

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with some previous research findings, some pertinent ideas and theoretical framework that includes definitions of perception, motivation, Online Learning, English Learning, and Covid-19 pandemic.

1.1 Previous Research Findings

Many researchers have reported to investigate the effect of Online Learning. Some of the researchers' findings are concisely described below:

Ermawati,(2017)investigated the perceptions of fifth-semester students of English Education Department IAIN Salatiga about efficient application used in online learning and the most efficient application used in online application during the midst of Covid-19 pandemic.The research was qualitative research. The subjects were thirty of fifth-semester students of English Education Department IAIN Salatiga.Questionnaire, interview, and documentation were used to collect the data. The data were analyzed and interpreted through qualitative procedure. The researcher analyzed the data using three concurrent flows including data reduction, data display and drawing conclusion/verification. The researcher used data triangulation to validate the research data. The findings indicate that the students have positive perception about efficient application used in online learning during the Covid-19 pandemic. Based on the results, it shows that the application used in online learning during the midst of Covid-19 pandemic was efficient because the application becomes alternative way to conduct learning activity from home.While in students'

perception on the most efficient application, almost all of the student respondents said that the most efficient, comfortable and economical application to use during the pandemic is WhatsApp application.

Agung & Surtikanti, (2020) presented Students' Perception of Online Learning during COVID-19 Pandemic. The current study is a collective case study consisting of analysis of survey on students' perceptions of their online learning during the pandemic. The subjects were Sixty-six students of English Language Education Study Program at Pamane Talino College of Education (STKIP Pamane Talino). This collective case study involves the analysis of the survey on the students' perceptions of online learning during the pandemic COVID-19. Those students' perceptions were described narratively. Data of this study was collected through the analysis of students' perceptions, based on their personal experience during online learning. The questionnaire was designed based on the construct of perception theory. The questionnaire was distributed and collected in the form of Google Form with a combination of close and open-ended questions. Close-ended questions were used to obtain the percentage of the analyzed topics. Meanwhile, open-ended questions are used to gain the students' perception regarding the topics on the implementation of online learning. The received responses were calculated, analyzed, and described based on their topics. The study identified three major obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino: the first is availability and sustainability of internet connection, the second is accessibility of the teaching media, and the last is the compatibility of tools to access the media. The result of the current study suggests that accessibility is still the major factor

influencing the success of online learning. Online learning for English Language Education Study Program at STKIP Pamane Talino, and potentially Indonesia in general, requires some more friendly platforms so that students' participation can be increased. This is especially for students who reside in rural areas with limited internet connections and other support systems.

Hidayat, (2020) conducted research to investigate students' perceptions and motivation of the use of e-learning during covid-19 quarantine in accounting department at Pamulang University. The research is an ex-post facto study conducted in accounting department at Pamulang University. Variables in the research consist of independent variable and dependent variable respectively namely students' perceptions of the use of e-learning during covid-19 quarantine and e-learning motivation during covid-19 quarantine. Data obtained from questionnaire about students' perceptions and e-learning motivation during covid-19 quarantine are analyzed quantitatively. In first categories, it can be seen that there are 45 respondents (5,9%) choose strongly disagree, 66 respondents (8,7%) choose disagree, 185 respondents (24,3%) choose neutral, 259 respondents (34%) choose agree, and 206 respondents (27,1%). As a result, it can be concluded that most students agree that Pamulang University e-learning website is easy to use. Until the overall calculation shows moderate result. Based on the result of questionnaire shows that students' perceptions of the use of e-learning during covid-19 quarantine is medium. Students' perceptions of the use of e-learning during covid-19 quarantine in accounting department at Pamulang University is in medium category.

Nasution & Ahmad, (2020) which conducted a study about student perceptions of online learning during the Covid-19 pandemic. The purpose of this study is to find out how students' perceptions of online learning have been implemented and the factors that influence these perceptions. The research method used is an online survey using Google Form. The number of students who became the source of research data was 216 students from 7 study programs in the Tarbiyah department at IAIN Takengon. Questions about student perceptions are arranged by adjusting the conditions of online lectures, which consist of 12 questions that will describe how students' perceptions during online lectures have been held for one semester with 16 meetings. The questions will explore students' perceptions about online learning's suitability with the Covid-19 pandemic conditions and whether online learning can help the lecture process. The results showed that students' perceptions of online learning were not very good; this was caused by several factors, such as poor internet access, burdensome internet quota, difficulty communicating with lecturers, so students were not ready to use applications when online learning was carried out. There needs to be much improvement in the online learning system implemented; this indicates that universities are not ready to carry out online lectures.

Rifiyanti, (2020) examined the learners' perceptions of online English learning during the COVID-19 pandemic. The study used a descriptive method by surveying 108 students from Management and Informatics programs of Institut Bisnis & Informatika Kosgoro 1957 (IBI K57). The data were collected through questionnaires by instruments consisting of learners' perceptions about the effectiveness of learning English online, the accessibility of internet during English online learning, the

technical performance of lecturers to teach English online, and the level of difficulty of language skills to learn online. The validity of the questionnaire was tested by using expert opinions. The results of the study indicated that shifting face-to-face learning to online learning particularly for English classes is also an effective way during the pandemic, the accessibility of the internet in online learning, it is an important factor should exist during learning activities, the students assumed positively that most lecturers know how to teach English online learning by using online platforms used in IBI K57, and the learners perceived that listening section is the most difficult skill to learn in online English class. The study implied that online learning is an important alternative way to help teaching and learning in the situation of the pandemic, it considers using proper technology, quality, and instructors' competence to enhance and to encourage learners engaged in online learning environment.

Wijayanengtias & Claretta, (2020) checked student perceptions of online learning during the Covid-19 pandemic. This study aims to determine the perceptions of students in Surabaya about online lectures when the COVID-19 pandemic. The Surabaya study is a research location because Surabaya is the second largest city after Jakarta which has the highest COVID-19 case in East Java Province. Researchers use the theory of Kenneth K. Sereno, Edward M. Bodaken, Judy C. The method used is qualitative. The informants in this study were active students at the 10 best universities in East Java according to Kemenristek Dikti. In addition to using interview techniques, researchers also made observations on the 10 university's official social media accounts. As a result, students in Surabaya perceived that online

lectures during a pandemic were good enough to reduce the spread of the corona virus. But in its implementation, students feel less satisfied with several aspects, one of which is the online learning support facilities provided by the campus such as the internet quota, even though the intensity of the assignments is greater than face-to-face lectures.

Based on the previous findings above, it can be concluded that online learning during Covid 19 pandemic could bring positive and negative impacts. It all depends on the media and method used by the teachers. So, the researcher conducted a research of students' perception of English Online learning during COVID 19 pandemic and the researcher investigated in different situation and different level. One of the reasons why the researcher has chosen different level was there has been a lot of research conducted at the University while in University there are lecturers used online learning. Pandemic made students had to study at home by online or E-Learning. So, they had no choices and they also had to accept it.

1.2 Theoretical Background

2.2.1. Perception

a. The Definition of Perception

In a real life, every people have different opinion in judging something. The way of judging something by their opinion is welcome as perception. Lindsay and Norman (1987:) stated that perception is the process by which organism interpret and organize sensation to produce meaningful experience of the world. Moreover, perception is a cognitive process where in an individual collects, organizes and interprets data from the environment to obtain a meaning from it. Furthermore,

Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

From the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained. Perception includes the five senses; touch, sight, sound, smell, and taste. It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent.

b. Types of Perception

Some of the main types of perception include:

- Vision
- Touch
- Sound
- Taste
- Smell

c. Perception Process

According to Qiong (2017:18) there are three stages of the perception process, as follows:

1) Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

2.2.2. Strength and Weakness

Everyone will remember what happened at the beginning of 2020. With countries terminating flights and closing their borders, hardly could we believe it would be the same over one year after. Online learning has become an integral part of every student's life. With hours spent in front of the screen, remote education provides numerous challenges. However, the other side of the coin exists, which has opposite to bad taste recordings thoughts regarding online learning. Many students

find distance education a powerful tool, which allows them to study and even work under one roof. We have researched the subject thoroughly and are ready to present the most predominant strengths and weaknesses of online learning.

Strengths are defined as character traits or skills that are considered positive. Strengths include knowledge, attributes, skills, and talents.

Weaknesses are just the opposite. Weaknesses are defined as character traits or skills that are considered negative or not as well developed. Weaknesses include blind spots, poorly developed skills, or problematic personal behaviors.

2.2.3. Online Learning

a. Definition of Online Learning

Online learning is an education that takes place over the Internet. It is often referred to as 'e-learning' among other terms. However, online learning is just one type of 'distance learning' - the umbrella term for any learning that takes place across distance and not in a traditional classroom (Stern, 2018:1). The online learning system is different from traditional learning. The main thing is that in online learning, learners and teachers do not meet in person. The strategies and challenges are also different. Besides, online learning requires an interactive telecommunication system to connect both the educator and the learners and the various resources required within it. Because specifically, online learning is education that uses internet-based technology. In this situation, educators are required to have technical skills in the field of technology to be able to teach online as well as the learners. The learners must also be prepared to learn to use technology applied in their respective institutions. In the university environment, online learning is not a strange thing,

because on several campuses this kind of learning interaction model has been widely used.

Furthermore, to run effective online learning, the role of educators is very important. Certain competencies are needed to engage in an online classroom. The competencies are needed including communication skills, technological competence, provision of informative feedback, administrative skills, responsiveness, monitoring learning, and providing student support (Roddy, et. al., 2017: 3)

b. Models of Online Learning Courses:

√ Wrap around Model:

This model of online-learning relies on study materials, which may comprise online study guides, activities and discussion “wrapped” around existing previously published resources such as textbooks or CD-ROMs etc. This model represents a resource-based approach to learning, as it seeks to use existing material that is relatively unchanging and is already available online or offline. Such courses, once they are developed, can be taught or tutored by persons other than the course developers. Collaborative learning activities in the form of groupwork, discussion among peers and online assessment are the requirements of the course.

√ The Integrated Model:

This model is closest to a full online-learning course. Such courses are often offered via comprehensive learning management system. They comprise availability of much of the subject matter in electronic format like opportunities for computer conferencing, small group-based collaborative online learning activities

and online assessment of learning outcomes. For the moment though, some of the subject matter content may be best assessed offline in already published textbooks and other sources. The learning and teaching in these courses takes place in computer conferences, in which the prescribed readings and the assigned tasks are discussed. Much of this learning and teaching activity is fairly fluid and dynamic as it is largely determined by individual and group activities in the course. To some extent, this integrated model dissolves the distinctions between “teaching and learning” in favor of facilitation of learning.

c. Benefits of Online Learning

Why online distance learning and why now? Online distance learning meets the needs of an ever-growing population of students who cannot or prefer not to participate in traditional classroom settings. These learners include those unable to attend traditional classes, who cannot find a particular class at their chosen institution, who live in remote locations, who work full-time and can only study at or after work, and those who simply prefer to learn independently.

The minimum requirement for students to participate in an online course is access to a computer, the Internet, and the motivation to succeed in a non-traditional classroom. Online courses provide an excellent method of course delivery unbound by time or location allowing for accessibility to instruction at anytime from anywhere. Learners find the online environment a convenient way to fit education into their busy lives. The ability to access a course from any computer with Internet access, 24 hours a day, seven days a week is a tremendous incentive for many of today’s students.

Some of the main advantages of online learning include:

- Convenience: 24/7 access from any online computer; accommodates busy schedules; no commuting, no searching for parking.
- Enhanced Learning: Research shows increased depth of understanding and retention of course content; more meaningful discussions; emphasis on writing skills, technology skills, and life skills like time management, independence, and self-discipline.
- Leveling of the Playing Field: Students can take more time to think and reflect before communicating; shy students tend to thrive online; anonymity of the online environment.
- Interaction: Increased student-to-teacher and student-to-student interaction and discussion; a more student-centered learning environment; less passive listening and more active learning; a greater sense of connectedness, synergy.
- Innovative Teaching: Student-centered approaches; increased variety and creativity of learning activities; address different learning styles; changes and improvements can translate to on-ground courses as well
- Improved Administration: Time to examine student work more thoroughly; ability to document and record online interactions; ability to manage grading online.
- Savings: Accommodate more students; increased student satisfaction = higher retention and fewer repeats.
- Maximize Physical Resources: Lessen demand on limited campus infrastructure; decrease congestion on campus and parking lots.

- Outreach: Give students options; reach new student markets; appeal to current students thus increasing enrollments.

According to Indrakusuma and Putri (2016:6) there are three benefits of Online Learning which are explained as follows:

1) Cost efficiency

Online learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also physical facilities to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.

2) Flexible

The Online learning gives flexibility in choosing the time and place to be able to access the trip.

3) Learn to be independent

Online learning provides opportunities for students to independently hold the entire procession in the learning process.

2.2.4. English Learning

Learning English as a foreign language, especially in a formal context, leads the students to have their own strategy in order to achieve the objective of learning. Humans need to learn language to convey their intension or opinion to others in a community. Their ability to communicate clearly and fluently to other refers to language performance. In order to use language well, we have to master the language competence. Language competence covers some skills and components. In language learning, there are four skills: listening, speaking, reading, and writing. As stated by

Morrow in Demirbas (2013:108), receptive and productive skills are the combination of four skills – listening, reading, speaking, and writing skills. Therefore, we can divide the language skills into two types. First is receptive skill. It is a term used for reading and listening skills where meaning is extracted from the discourse. The components in language include several things, such as: lexical, phonological, semantic, syntactic, pragmatic and grammar. All of those components should be mastered so that we can use language well and can be understood by others

Lorincz and Gordon (2012:1) stated that the learners cannot depend on propositional knowledge from their first language. If learners do make assumptions of semantic equivalence between the first and second languages, it often results in propositional error. The second language learners often find difficulties in using English prepositions because there are differences in their first language and English prepositions. They have to learn the new form and master all the prepositions. It makes learners get confused between their first language rule and English.

Based on explanation above it could be concluded that Learning English is what people do when they want to use the English language. In language learning, we often talk about language skills and language systems. Language skills include: speaking, listening, reading, and writing. Language systems include vocabulary, grammar, and pronunciation.

2.2.5. Covid-19 Pandemic

The COVID-19 pandemic has led to a dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems and the world of work. Yuliana (2020:6) stated that COVID-19 is a new viral infection that infects

the respiratory tract. We all have been affected by the current COVID-19 pandemic. However, the impact of the pandemic and its consequences are felt differently depending on our status as individuals and as members of society. While some try to adapt to working online, homeschooling their children and ordering food via Instacart, others have no choice but to be exposed to the virus while keeping society functioning. Our different social identities and the social groups we belong to determine our inclusion within society and, by extension, our vulnerability to epidemics.

Abidah et al, (2020:39) described that Covid-19 pandemic is an obstacle or a test for all nations. A test that we face to be able to take lessons and solutions from every test. As a big nation, Indonesia has succeeded in providing solution for education by providing online education services. Online/ distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access / learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including learning. Thus activities that cause direct contact to be reduced so that this virus does not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus.