

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review is an evaluative report of studies found in the literature related to the researcher's selected object. It should give a theoretical basic for the research and help the researcher determine the nature of their own research. This chapter consists of review of related literature.

A. Perception

Perception is the entity, occurrence, and relationship experience gained by the resumption of knowledge and message perception. In resuming information and predicting message, it gives a sense to stimulus-response that includes focus, hope, encouragement, and memory (Rakhmat, 2000). Following it (Michotte, 2019) develops awareness as a stage of the action phase that enables us to adapt our behaviors to the environment in which we live.

Based on Robert E Slavin (2006), perception is a person's interpretation of stimuli. Perception of stimuli is not a straightforward as a reception of stimuli; rather, it is influenced by our mental state, past experience knowledge, motivation and many other factors.

a. Factors Affecting Perception

According to Walgito (2003: 54-55), variables that have been classified are affected by perception:

1. External factors, namely the stimulus and characteristics that stand out behind objects that constitute a subtle determination or

solidarity in the neighborhood, among others: social and environmental.

2. Internal factors, i.e. factors that come from a relationship with aspects, emotional, intellectual, and bodily, linked to the potential of oneself.

According to David Krech and Richard. S. Critchfield quoted by Jalaludin Rahmad (2009), the perception influenced by functional and structural factors:

1. Functional factors or personal factors are factors relating to the understanding of the effect of the stimulus produced by the individual, or the benefits of stimuli generated may be referred to.
2. Structural factors that influence an individual's perception of the current stimulus are structural factors or situational factors.

In another reference, Irwanto (1989) define many variables influencing perception:

1. Selective attention, meaning that it is important to respond to stimuli (stimulus), but the person simply focuses on those stimuli.
2. Stimulation characteristics, indicating that a moving/dynamic stimulus that draws more attention to be experienced is the force of the greatest stimulation.
3. The ideals of human needs, meaning that, depending on the importance of life and their needs, people are not the same.

4. The way a person perceives the world around him is profoundly influenced by past experiences.

B. Online learning

Electronic learning (Online learning), as any form of education that is facilitated by the internet and its technologies and encompasses the use of the World Wide Web (www) to support instruction and to deliver course content (Masrom, 2007). According to (Tsai & Macado, 2002) Meanings of technical terms can be determined in many ways. Terms for new concepts are often derived intuitively from related concepts. Online learning and Web-based learning are examples of recent concepts that acquire their meanings from the related concepts of e-mail, Web, and learning. Other times, concepts are derived by shading their meanings with aggregated adjectives. Online learning and distance learning obtain their meanings this way, as doe's Web-based learning.

a. Definition

Online learning is also known as E-learning. Naidu (2006) stated that online learning is a method of teaching and learning that incorporates technology for information and communication. Online learning refers to learning practices involving computers or related networks and electronic instruments. In addition, Indrakusuma and Putri (2016) suggested that online learning is an abbreviation of electronic learning, which is one of the latest methods in the teaching and learning

process and primarily uses the internet as a learning device for electronic media.

We can infer from different meanings above that the framework or the philosophy of education that uses information system technology in the teaching and learning process can be referred to as E-learning (online learning). Any of the examples are video, slideshow, task, questionnaire, papers, and pdf. Online learning provides the opportunity to exchange materials in all forms of format. In learning, Online learning has been widely applied. Most schools and colleges have already adopted Online learning as their learning method. As the features provided in online learning are complete, the lessons in Online learning are very communicative. The possibility that occurred between the students and the teacher in Online learning directly gives the question and answer, and then the students can also get feedback immediately and live online class.

b. Types of Online learning

Based on Obasa (2013), there are two types or method of delivering online learning such as synchronous online learning and asynchronous online learning:

a) Synchronous Online learning

Synchronous means incriminating contact between students and teachers simultaneously through the web at one time or at the same time. For example, the real online classroom or the virtual classroom is usually named. Students may communicate with each other, both

students and teachers, through instant messages, talk, audio, video, and others in the real classroom or virtual classroom. Students may take many advantages of this kind back to back cited by the author before, such as the opportunity to record or track learning activities, continuous tracking, correction possibilities of global networking and opportunities for learners to collaborate and the ability to personalize training for each other.

The following are the electronic media that are available in synchronous learning and which are used to build a total, rich learning experience along with a sense of community among participants:

1. Audio conferencing: this is a debate between participants or between participants and teachers in real time. This medium helps remove the need for telephone calls to pay large amounts of money. To make audio conferencing possible, electronic methods such as Skype and other voice over internet protocols may be used. This method encourages learners and the course instructors to hold voice conversation, much as it is done in the regular classroom.
2. Chat allows the exchange of information in text and graphic formats. It also allows students, during lectures, to ask questions and get real-time feedback. Students do not have to wait days before receiving feedback on any questions they may ask

through emails with chat services, but are able to receive immediate response as in traditional classroom learning.

3. Instant messaging: These are brief messages sent from the computer to the computer electronically. This format makes it possible to send instant messages and communication is made between learners and instructors. Those that are online at the moment a message is sent will give immediate feedback, but when they next log in, those who are not online will see the background and discussion of messages/message and will be able to provide feedback and add their input.
4. Video conferencing: Video conferencing allows, just as in the traditional classroom, real-time contact between teachers and participants. The student can see their teachers live, as in the traditional classroom, through video conferencing. The opportunity to see one's teacher in 'real time' will create a sense of community and belonging to academia.
5. Web conferencing: This format enables presentations, documentation and application demos to be exchanged instantaneously. Web conferencing services allow students, just as in the traditional classroom setting, to make presentations about their job assignments to fellow students and course instructors.

6. Sharing of applications: Participants have the opportunity to work together from various places at the same time on papers. With this facility, learners can work on assignments and presentations in groups. Application sharing is accomplished when a web document that functions just like Microsoft Word is developed, such as Google Doc, and editing rights are granted to all individuals involved in the learning process, enabling them to add ideas to the document. As such, the documents that were generated may be added to and updated by assigned participants. Sharing of applications helps students and other users to bring their ideas together and agree on the final result to be submitted.

The above tools allow teachers and students to experience classroom activities in real life, such as receiving immediate feedback on questions and interacting in real time with fellow students (from other parts of the world). Instructors and students can experience traditional classroom activities by combining any of these available apps, such as video conferencing, white boarding, and chat. The only difference here is that the participants do not have physical contact (i.e. they do not share their learning space). In synchronous learning, that physical presence is not necessary, the participants come from around the world and more participants are reached at the same time. On the other hand, since these systems are technologically based, any failure in any aspect of the technical

system can have a negative impact on the program's smooth running. A contingency plan is necessary to ensure that the detrimental effects of technical failure are reduced in order to prevent such hitches. To ensure the smooth operation of the programs, both learners and course providers must make plans to resolve both unexpected and expected obstacles.

b) Asynchronous Online learning

Asynchronous is the opposite of synchronous, meaning that teachers and students are not able to communicate at the same moment. Asynchronous enables students, without live guidance from the instructor, to complete the web-based training in their own place.

This form provides the connection between the comprehensive message board, bulletin board, and discussion forums of the student. There are also benefits of this method of Online learning, such as: accessible just in time for instant learning and reference, simplicity of access from anywhere at any time, ability to reach an infinite number of workers at the same time, uniformity of content and cost output once.

Asynchronous learning gives learners the means to quickly access the tools and knowledge available that they need in order to provide a smoother and more efficient learning experience. In this method of learning, the instruments used include the following:

1. Databases: these are teaching and teaching resource servers that are readily open to participants at any time. Databases can be organized and standardized, thereby allowing tutors/providers to manage content. This supports students who are not good at studying topics or who do not have time for them to do research. A database offers access to tools that the student can choose from for his studies that are readily accessible.
2. Document libraries: Document libraries allow participants to monitor their learning at any given point in time and to keep up to date with how far they have advanced. Because asynchronous learning is self-pace, students can have very long breaks in their studies, but access to a document library service means that before resuming their work easily from the same point at a later date, they will be able to stop' their research at a given point. The need to go over what has already been discussed is prevented by this versatility.
3. E-books: for course participants, electronic books are available. These e-books are available for offline downloading and reading. E-books function as a complement to other activities for teaching and learning. E-books are similar to paper books, except on computers they are accessed electronically and can be read easily anywhere and at any time. This format removes the need, at any time to hold many books. As can be done in a

physical book, parts of an e-book can be highlighted, labeled and comments made on pages.

4. Forums: These allow participants to communicate easily and exchange ideas. The technique also provides students with the means to share concerns and to receive input and support from fellow students and instructors.
5. Messaging (e-mail): allows participants to exchange materials from the course among themselves. It also offers an avenue of direct communication with others and with teachers for learners. The only possible concern is that as is the case when learning through chats and face-to-face contact in the classroom, immediate input is not guaranteed.
6. Audio streaming: audio streaming takes the form of pre-recorded presentations, expert interviews or sound bites related to what is being studied. Audio resources are available and, if and when appropriate, can be replayed many times by course students. A possible benefit of audio streaming is that once he or she recognizes the message/learning results that are being relayed; the student can replay any recording many times.
7. Video streaming: Video streaming includes streaming videos of pre-recorded material that are important to the course of research, much like audio streaming. Videos can be downloaded and viewed multiple times before the student gains a complete

comprehension of the content if the correct permissions are in place. This approach also helps instructors to quickly explain technical problems to the learners.

8. Web logs (Blogs): Web logs allow ideas and feedback to be disseminated. Blogs are often used in the same way that a notice board would be used; that is to pass on students' information and announcements. The learners will have to log into their accounts and access the site logs in an asynchronous learning scenario in order to evaluate the details that had been released.
9. Website links: This method provides a resource that guides visitors to external web pages for additional resources. Instead of posting documents in the manner of an e-book, video streaming or audio streaming, the students are instead led to links so that the documents located there can be accessed and downloaded by themselves.

c. Characteristics of Online learning

There are four features of Online learning that are clarified as follows, according to Rudi and Riyana, as cited in Indrakusuma and Putri (2016):

1. Students' attractiveness to learning material does not rely on the instructor/learner, as students build their own information through teaching materials given through the interface of the website.

2. Information sources are everywhere and can be reached by anyone easily. This is due to the globalized existence of the Internet media, where anybody who is related to it can access it.
3. Educational institutions/learners act as mediators/mentors.
4. Gained from the redesign of programs, curricula and management of the education system that will optimally promote the application of information and communication technology to education.

That divides Online learning from conventional learning practices are the four features above. In Online learning, the interpretation of learning content by students no longer depends on the teacher/student, as students process their own information through instructional materials provided by the application interface of online learning. In Online learning, too, information sources are spread everywhere and anyone can easily access them.

d. Online learning Strengths and Weaknesses

There are some benefits and disadvantages of the implementation of Online learning as follows, according to Indrakusuma and Putri (2016):

a) Benefits of Online learning

1. Easier to comprehend, meaning that multimedia facilities in the form of images, text, animation, sound, and even video can be used in learning Online learning.

2. Much more cost-effective, meaning that a teacher is not needed for learning Online learning, there is also no need for a minimum audience, It means anywhere, and so on.
3. Much more succinct, meaning that there are not many class formalities in learning Online learning, directly into a subject, subjects as needed.
4. Available 24 hours a day which means that mastery of the content depends on student excitement and absorption, can be tracked, can be tested by e-test.

b) Online learning weaknesses

1. Lack of teacher-student contact, or even between students themselves.
2. This tendency can neglect the academic or social aspects as well as the growth of business or commercial aspects.
3. Instead of schooling itself the teaching and learning process tends toward instruction.
4. The transition in the teacher's position from the initial mastery of traditional learning techniques is now also needed in order to be able to understand ICT learning techniques (information, communication, and technology).
5. Not all internet facilities at all locations are available.
6. Lack of a human resource which understands the site.
7. Lack of computer-language mastery.

8. For students themselves, access to an appropriate computer may be an issue.
9. Students can be disappointed if, due to insufficient equipment, they are unable to access graphics, photographs and videos (software and hardware).
10. Availability of an infrastructure which may be met.
11. The consistency and accuracy of the data varies, so guidelines and feature questions are required.
12. Students would be able to feel alone.

C. Intensive Course

Each policy of institute / study program (English Department) on each campus is different. According to 2020 Academic Guidebook of IAIN Kediri (2020/2021), the intensive course class is a course program which is given for first semester students of English Department with 10 credits (SKS) or 170x10 minutes per week per semester (The time allocation for each 1 credit is 170 minutes per week per semester). And based on the students` Intensive English Course Book, IC is an integrative language program that purposed to improve the fluency of students in English in some basic aspects of language skills and components supported by mastery (The Team of Writers, 2020)

In finding the meaning of the “Intensive Course”, from another source, Djiwandono (1999) mentioned several points where these points can be used in the basic understanding of the intensive course. These points are:

1. IC is a one-semester program of 18 credits which is carried out in the first semester and is expected for all new students with a major in English teaching.
2. This is a course administered intensively during the first semester, with an average of 28-30 hours per week.
3. The main purpose of the course is to develop fluency on the part of the students in English. The students are expected to have mastered the fundamental English language skills at the end of the IC program especially listening, reading, speaking, as well as basic grammar and vocabulary.
4. Teaching materials are specially chosen, arranged, produced and used in an integrated way to master Basic English language skills as a whole and not necessarily restricted to each of them.
5. A group of members of the teaching staff can work as a team to enforce the IC and maintain close cooperation during the program.
6. The progression and success of students in the course must be regularly reviewed so that corrective and remedial steps can be taken in due time.

Other source that described by Abdulaziz, who cited on Jumrah (2019), clarified that intensive English courses are intended for learning, here are some of the objectives of English courses that must be integrated with the intensive course:

1. Communicate well and fluently using English.
2. Understand and explore four essential aspects of English, namely proper and accurate on intensive course class, reading, speaking and listening.
3. The ability to use English in everyday life (minimum simple English) prepares students who wish to study abroad.

We can conclude that the difference in the theory above is that only the program implementation that carried out on defferent credit system or SKS. However, the purpose of holding an Intensive Course class can still be related.

a. The Standard Procedure for Conducting an English Intensive Course

In a source, Jumrah (2019) also cited the explanation of Djuju, there are minimum standards for the procedure for holding an Intensive English Course:

a) Standard Material Contents

As outlined in the requirements for graduate competence, research material competencies, subject competencies, and learning syllabus, the content quality is the material scope and degree of competence that must be met by learners at the level and form of education within the PNF program

1. Standard Operation

Method standards are national education standards relating to the application of learning in an educational unit in order to

meet the competency standards of English language course graduates. Program organizers must have lesson plans or make them.

2. Standards of educator

In carrying out the curriculum, the organization must also pay attention to issues within the requirements that the instructor must have, namely:

- The course on the English language
- The curriculum must have teachers who in compliance with the requirements set, fulfill the competencies.
- Educators of English language courses must engage in acceptable quality assurance training courses.
- Training workers in English language courses should have skills aligned with what is expected in their fields of employment.
- Training workers in the area of English language courses should take part in sufficient quality assurance training.

3. Standard infrastructure and facilities

National education standards relating to minimum requirements for study rooms, places of practice, places of worship, libraries, laboratories, labs, playgrounds, places of development and recreation, and other learning resources are the

standards for facilities and amenities which are required to support the learning process.

4. The standard of assessment

The Framework for Educational Assessment is the national standard for education relating to the processes, procedures and tools for determining learning outcomes in English language courses.

D. Previous Study

The first research has been conducted by Vitoria L., et al (2018). She conducted a research entitled “STUDENTS’ PERCEPTIONS ON THE IMPLEMENTATION OF E-LEARNING: HELPFUL OR UNHELPFUL?”. in purposed to: 1) Develop an e-learning web-based module at the Primary Education Department of Syiah Kuala University in Indonesia. 2) Develop stage where the users’ perception was assessed regarding the implementation of the module. The method which is used by the writer is Research and Development (R&D). The research included a total of 19 third-semester students. A questionnaire and interview were used to collect the data. The questionnaire was developed based on the Technology Acceptance Model (TAM) which indicated that perceived usefulness and perceived ease of use were two factors influencing someone's acceptance of technology. The outcome showed that the e-learning web-based module was considered by the students to be helpful in enhancing their comprehension, independence, self-discipline, learning motivation, and interactions with each other and with the

teacher. The students also accepted that the web-based module for e-learning was simple to use. This research suggests that the use of technology in university education is advantageous.

The second research has been conducted by Cakrawati (2017). She conducted a research entitled “STUDENTS' PERCEPTIONS ON THE USE OF ONLINE LEARNING PLATFORMS IN EFL CLASSROOM”. This research focuses on the expectations of students regarding the use of English as a Foreign Language (EFL) classroom online learning platform. The study included 40 participants in Bandung, West Java, made up of junior and senior high school students. The knowledge was gathered through questionnaires and interviews and evaluated using a mixed methodology approach. The results of the study showed that the use of Edmodo or Quipper in English teaching and learning in terms of time was accurate and productive for most participants. While one of the challenges in using Edmodo and Quipper is considered to be the slow-speed internet, most of the participants accepted that online learning platforms will help them practice language skills, gain new vocabulary and enhance their comprehension of the content of the lesson.