

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter present and discusses (1) Definition of Perception, (2) Language Learning (3) Definition Online Learning, (4) Media of Online Learning

A. Definition of Perception

According to Qiong (2017:18) stated that “perception is a process experienced to achieve awareness or understanding of sensory information”. 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 process”. The process does not just stop, but the stimulus is continued and the next process is the process of perception. So, from the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

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. This stage, the environmental stimulus turns into a meaningful experience.

2. Organization

The second stage 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 of this stage. First, the organizing process provides the structure of human perception. The 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 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.

There are two dimensions of perception. First, the physical dimension of perception the mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated. The second, the psychological dimension of perception. The peoples provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes, or motives of people (psychological dimensions) and not the sense organs (physical dimensions) that determine what stimuli will attract people's attention and therefore accept the meaning.

B. Language Learning

Schunk (2012:3) defined that “learning as a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and certain capacities”. Furthermore, Schunk (2012:346) also sees that “student learning begins with the knowledge and skills brought to the situation, which is developed and refined as one of the learning functions”. According to Oroujlo and Vahedi (2011:994) stated that “language, especially English, is accepted as the key to success in life if fluency in English is well mastered”.

English is an important instrument in fields including scientific communication, business, cultural exchange, political matters, etc. Furthermore, Delahunty and Garvey (2010:7) stated that “language is the main communication medium between students and teachers and 14 between students and textbooks in educational facilities”. Students who study English as second language workers will have difficulty doubling because English is simultaneously both their educational facilities and objects. From the

explanation above, it can be concluded that learning will provide experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

C. Online Learning

1. Definition of Online Learning

According to Naidu (2006:1) stated that “Online learning is a teaching and learning system that uses information and communication technology”. Online learning educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore, Indrakusuma and Putri (2016:2) defined that Online Learning is “an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system”.

Through Online learning, the material provided to students can be accessed anytime and from anywhere. Besides that getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20). From the explanation of the experts above, it can be concluded that Online Learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

2. Characteristics of Online Learning

According to Rudi and Riyana (2007) as quoted in Indrakusuma and Putri (2016:5) defined that there are four characteristics of Online Learning which are explained as follows:

- a. The attractiveness of students to learning material does not depend on the learner, because students construct their knowledge through teaching materials delivered through the web site interface.

- b. Knowledge sources are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.
- c. Learners or educational institutions function as mediators or mentors.
- d. Obtained from a restructuring of education system policies, curriculum, and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish Online Learning from conventional learning activities. In Online Learning, students' comprehension of learning material no longer depends on the teacher or student, because students process their knowledge through teaching materials delivered through the Online Learning application interface. In Online-Learning too, knowledge sources are scattered everywhere and can be easily accessed by everyone.

3. Benefits of Online Learning

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

- a. 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.
- b. Flexible the e-learning gives flexibility in choosing the time and place to be able to access the trip.
- c. Learn to be independent Online Learning provides opportunities for students to independently hold the entire procession in the learning process.

4. Advantages and Disadvantages of Online Learning

a) Advantages of Online Learning

According to L. Tjokro (2009) as quoted in Indrakusuma and Putri (2016:7), there are advantages from the application of Online Learning as follows:

- 1) Easier to absorb, It means that Online Learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.
 - 2) More cost-effective, It means that, online learning does not need an instructor. There is also no need for a minimum audience. So it can be anywhere.
 - 3) More concise, It means that, learning online learning does not contain much class formalities, directly into a subject, subjects as needed.
 - 4) Available 24 hours per day. It means that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.
- b) Disadvantages of Online Learning

According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016:7), there are disadvantages from the application of online learning as follows:

- 1) Lack of an interaction between teacher and student or even between students themselves.
- 2) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of a business or commercial aspects.
- 3) The teaching and learning process tends towards training rather than education itself.
- 4) The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).
- 5) Not all internet facilities are available in all places.
- 6) Lack of a human resource that understands the internet.
- 7) Lack of mastery in computer language.

- 8) Access to an adequate computer can be a problem for students themselves.
- 9) Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).
- 10) Availability of an infrastructure that can be fulfilled.
- 11) The information varies in quality and accuracy so guidelines and feature questions are needed.
- 12) Students can feel isolated.

D. Media of Online Learning

1. Edmodo

There are several different ways to help with developing students' learning outcomes, but implementing online tools is one of the best choices. Sharon et al (2011) stated that "online learning media is not only for information access but also helps students with specific results to achieve the goal". Another advantage of implementing online learning is that teachers can control the students to study independently. Besides that, students can access online learning from everywhere they want to get the information (Drachsler, 2010).

According to Alebaikan (2010) stated that "Edmodo as blended learning has been implemented with various designs and has shown a considerable positive effect on the learning process". This is due to many students' inherent interest in all things technological learning. A lot of students have a fascination with any new tool that can simplify a basic task such as writing. Using online tools might help students to improve their writing skills.

Edmodo is an online learning environment that is an interactive process where the student is assisted by others to acquire knowledge or skill that cannot be acquired without assistance now. Through Edmodo, educators and students can share notes, links, and documents. Educators also can send alerts, events, and tasks for students and may decide to send something in a timeline that can be viewed by the public. Also, Edmodo

as online learning can benefit the students by promoting their self-regulated learning in several ways. Having access to language-related resources and tools available through Edmodo, the learners can choose and work with materials in line with their preferences and goals at any time and from any place.

By using Edmodo as the extension of the face-to-face interaction, it is expected that students can improve their English proficiency in a provided length of time since it will increase the contact hours among students and teachers and facilitate peer feedback among students, which may create a productive learning environment for them (Dewi, 2014). It arises from the idea that the focus of cognitive change of an individual is created the individual mindset after the intervention of this technology tool. Students are actively involved in preparing for their classroom lessons, and a sense of excitement for learning builds among themselves and the teacher during this early stage of the unit (Dobler, 2012). Thinking of how to control the large class in the teaching and learning process, Edmodo also can easily overcome this situation. Minh (2014) emphasizes Edmodo as the better way of management of a large-sized class, an easier and more effective method of assigning homework, a more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion.

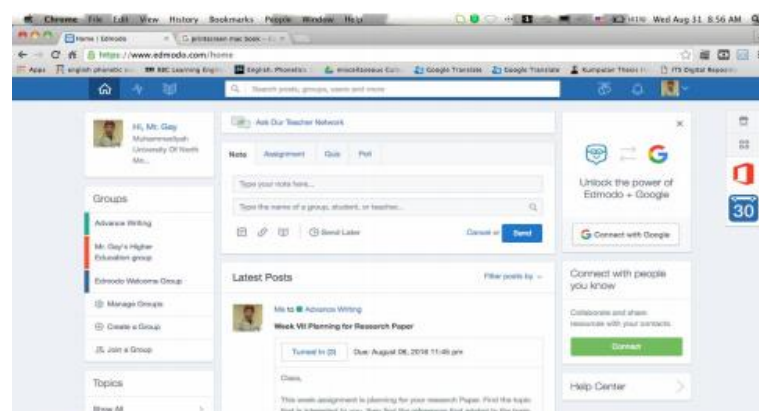


Figure 2.1. Layout of students' work at Edmodo

2. Zoom

Quality assurance of learning and teaching processes is very important for any educational institution to sustain its progress. For academics, it's also important to deliver high- quality learning methods (Dekkers, Howard, Adams,& Martin, 2014). Modern technology has provided vital assistance to achieve the required standard of quality of learning tools. student satisfaction rates indicate that tutorial sessions with “Zoom” technology have influenced the achievement of a higher satisfaction score.

Student feedback in the year 2017 said that Online “Zoom tutorial sessions provided good interactive help”. Another important key parameter is the number of questions posed in the Q&A Forum over 2016 and 2017. In 2016, the same course was offered without Zoom and the number of questions asked per student. In 2017, due to tutorial sessions being offered by Zoom the instructor workload was reduced by approximately 25%.

The introduction of Zoom also resulted in a marginal increase in the percentage of HD grades awarded. As assessments were not significantly changed over this period, this is anecdotal evidence that Zoom tutorials may also allow students to obtain deeper learning. Also, at the time of the “Zoom” tutorial sessions, students showed their interest in the “Zoom” collaborative tool for providing effective impacts to achieve the goals of the course.

Therefore, we can consider that there has been a positive impact of “Zoom” technology in the learning process. Further analysis can be done to determine the impact of “Zoom” by organizing a one to one survey based on a questionnaire on the students’ “Zoom” experience.



Figure 2.2 Layout of Zoom Application

3. Google Classroom

Google Classroom is an app that enables the creation of classrooms in cyberspace". According to Herman (2014), stated that google classroom can be a means of distributing tasks, submit tasks, and even assess the tasks collected. Thus, this app can help facilitate teachers and students in carrying out the learning process more deeply. This is because both students and teachers can collect assignments, distribute assignments, assess assignments at home or anywhere without being subject to time limits or lesson hours.

Google Classroom is designed to facilitate teacher and student interaction in cyberspace. This app allows teachers to explore their scientific ideas. Teachers have the freedom to share scientific studies and provide independent assignments to students and, besides, teachers can also open discussion rooms for students online. However, there is an absolute requirement in applying google classroom that requires good internet access.

The google classroom app can be used by anyone who joins the class. It is a class designed by a teacher that matches the actual class or the real class in the school. Related to class members in google classroom Herma (2014) explains that google classroom using classes is available to anyone who has Google Apps for Education, a series of free productivity

tools including Gmail, documents, and drives. The classroom design that google classroom applies is environmentally friendly. This is because students do not use paper in collecting their tasks.

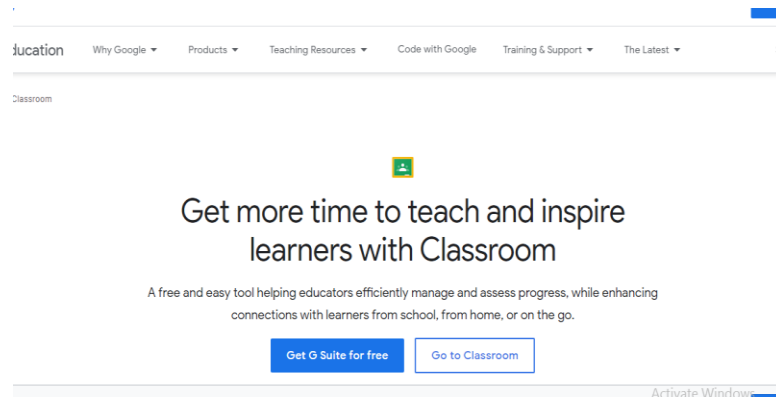


Figure 2.3 Layout of Google Classroom Application

4. WhatsApp

WhatsApp is created by CEO Jan Koum and Brian Acton in Mountain View of California, United States in 2009 (M & Kanchana, 2016). It is one of the most popular applications that are used by people in communicating with each other. Among online communication applications (Facebook, Twitter, Instagram, Line, WhatsApp, and so on). According to Kheryadi (2017), stated that WhatsApp is “the most famous communication application”. As many as 82% of users chose the WhatsApp application to communicate with others. WhatsApp Messenger can send and receive messages, videos, pictures, and audios to individuals or group easily and fast. It can be done using an internet connection.

WhatsApp Messenger is free in sending and receiving data from the users. Besides that, this application is so easy and simple to be used for Youngers until adult people(M & Kanchana, 2016).WhatsApp messenger application gives many choices and facilitates to support teaching and learning activity which includes teaching reading comprehension.

WhatsApp Messenger is very useful in teaching and learning activities, especially in teaching reading. The teachers can send materials to the students whenever and wherever. Besides that, the teachers are also easy to inform the students about schedule changed or giving a reading task, additional task, homework, and assignment before starting the class. For the students, they are easy to give information to the teacher when they cannot attend the class and easy to follow the materials and tasks on the WhatsApp messenger group (Justina, 2016). The students use WhatsApp with several aims and reasons as follows (M & Kanchana, 2016), as follow:

- a) Getting good information and easy to communicate with their friends.
- b) Collecting common knowledge.
- c) Sharing feeling with friends and family.
- d) Spending time 5. Education purposes like doing homework and task.
- e) Getting important news and up to date information such as science with related videos, audios, documents, and so on.
- f) Increasing reading interested.
- g) Updating social issues.

According to Santrossa & Castillo (2017), the ways in Using WhatsApp as a Learning Media in Teaching Reading Skill The ways to make WhatsApp messenger work as learning media as follows:

- a) Rules making The first step to use WhatsApp messenger is to mention the guideline to the students, therefore they know what the teachers hope for them. The vital thing is the students know what they do and how the teacher assesses them. Clear instruction about how to do the task is so essential to avoid students' confusion.
- b) Group creating At the first meeting, the teacher and the students create a WhatsApp group with all students and the teacher as its members. The teachers need a "trial" on how to use WhatsApp in the group to help the students understand the process well. Besides that, the teachers can create a small group that consists of 4 to 5 students in the

class of WhatsApp group. It for getting more personal assessment and improvement to the students and then change the members with other students.

- c) Applying reading activities The teacher can give different activities to the students like homework, extra activities for the smartest students in the class, entertaining activities like funny text, and so on. In this process, clear instruction is very necessary for the students in comprehending the task well.
- d) Designing reading activities The reading activities can be in the form of a document or reading text, electronic source, audio, video, and picture. It means that the reading activities can be provided to the students in some form through a mobile phone. The reading text may not longer, so the students can read it easily. Reading activities on WhatsApp group are used for improving students' reading comprehension which is already learned in the class, give real-life materials to the students like a joke, short article, video, audio, and photo. It means that this activity does not change extensive reading in the classroom into WhatsApp group activities. Other utilizations of these activities are it can be accessed anytime and anywhere. Besides that, there are some ways to apply WhatsApp in ELT (English Language Teaching) classroom.



Figure 2.4 Layout of WhatsApp Application

5. Telegram

Telegram as a social network is becoming one of the major tools for education, and entertainment. The rapid development and enormous advancement in computer technologies have been affecting all aspects of life for more than three decades. Moreover, many researchers found a positive association between the use of the internet and social networking sites (SNS) and the academic performance of the students. Students using the internet frequently scored higher grades in reading skills tests and higher grad lower grades eventually. Similarly, a continuing drop in grades among student users of social networking sites.

The Telegram application is compatible with different operating systems and different devices. The appropriate operating system should be selected from the website. Additionally, it can be used in a web-based domain where the installation is not necessary. Other than English, seven other languages are also supported. Signing up to the system is very easy as it only requires the mobile number and the verification code which is later sent to the user via a text message. After logging into the system, the application can be customized in terms of appearance and security settings. Moreover, the application has the capacity of importing contacts from the users' phone book. Telegram emphasizes speed and security as it is very easy to use, fast in uploading and downloading files, and easy to connect with your fellow members. Furthermore, its cloud-based system ensures permanent access to the files which are exchanged across different channels and groups. Moreover, it is capable of synchronizing encrypted data across a multitude of independent data centers. It shows the flexibility of Telegram in starting conversations with different people and among different channels. These are the description features of Telegram:

- a) Safety and Security, this application ensures the cybersecurity of users since Telegram messages are encrypted and the app has the capability of self-destruction., the secret chats can be self-destructed without any

interference. This allows learners to be more extroverted and cooperative in doing the tasks because users should no longer be worried about the mistakes they might make since the exchanged messages can be easily rectified. This allows learners to express themselves freely because the messages can be corrected at any time.

- b) **Access to Channels and group** Once a Telegram user is signed up, they have access to a wide variety of channels and groups particularly the language learning ones. The channels and groups can either be searched parametrically or accessed by having an invitation link. Unlike some other virtual societies and websites, access to channels, discussion groups, and online classes can be made much easier with a little search about the topic of interest. Moreover, joining channels and groups is free of any premium charges. Every teacher or learner can construct their channels and groups and invite their students to start interacting in an online environment.
- c) **The seamless Network** It is possible to use Telegram on different devices simultaneously, for example, on both a smartphone and a laptop. This helps the continuous flow of getting the information from different resources without any interruption. In other words, a learner can start getting the information on their laptop and continue doing so on their mobile phone if they want to get out of the house.
- d) **Supporting files with various extensions and size** Telegram has the capability of supporting all file formats including, but not limited to, doc, zip, ppt, mp3, MPEG, etc. This is very important for distance language learning since teachers and learners need a robust and dynamic environment to send and receive files with different extensions. Moreover, there is no restriction over the size of the files that are exchanged. Files up to 1.5 GB can be exchanged in any discussion forum. Selecting a file from the gallery or saving a file to the hardware requires a single touch or click. For example, the teacher can send a multimedia file with any extension and upload it to a

group. All group members can download it for free and share their opinions about it. Learners can also express their own opinions by sharing files. All this maximizes interaction among learners and encourages them to do the tasks collaboratively. Telegram is a versatile multifunctional online application, with its channels and groups catering for most purposes of their users. Every individual user can create unlimited groups for up to 100,000 members and channels with an unlimited number of members. A group is a combination of email service, text messaging app, multimedia messaging app, online forum discussion, and systematic educational robots. Therefore, it can take care of personal, educational, and business needs all at the same time. Once the members are added to a group, they can be guided by the admin users of the group (usually the online instructors or the researchers and their assistants) to accept the rules of the group. Depending on the purpose of the group, members are briefed on how to make use of the presented materials within an already determined framework.

- e) Assigning tasks to learners By using a group, a wide range of meaningful and challenging tasks can be presented to learners. This application endorses podcasts from a wide range of domains: video podcasts for teaching grammar, vocabulary, pronunciation, listening, reading comprehension, formative writing tasks, speaking, etc. In a longitudinal study, Faramarzi assigned various integrated listening and speaking tasks in Telegram to measure the effect of video podcasting tasks on the development of listening comprehension of EFL learners. The Telegram users demonstrated increased performance in doing integrated tasks comparing to that of non-users. The participants in the study mentioned Telegram as a powerful device for improving their major skills and sub-skills.

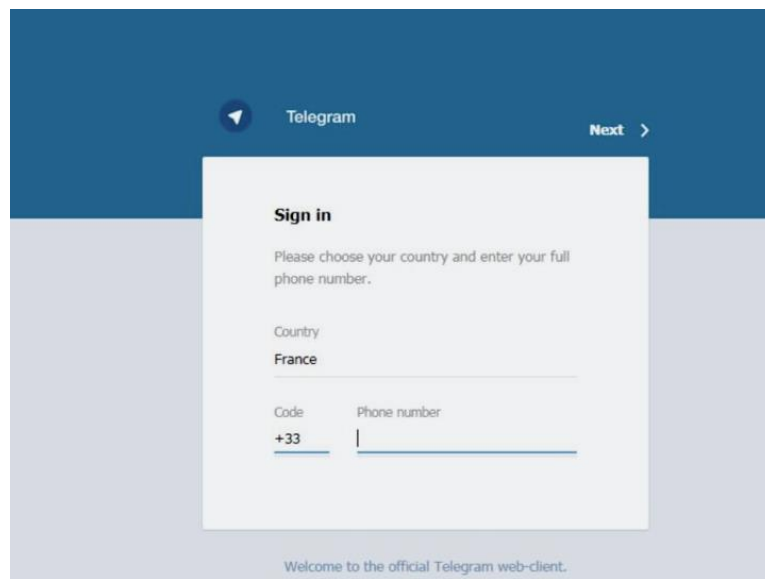


Figure 2.5 *Layout of Telegram Application*

E. Previous Studies

The previous studies from Mihhailova (2005) which conducted a study to investigate how the use of Online Learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students. Participants in this study involved 15 lecturers and 115 students. In conclusion, it can be said that the main problem areas for lecturers related to learning are: lack of time, lack of interest/motivation, lack of co-operation, compensation system does not take into account the specifics of online learning and lecturers are concerned about the quality of teaching in a virtual environment. The most problematic of them appear to be lack of time and inappropriate compensation system. Students appear to have an interest in courses, but the level of knowledge regarding specifics of web-based learning as well as about e-courses offered was unexpectedly low. This is an especially problematic case as open university students were the main target group for whom the e-courses were designed in the first place.

Web-based learning is 100% unsuitable for many subjects and achieves the result that all programs taught are web-based or mixed learning programs cannot be self-directed. The discussion has and will maintain its important role as a teaching tool and it requires quick feedback and responses

that can only be achieved in face-to-face meetings. Another study is from El-Seoud et al. (2014) which researched to investigate student motivation towards the effects of Online Learning. In El-Seoud studies, 159 students participated and 124 questionnaires were completed correctly. Then the results are obtained that one of the important factors for the success of students in the online learning process is self-motivation. The integration of information and communication technology with the learning process depends on the personal motivation of the participants.

Lack of confidence and experience in using technology might be an additional obstacle for other students. In the Online Learning process, students work independently and some students may find it difficult to understand its contents, due to the lack of face-to-face contact with instructors and other fellow students. All these factors indicate that these students will not do so can participate effectively and successfully in the Online Learning process. As a result, to progress well and successfully use all of the Online Learning tools to effectively access online information, some students need the necessary hardware and some special skills. Online Learning will increase student motivation and involvement to learn and help them become independent learners. The last previous study is from Sabah (2013) which conducted a study about students' attitudes and motivation toward Online Learning. In this study, the sample size of 100 students is taken randomly, male (52) and female (48).

The results of this study revealed a good correlation between technical abilities and students' attitudes towards online learning. Furthermore, influences 22 are registered due to field of study, computer experience, and dedicated time to computer use. Therefore, students with computer experience and frequent users are more likely to accept Online Learning. Students with no experience of Online Learning are not aware of its importance and have weak motivation to participate in the e-learning process. Interactivity and motivation are valuable means of enhancing and improving learning effectiveness. Therefore, they suggest incorporating the three stages

of the learning process. This is to engage students in deep interaction in the learning environment, resulting in more positive attitudes towards the intended behavior and object.

Previous studies have similarities with this study where they all use online learning in education. However, this study is slightly different from the above study where this study analyzes students' perceptions and motivations towards Online Learning which can be used as an evaluation and for further research on Online Learning. Besides that, the striking difference from this research is the time spent in this study.