

CHAPTER 2

LITERATURE REVIEW

2.1 Perception

2.1.1 Definition of Perception

Perception is related to the cognitive process in which humans understand and comprehend certain phenomena. This process begins within the organs and encompasses emotions, desires, memory, and learning outcomes. This mechanism, referred to as sensation, constitutes the components of perception. Perception refers to the human brain's interpretation of phenomena, according to Aprianto (2017). More recently, Lestari et al. (2022) state that the brain recognizes its involvement in these phenomena. Further, Walgito (2004) asserts that perception is a cognitive process related to a phenomenon after sensory organs receive information from the surrounding environment.

2.1.2 Process of Perception

The perception process begins with the inner ear receiving input from an object, which is then processed by the nervous system to interpret this input as sensations (Aprianto, 2017). At the end of this procedure, take note, analyze, and ensure that you understand the material being studied. Walgito (2004) stated that perception is a multifaceted process that involves:

1. Physical process

This is the process of an object generating a stimulus detected by the receptor.

2. Physiological process

Sensory perception is transmitting stimuli to the brain through the sense organs.

3. Psychological process

This is the process of modifying the stimuli in the human brain to obtain a meaningful interpretation of the stimuli.

2.1.3 Factors of Perception

Perceptions are influenced and shaped by elements that can be classified as functional or personal aspects and structural aspects. Functional or personal attributes include needs, opportunities, previous experiences, themes, expectations, desires, attention, feelings, anxiety, and caution. On the other hand, structural elements are related to declarative rules and their implementation within the state system (Rakhmat & Surjaman, 1999).

Four factors determine perception, such as:

- 1) Physical and social environment
- 2) Physiological structure
- 3) Needs and objectives
- 4) Past experiences

Additionally, two factors influence perception, according to Slameto (2015):

- 1) Internal Factors

Internal factors originate from the individuals and are influenced by psychological factors such as motivation, attitude, gender, needs, determination, and thoughts.

- 2) External Factors

On the contrary, external factors originate from outside and can alter one's perception. Stimulus, as an external component, is connected to the individual through sensory organs or receptors (such as vision, hearing, etc). In brief, sensory organs serve as channels between the individual and external entities.

2.1.4 Principles of Perception

There are some principles of perception, according to Slameto (2015) as explained below:

1. Perception is not absolute but highly subjective, and initial stimuli have a more significant impact than subsequent ranges

2. Selective perception occurs because humans only perceive what is most striking or relevant
3. Perception is described as an individual who is a member of a group or partnership
4. Human perception can vary; these differences can be seen in motivation, attitudes, and individual behaviour

2.2 Online English Learning Experiences in the Post Covid-19 Era

The world was surprised by the discovery of a new virus at the end of 2019 called COVID-19, or coronavirus, which quickly spread worldwide and resulted in a severe pandemic (Utami et al., 2022). This epidemic impacted many aspects of human existence, including education, national security, the economy, and health. Government measures that promoted social isolation caused many schools to close globally, which in 2020 made online learning the norm (Zhang & Chen, 2023).

The Covid-19 pandemic forced educators and students to embrace online education (Lockee, 2021). To slow the virus's spread, education occasionally switched from traditional classroom settings to online learning environments and back again. Despite these obstacles, teachers and students still had to adjust to online learning, and there would probably be problems in putting this kind of instruction into practice. Bestiantono et al. (2020) list the following five (five) difficulties with online learning:

1. Technical challenges

Not all students have a stable internet connection or the necessary devices to participate in online classes.

2. Time-consuming resources

It will take longer to produce resources if you cannot teach in front of the class. Instead, you should rely on them to do the work for you.

3. Overreliance on online learning activities

In distance learning, there are other parties involved who may feel less responsible than the students. The lack of face-to-face interaction and classroom management may also be challenging for teachers, who may

resort to a set-and-forget strategy to send their assignments online and hope for the best.

4. Isolation

Studying at home can lead to loneliness. Understandably, some students may feel very alone without the presence of peers and classmates, which ultimately can dampen their motivation to learn. Regardless of what they say, many students will miss their learning environment.

5. Lack of student motivation

Even when we find distance learning difficult, our students may find it even more challenging. They no longer study in specially designed classrooms to aid learning but rather in their bedrooms and kitchen tables, where there are many distractions and limited access to professional help.

EFL students may find it challenging to learn English online due to various obstacles. English is a subject taught in schools that covers various topics, including writing, reading, speaking, and listening. Both teachers and students may struggle to meet learning objectives when the learning system shifts from face-to-face instruction to online learning. Students may also experience confusion when traditional teaching methods are replaced with online instruction. Lestari et al. (2022) also indicate that due to the shift in class format, students may become perplexed when participating in class debates.

2.2.1 Factors Affecting the Experience in English Online Learning

The experience of online learning in English cannot be separated from several factors. Three main factors affect the experience in English online learning: students' motivation, teacher support, and technology use.

1. Students' Motivation

Three factors are prioritized in student motivation: Extrinsic and intrinsic motivation. Intrinsic motivation comes from within oneself and is the drive to do something, such as learning, without external pressure (Mulyana, 2020). On the other hand, extrinsic motivation comes from external sources, such as desired career paths and strong exam scores (Hayikaleng et al., 2016). Students utilise internal and external incentives to learn English online in this

situation. Setting goals and managing your time are the second step. For students to stay motivated while learning online, they must set realistic goals and practice efficient time management. This motivates people by giving them a sense of achievement and progress (Farihah & Umamah, 2021). The learning environment and atmosphere are ranked third. The classroom environment and setup significantly impact how motivated students are. In a friendly and stimulating environment, students are more likely to participate in online learning (Sunardi, 2021) and actively click or tap here to enter text.

2. Teacher Support

There are three aspects of teacher support. The first is the role of lecturers or teachers in delivering knowledge. The ability of a teacher or lecturer to set learning objectives and motivate students is crucial. Student motivation and engagement can be significantly influenced by effective communication and flexibility in changing instructional tactics for online learning. The interaction between students and teachers is essential. Regular teacher-student interactions through online chats or virtual meetings are necessary to build trust and foster relationships between educators and learners (Hadi & irbah Athallah, 2021). Students may become more motivated and engaged as a result of this. Evaluation and comments are in third place. Frequent evaluation and prompt constructive feedback help students track their progress and maintain their motivation (Sunardi, 2021). With this, they are motivated to continue learning and improving their English language skills.

3. Technology Use

The utilization of technology is related to three aspects. Availability and accessibility are the primary ones. Accessibility and availability of technology, including computers, smartphones, and tablets, are among the most significant features of online education. Prayudi et al. (2021) state that students with these devices are more likely to remain motivated and engaged in virtual learning. Digital literacy and skills are second. Students need a basic understanding of digital literacy to use online learning platforms and

resources effectively. This includes knowledge of software, applications, and other digital tools (Hidayat et al., 2022). The third is reliability and internet speed. A Reliable and fast internet connection is necessary for online learning (Hidayat et al., 2022). Slow or unstable connectivity can intuitively cause students to lose patience and motivation.

In short, various interconnected aspects influence the experience of learning English online. Understanding these elements can assist educators and policymakers in creating plans to enhance the use of technology, instructor support, and student motivation—all of which will improve the standards of online English language instruction.

2.2.2 Effective Strategies in English Online Learning

Strategies are essential in conducting English online learning to ensure the learning process runs effectively. The following are various effective strategies to implement in online learning in English.

1. Language Learning Strategies

Research shows that students use various language learning strategies, including social, compensatory, metacognitive, and cognitive strategies, when learning English online (Sugiartha et al., 2021). Some strategies are necessary for students to learn correctly and improve their English language skills.

2. Teacher's Support

Teachers' roles are crucial in helping students succeed in their online learning. They must be mentors, encouraging students to take ownership of their education and providing constructive feedback (Saehu & Yundayani, 2021). Above all, this guidance is highly needed by students who want to make the most of online learning approaches and overcome challenges they may face during virtual.

3. Online Learning Strategies

Studying English requires the effectiveness of online learning strategies. Research shows that strategies to enhance student interest and engagement include gamification, interactive multimedia, and collaborative learning (Sugiartha et al., 2021). Educators must understand technology to improve the

learning process and make online learning more engaging and successful (Saehu & Yundayani, 2021).

4. Vocabulary Learning Strategies

Acquiring vocabulary knowledge is very important for mastering the English language. According to research, children need to use various strategies, such as self-testing, visualization, and contextual learning, to learn and retain the language (Rionaldi & Saputra, 2016).

5. Teacher's Creativity

The teacher's creativity is another essential element in the effectiveness of online learning initiatives. Research findings indicate the importance of instructors using innovative techniques, such as role-playing, storytelling, and multimedia, to engage students and enhance their educational experience (Halim & Sunarti, 2021).

2.3 Technology Acceptance Model (TAM)

The popular concept in online education that explains how people embrace and use technology for learning is the Technology Acceptance Model (TAM). TAM was first developed by Davis (1989) to describe how people generally accept and use technology. Since then, it has been used in various settings, including online education. Perceived Ease of Use (PEU), Perceived Usefulness (PU), and Behavioral Intent (BI) are the three main components of the TAM model.

Perceived Ease of Use refers to the extent to which someone believes using technology is easy and requires minimal effort. PEU is crucial in determining the likelihood of someone adopting a technology. Perceived Usefulness refers to the extent to which someone believes technology will enhance performance or improve learning outcomes. PU is also an essential factor in determining technology acceptance. Behavioural Intention refers to how likely someone intends to use technology in the future—PEU and PU impact BI.

The Technology Acceptance Model (TAM) has been widely utilized in online learning research to understand how people perceive and use technology for learning. It is a framework that simulates how technology users and adopters behave. It is beneficial for analyzing the usability and effectiveness of online learning platforms. Masrom (2007) listed five ways TAM is used in online learning research.

1. Acceptance of Online Learning Applications: TAM has been used to analyze the acceptance of online learning applications by elementary school parents during the COVID-19 pandemic.
2. Distance Learning Behavior: TAM is applied to discuss distance learning behaviour among students in Taiwan, with a focus on factors influencing the acceptance of distance learning platforms.
3. Online Learning Acceptance: TAM has been used to examine students' acceptance of online learning platforms and the factors influencing their acceptance, such as perceived ease of use and usefulness.
4. E-learning Adoption: The TAM has been applied to investigate student adoption of e-learning platforms, considering system quality, information quality, and user satisfaction.
5. Online Learning Environments: TAM has been used to analyze the acceptance of various online learning environments, including MOOCs, Moodle, E-learning, flipped learning, and blended learning.

2.4 Studies of Relevant Research

Some relevant studies have been related to students' perception of online learning of English. First, a study by Rifiyanti (2020) discusses the experiences of learners in Indonesia during the pandemic, when schools and universities were closed, and online learning became the primary mode of education. A total of 108 students from the Management and Informatics program at Kosgoro were surveyed for this research to obtain their opinions on the effectiveness of online learning, internet accessibility during online English language classes, the technical performance of instructors, and the level of difficulty in language proficiency for online learning. The results

indicate that while students consider listening skills to be the most challenging to master online, they also have a favourable view that most professors are skilled in teaching English online. This study also highlights the importance of having proficient teachers in their field, as well as adequate technology, to enhance student engagement in the online learning environment.

Second, there is a study by Basri et al. (2021) found out what the students thought about the use of asynchronous learning (Screencast-O-Matic and Google-Form apps) during COVID-19 to determine the benefits and drawbacks of these tools and to assess the degree of student confidence in this mode of instruction when used in a rural setting. 45 respondents from the English Education Study Programme served as the study's subjects. They separated in the second, fourth, sixth, and eighth semesters. A qualitative descriptive design was used for this investigation. Questionnaire methods for data collection included interviews and open-ended questions. The results of the investigation indicate various obstacles present on this platform. According to more than half of the respondents, limited internet connectivity is one of the main obstacles to asynchronous learning (Screencast-O-Matic and Google Forms applications). In their online courses, Screencast-O-Matic and Google Forms present unique challenges but have many advantages. Many respondents believe that these advantages outweigh the limitations. According to most respondents, this can enhance EFL students' ICT skills and help them learn more languages, especially writing skills.

Last, Pamungkas (2023) did a study to investigate the attitudes of 21 EFL teachers from universities and secondary schools in Indonesia regarding online learning in the post-pandemic age. The study employed a qualitative descriptive methodology, utilising an online questionnaire as the means of data collection. According to the findings, teachers saw online learning as significant because of its time flexibility and the opportunity to access saved content for future use. In addition, they believed that online learning had a

beneficial effect on students and teachers throughout the period after the pandemic.