

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents theories that underline the study. It consists of students' perception, need analysis, online learning, online English learning, COVID-19 outbreak and previous study.

#### **2.1 Students' Perception**

##### **2.1.1 Definition of Students' Perception**

Word perception comes from the Latin word perception, *percipio*, meaning "receiving, collecting, action of taking possession, apprehension with the mind or sense" (Oxford English Dictionary as cited in Qiong, 2017). Qiong (2017) said that perception is defined as the process of achieving awareness or comprehending of sensory information. In common terminology, perception is defined by Longman Dictionary of Contemporary English (2020) as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your sense of sight, hearing etc.; c) the natural ability to understand or notice things quickly.". Human and perception are related in daily life which they always have a perspective or point of view about things surround them.

The process of perception consists of three stages, namely selection, organization and interpretation (Qiong, 2017). Students have a plenty of information that they get in learning activity. They also have experiences in their daily study, so that the reseracher

chooses only part of the information from students' point of view which is called selection. After choosing the appropriate information, researcher needs to organize it in some way by reaching certain meaningful patterns. It can be accomplished by putting students into categories, it will have shape, color, texture, size, etc. Organization allows the researchers to structure and provide coherence to their global insight about students. If the researchers have organized the information, the next stage is interpret it by processing the attaching meaning to the selected stimuli. The researchers try to make sense of the patterns by assigning meanings to them. Moreover, different students may need different interpretations of the same stimulus.

The perception is an important element of cognition, because the sensory information perceived through sensory devices will store in short-term memory (A. S. Rao & M. P. Georgeff as cited in Y, Murali, & Vijayakumar, 2014). The perception is classified into effective and trivial, which the effective perception will be placed in short-term memory and the trivial perception in long-term memory. The categorizing can be amplified by using deliberative (BDI) model which BDI stands for Belief, Desire and Intention, those are mental components present in rational agent architectures (A. S. Rao & M. P. Georgeff as cited in Y, Murali, & Vijayakumar, 2014). BDI also considers motivation and learning it is embraced plans or strategies for achieving desires. The perceived sensory information is accepted and

based on the factors belief, desire and intention the perceived information can be categorized as effective and trivial perception.

Therefore, knowing the students' perception is useful for the sustainable of education in the future. By understanding the students' perspective, it will improve and develop the education system, human resources, teachers, facilities and the stakeholders. It needs some effort to know the certain of students needs to support the learning. Students' perception is to understand what students' experiences, point of view and feel on the learning process by considering some factors namely belief, desire and intention. Culture background sometimes has a role in identifying the students' perspective because every student has their own point of view.

### **2.1.2 Factor Influencing Perception**

Differences in perception are occurred because of some factors; physiological factors, people's past experiences and roles, their cultures and co-cultures, and their present feelings and circumstances (Pearson, Nelson, Titsworth, & Harter, 2011). The differences will be broken down each of the differences in order to make it easier in understanding the perception.

The first is physiological factors that people have distinction in sex, height, weight, body type, and senses (Pearson et al., 2011). Physiological factors mean that someone probably is taller or shorter than others. Someone's body temperature is colder or hotter than

others. Sex also leads the differences of human's perception even though there is no strong evidence that sex always influences the different perception. Temporary condition can affect the perception such as when someone is getting sick because it impacts the perceptive skill

The second is past experiences and roles which past experiences and roles influence someone's current perceptions (Pearson et al., 2011). When someone has a bad experience in the past, they perhaps do not want to face it in the future. Someone's experiences affect how to respond to other and give opinion about something. It is the same as the roles, becoming a mother between a student will have different view of point about what they face. Roles also change the position, for instance when someone in school becomes a student, someone at home becomes a parent or grandparent or a child, in work becomes a copywriter or auditor.

The third is culture and co-culture. Culture is a system of shared beliefs, values, customs, behaviors, and artifacts that the community applies it to deal with the daily life and other people (Pearson et al., 2011). The habituation that people are accustomed to do in life such as how they eat, call name, cook and others can make them have different how they see, hear and think. A co-culture can be defined as "a group whose beliefs or behaviors distinguish it from the larger culture of which it is a part

and with which it shares numerous similarities” (DeVito, as cited in Pearson et al., 2011). Co-culture means an Indonesian who moves to Singapore moves from a culture (Indonesia) to a co-culture (an Indonesian in Singapore).

The last is present feelings and circumstances. Pearson et al., (2011) stated that someone’s daily, monthly, or yearly cycle can affect how they discover stimuli. A person who is used to have breakfast in the morning to make them be able to focus on the exam but in that day, they do not eat breakfast then it affects how they answer the examination. People who are currently lost their wallet they perhaps will not focus on what their friend said to them. Another example is when someone has a bad experience in that day, and you make a joke, it probably does not make them laugh.

### **2.1.3 Process of Perception**

There are three processes of perception; selection, organization and interpretation (Pearson et al., 2011). In selection, there are many things that happen in life but people will only focus on a thing that have a big role in themselves. For example, when a person is listening to music while it is raining, if the person focuses on the music, so the sound of raining will not really be heard by the ears. There are four steps of selection including selective exposure, selective attention, selective perception, and selective retention. In selective exposure, people will gain more strengthen information rather than contradicts,

beliefs or opinions (Wilson & Wilson as cited in Pearson et al., 2011). In selective attention, people will only focus on what they want to. Selective perception can be defined as “the tendency to see, hear, and believe only what you want to see, hear, and believe” (Wilson & Wilson as cited in Pearson et al., 2011). Selective retention is people will gain information based on the belief, see and hear (Wilson & Wilson as cited in Pearson et al., 2011).

Organization is grouping the gained information or stimuli into meaningful units (Pearson et al., 2011). There are three things that should be organized; figure and ground, closure, proximity, and similarity. First is figure and ground which figure is the main point that should be focus on while ground is the background of the figure. Closure is we should complete the uncomplete information, it is like playing a puzzle that to know the full picture, we must fulfil the blank puzzle appropriately. Proximity has a meaning that a couple of more things will seem as a unit. Similarity is organized together because it has the same size, color, shape and other similar things.

Interpretation is assessing and determining the organized information. People frequently rely on the context in which the stimuli are perceived, or they compare the stimuli to other stimuli when interpreting stimuli. Sometimes context helps, but other times it can give confusion in interpretation. It will be better if it is based on the context and the situation in real life.

## **2.2 Need Analysis**

### **2.2.1 Definition of Need Analysis**

Need analysis is some activities that are involved in gaining information which will serve as the basis for developing the thing that want to be increase (Iwai, et al., 1999). The first step of doing a need analysis is writing a first draft definition of the problem. The researcher should answer some questions, such as; problem, the stakeholders, the size of the problem, the characteristics of the solution, characteristics of the solution, preconditions and opportunities lie. Second step is discussing the identification of the problem with the appropriate parties. Researcher should consult various parties; experts, organization and attitude, and guidance. The third step is defining the problem more precisely, researcher should add the various parties about the questions and answers from stage 1. It will produce new questions the researcher will interact with certain parties. The last step is discussing the need analysis with the internal authority, it will give decision whether the need analysis is taken further or amend or even repeat the process one or more time.

Needs Analysis gives insight into the beliefs, opinions and views of the students and teachers and help in making a language program more accustomed to the students' necessary (Pushpanathan, 2013). Need analysis discovers and describes things which the researchers want to get more information about the variable. Richards stated that

need analysis can be a media to gain an extensive range of input into the content, design and implementation of learning activity as cited in Pushpanathan (2013). It can also help in managing goals, intention, and content for online learning. Furthermore, need analysis can provide data which can be utilized to review and evaluate an existing program. Tarone and Yule also stated that it can help teachers and stakeholders understand the students' need and make decisions in pedagogy and assessment for further development as cited in Pushpanathan (2013).

Need analysis has some frameworks because it is for evaluating the attitudes, opinions and beliefs towards innovation. It needs some information about the learners related to the intention of achieving the learning program. The information is the students' attitude, the previous learning experiences, cultural background which those are found out through various sources including institutional and through the learners themselves. Good way of doing analysis of needs will give validation information and will be more useful and powerful to be used in some related fields.

### **2.2.2 Models of Need Analysis**

McKillip (1987) provides three models of needs analysis. The first is *Discrepancy Model*, which the model is the most uncomplicated and broadly used, mainly in education. The model also underlines normative expectations and involves the three phases, there



are: goal setting (identifying what ought to be), performance measurement (determining what is), discrepancy identification (ordering differences between what ought to be and what is). The second model is *Marketing Model*, the model establishes needs assessment as a process of response used by organization to assimilate and to adjust to the needs of their client inhabitants. A marketing strategy of needs assessment has three components: (1) *Selection of the target population*, those actually or potentially qualified for the service and able to create the needs exchanges. (2) *Choice of competitive position*, differentiating the agency's services from those offered by other agencies and provides. (3) *Development of an effective marketing mix*, choosing a range and quality of services that will enlarge usage by the target population. The third model is *Decision-Making Model*, this model is an adjustment of multi-attribute utility analysis (MAUA) to difficulties of modeling and synthesis in applied research. This model has three stages: (1) *Problem modeling*: need recognition is needed. The decision problem is conceived by choices and decision attributes. (2) *Quantification*: calculation in the need identifications are transfigured to reflect the decision makers' value and interest. (3) *Synthesis*: an index that sorts choices on necessary will be available. This index also provides information on the relative standing of these needs.

### 2.2.3 Steps in Needs Analysis

According to McKillip (1987) recognized five steps in need analysis. Step 1: Identify users and uses of the need analysis. The users of the analysis are those who will act on the basis of the report and understanding the users of the need analysis can help focus on the difficulty and solutions which can be entertained. Step 2: Describe the target population and the service environment, for instance: geographic dispersion may include transportation, demographic characteristics of the target population, eligibility restrictions, and service capacity. Client analysis means the differentiation of those who use service with those who are qualified to use services. Resource inventories detail services available. Step 3: Identify needs. it needs to describe problem, McKillip (1987) identified three types of problems: (1) Discrepancies: “Problems are revealed by comparison of expectations with outcomes. Discrepancies are problems” (p. 11). (2) Poor outcome: “Problems involve those at-risk of developing poor outcomes. (3) Maintenance need: “A group with maintenance needs can develop poor outcomes if service presently offered are withdrawn or altered” (p. 11).

McKillip (1987) also stated that Bradshaw identified four types of outcome expectations that support judgements of needs: (1) Normative needs: Expectations based on expert identification of sufficient levels of performances or service, (2) Felt needed:

Expectations that members of group have for their own outcomes (e.g., parents' expectations about the appropriate amount of elementary level mathematics instruction), (3) Expressed need: Expectations based on behavior of a target population. Expectations are indicated by use of services (e.g., waiting lists, enrollment pressure, or high bed occupancy rates), (4) Comparative need: Expectations based on the performance of a group other than the target population. (Comparative expectations mainly depend on the similarity of the comparison group and the target population. In addition, such expectations can neglect unique characteristics that invalidate generalizations.)

According to McKillip (1987) there are three criteria (dimensions) for evaluating solutions: cost analysis, impact, feasibility. Step 4: Assess the importance of the needs. Once problems and their solutions have been identified, needs are evaluated. It helps researcher know what the appropriate solutions for the identified problems. Step 5: Communicate results. Finally, the results of the need identification must be communicated to decisions makers, users, and other relevant audiences. It is important to discuss it to get a good result because it's communicated by some trusted people. Need analysis can be shared for an importance of certain field.

#### **2.2.4 Technique for Need Analysis**

There are four techniques of need analysis (McKillip, 1987). The first technique is Resource Inventory, which the information is gathered from service providers, either by survey or interview. Moreover, it provides a systematic mapping of services available, points to gaps and to widely available services, and may identify services that planners were not aware of. The second is Secondary Data Analysis, it can be from target population description, synthetic estimation, client analysis, direct and at-risk indicators. The third is Surveys, the things that should be surveyed are key informants, client satisfaction, training surveys. The fourth is group procedures which can be done with focus groups, nominal groups, and public hearing and community forums. Techniques for need analysis is important because it can identify knowledge gaps before facing the problem, help to provide references for the next research, highlight the needs and help to decide the solution for preventing the problems.

### **2.3 Online Learning**

#### **2.3.1 Definition of Online Learning**

Online learning encloses a various technology including the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to transmit education (Dhull & Sakshi, 2017). It supports students and teachers to do learning and studying activity. In doing online learning, teachers

become a facilitator than deliver content knowledge. E-learning gives a joy in learning because it provides innovative and interactive content and it also attracts students to learn more. Online learning needs internet network in order to access some courses. It does not restrict the time to learn the materials, if the teachers do not set it into limited time.

Online learning has some advantages such as broadening access, engaging students in active learning, individualizing and differentiating instruction, personalizing learning, making better use of teacher and student time, increasing the rate of student learning, reducing school-based facilities costs, reducing salary costs, and realizing opportunities for economic of scale (Bakia, Shear, Toyama, & Lasseter, 2012). It is often used because of its effective time which the students and teachers do not need to go to a class and meet directly. It also has cheaper cost which some students need to pay for the public transportation when they have conventional class.

### **2.3.2 Types of Online Learning**

Stem (2019) on his book “Introduction to Online Teaching and Learning” found that there are several types of online learning. The first is *Correspondence Courses* which is conducted through regular mail with little interaction. Second, *Telecourses* where the content is conveyed via radio or television broadcast. Third, *CD-ROM Courses* which the students interconnect stable computer content. The

fourth is *Online Learning* where internet-based courses offered concurrently or unconcurrently. The fifth, *Mobile Learning* by means of devices such as cellular phones, PDAs and digital audio players. Those types are combined to be used in teaching and learning activity. Online learning courses has two types, namely partially online and fully online Learning course (Mason, as cited in Dhull & Sakshi, 2017). Mason (as cited in Dhull and Sakshi, 2017) found partially online is similar to blended learning which integrate material of resources in print or non-print with some parts of online learning. While fully online learning course is learning and teaching activity completely done by online. Teachers more often use partially online than fully online learning because students need to be engaged by innovative and interactive media. It can make the students pay more attantion to the material and help them understand the subject.

### **2.3.3 The Benefit of Using Online Learning**

Technology has connected people to access information every time and everywhere that people have higher flexibility to unnable and work at their own pace and time (Haron, Zaid, & Ibrahim, 2015). Students just need to be connected to internet when they want to access the course. One of the differences between online learning and traditional learning is in traditional classroom, students complete their task and submit it before class is over, while it can be more flexible in online learning, permitting the students to finish their

assignment yet still keeping connected with the class. Furthermore, online learning is reachable for both students and teachers without requiring to travel for getting the information.

Using combination with well-organized e-learning system and a highly motivated student, it can give some advantages (Guragain, 2016). The advantages are convenient for students, lower cost, up-to-date learning materials, flexible way of learning, world-wide learning society, scalable e-learning systems, higher degree of freedom for students, and better retention. The world is moving towards the digital era which education maximize the use of technology in learning and teaching activity. Online learning is full of information, trainings and insight, yet it is expected to be used as wise as possible.

Guragain (2016) also explained the advantages of applying online learning. The first, it can decrease the need to travel from home to school to gain knowledge of education. Second, it is a comfortable way of learning things because it can be accessed any time, any where and on self-desired. Third, it is a completely flexible for learners and it is self-placed personal learning system. Fourth, it makes students easy to understand because the it applies media resources. Fifth, it has the same contents which can be accessed by the learners every time repeatedly. Sixth, learners can track the learning progress easily.

Seventh, the content of learning materials is consistent for all users regardless of the place or time accessing.

To sum up, online learning has some benefits for students, teachers and even parents. The advantages can be gotten easily if the users can use it widely. Online learning gives learners flexible access and lower cost. Learners do not need to go to a place for doing learning activity, they just need internet access, so they can learn some courses via online at any time and any where. Moreover, they can repeat the content of material easily till they understand the subject.

## **2.4 Online English Learning**

### **2.4.1 The Role of Online Learning in Studying English**

Mutambik (2018) found that studying English via online has some roles, such as boosting learning skills, encouraging independent learning, urging flexible learning, and driving interactive learning. Online learning also gives opportunities to interact and learn with people globally with low cost and flexible time. However, the effectiveness of using online learning is determined by users, predetermined curriculum, pedagogical approach used by the teachers and how the educational activities are applied in the online learning goals (Haron, Zaid, & Ibrahim, 2015). The users should be wise in using online learning to achieve the goal.



Students may not be ready for learning English online (Kuama & Intharaksa, 2016). The unpreparedness is caused by several factors. Those are students face some technical problems and personal problems, students need to be helped to cope with the two challenges. The next factor is online course design and content should be interesting and must be evaluated and revised regularly. Conducting online language learning strategies should be done before the course starts because it can encourage students to study online. It needs to measure the students' preference and learning style, confidence, comfortable and ability in using internet and computer, skill to encourage self-demand and intrinsic and extrinsic motivation and positive attitude towards online learning. The last factor is online English students need guide to direct them in taking an online course.

#### **2.4.2 The Benefits in Improving Language Skills**

Technology tool can increase reading and writing skill of the students as they are user-friendly and students can learn faster and more effective (Ahmadi, 2018). The researcher also found that WhatsApp can improve students' writing skill, speaking skill, vocabulary, and word choice. Moreover, Wiki technology could improve the learners' writing skill, throughout the students were asked to join a Wiki page where they would write passages and then read and answer the passages of their classmates. The learners

also can learn vocabulary, spelling and sentence structure by doing peer review.

Chamorro (2018) found that students started online English learning by exploring each unit's aims, then moved to warm-up activities that included the presentation of new vocabulary in context and the recycling of previous knowledge. Students are helped to reflect on what they have read from e-book, motivate them to read the texts more carefully, create a suitable environment for class discussion, interacting with classmates and teachers outside the class help them to fill the gaps of their understanding of the course topic and they can get quick feedback from teacher with the help of them (Aydan, 2014).

By using online learning, students can learn English every time and everywhere. They can also choose the skill which they want to improve more easily. Not only study English by using the media that the teachers have provided but also using other applications and learning platforms, such as; Duolingo, Hello English, Cake, BBC Learning English, ELSA Speak etc. There are also some websites that can improve the students' English skill namely VOA Learning English, Read It English, BBC News, etc. However, students should have ability to control them in using online media to achieve their goals of learning English.

## **2.5 COVID-19 Outbreak**

### **2.5.1 Definition of COVID-19**

Coronavirus disease that is abbreviated as COVID-19 is a group of viruses belonging to the family of *Coronaviridae*, which infect both animals and humans (Organization, Coronavirus Disease (COVID-19) Outbreak: Rights, Roles and Responsibilities of Health Workers, Including Key Considerations for Occupational Safety and Health, 2020). Coronavirus started spreading in Wuhan, China in December 2019. This kind of virus is first found in animal then transmitted into human (Salih, 2020). It can also be transmitted to human with close contact or from tiny droplet while coughing or sneezing. The virus spread over 200 territories and more than million people. Nothing can stop the virus from spreading, the vaccine is still in the testing phase.

### **2.5.2 Preventing the Spread of COVID-19**

Even though the vaccine is not available, people can avoid and emphasize the spread of COVID-19. Organization, Coronavirus Disease (COVID-19) Outbreak: Rights, Roles and Responsibilities of Health Workers, Including Key Considerations for Occupational Safety and Health (2020) has announced some ways to prevent the COVID-19. There are frequent cleaning of hands using alcohol-based hand rub or soap and water, covering the nose and mouth with a flexed elbow or disposable tissue when coughing and sneezing and doing physical distancing with anyone especially that has a fever and cough. At the moment, WHO is

working with international experts, governments and partners enlarge scientific knowledge on this new virus and to provide timely advice on measure to protect people's health and obstruct the spread of COVID-19.

## **2.6 Previous Study**

Some researchers also have already conducted same topic of this research. The most interesting topic which the researchers conduct is about students' perspective on online learning during COVID-19 pandemic. The current study conducted by (Adnan, 2020), "Online Learning Amid The COVID-19 Pandemic: Students' Perspectives" the researcher used descriptive research design. The aim of study was to know the effectiveness of online learning in Pakistan from higher education students' perspectives and to highlight the challenges and obstacles of online learning faces by higher education students in Pakistan. The participants are undergraduate and postgraduate students of National University of Sciences & Technology (NUST), Pakistan. The data were obtained from online survey. The result showed that online learning cannot produce desired result in underdeveloped countries like Pakistan, where a vast majority of students are unable to access the internet due to technical as well as monetary issues.

Another research is conducted the same topic, the research by (Baczek et al., 2020) which the study "Students' Perception of Online Learning During The COVID-19 Pandemic: A Survey Study of Polish Medical Students" the researchers used survey study method an the aim is to investigate perception of online learning amongst medical students.

Questionnaires were used to gain data and distributed to Polish medical students. The result showed that e-learning is a powerful tool for teaching medical students. Nonetheless, successful application of online learning into the curriculum needs a well thought-out strategy and a more active approach.

The same topic is conducted by (Biswas, Roy, & Roy, 2020) entitled “Students Perception of Mobile Learning during COVID-19 pandemic in Bangladesh: University Student Perspective”. The aim of study is to measure the students’ perception of using mobile for learning during COVID-19 pandemic in Bangladesh especially at the university students’ perspective. Survey method is used to gained the data which the participants were 416 students from different university students in Bangladesh. The result of the study shows that most of the students at the university level have a positive perception of m-learning. research conducted by (Allo, 2020) which the subject of the research are the learners of English study program of UKI Toraja, Indonesia The result of the study showed that the participants revealed that online learning is good. Moreover, study conducted by Agung et al., (2020) which the subject of the research is English Language Education Study Program at Pamane Talino College of Education (STKIP Pamane Talino), Indonesia. The result is that there are some obstacles in conducting English online learning during COVID-19 pandemic.

In addition, the same topic about students' need was conducted by Destianingsih and Satria (2020) which the result was there were several tools that can be used during online class by considering both students and teachers internet access. The participants revealed that Zoom is effective tools to replace face to face meeting while Google Classroom and WhatsApp were to share and submit assignment. The same research topic was also conducted by Muthuprasad et al., (2021) which the result showed that most of students preferred to use smart phone for online learning and preferred to be given quiz at the end of each class.