CHAPTER 2

LITERATURE REVIEW

This chapter contains expert opinion which is useful to provide relevant knowledge for the foundations of the next chapter. The researcher will explain several theories and provide some reviews on previous findings related to this research. This chapter will explain in depth related to the variables that appear in this study such as Online Learning, Learning Motivation, Learning Satisfaction and The Big Five Personality Traits. The following is an explanation of each variable

2.1 Online Learning

At the end of 2019 the whole world began to be shaken by the emergence of a virus called Coronavirus Disease 2019 (COVID-19) in Wuhan City, China. COVID-19 is a contagious disease and arrived in Indonesia on March 2, 2020. Due to the fast transmission of the virus. So, on March 11, 2020, the World Health Organization (WHO) declared COVID-19 a pandemic. This has caused the disruption of a number of activities in various fields, including in the field of education, because there are restrictions on interacting to reduce transmission of the COVID-19 virus in people of all ages. Therefore, for the sake of continuity of learning , the Ministry of Education and Culture instructs to conduct online learning from home .

According to Martin (in Ranadewa, 2021) online learning can be defined as the latest learning model and using the internet to access learning materials, to interact with teachers and other students, to get support during the learning process, to gain knowledge, and to gain learning experiences. Meanwhile, according to Horton (2000) online learning is learning that is accessed through a browser or application without the need for software and in addition according to Clark and Meyer (2016) online learning is a learning method by providing instructions to students via the internet.

Khan (in Ally, 2004) defines online instruction as an innovative approach to convey instruction to a remote audience, using the Web as a medium. Online learning, however, involves more than just presentation and delivery of material using the Web: students and the learning process must

be the focus of online learning. Carliner (in Ally, 2004) defines online learning as an educational material presented on a computer

Bullen & Janes (2017) defines online learning as learning that occurs when internet technology is used to facilitate, convey, and enable the learning process over long distances and Ali Ta'amneh (2021) defines online learning as a learning strategy where students are geographically far from the teacher and the entire educational process is carried out through the internet and communication networks. According to Auster (2021) Online Learning is online learning is a significant trend in education globally. Demographic conditions and differences in student readiness are challenges for online learning.

According to Sun & Chen (2020) said that during the COVID-19 pandemic, Education implemented Online Learning for continuous learning. It's not like Online Learning will replace Traditional Learning but Online Learning acts as an alternative because of its flexibility and accessibility. There are a number of opinions that say the reasons for Online Learning to have flexibility such as being able to be accessed anywhere and anytime without any time limits as long as they are connected to the Internet (Hwang, Wang, & Lai, 2020; Conrad, 2000) and using Online Learning allows students to attend class without must be physically present in class (Ku and Chang, 2011). So this also makes online learning more popular (Sun & Chen, 2021).

If it is associated with learning English, it is necessary to first know English Learning is the interaction between students and teachers and learning resources in the learning environment (Brown, 1994), while Learning English is an activity to add insight when someone wants to use English.

Based on some definitions above the researcher make it In a conclusion that, English Online learning is a Learning English method that uses a computer as a medium and also requires internet access in carrying out learning that is not limited to time and can be done anywhere.

2.1.1 The Challenges of Online Learning

Many researchers explain their opinions or research results related to the challenges faced by students during online learning. Based on the results of research that has been carried out by Muilenburg and Berge (2005) identified that the inhibiting factors that cause students to experience online learning difficulties such as lack of interaction, lack of academic skills, lack of technical skills, factors related to student motivation, factors related to time and support for the study, factors related to cost and access to the internet, and bottlenecks caused by technical problems.

Utpala (2022) also describes almost similar thing in his research. He said that the challenges faced by students while undergoing online learning are students need to adapt to changes from traditional learning to online learning, students need to adapt to applications used during learning, lost of connection when doing learning, time management problems that are different from when doing Traditional Learning. lack of communication between students and teachers so that learning becomes less effective and reduced or lost motivation to learn due to difficulties in undergoing Online Learning. As for another explanation, Fathelrahman (2019) explains that the challenge in implementing online learning is the lack of focus from some students and also some of them do not have the opportunity to communicate, thus limiting the acceptance of knowledge and learning experience.

According to Prawanti and Surmani (2020) in their research entitled " *Kendala Belajar Online Selama Pandemi Covid-19* " the results of the study revealed that the obstacles to online learning were the limited knowledge of students in understanding the use of learning applications and students feeling bored with online learning. because it is monotonous only by providing material without intense interaction such as when conducting face-to-face classes and regarding assignments that are considered more by students but in reality there may be less this is because during face-to-face classes there is a separation between the tasks given when in class. classes and assignments given to do at home. However, because online learning is usually done at home, it seems that there are more and more tasks.

Based on the explanation above, it can be concluded that the challenge of online learning is the difference in conditions when face-to-face classes with online classes require students to adapt to classroom conditions which can affect their motivation and satisfaction in online learning.

2.2 Online Learning Satisfaction

Discussing Online Learning Satisfaction, it is necessary to first know the meaning of satisfaction itself. Satisfaction is defined as a person's attitude or feeling related to various factors that influence a particular situation (Bailey & Pearson, 1983) and can also be interpreted as a person's feelings of pleasure or disappointment (less/unpleasant) as a result of a comparison between perceived service experiences and what to expect (Kotler & Keller, 2015).

There are many definitions of satisfaction from various fields, but this time what will be discussed is about learning satisfaction. According to Topala and Tomozii (2014) Learning satisfaction is the feelings and attitudes of students towards the learning process or the perceived level of fulfillment that is attached to a person's desire to learn, which is caused by the learning experience. If it is associated with online learning, student satisfaction is the extent to which a student feels happy about being involved in online learning. (Ranadewa, 2021) Thus, learning satisfaction also plays an important role in the continuity of online learning.

2.2.1 Factors Affecting Online Learning Satisfaction

According to Moore (1989) there are 3 types of interactions that can provide learning satisfaction and success in distance learning in learning activities, namely Student-Content Interaction, Student-Teacher Interaction and Student-Student Interaction and Palloff and Pratt (2001) add a fourth type of interaction which is named Student-Technology Interaction. The following is an explanation of each of these interactions are:

a. Interaction between Students and Content

This first interaction refers to the interaction of students with course content in various ways such as learning activities, learning objects, videos, websites, and projects that can be done anywhere.

b. Interaction between Students and Teacher

This second interaction refers to the two-way communication between the learner and the instructor, which is necessary to clarify content, receive and

provide feedback, and minimize the impact of online education on communication.

c. Interaction between Student and Student

This third interaction refers to two-way communication between students and other students. It could be in the form of forming a community or discussion to exchange ideas about the material recpeived for a better understanding.

d. Interaction between Students and Technology

The latter interaction refers to the ability and comfort level of learners in their interactions with the online environment (eg, use of computers, software, and the Internet).

2.3 Learning Motivation

Motivation is often associated with learning success, (Artino, 2008; Keller, 2008) Motivation can be interpreted as a force that drives someone to do something. (Latifah, 2017). Like a machine, this motivation drives and influences what we learn, how we learn and when we choose to learn (Paris & Turner). According to Ryan and Deci (2000), students who are motivated to learn and engage actively in their learning. So it can be said that learning motivation is a condition that creates enthusiasm, sincerity, and continuity in carrying out certain activities to achieve certain goals. (Solihin, 2021) and acts as one of the most significant components of learning in any environment, is an important factor influencing learning outcomes (Fırat et al., 2018; Lim & Morris, 2009; Shih, 2011; Yusoff et al., 2017).

There are two aspects in the theory of learning motivation proposed by Santrock (2007), namely:

a. Extrinsic Motivation

Extrinsic motivation, which is doing something to get something else (a way to achieve a goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, students study hard in facing exams to get good grades. There are two uses of gifts, namely as incentives to want to do assignments, with the aim of controlling student behavior and mastering the material by students.

b. Intrinsic Motivation

Intrinsic motivation, namely internal motivation to do something for the sake of something itself (the goal itself). For example, students study for exams because they enjoy the subject being tested. Students are motivated to learn when they are given choices, are happy to face challenges that match their abilities, and receive rewards that contain informational value but are not used for control, for example, teachers praise students.

There are two types of intrinsic motivation, namely:
1. Intrinsic motivation based on self-determination and personal choice. In this view, students want to believe that they do things of their own accord, not because of success or external rewards. Students' intrinsic interest will increase if they have the choice and opportunity to take personal responsibility for their learning.
2. Intrinsic motivation based on optimal experience. Optimal experience mostly occurs when people feel capable and fully concentrated on doing an activity and engage in challenges that they perceive as not too difficult but also not too easy.

According to Sadirman (in Cahyati, 2019) students who have learning motivation show the characteristics that are in themselves. These characteristics are as follows:
a. Diligent in facing the task (can work continuously for a long time, never stop before finishing)
b. Be tenacious in facing difficulties (don't give up easily). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved)
c. Shows interest in various problems.
d. Prefer to work independently.
e. Get bored quickly on routine tasks.
f. Can defend his opinion (if you are sure of something). It's not easy to let go of what you believe in.
g. Enjoys finding and solving problems.

Santrock (2007) mentions five factors that can influence student learning motivation, namely:

a) Teacher expectations, which are related to the teacher's desire so that students (students) can have high learning achievements.

b) Direct instruction, which relates to students' ability to understand the instructions given by the teacher properly and correctly

c) Appropriate feedback, related to students' ability to respond correctly to commands or instructions given by the teacher.

d) Reinforcement and rewards, which are related to motivation to get rewards from teaching and learning activities.

e) Punishment, related to the student's effort or desire to escape the punishment received for his disability in learning activities

2.4 Personality Traits

The dimensions of the big five personality were first introduced by Goldberg in 1981. The big five personality means one of the theories that describes an individual's personality which consists of five personality dimensions. according to Fiedman and Schustack (2008) the big five personality traits is an approach used to see personality through traits that are composed of five personality types that have been formed using factor analysis. Big five is a hierarchical model of the origin of the personality trait structure. McCrae and Costa (1995) define personality traits as dimensions derived from individual disparities that tend to share consistent patterns of thinking, feeling, and acting. when describing individuals with the "good" trait, this means that the individual tends to do good every time in every situation. From John J, Honingmann (in Ghufron and Risnawita, 2012) states that personality is special actions (actions), thoughts and feelings for someone.

Where this means what distinguishes one individual from another. Carver and Scheir (in Ghufron and Risnawita, 2012) state that personality means a dynamic organization within a person and is a psychophysical system that creates characteristic patterns of a person in attitudes, thoughts, and feelings. Meanwhile, from Ghufron and Risnawita (2012) personality is a component within the individual in the form of awareness and unconsciousness that cooperates with one another which helps individuals in making

adjustments to their environment specifically and manifested in thoughts, feelings, and attitudes.

From the definitions above, it can be concluded that personality is a form of action that arises because of the characteristic patterns in the attitudes, thoughts, and feelings of a person who cooperate with each other so that this causes individuals to be different from each other.

Big five personality consists of five types or dimensions. According to Costa and McCrae (in Ghufron and Risnawita, 2012) explaining the five dimensions are:

a. Openness to Experience

This type identifies how much the individual has interest in certain fields broadly and deeply. This personality type is divided into two, namely the low level is called the preserver while the high level is called the explorer. Individuals with the preserver personality type are individuals who focus on things that are happening right now and they have no interest in things related to art. While the explorer personality type is a personality type that is more likely to be an individual who likes daydreaming, has an imaginative nature, involves more deeply feeling feelings in assessing everything and has an interest in things with diverse attitudes and tends to try something new.

b. Conscientiousness

This personality type is to identify the extent to which individuals have a careful attitude by seeking a certain goal which is manifested in their attitudes and behavior. This personality type is divided into two, namely high scores are focused persons, namely individuals who feel capable of doing everything effectively, and someone with this personality type will tend to be more tidy and organized in living their days. While low scores for this personality are called flexible persons, namely individuals who always feel unprepared in everything, often procrastinate in doing a task, and often show chaos in doing the task they are doing.

c. Extroversion

The extroversion personality type is a dimension that concerns relationship with the behavior of an individual, especially in terms of their ability to connect with the outside world. Individuals who are extroverted type show a warm, friendly, affectionate attitude, and always show intimacy, especially to people

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they already know. On the other hand, introverts are personalities that are shown through the low ability of individuals to establish relationships with their social environment. Introverted individuals show a formal, quiet and unfriendly attitude.

d. Agreeableness

Divided into two groups. Those with high scores are called adapters and those with low scores are classified as challengers. Individual adapters will always view other individuals as honest and have good intentions towards them. On the contrary, the challenger type will always look at other people with feelings of doubt, suspicion and tend to be cynical.

e. Neuroticism

Also known as negative emotionality. Personality type. These are classified into two characteristics, namely reactive and resilient. In resilient individuals, they have lower anxiety. in addressing a problem, not easily angry, more confident, and able to control the impulse to a desire they have. While reactive individuals are individuals who show an attitude that is too worried about something and has a lower level of self-confidence.

2.5 Relationship of Personality, Online Learning Satisfaction and Learning Motivation

Based on research conducted by several researchers on the relationship of The Big Five Personality to Learning Motivation, it is known that students who have high levels of conscientiousness, extraversion, and openness have high learning goal orientations (Payne, 2007) while according to Komarraju the relationship between The Big The Five Personalities with learning motivation have a strong relationship in explaining learning motivation. In addition Heaven (1989) reported that achievement motivation is positively correlated with extraversion, and negatively with impulsivity and psychoticism among high school students.

Meanwhile, for the relationship between The Big Five Personality and Online Learning Satisfaction, it is known that students with high levels of learning satisfaction

present higher levels of openness, conscientiousness, extraversion, and friendliness but lower levels of neuroticism. (Patitsa, C. D., Sahinidis, A. G. , Tsaknis, P. A., & Giannakouli, V., 2021) and the last explanation, Shih (2013) investigated the relationship among 153 Tertiary EFL students' Big Five personality traits, online learning motivation and online learning satisfaction in a digital English learning environment. Results revealed that personality traits were correlated with online satisfaction, and that extraversion and conscientiousness were the two important traits among the Big Five in predicting motivation and satisfaction. Also, motivation was a strong predictor of satisfaction. For the relationship between motivation and online learning satisfaction, it was reported that motivation is an important prerequisite for student learning in learning environments and the relationship between learning motivation and online satisfaction is positively related.

The difference between this study and previous research by Shih (2013) is the factor used to find the relationship between The Big Five Personality Traits and Learning Motivation and Learning Satisfaction. For research conducted by Shih (2013) linking The Big Personality Traits to dimensions that are around students that affect Learning Satisfaction such as course content, learning outcomes, learning environment and relationships, as well as Learning Motivation focuses on dimensions that exist within students which can give rise to Learning Motivations such as escape or stimulation factors, social contact, desire to learn, self-growth, and academic progress.

While in this study, research only links The Big Personality Traits to the interactions students make while undergoing online learning such as student interaction with content, student interaction with teachers, interaction with fellow students, and student interaction with technology and for learning motivation researchers focus on linking it to the origin of the emergence of student motivation in undergoing learning such as Extrinsic Motivation and Intrinsic Motivation.