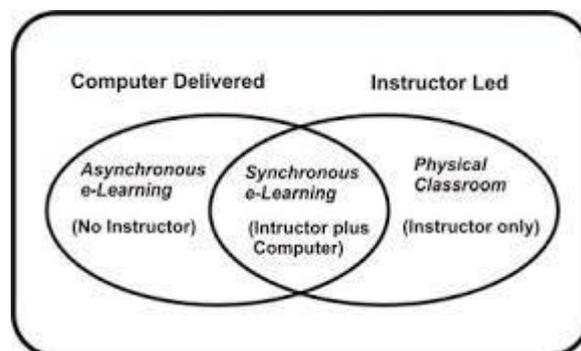


Fig. 1. Position of Synchronous Online Learning.

Synchronous online learning arranges learners to participate in the lesson at the same moment by using online tools (Hernández & Flórez, 2020). One of them is what we call teleconferencing which includes audio conferencing and video conferencing.

Audio conferencing, known as conference calling, is audio-only interaction via telephone. While the tool is primarily used for meetings and project updates, training that utilizes audio conferencing can achieve impressive results. Moreover, Audio conferences are often used in association with other delivery means (such as sending out slides and materials through email. Also, can draw from radio design and delivery techniques to engage learners, and provide abundant opportunities to integrate feedback and knowledge sharing (in the mode of an educationally-oriented “call-in talk show” or “ask-the-expert” format).

On the other hand, Video conferencing has more advanced features. Full screen video and audio, either point-to-point or bridged multipoint. Most systems also permit screen sharing and document camera source inputs. Data signals are transmitted over high-speed dedicated telephone lines (ISDN model), or over the Internet (IP model). Video conferencing is often employed as an executive meeting tool; video conferencing holds great potential for synchronous learning. Its full screen video and high audio quality make it the form that most closely emulates the face-to-face experience and human co-presence. Video conferencing has become more portable and less hardware dependent. The move from ISDN- to IP-supported videoconferencing has reduced line charges and permitted easier integration with desktop systems. Moreover, video conferencing is well suited to group training split between two or more locations. Video conferencing works most effectively when the classroom environment can be reproduced remotely, through “smart classrooms” with daisy-chained microphones that pick up all participants’ comments, split screen, and multi stream video feeds.

A previous study regarding synchronous online learning has been conducted. For instance, a study by Ayoub (2019) examining the effective use of ZOOM sessions to foster success and motivation of Lebanese university students.

Involving 60 EFL students and conducting a mixed method to complete the study, one of the findings indicates that zoom sessions enhanced EFL students' English language motivation towards the learning process. Based on this study, there is a significant improvement of the control and experimental groups which are seen from the pre-test and post-test. Indeed, *ZOOM* as one of the synchronous online learning platforms can enhance students' motivation in learning English. Nevertheless, this study does not clearly convey what kind of motivation is meant, and focuses on the use of *ZOOM*. Whereas there are various synchronous online platforms available, such as *Skype*.

## **2.2 *Skype* for Language Learning**

There are a number of synchronous online learning platforms that have been widely used in English language learning process. One of the most popular platforms is *Skype*. Eaton (2010) described *Skype* as a communication tool that allows users to make audio calls or video calls over the internet. Along with that, Mustafa (2018) stated that *Skype* not only allows users to make audio calls or video calls, but it also enables the users to chat and transfer files. Specifically, there are various benefits that *Skype* offers, such as individual screen sharing, total and complete privacy, audio quality, multiple and parallel communication channel, instant messaging, and time flexibility (Hashemi & Azizinezhad, 2011). According to Levak and Son (2016), *Skype* is viewed as being a reliable and affordable video conferencing tool that is easy to learn and use. The advanced features that *Skype* offers make this synchronous online platform appropriate as a teaching and learning tool, including language learning. Salbego and Tumolo (2015) claimed that *Skype* serves as tools for online interaction combining different modes of communication, such as body language, spoken and written language, visual and graphic systems, among others, and have been increasingly used for the purposes of teaching and learning languages. In the classroom, it can be used to provide a variety of authentic learning experiences to students, including an interview with an author or other native English speaker, or an international collaborative project with other classrooms. It is an excellent online language learning platform for shy students who are not fluent enough to communicate in English language. Moreover, *Skype*

helps language teachers as well as students to improve their technology literacy and increase their confidence using technology in the classroom (Hashemi & Azizinezhad, 2011).

There are a number of studies about the use of *Skype* in the language learning area. A study conducted by Correa (2015) suggests that *Skype* conference calls might be considered as an influential computer-mediated communication tool in order to promote English as a foreign language adult A1 learners' speaking skills, especially for social interaction purposes and oral reinforcement of both language fluency and course contents outside of classroom settings. Not only focusing on students' speaking ability, but also their writing ability, another study by Yen, Hou and Chang (2015) investigated the use of role-play strategy to enhance students' speaking and writing ability using *Skype* as the online learning platform. This study conducted a learning performance analysis, correlation analysis, and qualitative content analysis of the learning process. The results indicate that the learners improved their speaking and writing skills through the learning tools and role-playing activities. The content analysis also demonstrated that learners could improve their speaking and writing skills via peer-to-peer and self-correction behaviors. Another study investigating the role of *Skype* in promoting listening skills conducted by Dirjal, Ghapanchi and Ghonsooly (2020) showed a significant difference was noted in the listening skill achievement of the testing group participants who were subjected to *Skype* as a means of teaching.

Undoubtedly, *Skype* can be utilized for language learning. *Skype* can create an approximately similar situation to a conversation in the real world, this is the reason why *Skype* has become one of the suitable tools for people learning languages. This tool gives us opportunities to encounter people who speak foreign languages through the internet and we can have mutual communication in real-time (Shirai, 2007). Even though *Skype* is a popular tool for learning, few studies analyzing participants' motivation on using such tools for language learning have been identified so far, especially during an outbreak. However, one of the vital keys of a successful online learning comes from students' motivation itself (Hamzah,

Ali, Saman, Yosoff, & Yacob, 2015). Unfortunately, poor motivation has been identified as a decisive factor in contributing to the high dropout rates from online courses (Hartnett, 2012).

### **2.3 The Importance of Motivation in Online Learning**

One of the challenges that teachers face is motivating their students to learn. The fact that promoting motivation to learn is one of the keys of efficient education (Kim & Frick, 2011). Hartnett, St. George and Dron (2011) define motivation as “the process whereby goal-directed activity is instigated and sustained”. According to Schunk (2008), motivation can influence what we learn, how we learn, and when we choose to learn. Motivation to learn reveals that a student desires to take part in, and learn from, a training activity (Harandi, 2015). Research shows that motivated learners are more likely to undertake challenging activities, be actively engaged, enjoy and adopt a deep approach to learning and exhibit enhanced performance, persistence and creativity (Ryan & Deci 2000; Hartnett, 2016). As Zhao and Mei (2016) said that educators must create a learning environment in which students are deeply motivated to engage both actively and productively in learning activities, so they can derive maximum benefits from school. Moreover, the student’s motivation must be prioritized in the planning of teaching strategies adopted by the teachers because it is one of the principal determinants for obtaining success in learning activities (Beluce & Oliveira, 2015).

Regarding the motivation of online students, Hartnett (2016) argue that online students are often required to be more intrinsically motivated because the learning environment typically relies on intrinsic motivation and the associated characteristics of curiosity and self-regulation to engage students. Along with this, Xie, DeBacker and Ferguson (2006) promote that students who have high internal interest in learning tasks, or who perceive tasks as having high value or importance, and who feel that their behavior is highly self-determined, will perform in a manner like students who are intrinsically motivated. To be exact, with increasingly internal drive students might demonstrate greater persistence, more positive self-perceptions, and higher quality task engagement (Ryan & Deci, 2000). Briefly,

students who are intrinsically motivated tend to reach better achievements, because their inner motivation is the prime driving force for them to learn without any external coercion so that they are able to achieve their best.

#### **2.4 Self-Determination Theory (SDT) and Motivation in Online Learning**

Studies of motivation in online learning environments have adopted various frameworks to support the research. One of the more well-known theories of motivation is intrinsic–extrinsic motivation (Hartnett, 2016). A motivation theory introduced by Deci and Ryan (2000) named Self-Determination Theory (henceforth SDT), is the theory most often used to investigate intrinsic extrinsic motivation. SDT argues that all humans have an intrinsic need to be self-determining, as well as competent and connected, in relation to their environment (Hartnett, 2016).

Ryan and Deci (2000) defines SDT as a method of human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans evolved inner resources for personality development and behavioral self-regulation. Hartnett, St. George and Dron (2011) argues that SDT is a contemporary theory of situated motivation that is built on the fundamental premise of learner autonomy. Moreover, SDT states that in interacting with the environment a person seeks to fulfill the basic psychological needs for autonomy, competence and relatedness (Bieg, Rickelman, Jones, & Mittag, 2013). According to Chen and Jang (2010), *autonomy* refers to a sense of control and agency, *competence* refers to feeling competent with tasks and activities, and *relatedness* refers to feeling included or affiliated with others. They also added that individuals experience an elaborated sense of self and achieve a better psychological well-being through the satisfaction of those three basic needs (Chen & Jang, 2010).

There are three models of motivation across a continuum of regulation: lack of (amotivation), external (extrinsic motivation), and internal (intrinsic motivation) (Fryer & Boyee, 2016). Chen and Jang (2010) simply describe what is meant by amotivation is the state of lacking intention to act, extrinsic motivation is doing something because it leads to a separable outcome, and intrinsic motivation is doing

something because it is enjoyable, optimally challenging, or appealingly pleasing. Extrinsic motivation is further categorized in four types: (1) external regulation, (2) introjected regulation, (3) identified regulation, and (4) integrated regulation. Under external regulation students engage in the learning task merely to earn rewards or avoid punishments, and perceive that their behavior is under purely external control (Xie, DeBacker, & Ferguson, 2006). Introjected regulation refers to students who engage in a task because they feel they should due to the expectations of others and feel guilty if they do not participate (Hartnett, 2016). The third one is identified regulation and its perceived locus of control is somewhat internal. The individual performs behaviours to gain personal importance and shows conscious valuing towards the behaviours (Dincer & Yesilyurt, 2017). Finally, integrated regulation is the most autonomous form of extrinsic motivation, the student feels that engaging in the learning task is congruent with his/her personal values and senses of self (Xie, DeBacker, & Ferguson, 2006). Therefore, intrinsic and extrinsic motivation both imply the existence of intention that drives behaviors, while the lack of such intention is represented by the concept of amotivation (Komiyama & McMorris, 2017). The above-mentioned types of motivation, as shown in figure 2.

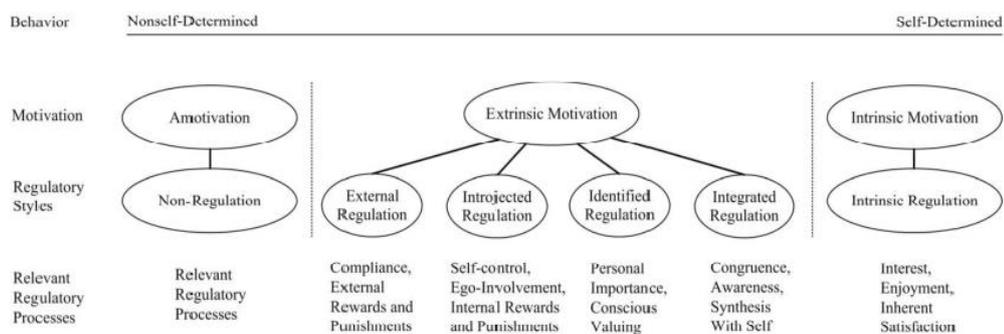


Fig 2. The Self Determination Continuum (adopted from Ryan & Deci, 2000)

In order to successfully promote intrinsic motivation, contextual support plays a crucial role in facilitating the internalization (Chen, 2007). Through social interaction that provides support for autonomy, competence, and relatedness, individuals perceive satisfaction over three basic needs. With this, individuals

become more assured and self-determined, and in turn achieve enhanced psychological well-being (Chen & Jang, 2010). Satisfaction of the three basic psychological needs is thus a foundational concept to SDT and considered essential for maintaining intrinsic motivation and the self-regulation of extrinsic motivations (Deci & Ryan ,2000; Adams, Little, & Ryan, 2017).

Applying Self Determination Theory in computer mediated environments, researchers suggest that SDT is a useful theoretical framework for explaining motivational appeal and sustained engagement in virtual environments (Huang, Backman, Backman, McGuire, & Moore, 2019). Self-determination theory addresses autonomy, relatedness, and competency as determinants of motivation. The three constructs correspond to features of online learning such as flexible learning, computer-mediated communication and social interaction (Chen & Jang, 2010). For example, the acquired capacity to retrieve course materials later enhances learner autonomy; consulting online resources expands learner's competency, while collaboration with people beyond the classrooms may promote students' perception of relatedness.

There are several previous studies that applied SDT to examine student motivation in an online learning environment. For example, a study conducted by Hsu, Wang and Bristol (2019), reexamining the impact of self-determination theory on learning outcomes in the online learning environment applying a quantitative paradigm. Involving more than 300 students from 7 online courses to complete the surveys, the results indicated that the satisfaction of basic psychological needs enhanced self-regulated motivation, which was associated with higher perceived knowledge transfer and increased achievement of course objectives in online courses. However, this present study will explore EFL undergraduate students' motivation in online synchronous learning especially through *Skype* as the platform in learning English through the lens of SDT in a qualitative paradigm.

## **2.5 Study at Home Program**

The World Health Organization (WHO) declared Covid-19 as a global public health emergency of international concern on 30th January 2020 as well as

a pandemic on 11th March 2020 (Adnan & Anwar, 2020). The outbreak of Covid-19 across the world has profoundly affected almost all aspects of life, including education. Many governments have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education (Daniel, 2020). In Indonesia, the government developed incredibly strict rules and regulations about teaching and learning activities in order to stop the spread of Covid-19. Based on a circular from the Indonesian Ministry of Education and Culture dated 17 March 2020, regarding the prevention of Coronavirus, all learning activities are carried out online from home. This new regulation poses new challenges both for students and teachers, since the regulation does not allow them to have a face-to-face meeting under any condition. Therefore, a study-at-home program is the only way to ensure education continuity (Chung, Subramaniam, & Dass, 2020)

