CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, we examine some of the theories that accompany the variables being used in the research. It presents theories and explanations about perception, e-learning, Zoom, and also relevant previous studies.

A. Perception

1. Definition of Perception

Human perception is closely tied to psychology. A person's attitude toward the use of something they learn can be measured by what they think about the method or what they learn (Hong, 2003). Perception can differ from person to person because it is a person's point of view concerning something they have experienced. It is the process of organizing, identifying, and interpreting sensory information. Through perception, people are able to recognize and understand different types of phenomena in the world. It is possible for people to perceive an object differently; they can perceive it positively or negatively.

According to Jacob & Gawe (2004), perception is one of the most important elements in effective teaching and learning. The ability to learn is only possible if a person is exposed to stimuli, and we are exposed daily to a variety of stimuli that affect our senses. According to Hamachek, 1995 in (Pamungkas & Adi, 2020), perception refers to how an individual experiences a stimulus through their sensory receptors. It is not always the same thing that

is experienced consciously as what is experienced visually, auditory, or tactically. The way in which people view the world around them impacts their perception. Accordingly, sensory stimuli are interpreted by individuals according to their own views.

According to some experts, perception is defined in a broader sense. It is stated in Wagner and Hollenbeck (1995) in (Sakinah et al., 2021) that human beings possess five senses by which they perceive the world around them: sight, hearing, touch, smell, and taste. In the perception process, information is gathered from the senses and is selected, organized, stored, and interpreted. Koentjaningrat in (Fegasanti & Priyatmojo, 2020) further asserted that perception is part of the human brain and appears to be a view of the phenomenon. Many factors play a role in this process, including emotions, needs, motivation, education background, and experience. In his view, (Walgito, 2010) defined perception as the process that occurs before sensing, or the process of receiving information through a person's sense organs.

2. **The process of perception**

Human perception occurs when information enters the brain. Five senses help us connect perception with the environment. Perception is made up of three stages. A stimulus starts the process. When the brain responds to the stimulus, perception emerges. Sensation is the first step in perception. Humans receive their sensations via their senses. Each sensation influences the stimulus. The second process is registering. Through nerves, the stimulus is transmitted to the brain. It is then processed by the brain. Through this

process, human beings can recognize the stimulus. Interpretation is the final stage. When stimuli enter the brain, they translate into what an individual sees, hears, and feels. Individuals perceive stimuli as a result of their responses to them (Walgito, 2010).

3. **Aspects of Perception**

There are three elements that influence perception (Walgito, 2010):

a. Object perceived by the senses

Humans receive stimulus from objects, and that stimulus is then transmitted to their sensory devices.

b. Human sense/receptor/sensory device

In humans, the senses or receptors are the devices for receiving stimuli. Furthermore, sensory nerve is a tool for transmitting all the stimuli to the core of nerve composition called the brain.

c. Attentiveness

The act of perception requires attention. Each individual needs to focus on that particular object, which may differ from the concentration of another. Each individual may perceive the object differently depending on how they focus.

4. **Factors Contributing to Perception**

Everyone has a different perspective when they see the same thing. Several factors can affect the differences, including both internal and external factors. Additionally, Slameto in (Sinaga, 2018) describes the factors that influence the perceptions of students.

d. The internal factors

An individual's internal factors are those that originate within them. There are two types of internal factors. The first is physical factors related to health or physical defects. Secondly, there is the psychological factor, which consists of intelligence, attention, interest, aptitude, motive, and readiness.

e. The external factor

External factors affect an individual's perception from outside of themselves. The factors may be influenced by the student's family, school, environment, learning atmosphere, curriculum, and their relationship with their teacher and friends.

B. E- Learning

1. The Definition of E-Learning

According to (Efendi, 2005), e-learning is one type of teaching and learning that uses the internet, intranet, or another computer network as a method of communication. A computer platform is used to integrate technology into education. By using the internet and technology, e-learning can be defined as transforming the learning process that occurs in schools and universities into a digital format (Munir, 2009). Whereas, (Efendi, 2005)defines it as a method of instruction that uses electronic media and technology of information. Gaebel in (Maatuk et al., 2022) states that e-learning has both technological and practical applications in addition to providing learners with easy access to learning resources through the internet.

The electronic media used for this type of learning are the internet, intranet, videotapes, CD-Room, DVDs, and TV.

2. Model of E-Learning

The development of an e-learning system can take three forms. The three types are web-based courses, web-centric courses, and web-enhanced courses (Alfath, Ellianawati, & Sukisno as cited in (Diani et al., 2018).

a. Website course

A web course is an application of the internet in education in which teachers and students do not need to meet at all. The lessons, materials, practices, exams, and discussions are all delivered online. Essentially, this system supports distance education.

b. Website-centric course

The model is a combination of long-distance learning and face-to-face learning whose aim is to complement one another. This model allows the teacher to instruct the teachers on how to learn the materials on the website that the teacher created. Additionally, teachers are directed to find materials on other related sites and websites. It is expected that the teacher and the teacher will discuss their findings from the internet in the face-to-face section.

c. Web-enriched course

In this model, internet is used to support the enhancement of education taking place in classrooms. In addition to providing enrichment and communication between teachers, the internet has other purposes such as connecting communities. Teachers are responsible for mastering the

technique of searching information on the web, guiding them to find up-to-date and relevant sites to their material, and delivering it through an engaging web format.

3. **The E-learning Aspects**

Identify some aspects that influence teachers' perceptions of e-learning. The four aspects are teachers' basic knowledge, teachers' readiness in e-learning, e-learning's ease, and the benefits of e-learning for teachers.

a. Basic knowledge of e-learning among teachers

If the teacher does not have the basic knowledge about e-learning, they cannot begin to use e-learning. The sub-aspects of this aspect are described below. Firstly, e-learning should be defined and its support needs to be identified, followed by some tools for supporting e-learning.

1) E-learning definition and support

E-learning should be defined briefly by teachers and the supporting systems should be understood by them. Understanding the difference between online and offline classes is crucial for them. To maximize the use of e-learning, they need to know the features of the e-learning platform or application. The sub-aspect of this aspect is made up of two indicators, which are: Teachers can explain the meaning of e-learning in brief and Teachers have experience with e-learning. Teacher perception or opinion is closely related to this experience because teachers will have perception or opinion after experiencing something.

2) Teachers are familiar with some e-learning tools

It is very important for teachers to be familiar with supporting tools for e-learning since they have to adjust to the flat form of e-learning, materials, and models. Additionally, they can use e-learning tools such as video conferencing, social media, etc. to enhance e-learning.

b. The readiness of teachers to use e-learning

A virtual classroom is different from an offline classroom because the teachers interact virtually with their friends and lecturers. Assignements and courses are also delivered electronically. Hence, the teachers must be capable of utilizing technology and combining technology with learning.

1) Teachers must use technology

Teachers must be ready to master technology, especially the technology closely related to e-learning. It becomes evident that teachers are able to handle technology effectively if they have good skills in operating the application and knowing the current platform of e-learning.

2) Teachers should be able to combine technology and the learning process

A teacher or lecturer should combine technology with the learning process to make the process more engaging. In order to obtain the same level of comprehension as in an offline class, the e-learning process must be form proportional and mix effectively. It is important that teachers know how to explore the materials to each course because every course will have a different approach.

c. Easy access to e-learning

A digital learning platform should be convenient and affordable. The learning process is not only enjoyable, but also easy to access the materials and assignments, as well as following the current format. It is due to the rapid development of technology and the addition of new features. Specifically, this aspect involves two sub-aspects:

1) The simplicity of technical support and the time savings

An e-learning program cannot be completely separated from the internet, application, and signal. The internet and eLearning systems are thus expected to benefit the eLearning process by making it possible to do it more efficiently. In addition, teachers and lecturers must allocate their time efficiently. E-learning should not be complicated or time consuming. Moreover, the distance between teachers and students should not act as a resistance.

2) The development of e-learning

Teachers must develop a better understanding of how to use technology with the advancement of technology and digital platforms. It is expected that the effectiveness of learning will improve even with the use of e-learning. Teachers should not believe that online learning is challenging and boring because the platform provides so much reference that even if they are separated by distance, they can experience good learning.

d. Teachers' benefits from e-learning

When discussing the perception, the benefit is an inseparable element. As teachers, we need to understand that e-learning is also beneficial for our own growth, as well as language and skill enhancement.

1) The online system offers benefits for self-development

The self-development refers to both the teacher's knowledge of the current technology and their ability to comprehend the course or lesson. The teachers can achieve these two indicators by learning new application materials and motivating themselves to learn the material. Due to the distance, they can't interact with their friends or lecturers physically, but using social media or e-learning applications, they can still stay in touch. During this process, individual motivation and curiosity play a major role in success.

2) The online system allows language and skill enhancement

In online learning, teachers are expected to be able to read many online articles and books. This is due to maximize and enrich their knowledge about the effective strategy to teach online and motivate the students to attend the class.

C. Zoom Cloud Meetings Application

1. The Definition of Zoom Cloud Meetings

Zoom Cloud Meetings is an application for video conferencing that is cloud based. Zoom Cloud Meetings or Zoom allows the users to video conference, voice conference, or do both virtually. Interestingly, Zoom Cloud

Meetings has a large enough capacity to enable users to host meetings with many participants, up to 1000 people, with a premium subscription. Furthermore, Zoom Cloud Meetings can record all conversations, which can then be viewed and retrieved at a later date. People usually refer to Zoom Meetings (online meetings) and Zoom Rooms (zoom rooms) when talking about Zoom. Meetings that are conducted using Zoom are known as Zoom meetings. Zoom Cloud Meetings can be used on a small or large scale, but if your company is large, it's worthwhile to purchase premium services on the Zoom application, since it makes work easier.

Zoom can facilitate independent learning by facilitating communication between teachers and students. Due to the application's multiple features, teachers can use it to interact with students in a two-way manner. In the world of e-learning, the Zoom application has become extremely popular. Through the use of the Zoom cloud meetings application, a teacher can later provide material, share questions, and ask questions with students online (Monica & Fitriawati, 2020).

2. **The Features of Zoom Cloud Meetings**

The Zoom Cloud Meeting application features a number of interesting features, including the following:

a. HD Video and Audio

The resultant image and audio of this application are of no concern to users. It is because Zoom is supported with high-definition or HD quality.

Additionally, Zoom can support up to 1000 participants and 49 videos simultaneously.

b. Integrated collaboration tools

Zoom's collaboration tools allow users to share screens simultaneously and write notes concurrently during meetings.

c. Cyber security

Zoom is secure to use, so there is no need to be concerned. All Zoom meetings have been supported by an end-to-end encryption feature. Further, the application includes password protection so that user security is enhanced.

d. Recordings and transcriptions

The Zoom application allows users to record meetings directly and store the results on their mobile devices as well as saving them to a cloud account.

e. Scheduling Features

In the Zoom application, it has a scheduling feature so that users can create a schedule to start and conduct meetings, and the conversation history can be searched through outlook, g-mail and iCal accounts.

f. Team Chat

Users of this application can easily carry out team chats or group chats, and users can search chat history as well as share integrated files, with archives that can be saved.

D. **Speaking**

1. **The Definition of Speaking**

Speaking is one of two kinds of productive skills besides writing. (Nunan, 2003) stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaking is daily routine to communicate with other people. Speaking is so much part of daily life that we take it for granted.

According to (Richards & Renandya, 2002), the learners study English in order to develop their language in speaking. Speaking is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.

Based on the definitions of speaking above, the researcher can summarize that speaking is the capability of using language, a skill to share someone's ideas, information, suggestion and feeling to other people orally that is used in part of daily life.

2. **Components of Speaking Skills**

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities (Gower et al., 1995 as cited in (Derakhshan et al., 2016). According to (Syakur, 2007) there are five components of speaking comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

Comprehension is the way of understanding something, comprehension also important component in speaking because in conversation with others we must make them understand in our conversation. Comprehension points to the fact that members know the nature of the research assignment, even when the process are complicated and involve risk (Goh & Burns, 2012) as a result, in understanding information additionally, it is purpose to create the listeners easily to receive some information from the speakers.

b. Grammar

Grammar is study of words, how students used in sentences. Grammar can be described as a principle of rule which can be used to make well formed of grammatical utterance in that language (Purpura, 2004:6). In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units Greenbaum and Nelson (2002:1). Grammar is important to make sure that the students' ability is correct in oral and written aspect.

c. Vocabulary

Vocabulary is necessary for speaking. It can be shown that one of the key for success communicative is the power of words. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, and how they are spelt. Many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form. The

vocabulary becomes familiar when we use in spoken language everyday (Turk, 2003).

d. Pronunciation

Pronunciation is one of the important components that a good English speaker used. Pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation, more peripherally gesture, eye contact and body language (Fraser, 2001:6). Also include the segmental features: vowels and consonants and the intonation pattern).

e. Fluency

Fluency is the role of good communication in other words is the purpose of the students learns to speak. They do not need to spend a lot of time to share the information. They can speak early and easily without many times to think as like "emh" and stop they speak. Harris and Hodges (1995:14) found that fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

E. Teaching Speaking

1. The Definition of Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production (Hughes, 2003). Therefore, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express

themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi, 2006).

Brown (2001: 271-272) states that in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 2000: 56).

Thus, teaching speaking is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students activeand creative.

2. **Principles of Teaching Speaking**

There are five principles of teaching speaking stated by Nunan (2003) such as:

a. Consider about second and foreign language learning context. It is to clarify that the target language of a second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target

language is not in the language of communication in the society. So that learning speaking in this context is very challenging.

b. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which a speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.

c. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

d. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

e. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get services. Interactional speaking is communication with something done, including the exchange of goods and someone for a special purpose. It includes both establishing and meaning social relationship.

3. Teachers Role in Teaching Speaking

According Bryne (1997:2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

a. The presenting stage; when the teachers introduce something new to belearned, the teachers play a role as informants.

b. The practice stage; when the teachers allow the learners to work under theirdirection, the teachers have a role as conductors and monitors.

c. The production stage; when the teachers give the learner opportunity towork on their own.

It can be concluded that there are three roles in teaching speaking. They are the presenting, the practice stage, and the production stage. In the presenting stage, the teachers present the new material that will be learned. The teacher gives knowledge and the direction about material. In practice stage, the teachers control the students when they in work under the teachers' direction. The production stage, the teachers give the students task to do by their own.

F. Previous Studies

To guide and support the research procedures and discussion, the researcher collects some relevant previous studies.

First, **Rahayu & Wirza (2020)** in an investigation of how online English language learning is perceived by EFL teachers. A survey was conducted to analyze perceptions of usefulness, ease of use, and attitudes toward online English

language learning. The design of the survey was descriptive. The study involved 102 junior high school English teachers from Bandung who completed a survey and an interview. During pandemic Covid-19, the findings of this study revealed that participants viewed online learning systems as valuable and easy to use. However, more than half of teachers disagreed about the effectiveness of online learning. Due to the lack of communication between students and teachers, they felt online learning was less effective. There were fewer motivated students, fewer internet quotas, and fewer parents' support for some students due to lack of technology infrastructure. Teachers also faced difficulties using ICT, developing engaging materials, explaining the materials, and giving feedback. These issues make online teaching less convenient and comfortable. Although online teaching and learning are associated with many problems, teachers can show the right attitude toward using technology in the classroom.

The second study was conducted by Mukaromah et al. (2022). Research was conducted to describe the implementation of Whatsapp and Zoom applications, their strengths and weaknesses in online learning. The study was conducted at IAIN Palangka Raya. This study was conducted qualitatively. Data were collected through interviews and documentation. The participants in this study were IAIN Palangka Raya students. Sample selection was by purposive sampling. According to the study, both Whatsapp and Zoom can be helpful for students to practice English, make learning more effective, and facilitate interactions between lecturers and students. The features in this software make it easy to share information in the learning process and can be beneficial for online

learning. There are a number of challenges to applying them, including unreliable internet connections, the cost of buying quota and the lack of internet facilities.

Next, a descriptive quantitative study conducted by Angraini & Amri (2021). Research was conducted at Pondok Pesantren Sumatera Thawalib Parabek to determine teachers' opinions about using Google Classroom as an online learning platform. Teacher responses were gathered from interviews, checklists, and questionnaires. A total of five teachers from Pondok Pesantren Sumatera Thawalib Parabek provided the data. It was analyzed based on a descriptive analysis. A majority of teachers rated the study as positive. They used Google Classroom in the right way and had a positive impression of it. Google Classroom, according to the teachers, fulfills the following criteria: education effectiveness, assessment, feedback and communication, and teachers' satisfaction. It was found that teachers at Pondok Pesantren Sumatera Thawalib have positive perceptions of using Google Classroom.

Next, Cheung (2021) conducted a case study in Hong Kong. It examined the case of a Hong Kong ESL teacher who used Zoom to conduct lessons during the COVID-19 pandemic. This study examined how the factors affecting her use of technology influenced her synchronous online learning. Rather than conducting face-to-face classes, Zoom was used in place of classroom recordings, stimulated recall, and semi-structured interviews. The study found that synchronous teaching provided teachers with opportunities to use certain online tools to enhance ways of checking students' understanding, even if there were fewer interactions between them and their students. Teachers' pedagogical beliefs, the context, and their

professional development all influenced the integration of technology in her Zoom classes. According to the study, professional development opportunities and school support are necessary for ESL teachers in order to successfully integrate technology.