

CHAPTER I

INTRODUCTION

This chapter outlines the introduction of the research that including several points. First stage the researcher discusses the background of the research. Second stage the researcher describes the identification of the issue. Third stage the researcher assures delimitation and the focus of the research. Fourth stage for the researcher to possess the research question. Fifth stage the researcher demonstrates the research aims. Sixth stage the researcher explains the significance of the study. The seventh step is for researcher to elaborate on the theoretical foundation. In stage eight, the researcher links the previous studies. Ninth, the researcher demonstrates the research frame of thought. Last, the research introduces a research method that guides the researcher to conduct the research. In this chapter inform the data or information the researcher needs to do research or prepare for analyzing students' needs of effective English online learning in the 21st century.

1.1. Background of the research

The learning process can be the main factor in the output of the results of students. The nature of learning as the beginning of the theme shows how the learning process can be successful for the students. People asserted they could be active and creative for doing something like a learning process in this era. In the learning process, the need is the technology that supports the learning process. Many technologies that they can use for keeping their activities, especially in online learning. According to Berg, teaching is a creative process for students (2013). It means that the teacher should have a fascinating condition in the learning process from using new technology. According to Rusiana & Nurnaningsih English Learning in Indonesia is more effective using technology (2016). In the application, online learning technology can be effective because online learning processes can be used

in certain situations, although not in the classroom. Online learning is when students spend their time online, working either directly over the internet or on computers linked into a local intranet (Race, 2005). The learners will control how they learn, how they learn, and their learning to connect online. The online learning process always connected to the internet; it can be used long-distance or not in one place. Most students study in the classroom or one place, but in a particular condition, they can use distance learning.

There are two ways in the process of learning English in the Academic Umbrella. First, learning face to face between teacher and students, or that can say formal learning. Second, online learning in the distance and virtual meetings also say informal learning. In this era, online learning is the focus of development learning activity beyond the teacher sharing the material. (Ally, 2011; Singh & Thurman, 2019). Filling the void between learner and teacher utilizing web-based technology is considered online learning (Lee, 2017; Moore et al., 2011). Online learning is "the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, to acquire knowledge, to construct personal meaning, and to grow from the learning experience" (Ally, 2011,p.17). A host of E-Learning, Online Education, Internet Learning, Tele-Learning, Virtual Learning, Distance Education, Web-enhanced Learning, Web-based Learning, Computer-assisted learning, Computer-assisted instruction, E-tutoring has been used to explain online learning (Ally 2004; Singh & Thurman 2019).

The online learning process is not always easy for students and teachers—many problems and obstacles appear in the online learning process, especially in English online learning. There are several problems faced in online learning; teaching materials, learning interactions, and the learning environment (Fortune, Spielman, & Pangelinan, 2011) and

(Roberts & McInnerney, 2007). Are the teaching materials used in online learning according to the needs of students? Are the instructions in the teaching materials used in online learning easy to understand by students? and so on. Learning interactions also play an important role in the teaching-learning process. Some problems felt by parts; teachers, students, and the experience from the researcher as a candidate for the teacher. The weaknesses of online learning are self-discipline and time-management skills, loss of social interaction, inadequate for all subjects, lack of practice-based learning, and dependence on technology (Nurohmat, 2021). From this statement, the part of barriers to effective learning can give the weakness of online learning effect for all the details of the online learning process. For example, the prospective teacher is using the online learning system. Problems with teaching materials and curriculum are the main issues in online teaching (Balakrishnan & Puteh, 2014).

English teachers indicate that teachers face problems in four areas related to material design. Although material sources are available in textbooks, the internet and online sources, teachers are confused with the theory of material development. For example, the 2013 Curriculum outlined that knowledge competence and competence are the core competence of teaching (Depdikbud, 2020; Yuyun, 2012). The teacher simply interprets that knowledge competence is indicated by reading and listening. The teacher's perception of teaching online is affected by the conditions of the students and the environment (Astuti & Solikhah, 2021). The teaching online is based on the internet that the support system is limited.

On the other hand, the students have different perspectives about the English online learning process. Online education faces fundamental problems for students (Khong and Saito, 2014). First, the support system for each school is limited, so that the available online platform is google

classroom or google meet only. The development of a more advanced online model, such as Moodle, cannot be initiated. The use of e-mail and other personal use of the internet is not ready to use. From the three fundamental problems, students have many difficulties in the online learning process. While, in the perspective of the researcher who has experience in practice, teaching online in senior high school has three views. First, online learning is more flexible than face to face in the classroom because it is not limited to distance. Second, online learning depends on the technology that supports the success of the teacher and students in the learning process. Last, the effectiveness of online learning still questioned because some student assessments, such as attitude assessment, cannot be assessed directly.

In English Online learning, the role of technology literacy skills for students is crucial. The students must know more deeply about the media or technology that used in the learning process in their English online learning. Media also can be defined as technology; the definition is proposed by Clark (1983) as cited in Abdulhak & Darmawan (2017, p. 91), who stated that media as technology and machine are tools that can deliver learning. Still, they do not influence student's ability if they do not relate to the learning content and context. All of the skills students need before declaring not only about technology literacy skills but also in critical thinking, problem-solving, communication, and teamwork. Online learning effectively teaches English language skills (listening, reading, writing and speaking) (Saputri et al., 2020). The research can expose the previous study and show the main point that some part does not mention. In this globalization and internalization era, education has an essential role in the development and progress of certain nations. From that side, that many points to see the original content that is more powerful to discuss. The students have importance and priority in the education run in the 21st Century today. The

position of the students itself is the centre of the teaching and learning process. The role of the students in the learning process is part of the purpose of the 21st Century in successfully overcoming obstacles in education. From the students are to the central learning, it is important things to know that some problems can appear in this case.

Some studies have discussed the particular issue of students learning the English language and show how this topic can expand this topic for deeper understanding of this issue. A study by Tindowen, Bassig, & Cagurangan (2017) observes that facing the challenges of science and technology in education is promoting 21st Century skills among students. The conditions now of the students in the learning process by English online learning using technology have various issues, promoting 21st-century skills to the students. It is essential to give attention. The other issue is the effectiveness of interaction between students and teachers. There are several problems faced in online learning; teaching materials, learning interactions, and the learning environment (Fortune, Spielman, & Pangelinan, 2011) and (Roberts & McInnerney, 2007). From that statement learning interactions have an essential role in the teaching and learning process. Because the materials can be more understood by the students when the interaction in learning is optimal, promoting 21st-century skills, interaction, and material in learning processes can be more effective if the learners have good strategies to learn in the 21st Century successfully. There are curricular elements for learner's success (university level), such as the flipped classroom, course redesign, and high impact practices, and links these to self-regulated learning to increase learner responsibility for the achievement of desired higher education outcomes—21st-century skills for a global world (Andrade,2016)

Education is one of the important things that should be known by all aspects of order education, especially for the students. The use of information and communication technologies in education is a great chance both technologically and pedagogically. The educational organizations try to respond to different expectations of the learners with students' problems by integrating the technology into the education and also the cultural differences (Atici & Bati, 2010). From that statement, technology not only supports but can be a problem if not support the processing of learning English language students. From all the previous study, there is no research mentioning more specifically the big line of students' needs in online English learning in the 21st Century.

For the first, other references show that to face the challenges, science and technology education can promote 21st-century skills among students. From this statement, the research now mentions the way to increase 21st Skills in students of English Language. Technology is an important thing to support students in learning English, especially in the 21st-century era. That good statement about technology not only as the supporting but can be problems when integrated with how the educational process and cultural differences. Unfortunately, there is no discussion about the role of the students themselves in the 21st Century to manage the use of technology with different cultures. Each education life has elements, no exception the elements for learners' success. The previous study was not directed at the students, and it is just for the learners of the university level. Because of that, this research is very important and can be an interesting discussion to be used as a benefit that can be seen from its current urgency. For that reason, the researcher discuss about students' needs of English online learning in the 21st Century.

1.2. Identification of the phenomenon

Technology has an important use for media in online learning. The media of technology as the support of online learning should be understood by the students. Not only that, can be problems if the students do not have a good ability to operate and cover online learning. The students, in reality, have many difficulties when studying using online learning in this era. Therefore, to get the essential and maximal learning of the result, and in the end, can be effective online learning, the answer to face the problem of that phenomenon is to know what all the students need. When the students' needs can be focused on online learning, that process of online learning is more effective. The good outcome/results of these are online learning should be friendly to students for effective online learning. Different countries have different cultures and results of their education systems, especially in online learning. Based on research by (Saputri et al., 2020), Online learning has good effects on English learning skills, especially listening. Academics in both countries agree that online learning is beneficial in the ELE learning and teaching process. From that research, the result is the effectiveness in English Language Education between Indonesia and Malaysia is has good effects.

The topics and issues about 'how to face the challenge of the 21st era with many skills century itself' have been very much discussed in many types of research. In the end, that research has shown different findings and different characteristics to give effect to the reader. When talking about student needs of how to be successful students in the 21st Century, there is no research mentioning its only description of the way without showing the needs of students. Because of that, based on those things, this research becomes really important because this research talks about 'what students need to increase their online learning process in English to be successful

students in the 21st Century. This thing does not mention or discuss by another research.

This study will focus on discussing what learners need in the use of technology in English online learning to be successful students, especially for senior high school level students. The author only focuses on things that students need and the principles of English online learning to be able to support students in online English learning with plus and minus using technology in online learning. As all know that online learning, or E-learning, has berries that must be faced by the students. Assareh and Bidokht (2011) classified E-Learning barriers based on the four domains they affect: students, educators, lesson plans, and schools. Financial issues, inspiration, evaluation, detachment from peers and a lack of resources are some of the E-Learning barriers encountered by students. From all the barriers of E-Learning, that important to analyze the main problem of English online learning. Based on that reason, no previous research discussed it and the researcher interesting in this case. Therefore, discussing and analyzing the needs of students to use technology to learn English in online learning students' is very important, especially in this 21st-century education era.

1.3. Delimitations and focus of the study

Based on the identification of the topics/issues as discuss earlier. This study will only focus on discussing what learners need to increase their learning English using online learning, especially for senior high school student's level. The researcher only focuses on what are the principles and students need to be able to increase learning English using online learning to be successful students. This study will not discuss things like teachers' strategy to teach students in the 21st Century, because this has been discussed by other researchers. These studies may also be just to the senior

high school, because at this level, they can be able to expertise in the use of media or technology. Based on the age of senior high school, the young learners' transition from pedagogical learning to pedagogical learning methods.

The reason why researchers only focus research on this area is because of how the students' now learning using online, and big questions about whether it is effective or not using online learning must be answered. Not only that, online and technology are two important components in many conditions because, in the 21st century, students must be ready to be agents of those who are mastering online learning. Because of that, not only the teacher, each student also has strategies in learning English. This is also confirmed by (Rahman 2015, p.287). It is important for students to understand the importance of using language learning strategies in the process of language learning. And the strategies can be complex when the method of learning focuses on online learning or E-learning. As stated by Victoria, quoted by Pujiono, Online learning stated that e-learning includes learning at all levels, formal and non-formal, which uses computer networks (internet and extranet) for the delivery of teaching materials, interaction, and/or facilitation. It can be concluded that e-learning is learning that is carried out through the internet network (2016, p. 157). There are many topics about students' need in other research and can be another topic discussed in this research.

However, this specific topic is more important and can be powerful issues to analyze. The research only promotes the students' needs of learning English using online learning in the 21st Century. The researcher does not analyze other topics because to be a good student; one must be successful in the online English learning process and results. The focus that

this research brings in tune with the purpose of students needs to be successful student in Learning English.

1.4. Research questions

- 1) What are the needs of students for effective English online learning in the 21st Century?
- 2) What are the characteristics and principles of effective English online learning in the 21st Century?

1.5. Aims of the research

This research aims to find out what factors can support learning English online or e-learning and also find out how to increase 21st Century skills in English learning. The focus of this research also aims to answer the research questions written above.

- 1) To explore the needs of students for effective English online learning in the 21st Century.
- 2) To explore characteristics and principles of effective English online learning in the 21st Century.

1.6. Significances of the research

The result of this research can be used as a directive or reference to build a comfortable language learning environment of education. It can be seen as guidance of how the English teaching and learning process proceeds in learning the English language using online learning, especially in senior high school. The learning process in online learning by the student has some factors and strategies that can be used in real life. The result also could provide the support factor strategies and factors that may become the reference to cope with while conducting the language learning process in other senior high schools.

Practically, this research may provide guidance for another school to create effective online learning to learn the language based on the students'

needs. Referring to this research, the young learner may be active in learning the online learning process. This research gives the researchers a description of the learning process in using online learning 21st-century support. For the teachers, this research can be useful to know students' needs in effective online English learning. Besides, the researcher hopes that this study will be useful for other researchers as references for the further researcher.

1.7. Theoretical foundation

1.7.1 21st Century Skills

In this era, 21st skills are an important issue to discuss, especially in the educational system. Before applying 21st-century skills in the educational system, people now must understand the 21st Century itself. 21st-century learning skills are the core competencies for learning and creativity that is thought to help students succeed in today's digitally and internationally interconnected world (Partnership for 21st Century Skills, 2016). These are creativity and innovation, critical thinking and problem solving, communication, collaboration, plus information, media and technology skills. From that statement, 21st skills are the one way to get success in learning and teaching now. Mobile learning allows increased opportunities to cultivate the complex skills required to work productively with others (West & Vosloo, 2013).

The 21st-century education highlights how learners are able to combine content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life (Ledward & Hirata, 2011). New technology actively promotes and complements the learning skills of 21st-century students (Trilling & Fadel, 2009), with learners and educators using mobile devices to ' access information, streamline

administration, and encourage new and innovative ways of learning ' (West & Vosloo, 2013, p. 6). Many skills should be learned by the students. A 21st-century skill is the implementation of communication, collaboration, creativity, and critical thinking in learning (In McGuire, 2018, p. 14). Rich (in Motallebzadeh et al., 2018, p. 267) defines 21st-century skills as "Basic skills such as collaboration, digital literacy, critical thinking and problem-solving that educators believe schools need to teach in order to help students succeed in today's world ". In addition, Quieng et al. stated that the essence of 21st-century skills is equipping the individuals in future to address the challenges of real-life positions to maintain the progression of the world and turn it into an improved situation (p. 267). It can be concluded that 21st Century is the implementation of basic skills such as collaboration, digital literacy, critical thinking and problem-solving that educators believe schools need to teach in order to help students succeed in today's world, equipping the individuals in future to address the challenges of real-life positions to maintain the progression of the world and turn it into an improved situation. The enormous changes in the global economy over the past decade are driving demand for employees who are skilled not only in the professional skills required by their chosen field but in a wider set of personal skills and skills, often referred to as skills of the 21st Century (Binkley et al., 2012; Casner-Lotto & Barrington, 2006; Duderstadt, 2010; Greenhill 2010; Male et al., 2010). These are in some cases alluded to within the instruction literature as "college and career status," "next-generation learning," and "more profound learning," among others (Pellegrino & Hilton, 2012). Such abilities – e.g., verbal communication, collaboration, polished skill, basic considering,

adaptability, and interpersonal aptitudes – are pivotal in the event that understudies are to integrate and succeed within the mechanical business market (Casner-Lotto & Barrington, 2006; Pellegrino & Hilton, 2012).

For the evaluation of the statistics on this research, these competencies have been divided into three categories: thinking talents, working capabilities, and social abilities: Thinking competencies are Critical thinking, problem-solving, choice-making, self-regulated learning, innovation and creativity, holistic thinking. Working competencies are Communications (verbal and written), management abilities, professionalism, leadership, data and communications technology (ICT). And Social abilities are Interpersonal relationships, collaboration, and teamwork.

Skill in the 21st Century is a skill needed at this time. The skill consists of 12 skills. These 12 skills are categorized respectively. Skills found in this list:

- 1) Learning skills (the four C's) teaches students about the mental processes required to adapt and improve upon a modern work environment. —Four Cs| need to be fully integrated into classrooms, schools, and districts around the country to produce citizens and employees adequately prepared for the 21st Century. Critical thinking: the highest level in work, let alone in business. Critical thinking is a way to find solutions to problems that students can do when they don't have a teacher or guidelines. The skills required are in line with the concept of education today, which is much more about ways of thinking that involve creative and critical approaches to problem-solving and decision-making (OECD, 2006). Creativity: adaptations made regarding a matter.

Creativity is thinking big that will produce new innovations— collaboration: how to cooperate. In the world of work, it usually takes a way to work in a team. This skill is very useful for working in teams. Communication: Talking to other people. Communication comes in many forms: verbal (sounds, language, and tone of voice), Aural (listening and hearing), non-verbal (facial expressions, body language, and posture), written (journals, e-mails, blogs, and text messages), and visual (signs, symbols, and pictures)

- 2) Literacy skills (IMT) focus on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the internet. First, information literacy understands facts, figures, statistics, and data. Second, media literacy, which understands the methods information is published. And Technology literacy is to Understanding the machines that make the Information Age possible.
- 3) In their life, students should have some elements to look at the intangibles of students. There are life skills (FLIPS). Take a look at intangible elements for a student's everyday life: Flexibility: Deviating from plans, Leadership: Motivating a team to accomplish a goal. Initiative: Strategies and plans on one's own. And Productivity: Maintaining efficiency in an age of distractions.

From all the skills of the 21st Century era, there are many kinds of skills that can be applied and should have for students. Each skill depends on the needs of the 21st Century in the Educational system.

1.7.2 Effective English Online Learning

In this 21st Century, teachers not only have to master the material they teach but also teachers are required to understand the needs of their students. Teachers must be able to understand their students. In learning English, the right strategy in learning can greatly help students in learning the lesson. Therefore, students must be able to know what strategies are suitable for themselves, and this is also confirmed by (Rahman 2015, p.287). It is important for students to understand the importance of using language learning strategies in the process of language learning.

The use of the right strategy can increase students' chances of achievement. However, not a few students are confused in determining which strategy is right for them to use. Therefore, the role of the teacher is very important to help students find the learning strategy that is suitable for them. Chang, as quoted by Rahman, argued that but some students reported that they did not even know there are strategies for language learning. Consequently, teachers should help students cultivate and raise their awareness of language learning strategies. Once students are aware of the advantages of using strategies in their language learning process, they will be willing to and appropriately employ these strategies to facilitate their English learning (2015, p. 287).

The right learning strategy can help the students themselves in understanding English learning, but in the midst of the COVID-19 pandemic, almost all learning is done online. Online learning, according to Victoria, quoted by Pujiono, stated that e-learning includes learning at all levels, formal and non-formal, which uses computer networks (internet and extranet) for the delivery of teaching

materials, interaction, and/or facilitation. It can be concluded that e-learning is learning that is carried out through the internet network (2016, p. 157).

In the pandemic era, online learning is the only method that can be used so that the teaching and learning process can still be carried out. However, e-learning itself has many shortcomings. Some of the shortcomings of e-learning, according to Pujiono, include that students are cool with the internet itself compared to the material provided, the learning process becomes individual so that students do not have social intelligence, knowledge from the internet does not provide a guaranteed Accuracy is dangerous for children who are less critical of what is obtained, and less professional use of the internet can be detrimental to the improvement of the ability of elementary school students who are manual such as handwriting, drawing, and arithmetic (p. 158). The emergence of problems like the one above makes learning not optimal, including in learning English.

E-learning has a level of effectiveness that is not too high. The shortcomings that have been stated above make the online learning process less optimal and effective. This non-maximization is also included in learning English. Employing effective online language learning strategies appears to be a key in achieving a successful outcome in online language learning (Kuama, 2016, P.59). Moving to online learning can require implementing effective practices for developing, funding and sustaining the vitality of course offerings (Daniel et al. 1, 2016). On the other hand, online learning can help some factors in students' response. Online learning can be effective in helping improve student response in the following learning. This is

because several supporting factors exist, including student confidence, student literacy, and student motivation (Husaini, 2020).

1.7.3 Criteria and Indicator of English Online Learning

Online learning is a method with criteria and indicators that support the learning process. Criteria and indicator of English online learning have advantages that must point to the good criteria of online learning. The advantages of online learning are numerous, with the first being convenience and flexibility. Online learning provides schedules flexibility because students can access it at any time and whenever they want, making it simple to use (Aldholay, Isaac, Abdullah, Abdulsalam, & Al-Shibani, 2018). Furthermore, it offers a diverse range of courses and degrees to choose from, giving students control over their study time. Students will be able to interact with a larger group of learners and communicate effectively, as well as have enough time to absorb the information (Aldholay, Isaac, Abdullah, & Ramayah, 2018; Aspillera, 2010). From that statement, not only flexible, the online learning can be able the effective communicate students to interact their self with enough time by surfing the information. The process of online learning cannot be separated from compatibility. Compatibility has a significant positive impact on actual usage, implying that the more users perceive online learning to be suitable with their needs, values, and lifestyles, the longer the duration and the greater the rate of their online learning usage. This is consistent with previous research (Ainin, Parveen, & Moghavvemi, 2015; and; Cheng, 2015). Similarly, it has been established that compatibility has meaningful effects on user satisfaction, which implies that the more users view online learning as matching their needs, values, and lifestyles, the higher the satisfaction in online

learning as meeting users' expectations, as well as the greater the perceptions that students made a good decision to make decisions based on online learning.

The criteria follow some quality of online learning. Each learning process has qualities of quality, as this statement about the quality of online courses. Sun, Tsai, Finger, Chen, and Yeh (2008) discovered that the quality of online courses has a strong, positive effect on learner satisfaction. Standards do not automatically lead to increased quality; rather, they should be viewed as a tool for Learning (Ehlers, 2006, 2011). Online learning standards should be transparent, open, adaptable, and extensible (Ehlers & Pawlowski, 2006). From the statement above, the standard of quality online learning can increase the quality itself to be successful online learning. Not only that, besides the advantages, compatibility, and quality of online learning or can be said e-learning. According to Elyas (2018), the characteristics of e-learning in tertiary institutions are as follows: e-learning using self-learning materials are stored on a computer and can be accessed by lecturers and students at any time and any place if the person concerned requires it. Lin and Lin (2015) support this opinion by stating that e-learning can be viewed as an innovative approach to providing well-designed, student-centred, interactive, and facilitating learning environments to anyone, anywhere, and at any time by utilizing the characteristics and resources of various digital technologies for learning materials. The supporting materials can be one of the important things in the online learning or e-learning process between teacher and students.

On the other hand, e-learning still has problems in implementing the processor using online learning. As expressed by Anza, Luthfi,

and Arfah (2019), after conducting research at one of the schools that had implemented electronic learning, they discovered that it was still not optimal. There are some fundamental issues that have arisen, such as the school being unaware of e-learning, failing to design a good learning approach, failing to provide training, and a lack of IT savvy among teachers and academic staff. Besides that, by implementing e-learning, learning can be done at any time, from any location, and in any condition. Furthermore, learning materials are available to anyone, including teachers and other school students, as well as all stakeholders, with the hope that this learning model will continue to develop Clover (, 2017). Plus-minus can be the criteria of English online learning, which can be an indicator of how the output and process of online learning succeed or not.

1.7.4 Principles English Online Learning

English online learning also has principles. In this part, the concept of online learning can be understood more deeply. How are the principles of online learning? Is it a simple or complex explanation? Online learning, also known as E-learning, is not a new concept. This concept has long existed and is used by the majority of the world's most prestigious schools and colleges. According to Abou El-Seoud et al. (2014), e-learning is a learning concept that uses a web that is connected via the internet or intranet to connect teachers and students. Actually, the concept of online learning e-learning in the past. Transformation of e-learning (electronic learning) to online learning, because now the concept should be connected online to the internet. According to Elyas (2018), the requirement to develop e-learning is to use a simple principle that is to facilitate students in

utilizing existing technology and menus, with ease on the provided panel, the learning time of participants will be more efficient.

Not only that, the principles of online learning should be supported by some aspects. Bloom (1956) explained in Kasenda, Sentinuwo, and Tulenan (2016) that aspects of learning must not be separated from the three points inherent in a child's self, namely the realm of thought processes, values or attitudes, and skills. It is possible to conclude that the use of any learning, particularly online learning, must still see some issues. Thought processes, values or attitudes, and skills are points that must give attention to in online learning.

1.7.5 The Nature of English Online Learning

The nature of online learning is the main understanding of what is the meaning of online learning. Online learning has many tools that can be the main factors of technology as the mobilizations of process online learning. It is possible to plan learning opportunities that are productive, engaging, and enjoyable for students and teachers by considering the benefits and drawbacks of newly available instructional technology tools and implementing some creativity (Bailey et al. 1, 2021). The implementation of creativity in technology has some support from the learners themselves. That is explained by the previous research. The intrinsic initiative, determination, and adoptive skill that allows learners to focus on how they formulate modify, and sustain specific learning practices in social as well as independent contexts is what measures self-regulated and collaborative learning in second language acquisition (Saeed and Ghazali 2017). 2002, Zimmerman.

Although relevant literature has previously stated that online learning is a future trend (Shih et al., 2008; Smith & Ferguson, 2004), this is the first time that learning methods have been incorporated into a large number of the pandemic. Online learning is the trend that is the only method used now. High school students are increasingly taking online courses. The online environment may provide advantages. For students in schools with a limited number of course offerings, the online environment can provide greater access to curricula (Hart et al., 2019). The another way to understand the materials in school, now the students of senior high school level take the online courses. Online learning, despite its sudden popularity due to the pandemic nowadays, is not at all a new concept. It is defined as learning conducted from a distance and assisted with such electronic devices as laptops or smartphones requiring an internet connection (Gonzalez & Louis, 2018). The focus is on understanding online learning now, learning from a distance with an internet connection by smartphone or laptop.

It can be said that online learning is one solution method in teaching and learning to implement the classroom process and supported by the opinion from the previous study. Online Education is one of the solutions that instructors can implement in the classroom (Czaplinski and Fielding, 2020, Jeganathan and Fleming, 2020). Indeed, another researcher said that online learning is the only option for teaching and the learning process. Online learning is the only option for continuing the teaching and learning process. All levels of education are competing to use this alternative, beginning with the most basic, such as enabling WhatsApp features such as chat, video, and file attachment (Sunarto,2021). Therefore, the nature of online

learning today is one of the trends and alternatives that are the one option to success in the teaching and learning process.

1.8. Previous Studies

Some studies have been discussed on the particular issues related to online learning activity in the 21st Century. The studies talk about ELT in EFL online learning, online learning progress, MALL for EFL learners in speaking and listening, online instructors for the students, listening strategies in online learning and the advantages of listening in online learning methods. The first previous research comes from (Rojabi, 2020). In English Language Teaching, EFL lecturers provide the learners integrated skills, namely; listening, speaking, reading, and writing, by implementing various methods or strategies to increase the students' motivation and involvement in the teaching and learning process. At university, the English language teaching aim is to improve the student's language skills, both oral and written. There are various methods that EFL lecturers may exploit in the classroom based on the students' character and students' needs. The methods provide them with an engaged learning process, improve their language skills as well as develop their critical thinking skills. One of the effective methods is by exploiting online learning.

The second previous research is about online learning for the learning progress of the students. Online learning supports the learners' autonomy and enhances self-discipline for their learning progress (Zayapragassarazan, 2020). In sum, online learning is designed to encourage the student's participation, motivation, self-discipline, and learners' autonomy in an online learning environment—the third previous research related to MALL (Mobile Assisted Language Learning). The integration of English-learning applications could enhance EFL learners' learning experience. Their improvement is primarily manifested in positive attitudes and increased

willingness to participate in MALL activities. The use of language-learning applications may play a facilitative role in improving EFL learners' listening and speaking abilities. Although the students in the study did not make any significant progress in speaking ability, their attitudes toward the usefulness of MALL tasks became more positive to a certain extent Ibáñez Moreno and Vermeulen (2015). Noted that the use of such applications positively affected EFL teaching because they offer flexibility, which enables learners to personalize their learning process (Qi, X. U. 2020).

Not only MALL that is related to the online learning instructor to the students when online class is important. These online instructors also identified the need to engage their students, which can be accomplished by utilizing e-mails and online discussion boards, responding promptly to discussion questions, encouraging students to share their backgrounds and work experiences, and conducting meaningful small group projects. To achieve these objectives, they suggested online instructors be good organizers (Sun, A., & Chen, X., 2016 p.166). When the instructor has discussed the previous study, on the other hand, the strategies in listening can give the effect to the typing skill itself. Type of learning that can provide high achievement within the students and to determine whether there is any significant difference in metacognitive awareness listening strategies students used in learning listening online and learning listening in a traditional classroom (Hassan, Abiddin, & Yew, 2014).

In fact, online learning can be effective if the advantage or benefit of the learning process can cover the students' needs. Last previous study showed the advantages of listening to online learning. The advantage that students feel with online learning is that they can listen at home, they are not limited by the place, they can listen anytime, anywhere, and they are not limited by time or space grouped into comfortable, educational themes.

Environment, utilization of free time, network instability, the voice of lecturers and teaching materials are not synchronous. They cannot take classes when the wifi is not connected and the concentration is reduced (Fatoniah, Nurkhyatic, Nurdiawatid, Fidziahe, S., Irawanh, & Azizik, 2020). Listening is a complex activity that involves several factors. L2 learners coming from rural backgrounds and lack exposure to the English-speaking atmosphere find challenges when they are introduced to listening activities.

The previous study has a good finding to be the inspiration and example of research about related issues in online learning. Each part has different results and conclusions. However, this research wants to discuss different things. The previous study has not discussed the needs for effective online learning in listening, especially in senior high school. Because of that, this research can be something new in the study of online learning.

1.9. Frame of thought

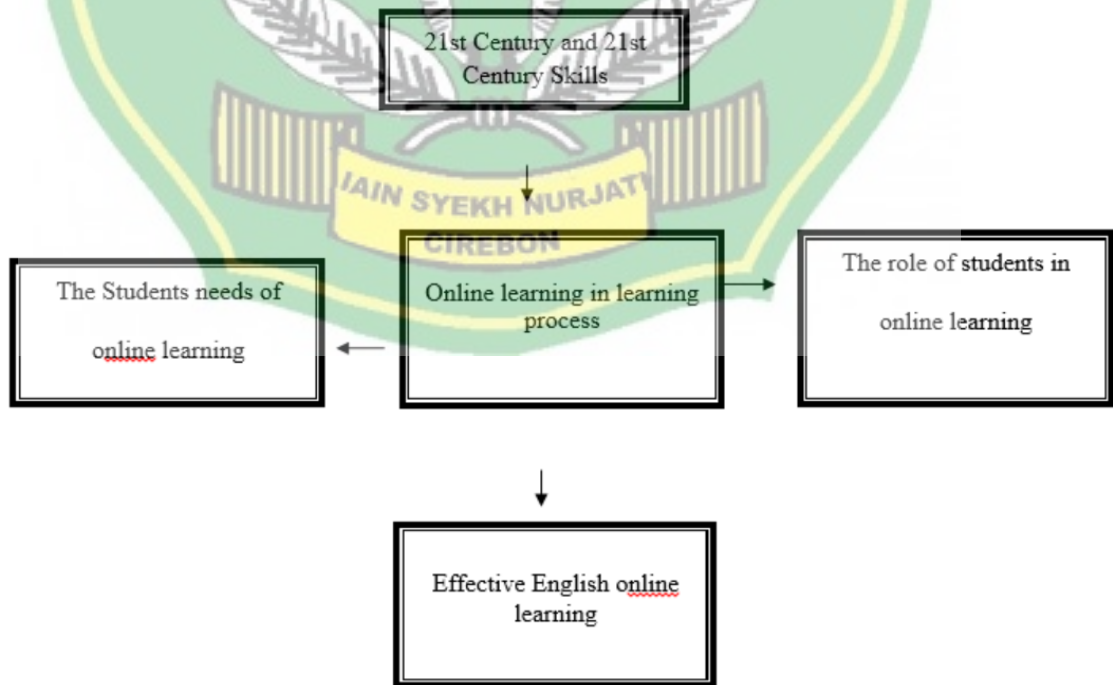


Figure 1.1 Frame of Thought

21st Century learning is the main support in the English learning process today. 21st Century Skills have important properties in building online learning. The online learning process cannot be effective if each supporting component does not cover learning itself. The 21st Century and online learning are the discussions in this research. This research will analyze online learning in English learning in the 21st Century, especially in the learning process, and secondly, the researcher will analyze the needs of online learning that support the learning process. And also, the role of the students in online learning can be discussed to show what the needs are in this learning itself. Lastly, the researcher can get the results of many principles that can be applied to the students for effective online learning. In the end, the results come to the needs of students in online learning to get effective online learning in the 21st Century.

1.10. Research Method

This research uses a qualitative approach to understanding the perceptions, beliefs and feelings of the respondents regarding online learning context through interviews and questionnaires. The use of a qualitative approach because the data is about theory and not the number also makes this method more easily applied by the researcher. The respondents will be students at a state Senior High School level in Cirebon, in West Java. There are the steps of the method of this research: (a) Identifying a research topic or focus, (b) Conducting a review of literature, (c) Defining the role of researcher, (d) Managing entry into the field and maintaining good field relations, (e) Selecting participants, (f) Writing foreshadowed questions, (g) Collecting the data, (f) Analyzing the data, and (g) Interpreting and disseminating results—the steps of the method of the research adopted from Lodico (2006).

1.10.1 Research design and steps of the research

The steps in the current study are adapted from Lodico, Spaulding, Voegtle (2006) and Nashruddin and Mustaqimah (2020). There are two stages in the study:

Stage 1 (Answering research question no. 1)

- 1) Identifying a research topic or focus
- 2) Conducting a review of the literature (critical literature review)

Stage 2 (Answering research question no. 2)

- 1) Selecting participants
- 2) Writing foreshadowed questions
- 3) Collecting the data
- 4) Analyzing the data
- 5) Interpreting and disseminating results

Based on the first research question, the researcher will use the Critical literature review to answer the first research question. The question is about the principles of effective English online learning in the 21st Century. The reasons why the researcher use that the method for the first research question is first because the study area is a new field, second Because of its novelty, there are a lot of fresh research data, which can present existing information, and the research question can be able to answer by the critical literature review because still discuss the principles.

The critical literature review has the guideline for the time of publishing journals and books. For the discussion about principles and effectiveness, that should be about ten years before 2021. The qualifications because that theory of nature principles and nature is still older. Different with a discussion about online learning and 21st-century are novelty theory now. The discussion about online learning

and the 21st Century should be about five years before 2021. While the second research questions, the researcher will use the interview method that the result can be able to use to answer the question. The reason why the researcher uses the interview is that the real data of the answer that will be the response of the respondent can be the data. The data of response by the respondent is data real to know how the students need in English online learning in the 21st Century.

1.10.2 Source and type of data

The type of data on the research was; literature review, interview transcript, field note, and documentation – photo, video, and report of the programs. The researcher shall take the sample on the basis of purposive sampling. The sources of data conducted this research in Cirebon. The subject of this study is the students of senior high school level with all fields, there are senior high schools, vocational high schools and Islamic high schools. The level chose it because in this level the students are transitioning from pedagogical to andragogical style of learning. Because of that the students are more expert and understand how to operate the online learning process.

1.10.3 Data collection techniques and instruments

The researcher collected the data in two steps: data collection, primary and secondary. Sugiono (2008, p. 255) claimed that primary data is data which can give valuable information directly. The primary source came from the data by interview conducted by interviewing the students of senior high school level. Creswell (2012, p. 14) claimed that “the interview format is a general genre or design, there are numerous specific interview methods that include, but are not limited to, structured interviews, semi-structured interviews, in-depth interviews, focus group interviews, and oral history interviews”.

In addition to this research, the researcher used a semi-structured interview. The results of the interview inform the finding of the research. The secondary data were taken by document collection. The document collection is done by gathering documentation data taken from the process of the interview. Besides that, researchers took data from journals, books, and articles.

1.10.3.1 Critical literature review

Searching for the data has many methods that can be applied in the research. One of them is critical literature review. This method can be the choosing to find the result to answer the question or problem of the research. According to (Nashruddin and Mustaqimah, 2020) Critical literature review is a method employing a systematic review design. Systematic of the steps or rules in literature review to manage the data are many methods. One of them is the method by PRISMA 2009 checklist. The methodology involved two stages adhering to PRISMA 2009 checklist (Liberati et al., 2009) as cited by (Jayachandran et al., 2021). The first stage was the creation of a database via an article search and secondly an appraisal of the selected articles.

Research articles included are relevant to the concept of interest. The keywords or combination of different terms used were principles, effective, English, online, learning and 21st Century. The concepts and related sub concepts were reviewed for definition clarity. The central themes addressed in this review are definitions of clarity of the concept of principles, English, learning and their applied in English online learning. The strategy of search articles is search combinations were performed using AND, OR and NOT.

The results were restricted to English, and the publication year was limited to 2006- current (Jayachandran et al., 2021).

Inclusion criteria	Exclusion criteria
1. Dental/ Implants related articles. 2. 2006- current. 3. English. 4. Predominantly qualitative.	1. Reviews, systematic reviews and literature reports and summaries of published articles. 2. Quantitative articles. 3. Pseudo qualitative. <ol style="list-style-type: none"> a. Studies that say qualitative but are not. b. Observation (of material properties, of implant survival, comparison of test and control groups, of mucosal changes). c. Quality of materials/ implant treatment. d. Interview studies to collect survival or success or pain or satisfaction with treatment. 4. Non-human. 5. Material Studies.

Table 1.1 Criteria for articles selection

1.10.3.2 Interview

As say before by the researcher, the second research questions, the researcher will use the interview method that the result can be able to use to answer the question. Instrument data may be augmented with open-ended observations, or census data may be followed by in-depth exploratory interviews (Creswell, 2010). Interviews may be used to gather the information that disappears in observation (Alwasilah:2012). The researcher conducts two method for do interview. There are face-to-face and interview with participants and virtual meeting by google meet for the media. These interviews

involve semi-structured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants Creswell (2012, p. 308). Additionally, this research uses an interview protocol for two teachers and six students as respondents.

In addition, the other tools used by the researcher are note book, tap recorder and documentation. The interviews will be informal conversational interviews. Both of them will be given to students of senior high school level in Cirebon.

1.10.4 Data analysis technique(s)

The data analysis of the research adopted from Lodico. et.al (2006), the researcher follows the steps below: 1) the researcher prepares and organizes the data collected from interviews and documents. Recorded data from the interview would be fully transcribed. The frequency and percentage would be used to analyze in order to obtain descriptive statistics from data collected by interviews and documentation. 2) Then, the researcher makes coding data into categories in interpreting the respondents.

Lodico (2006) stated that coding is the process of identifying different segments of the data that describe the related phenomenon and labeling these using board category names. This code conducted to make the data easy to read. So, coding the data as what Lodico stated that the researcher will be adopted this way to analyze this data research.

1.11. Research timeline

No.	Activities	Month											
		January				October				September			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparing research proposal												
2	Instrumental development of research proposal												
3	Instrumental try out of research proposal.												
4	Revision of research proposal												
5	Planning the critical review > Select keyword > Select the data (Journal)												
6	Sorting journal, articles and thesis. > Detailed Review > Grouping the result of review												
7	Making data conclusion												
8	Asking agreement to the respondent												
9	Conducting interview												
10	Analyzing data from interview												
11	Sorting data from interview												
12	Making data conclusion												
13	Finalization of research												

Table 1.2 Research Timeline