

CHAPTER II

LITERATURE REVIEW

This chapter deals with the review of related literature covering the theoretical review which underlying theories of online learning (e-learning), e-learning as media in ELT, e-learning platforms, and covid-19 pandemic.

A. Online Learning (E-learning)

1. The definition of e-learning

For the purposes of this study, it is necessary to clarify what online learning is. Online learning (sometimes known as e-learning) is a term used to describe learning or training that is delivered to students using computer technology and the Internet. E-learning isn't the only term used in the public media to characterize this technology-based learning method. Web-based training, computer-based training, online learning, and technology-assisted learning are all cited in academic articles. In a short, e-Learning is mostly related with multimedia technology and is delivered over the Internet and web technologies.¹⁴

The use of information, communication, and technology (ICT) in education is referred to as online learning. It has been known by other equivalent labels such as "distance learning," "e-learning," and "blended learning" for a long time. Online learning, as defined by Clark and Mayer, is the delivery of referrals through the web utilizing digital technologies such as computers, desktops, cellphones, and tablets. Online learning appeals to a growing number of students, and it is becoming increasingly widespread in settings ranging from elementary school through high school and post-secondary education.¹⁵ In addition, governments around the world spread it

¹⁴Andrew Lap Sang Wong, "Wong , Andrew Lap Sang (2013) The Benefits and Impacts of e-Learning and Barriers to Diffusion in Higher Education in Hong Kong : Through the Eyes of Teachers and Researchers . PhD Thesis , University of Nottingham ." (2013).

¹⁵ Clark, Ruth & Mayer, Richard. (2016). *e-Learning and the Science of Instruction*: Fourth Edition., 56.

to support technology in education.¹⁶ In many schools as well as in higher education institutions this is becoming increasingly popular with a variety of online course offerings in full, hybrid (mixed), or blended learning that combines online teaching with classroom teaching or face-to-face.¹⁷

2. E-learning environment category

As mentioned above, Gilbert states that three central groups in the online learning environment can be categorized namely; fully online or web based, hybrid or hybrid format, and traditional courses using additional supplements that are web based. Firstly, a fully online web-based course is conducted on the Internet without face-to-face interaction in one place, and in an online learning environment, all aspects of learning are carried out there. Second, hybrid learning consists of web-based online sessions and physical classrooms, with varying levels of time allocated to online and class sessions, depending on the nature of the class and the teacher's wisdom. Last, teaching and learning in traditional classrooms use online technology only as a medium to present additional material.¹⁸ Therefore, existing online learning is very important to understand not only a single description that will cover all assets of the online learning environment.

3. E-learning models

Learning takes happen asynchronously, synchronously, or a combination of both in online education. Asynchronous learning refers to teaching and learning that takes place at different times, whereas synchronous learning refers to teaching and learning that takes place at the same time using technology such as the Internet. In addition, expansive internet and technological accessibility have made increasing demands for web-based

¹⁶ Ranielson Paiva et al., "What Do Students Do On-Line? Modeling Students' Interactions to Improve Their Learning Experience," *Computers in Human Behavior* 64 (November 1, 2016): 773.

¹⁷ Anna Sun and Xiufang Chen, *Online Education and Its Effective Practice: A Research Review*, *Journal of Information Technology Education: Research*, vol. 15, 2016, 158.

¹⁸ Brittany Gilbert and St John Fisher, *Online Learning Revealing the Benefits and Challenges*, n.d., <http://libguides.sjfc.edu/citations.>, 15

teaching and learning.¹⁹ Furthermore, the widespread usage of websites on the internet has facilitated the formation of online communities and groups. In online classrooms, students utilize email, conference calls, chat, and collaborate using Google Drive, Google Docs, Facebook, Twitter, Instagram, and YouTube, among other tools. Thus, with a variety of platforms and media in online learning, it is hoped that this learning can run more effectively.²⁰

4. Benefits and problems in e-learning

The delivery of online courses can be an effective way to obtain various goals in continuing education. Educators are currently trying to determine the goals of education. Skills that were important in the past may not be so important today because the internet has changed the rules. According to Friedman, some educational aims include teaching students problem-solving, critical thinking, communication, cooperation (ability to work with others), how to navigate the Internet and discover accurate and valuable information, and how to make ethical decisions. The overall goal is to develop in students a desire to study.²¹ As we will see, social media platforms can enhance all of the above skills. Friedman also claims that, like the best face-to-face learning, the best online learning needs active participation from students. Students are active participants in the learning process, which they discuss with one another, rather than being passive listeners of the knowledge taught by teachers. Not only teachers, students also help create a learning environment so that it is not only one-way communication is boring, but communication in many directions in the learning environment. Thus, teachers only manage learning activities and facilitate learning.²²

¹⁹ Sun and Chen, *Online Education and Its Effective Practice: A Research Review*, vol. 15, p. 158.

²⁰ Ibid.

²¹ Linda Weiser Friedman and Hershey H Friedman, *Using Social Media Technologies to Enhance Online Learning*, n.d., <https://www.edx.org/>.

²² Ibid.

The value of flexibility and dynamism of a technique has been fulfilled by the e-learning system. Because of the availability of e-learning, issues of restricted space and time may be solved, and communication between teachers and students is becoming increasingly conditioned.²³ Furthermore, online learning appeals to a diverse population of students with a wide range of academic needs that cannot be met in traditional classrooms. Students can work at a time and place that is convenient for them with online learning. Several teachers and students remarked on their ability to concentrate more on the substance of learning rather than on difficulties such as parking, traffic, and other challenges that would arise in a conventional classroom setting.²⁴

The Internet offers us with a very rich collection of instructional resources in e-learning. On practically any topic, we can quickly access written material, photos, and audio data. Teachers and students may use advanced search engines like Google, Baidu, and others to access a lot of knowledge on any topic. It is pretty simple, and the most of the material is available for free. Learning becomes a pleasurable and enjoyable experience. Furthermore, until bookshops began selling, we were unable to locate text books. Today, we may obtain low-cost instructional materials directly from the Internet. With the correct pedagogical method, we can use information as a teaching tool. Cell smartphones are currently owned by a large percentage of high school and college students. Text, images, and music may all be saved on their phone. Students can listen to their voices while reading articles in English. Easy access to information provides a little learning environment for them. Students may study English anywhere, at any time from e-learning.²⁵

²³ Ghanis Putra Widhanarto, Khusnul Chotimah, and Yuyun Indrianingsih, "Lembaran Ilmu Kependidikan Implementation Of Online Learning Daily Evaluation In Higher Education," *Lembaran Ilmu Kependidikan* 47, no. 2 (2018): 42.

²⁴ Dana T Thomson, "Beyond the classroom walls: Teachers' and students' perspectives on how online learning can meet the needs of gifted students.," *Journal of Advanced Academics*, vol. 21(4), 2010. 663.

²⁵ Huiwei Cai, "E-Learning and English Teaching," *IERI Procedia* 2 (2012): 841–846, <http://dx.doi.org/10.1016/j.ieri.2012.06.180>, 842.

Apart from all the benefits of using online learning (e-learning) outlined above, its implementation also still causes a series of problems in the education system. In this approach, as Sarvestani asserts, the usage of e-learning that is continually disconnected from the actual world would surely generate issues with students' identity and personalities. One of the most significant challenges in this type of environment is the lack of interaction.²⁶ Indeed, in this type of education, comprehensive and inclusive assistance is lost, and in some cases the principle of independence is questioned.²⁷ Indeed, in this system of education, complete and inclusive assistance is lost, and in certain circumstances the notion of independence is questioned. Furthermore, according to the findings of a study conducted by Beckwith and Sailor, the biggest problems and obstacles are educational system organizational structures, culture, ability to use platforms and facilities, environmental conditions, and, most importantly, public perception of this phenomenon. Therefore, education management parties must be able to manage and overcome problems that occur in the application of online learning.²⁸

5. Factors affecting e-learning performance

Several scholars in the fields of psychology and information systems have identified key e-learning characteristics. The technological acceptance model and the expectation and confirmation model for example, both contribute to understanding e-learning success. These models are usually technology-driven. The summary cited in Sun et.al of the literature relevant to all factors important to e-Learning activities, and affecting student satisfaction with e-Learning, is presented below in the following table:

²⁶ Maryam Shafiei Sarvestani et al., "Students' Experiences of E-Learning Challenges; a Phenomenological Study," *Students' Experiences of E-Learning Challenges ... Interdiscip J Virtual Learn Med Sci* 10, no. 3 (2019): 5.

²⁷ Nurul Islam, Martin Beer, and Frances Slack, "E-Learning Challenges Faced by Academics in Higher Education: A Literature Review," *Journal of Education and Training Studies* 3, no. 5 (July 13, 2015)., 104.

²⁸ Maryam Shafiei Sarvestani et al., "Students' Experiences of E-Learning Challenges; 7

Table 2.1 Related references about the critical factors that affect learners' satisfaction.²⁹

Author(s)	Factors
Arbaugh (2000)	Perceived usefulness and perceived ease of use, flexibility of e-Learning, interaction with class participants, student usage, and gender
Piccoli et al. (2001)	Maturity, motivation, technology comfort, technology attitudes, computer anxiety, and epistemic beliefs, technology control, technology attitudes, teaching styles, self-efficacy, availability, objectivist and constructivist, quality, reliability, and availability, pace, sequence, control, factual knowledge, procedural knowledge, conceptual knowledge, timing, frequency, and quality
Stokes (2001)	Students' temperaments (guardian, idealist, artisan, and rational)
Arbaugh (2002)	Perceived flexibility of the medium, perceived usefulness and perceived ease of use, media variety, prior instructor experience, virtual immediacy behaviors, and interaction
Arbaugh and Duray (2002)	Perceived usefulness and perceived ease of use, perceived flexibility
Hong (2002)	Gender, age, scholastic aptitude, learning style, and initial computer skills, interaction with instructor, interaction with fellow students, course activities, discussion sessions, and time spent on the course
Thurmond et al. (2002)	Computer skills, courses taken, initial knowledge about e-Learning technology, live from the main campus of the institution, age, receive comments in a timely manner, offer various assessment methods, time to spend, scheduled discussions, team work, acquaintance with the instructors.
Kanuka and Nocente (2003)	Motivating aims, cognitive modes, and interpersonal behaviors

²⁹ Pei Chen Sun et al., "What Drives a Successful E-Learning? An Empirical Investigation of the Critical Factors Influencing Learner Satisfaction," *Computers and Education* 50, no. 4 (2008): 1183–1202.

Other researchers from Venkatesh, Morris, Davis, and Davis cited in Asvial Mayangsari, and Yudistriansyah develop a Technology Acceptance Model (TAM) designed to predict the acceptance of information technology acceptance and use of information technology on the job, developed into an integrated theory of acceptance and use of integrated technology (UTAUT). Performance expectations, effort expectations, social influence, and facilitation circumstances are the four key elements identified by UTAUT. It also contains four factors connected to the prediction of behavioral intention to use technology and actual technology utilized mostly in organizational situations, such as age, gender, experience, and volunteerism. As shown in the diagram, the four moderators in UTAUT are linked to the four key components.³⁰

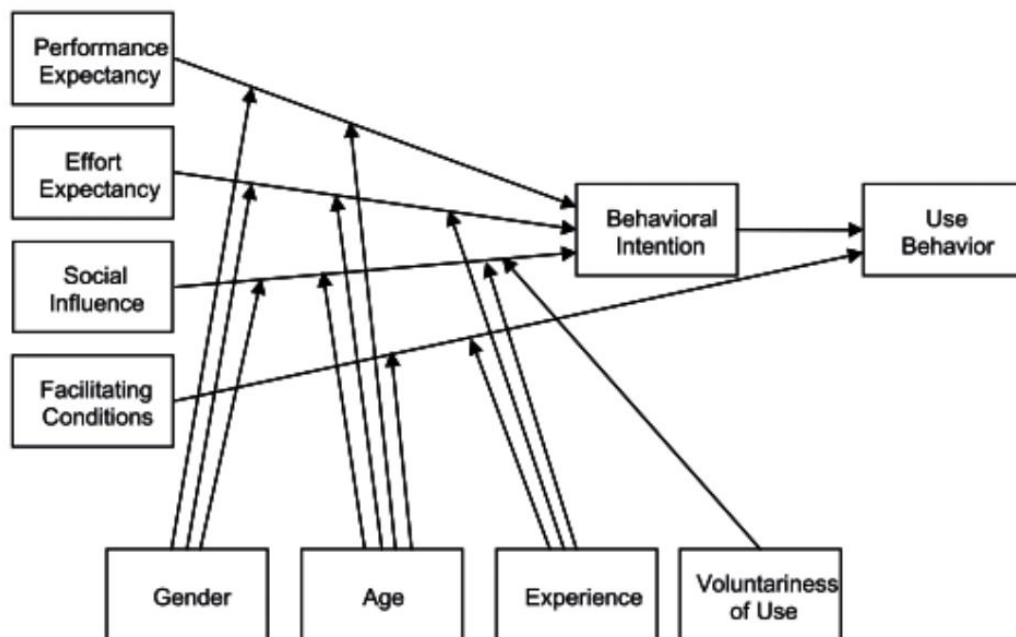


Figure 2.1 UTAUT model

³⁰ Muhamad Asvial, Jihar Mayangsari, and Alvin Yudistriansyah, "Behavioral Intention of E-Learning: A Case Study of Distance Learning at a Junior High School in Indonesia Due to the COVID-19 Pandemic," *International Journal of Technology* 12, no. 1 (2021): 54.

B. E-learning as Media in ELT

1. E-learning applied to teaching English

One of today's demands is to provide individuals with English language competency, which can only be accomplished with the correct combination of educational resources and e-learning (modern technology). The incorporation of e-learning resources into educational practice may have had an influence on traditional teaching and learning paradigms. E-learning encompasses a wide range of technical tools and systems that qualified and innovative teachers may employ to enhance teaching and learning environments. It is utilized to make students' learning more engaging, motivating, exciting, and meaningful.³¹

The pedagogical strategy will fundamentally change when e-learning is used to teach English. Teaching English has been dominated by a teacher-centered technique for the past 30 years, with a concentration on teaching grammar and pronunciation. Students receive just grades or certificates as a consequence. The majority of them are unable to communicate effectively in English. As a result, e-learning can help students grasp English more rapidly by transforming educational practices to be more student-centered, with an emphasis on building linguistic sensitivity and improving listening comprehension and expression abilities. Language mastery is not dependent on incorrect grammar or practice, but rather on the students' own ongoing practice. That is the E-learning Pedagogical Strategy.³²

2. CALL

Previously, we acknowledged the use of computers in connection with the internet in a language learning setting known as Computer Assisted Language Learning (CALL). Because, unlike people, computers and software never fatigue and can allow learners to complete exercises at their own speed

³¹ Purva Chhabra, "Use of E-Learning Tools in Teaching English," *International Journal of Computing & Business Research* (2012): 1–7., 3.

³² Cai, "E-Learning and English Teaching.", 843.

without the pressure of face-to-face learning, computer-assisted language learning activities are considered successful in doing the exercises. This language learning style has gained popularity among language teachers because it allows language learners to express themselves, discover new things, and grow. As new needs arise in communicative skills among learners, including their knowledge of the social context in which they speak, project-based and task-based approaches have recently been explored.³³

A computer may play a variety of functions in language learning for students. The number of roles it can play is determined by the number of things it can perform to assist the teacher. In general, computers can serve two purposes in language learning. To begin with, a computer is employed to aid instruction. CALL's job is to deliver computer-based instruction, which can take four forms: drill and practice, tutorials, simulations, and instructional/educational games. Second, the computer is employed to assist in the assessment process. CALL's purpose is to analyze students' learning progress and offer them with comments and corrections both during and after the learning process. Furthermore, CALL can boost student enthusiasm to participate in academic activities, which can be assisted by computer-based learning activities. Computers have a good impact on language teaching and learning because they allow students to practice for lengthy periods of time, give quick feedback that can lead to better use of study time, and increase student enthusiasm to learn.³⁴

It has given rise to a number of terms in the field of language learning, including e-learning, remote learning, web-based language learning instruction, and online learning. Although a variety of terms are used to refer to the use of computers, websites, and the internet to assist learners in the language learning process, online learning (e-learning) is one of the most

³³ Katrina Ninfa Topacio, "Exploring the Use of Online Educational Platform in Teaching Writing among ESL Students," *Journal of Language and Linguistic Studies* 14, no. 1 (2018): 86–101., 87.

³⁴ Ade Maulina Fazrin, *The Effectiveness of Computer-Assisted Language Learning (Call) in Teaching Past Tense to the Tenth Grade Students of Sman 5 Tangerang Selatan*, 2015., 30

widely used terminology that includes all elements of language teaching technology. Thus, the term "online learning or e-learning" in a more appropriate now used to refer to the learning environment assisted by computers, smartphones, internet, and other WEB 2.0 technologies.³⁵

3. MALL

Technological advances and broad internet access have given rise to new opportunities, particularly in the field of online language learning in college and high school. Indeed, today's broad popularity and availability of smartphones has enabled students to take advantage of learning contexts such as out-of-class instruction, giving rise to a new concept known as mobile learning. It is known as Mobile Assisted Language Learning in language learning (MALL).³⁶ We know that computer-assisted learning, or e-learning, allows students to study in a setting other than the classroom, such as at home, in front of their personal computers, whether online or offline. Mobile phone learning, often known as m-learning, allows students to learn when they are outside or in other locations. They can actually study whenever and wherever they choose.³⁷

Outside of the classroom, mobile learning technologies will be increasingly valuable. Learning may be more closely linked to real-world experiments through such activities. Furthermore, studying on a mobile phone outside of the classroom offers the benefit of maximizing students' spare time even while potentially improving their study abilities.³⁸ Furthermore, mobile learning is now made easier by giving students various learning resources or information via mobile devices. Mobile devices enable

³⁵ Ali Erarslan, "Online Learning Experiences of University Students in ELT and the Effects of Online Learning on Their Learning Practices Online Learning Experiences of University Students in ELT and the Effects of Online Learning on Their Learning Practices," no. April (2020): 44–58.

³⁶ Ibid. 46.

³⁷ Tayebah Mosavi Miangah, "Mobile-Assisted Language Learning," *International Journal of Distributed and Parallel systems* 3, no. 1 (2012): 309–319., 310.

³⁸ Agnes Kukulska-Hulme, "Will Mobile Learning Change Language Learning?," *ReCALL* 21, no. 2 (2009): 157–165., 160

a variety of language learning activities, including SMS, internet access, cameras, audio/video recording, and more. Furthermore, with the introduction of the internet, distance learning has become a feasible alternative for receiving an education from anywhere in the world. The popularity of remote learning or online learning has quickly led to the understanding that many mobile devices are very effective educational resources.³⁹

Many studies on online learning show that learners benefit from it in terms of language learning because it gives them independence and allows them to maximize learning opportunities through web-based tools, applications, platforms, or even social media platforms like Facebook, Twitter, and Instagram, which can be accessed from smartphones. However, while online learning is successful for learning and teaching foreign languages, it is influenced by a number of crucial aspects. Student attitudes toward online learning, preparation, autonomy, time management, and plan execution are more learner-centered factors. These characteristics are crucial in this situation for the efficacy and efficiency of online language learning.⁴⁰

C. E-learning Platforms

The terms e-learning has been previously explained above with some related explanation. Furthermore, to run e-learning, of course, it requires some kind of, platforms, tools, or applications which of course there are various forms and models. E-learning is implemented today in a variety of forms and via a variety of email, blogs, wikis, e-portfolios, animations, video links, specialized software, etc. We can create through these online learning situations scattered over different distances and locations explicitly referred to as virtual classrooms.

³⁹ Miangah, "Mobile-Assisted Language Learning." 313.

⁴⁰ Erarslan, "Online Learning Experiences of University Students in ELT and the Effects of Online Learning on Their Learning Practices Online Learning Experiences of University Students in ELT and the Effects of Online Learning on Their Learning Practices."

Innovative teachers can use multiple platforms to place educational materials, visuals, exercises, assignments, and exams etc. which are easily accessible to students. This allows comments, questions, quiz answers to be created by students which are then rated by the teacher who administers the platform. In this way, there is interaction and collaboration between various students who are interested in certain fields or topics. Material can be in the form of text, table data, visuals, photos etc. This material can be accessed by students. In addition, video links provide links to specific topics from specific courses or modules taught by a teacher to complement regular forms of teaching.⁴¹

However, when selecting and implementing these technology tools in the classroom or for remote learning, a teacher must tread carefully. Otherwise, students may become so engaged in technology that the educational or learning parts of the experience are drowned out by the novelty of these modern instruments. While some argue that these technology tools are highly successful in enhancing learning, others argue that they are just that tools. Technology can be beneficial, but it cannot take the place of instructional content in a program or module.⁴²

With the growing concern over COVID-19, many schools inevitably have to shift from learning in classrooms to learning online (e-learning). All education sectors understand that these changes can present challenges at multiple levels for educators, administrators, students and even families. Here are some examples of platforms that can help with the change to digital learning at this challenging moment. These services, which are virtually all free to use, include common e-learning platforms for instructors, subject-based platforms for students, and extensions to assist students with learning differences.

Today, online learners have access to a variety of resources. Yale has divided these tools into nine categories: photo editing (Pixir), audio recording and editing, clear's rich internet applications (multimedia projects),

⁴¹ Ravi P Bhatia, "Features and Effectiveness of E-Learning Apps" 1, no. 1 (2011): 1–7. 3

⁴² Ibid., 4

videoconferencing (skype), video production, vocabulary learning, presentation (Prezi), word reference (collaborative working and dictionaries), editing (Amara), e-portfolios (weebly), and websites.⁴³ Learning management systems, live and virtual worlds, Web exercise creation, Website construction, resource sharing, wikis and blogs, dictionaries and concordances, Web search engines, and utilities are among the other online tools as categorized by Jeong-Bae Son.⁴⁴ These tools have been recognized as e-learning facilitators. They are thought to improve the effectiveness of e-learning. The following figure are some categories of e-learning tools especially for language teaching.

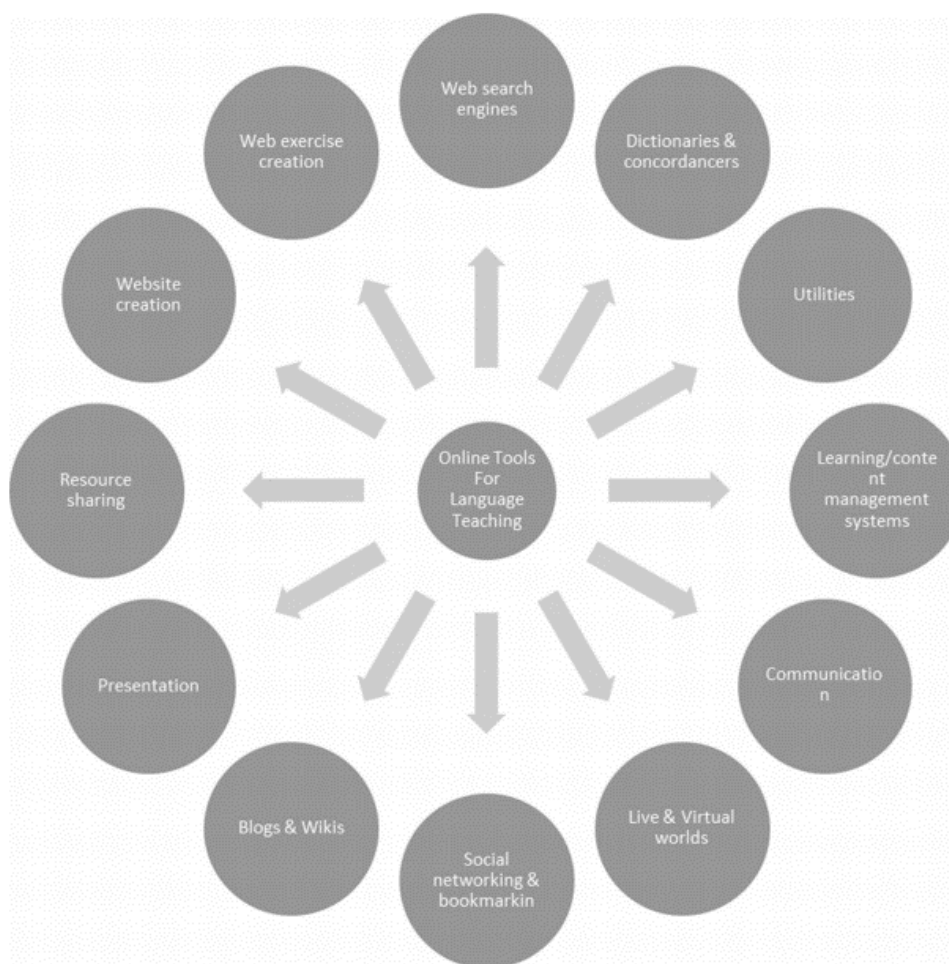


Figure 2.2 Categories of language learning tools for e-learning

⁴³ <http://www.tesl-ej.org/wordpress/issues/volume15/ej57/ej57int/>

⁴⁴ Jeong-Bae Son, K. (2014). Computer-Assisted Language Learning: Learners, Teachers and Tools. 126

Based on the categories of language learning tools for e-learning above, there are likely some popular e-learning platforms for students to make them enjoy learning. These platforms will encourage students to spend their time with a focus on lessons. Below are some examples of a list of popular web-based e-learning platforms that can be selected according to teacher needs:

1. Google Classroom

Google Classroom is one of Google's products with simple web-based application for organizing students' everyday tasks. There are some features that teacher may use from this program such as attending online classes, distributing course materials, conducting tests, tracking student progress, sending feedback, and more from any location at any time.⁴⁵

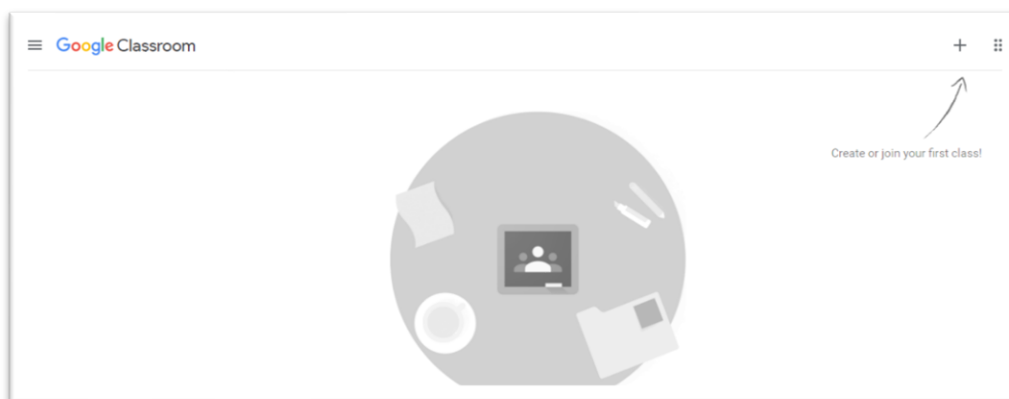


Figure 2.3 Google Classroom

2. Edmodo

In addition to the Google Classroom, Edmodo provides a communicative online learning platform for teachers and students. It is simple to set up online collaborative groups, exchange study materials, design short questions, send digital assignments, assess student performance, connect with parents, and more.⁴⁶

⁴⁵ <https://colorwhistle.com/top-e-learning-web-apps/>

⁴⁶ Ibid.

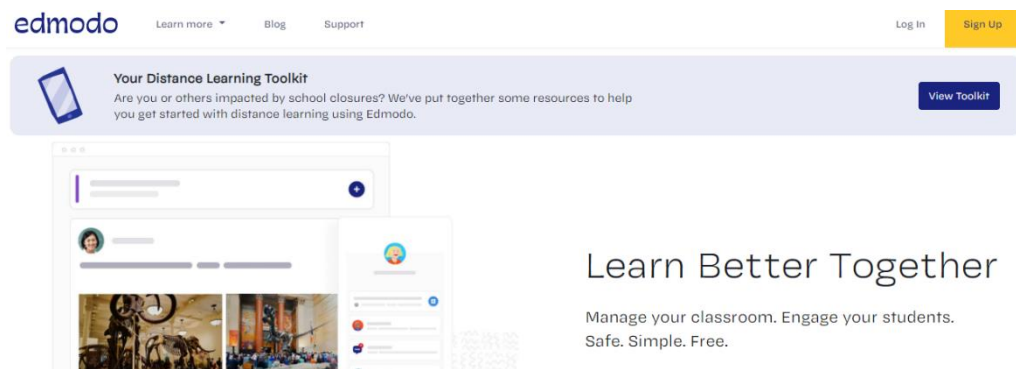


Figure 2.4 Edmodo

3. Moodle

Moodle, or Modular Object-Oriented Dynamic Learning Environment. Moodle is a free learning management system that also functions as an e-learning platform. It greatly aids various instructors in the creation of various courses, course structures, and curricula, as well as permitting online student engagement.⁴⁷

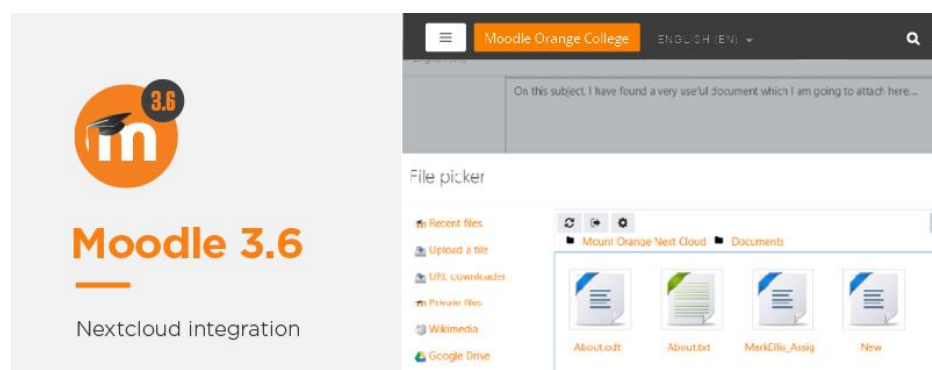


Figure 2.5 Moodle

4. Microsoft Teams

This e-learning platform engages students with virtual face-to-face connections and activities, or keeps classrooms connected and provides free meetings with up to 300 students to ensure everyone stays connected for study or work. Teachers can organize classes and assignments, collaborate and share files, and access class materials in one central location.⁴⁸

⁴⁷ <https://www.distancelearningportal.com/articles/161/what-is-moodle-what-are-online-learning-managements-systems.html>

⁴⁸ <https://www.microsoft.com/id-id/microsoft-teams/group-chat-software>

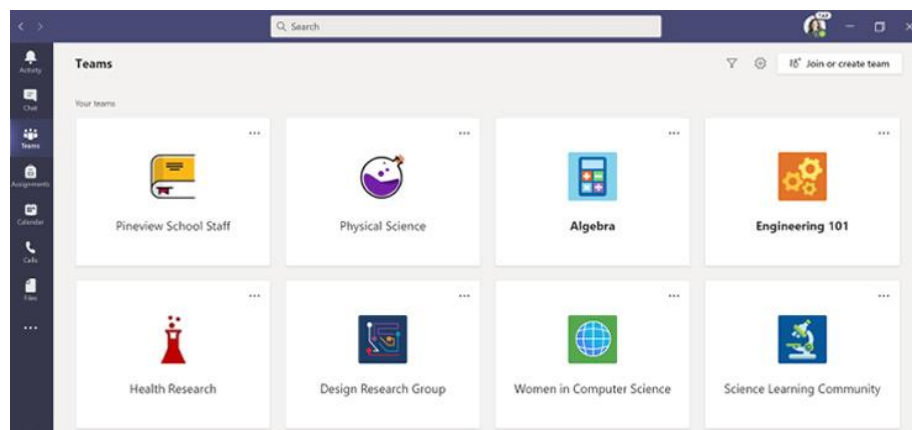


Figure 2.6 Microsoft Teams

5. Kahoot

Kahoot is a game-based learning application that helps virtual classrooms enhance student engagement. It is easy to design quizzes, host live games, and more utilizing the platform, which is used by over 50% of US educators. All of these activities will be based on the class's topic. The teacher may use games and entertaining tasks to help student learns each lesson.⁴⁹

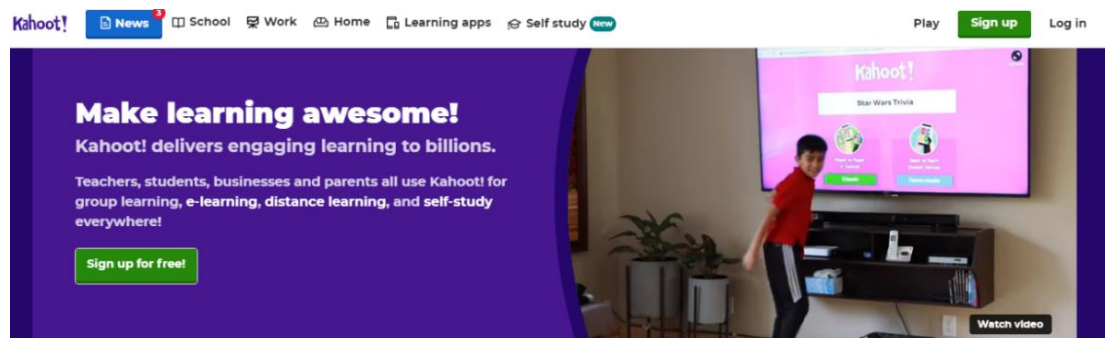


Figure 2.7 Kahoot

6. Quizizz

Quizizz is a web-based e-learning platform that may be used in classrooms, small groups, pre-test reviews, examinations, unit tests, and pop-up quizzes. It is a website where teachers may locate and create quizzes, lectures, presentations, and gamified flashcards for students. It can also be used as a 'check' tool to see how well students understand a topic and used by teachers to offer homework to students.⁵⁰

⁴⁹ <https://colorwhistle.com/top-e-learning-web-apps/>

⁵⁰ <https://en.wikipedia.org/wiki/Quizizz>



Figure 2.8 Quizizz

7. E-learning Madrasah

E-learning Madrasah is an application which released by the Ministry of Religion Affairs of the Republic of Indonesia from the Roudlotul Athfal (RA) level to the Madrasah Aliyah (MA) level. E-Learning Madrasah can be accessed 24 hours a day from anywhere as long as the user has stable internet access and can use a password to access E-Learning Madrasah. This will make it easier to implement distance learning in the Covid-19 pandemic.⁵¹

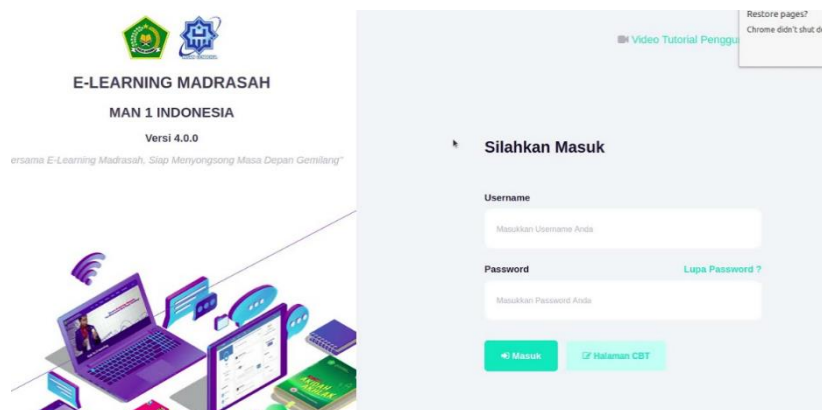


Figure 2.9 E-learning Madrasah

⁵¹ Aris Purwanto, Slamet Asari, and Nirwanto Maruf, "The Effectiveness of E-Learning Madrasah in English Teaching and Learning," *BIRCI-Journal* 4, no. 3 (2021), 5238.

There are many more e-learning platforms that can be used in distance learning during the Covid-19 pandemic. Moreover, educational institutions have better knowledge of the potential of virtual classrooms or e-learning platforms. Advanced e-learning features have made students access more educational content from anywhere and at any time especially in the situation of the Covid-19 pandemic which requires students to study at home and not come to class at school. Because online learning platforms have made learning easier for students, educational institutions must implement them and maybe in the future it can become a learning tool besides face-to-face learning in class if the pandemic has ended.

D. Concept of Perception

1. Definition of perception

In Longman Dictionary of Contemporary English, perception is defined as: “a) How you thought about something and your thoughts about what it looks like; b) how you perceive things with your sight, hearing, etc.; c) the abilities to quickly understand and pay attention to object.” Qiong states “the word “perception” comes from the Latin words perception, *percipio*, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses”⁵² Jalaluddin Rakhmad in his book states that perception is the result of inferring and interpreting information from observations of events, objects, or relationships. Perception is the understanding of sensory stimuli.⁵³

Meanwhile in learning process, Shidu quoted in Permatasari argues that a student's assessment of anything that occurs throughout the learning process is created with ideas or arguments for teachers or classmates to help them better their learning process. Students' perspectives might be challenged and interesting as a result of the observation process, which can raise their

⁵² Qiong, O. U. “A Brief Introduction to Perception.” *Studies in Literature and Language*, vol. 15, no. 4, 2017, pp. 18–28, doi:10.3968/10055., 20

⁵³ Jalaludin Rahmat, *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya. 1999), 51

awareness of the whole teaching and learning process. Many aspects are involved, including feelings, needs, motivation, educational background, and experience. The procedure is then followed by a process in which a person's brain arrives at a meaningful stimulus interpretation.⁵⁴

2. Perception Process

There are three stages of the perception process according to Qiong⁵⁵:

a. Selection

Selection is the first stage in the perceptual process, in which we transform environmental stimuli into meaningful experiences. In everyday life, we can find various kinds of information by seeing or hearing. In order to get everything, the stimulus reaches the sense organs at the same time and waits to be processed even though not all the information obtained is recognized due to the large amount of information being redundant and confusing. Therefore, only part of the information is perceived through a selective process.

b. Organization

After selecting the information, organize it in several ways by finding certain meaningful patterns. Some scholars refer to this step of organizing as classification since it involves assigning items or individuals into groups. Shape, color, texture, and size are some of the social and physical events and things we experience at this stage of perception. When asked what humans are, for example, some people can define them in terms of skin color, whereas others can describe them in terms of race or nationality.

⁵⁴ Rikie Rizkia P. "Student Perceptions toward teachers' use of Bahasa Indonesia in English Learning Classroom." Salatiga: Pendidikan Bahasa Inggris, Universitas Kristen Satya Wacana, 2014., 7.

⁵⁵ Qiong, O. U. "A Brief Introduction to Perception." *Studies in Literature and Language*, vol. 15, no. 4, 2017, pp. 18–28, doi:10.3968/10055., 22

3. Interpretation

After the stimuli selected in the selection process have been categorized into structured and stable patterns in the organization process, the next step is to try to understand these patterns by assigning meaning to them. However, each person may be able to give various different interpretations even from the similar stimulus. For instance, when a police officer arrives at a crime scene, it can be interpreted in other ways. The victims may think that this is a help because they will be rescued by the police. On the other hand, criminals must be afraid of this.

4. Types of Perception

According to Robbins as cited in Syam, Positive perception and negative perception are the two categories of perception.⁵⁶ The following are the distinctions between positive and negative perception:

a. Positive perception.

Perception includes all knowledge (whether known or not) and the responses that are passed on to its usage are described by perception, which is followed by acceptance and support of the perceived object.

b. Negative perception

Perception includes all knowledge (whether know or not) and behaviors that are not consistent with the observed object, as well as a passive attitude or rejection and opposition to the perceived object.

Thus, perceptions, both positive and negative, will always impact a person's self-perception when doing an action. And whether a favorable or negative perception emerges is determined by how the individual describes all of his information about a perceived object.⁵⁷

⁵⁶ Liza Azaria Sukma Syam. "Exploring Students' Perception Of E-Learning in Studying English During Covid-19 Pandemic." Makassar: Muhammadiyah University., 2021., 22

⁵⁷ Ibid., 23

E. Covid-19 Pandemic

Coronavirus disease 2019 (COVID-19) is a kind of virus (SARS-CoV2) that was found towards the end of December 2019 and is believed to have originated in Wuhan, China. More than 100 million cases have been confirmed worldwide as of 2021.⁵⁸ The novel virus has been called Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) by the World Health Organization (WHO), and the sickness has been named Coronavirus disease 2019.⁵⁹ The transmission of this virus could not be determined at first whether it could be transferred between people, but the number of confirmed cases has steadily increased over time. It was established that this virus can be passed from person to person, and the infection is currently spreading. Fortunately, there are various vaccines that are believed to reduce the cases of this virus.

According to WHO, Infection with COVID-19 can result in mild, moderate, or severe symptoms. Fever, dry cough, shortness of breath, and exhaustion are all common clinical symptoms. Moreover, loss of taste or smell, aches and pains, headache, sore throat, stuffy nose, red eyes, diarrhea, or skin rash are some of the less typical symptoms that may affect certain people. However, in some sufferers, symptoms appear mild, even without fever. Patients who have congenital chronic diseases, are in a critical condition and even die. Patients who have good immunity are less likely to be in critical condition. Therefore, the government and WHO always recommend how to make our environment safe from covid-19 transmission such as: Avoid the 3Cs: spaces that are closed, crowded or involve close contact. Choose outdoor gathering than indoor gatherings and try to avoid crowds both outdoor and indoor room.⁶⁰

⁵⁸ <https://www.thejakartapost.com/news/2021/01/27/100-millioncases-worldwide-as-us-seeks-to-reset-its-covid-19fight.html>

⁵⁹ [https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-\(covid-2019\)-and-the-virus-that-causes-it](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-(covid-2019)-and-the-virus-that-causes-it)

⁶⁰ <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public#:~:text=The%20most%20common%20symptoms%20of,or%20a%20skin%20rash.>

In Indonesia, according to the data of WHO website, the total positive cases of coronavirus (COVID-19) in Indonesia are more than 1 million confirmed cases and the graph tends to show increases per day. However, the total vaccines doses given to people is more than 1 million.⁶¹ Having vaccinated the medical personnel, the Indonesian government started a second round of mass vaccination against the corona virus targeting priority groups other than medical personnel. The targets in the second phase of vaccination are workers at hospitality, transportation and tourism sectors are included in this program, as well as members of the media. It is also likely that one of the next targets for vaccination is educators such as teachers and lecturers. Therefore, it is hoped that the government can reduce the positive confirmation rate for Covid-19 and also the death rate caused by the virus.⁶²

In the field of education, Nadiem Makarim, Minister of Education and Culture, published a circular on the COVID-19 epidemic. Through SE Number 3 of 2020 about COVID-19 Prevention in Education Units, the Ministry of Education at the province, district, and municipal levels, universities, university leaders, and school administrators will be responsible for carrying out this instruction. In this circular, there are 18 guidelines that education units must adhere to.⁶³ In addition, the government has also collaborated with cellular operators to provide internet data quota assistance for lecturers, teachers, students, and students in college to support online teaching and learning activities.

⁶¹ <https://covid19.who.int/region/searo/country/id>

⁶² <https://jakartaglobe.id/news/indonesia-to-begin-phase-two-of-covid-vaccination>

⁶³ <https://www.cnnindonesia.com/nasional/20200310154954-20-482162/nadiem-terbitkan-surat-edaran-cegah-corona-di-sekolah>