CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 E-Learning

E-learning is an online learning medium or learning system that is obtained through the internet using electronic devices. Distance learning or E-learning is described as distance gaining knowledge of a broadcast of lectures to distant locations, generally through video presentations (Gotschall, 2000). In conclusion, E-learning is very efficient because it can be accessed from a distant place, and it can provide learning media in the form of video presentations.

The use of technology could support the online learning process. Porter (1997) also shared that distance studying was education or training offered to beginners who are in a different location than the source or provider of instruction. In order to do that, the learning process takes place in two different locations but at the same time or occurred in real-time. Distance learning uses technology support to facilitate communication lines between instructors and students. In brief, the online learning process does not require teachers and students to be in the same location because it is a two-way communication, and it occurs in real time.

There are various characteristics of distance learning. Hall & Snider (2000) characterized distance learning with three criteria; they are: a geographical distance separates conversation between the trainer and the participant; the conversation is two ways and interactive, and some form of technology is used to facilitate the mastering process. Therefore, there are many elements contained in e-learning that can facilitate material mastery activities.

Distance learning occurs through technology devices that can link the information and instructions. Willis (1994) in his definition of distance

studying identified the acquisition of knowledge and skills as another criterion and supported the former three standards by saying that distance learning occurred via mediated information and instruction, and encompassed all technologies and other forms of gaining knowledge at a distance. In a word, technology cannot be separated from the application of distance learning.

2.1.2 Perceptions

Perception is described as the process when individuals interpret and manage their sensory impressions to offer meaning to their environment. However, what a person feels may be different from the reality (Robin, 2003). Finally, because each person interprets information differently, the resulting meaning will also be different.

The data information obtained can be in the form of information that can be seen, read or heard. Williams (2003) states perception can be defined as our way to apprehend and interpret the information gathered through our senses. This additionally includes how it is differentially replied to a certain situation with the given information.

The information obtained is processed in memory to become knowledge. Leathers (1992) defined perception as the cognitive process that people use to interpret and understand the world around them. Therefore, one way for us to better understand the world around us is to interpret it ourselves.

Perception can be a form of stimulation too. Moreover, Stone & Neilson (1985) state that perception is an intellectual association of sensory stimuli both inside and outside, associated with a specific individual, item or occasion. In essence, sensory stimuli can come from inside and outside that can connect with things around us.

Perception plays a very important role in education, especially in teaching and learning activities. Kleinke (1978) points out a perception is important for both teachers and students since it impacts the educating and

learning process. In conclusion the students will be able to become familiar with the materials if they comprehend their own perceptions well, if the students' perceptions have been revealed both positively or negatively, this can lead teachers and students to achieve some attention related to teaching techniques to get the best modification of teaching techniques so that the material is easily understood by students. By comprehending their own perception, they will acknowledge what they need and what instructing the media is helpful for them.

2.1.2.1 Forms of Perceptions

Rahmat (2005) defines perception as positive and negative perceptions, humans will have a positive view if the information they feel is in accordance with their appreciation and can be accepted emotionally and rationally. Otherwise, if the perceived information is not in accordance with the appreciation, then the perception will be viewed negatively. Irwanto (2002) divided the form of perception into two forms, there are two types of perception which is the result of interaction between person and object. They are called negative perception and positive perception.

2.1.2.1.1 Positive perceptions

Positive perception is a perception that is shown into all of knowledge whether it is known or not, and the responses are followed by efforts to utilize it (Irwanto, 2002). In addition, positive perception is an individual's evaluation of an information with a positive views (Robbins, 2002)

2.1.2.1.2 Negative Perceptions

Negative Perceptions is when the perception views of an object or information tend to be negatively rejected because it does not correspond to the human personal (Irwanto, 2002). In addition, Robbins (2002) also supports that negative perception is an individual's perception of certain information with a negative view, contrary to what is expected from perceived objects or from existing rules.

In conclusion, in interpreting the information obtained, individuals can interpret it with two different views, namely positive perceptions and negative perceptions, perceptions can be considered positive if the perceived information is appropriate and acceptable within the individual views. On the other hand, perception can be considered negative if the perceived information contradicts and is not in accordance with the individual views.

2.1.3 Students' Perceptions

Entwistle et al. (2002) investigated the importance of perceptions in learning, the students' learning is more affected by the perception of teaching rather than by the teaching method itself, the students' perceptions have an impact on how students perceive learning materials and the selection of learning and learning approaches. In addition, the students' perceptions are apparently influenced by the material type that is used in teaching and evaluation methods (Weil et al., 2001). Asrori (2009) defined perception as the process of the individual in organizing, interpreting, and giving meaning to the stimulus that comes from the environment, which is the result of the learning process and experience.

In conclusion, the students' perceptions is the process when the students' individually organize, interpret, and give meaning to the perceived information that comes from the learning environment.

2.1.4 Community of Inquiry (CoI) Framework

Garrison, Anderson, and Archer (2003) developed a comprehensive conceptual framework namely "community of inquiry" designed to capture the educational dynamics of education and guide the study of online learning effectiveness in higher education. This framework is divided into seven elements which are; teaching presence, social presence, cognitive presence, instructional support, basic online modality (BOM), online social comfort (OSC), and interactive online modality (IOM)

2.1.4.1 Teaching Presence

Teaching Presence is the students' perceptions of the quality of communication in the learning process, direction, and individual feedback including encouragement (Jaggars et al., 2016). In particular, instructor communication is clear, focused, motivated, and instructor feedback is well organized and on schedule. Teaching Presence is what the instructor does when the class is conducted and held response to certain circumstances. For example, a course can be well designed but delivered poorly because the instructor was distracted; or the course may be poorly designed but an instructor may be able to make up for the shortfall by spending time and energy in complex communication.

2.1.4.2 Social Presence

Social Presence is the students' perceptions of the quality of student-to-student qualities interaction. Social Presence focuses on the quality of shared learning and collaboration among students, as in threaded discussion responses (Garrison et al., 2003; Kehrwald, 2008).

2.1.4.3 Cognitive Presence

Cognitive Presence is the students' engagements in such a way that they feel they are encouraged by the material and the instructor to critically reflect, and seek to understand different perspectives (Garrison et al., 2003). Cognitive Presence includes improving applicability material for student's potential or current careers, and also supported as significant in many online studies.

2.1.4.4 Instructional Support

Lee et al (2009) defined Instructional Support as an element of Teaching Presence, and also called it "structure" and instructor facilitation (Eom, Wen, & Ashill, 2006). Instructional Support could function as students' perceptions of the instructor's techniques used for input, practice, feedback, and evaluation. In particular, this requires providing detailed instructions, designed use of multimedia, and a balance between repetition class features for ease of use, and techniques for preventing boredom.

2.1.4.5 Basic Online Modality

Basic Online Modality is the competent use of basic online classroom tools assessment, navigation methods, online grade book, and the announcements function. It is frequently grouped with instructional quality (Artino, 2010)

2.1.4.6 Online Social Comfort

Online Social Comfort is the instructor's ability to provide the convenient environment in which anxiety is low, and the learners feel comfortable interacting even when expressing opposing viewpoints.

2.1.4.7 Interactive Online Modality

Interactive Online Modality refers to the use of online functionality. For example, the instructors use interactive online classroom tools, videoconferencing, video lectures, and small group work discussions well. It is often included in concepts of instructional quality (Artino, 2010)

In conclusion, these seven elements of framework are designed to help the effectiveness of online learning in higher education. In short, teaching presence includes instructor's communication skills, then cognitive presence, instructional support, and social presence are related to materials and curriculum in learning, and finally basic online modality, online social comfort, and interactive online modality describe the online learning process.

2.1.5 High and Low Achievers

An achievement is something that a person manages to do, especially after a lot of effort. Yoon (1996) revealed that achievement has become an important issue, so that people start to see the current success and failure as a predictor of future outcomes in the adult world. This proves that achievement has become a benchmark for an outcome.

Several studies showed that there were differences between high achiever and low achiever students. Sen (1992) stated that study habits and achievement of High and Low achievers were positively related. The study showed that the treatment carried out by High and Low achievers during study is much related.

High achiever and low achiever students show different tendencies in the learning process. Sarwar et al (2009) in their study have found that the great achievers had better study habits, study orientations and better attitude towards study than low achievers.

In conclusion, the study skills, academic skills, or study strategies used between high achiever and low achiever students are very different, so the results that high achievers and low achievers give will be very different because of the differences in their habits.

2.2 Study of the Relevant Research

The following is some research about English language programs. The first research is written by Smith et al (2015) describes the problems faced by one university that attempted such an approach. The researcher first outlines three theoretical assumptions, that academic literacy is facilitated by (1) attention to discourse in the level of a particular discipline, (2) students' engagements with their social, institutional and cultural environment, and (3) provision for students' tools for independent and sustainable learning. This paper then explains how Australian universities have compulsory crediting programs and discipline-specific English enhancement courses as the basic unit in all degree programs. This research focuses on issues emerging from the

implementation of a university wide approach to English language enhancement. It contributes to an ongoing discussion in English-medium higher education regarding ways to support the "English language development of English as an additional language" to increase their opportunities of success in culturally and linguistically diverse academic environments. "English Language Enhancement Courses" is only one part of a broader English language improvement strategy at the University, although its reach is the broadest, and therefore the most likely rapid fundamental structural changes in institutions. This model is not presented as a universal remedy for all inadequate academic English; arguably, the extraordinary achievement of this strategy is the entire institution including all its elements and senior executives are preparing to collaborate and sacrifice, and as the results students are now focused on the nature of the academic language in their degree program from day one.

The second research conducted by Fox, Cheng, & Zumbo (2013) focuses on the impact of English language programs for students (L2) studying in Canada. The 641 students' responses were gathered, all data were collected from students studying in 36 English language programs at 26 Canadian Universities. This paper investigated the programs with their activity emphasis on English as a second language (ESL) or English for academic purposes (EAP). The ESL activity emphasizes on speaking, general language development, and social interaction, whereas the EAP activity emphasizes on academic reading, writing, and language development. The researchers used structural equation modeling, a procedure for examining the relationships between the program's language emphasis and the background characteristics of participants in influencing academic and social engagement. The result shows that there is an academic and social link, but this impact can be reduced or strengthened by 3 factors (anxiety, stress, and motivation). This study enhances understanding of the positive impacts of the ESL and EAP programs.

The third research is written by Salimi & Farsi (2015) evaluates an English application of research for overseas college students in search of admission to the UE Graduate School and attempts to observe the prevailing conditions of overseas college students in the UE Graduate School with appreciation to their competence and competitiveness in English proficiency. The result of the study was that there was a significant positive change in the academic performance of the three groups of respondents as a result of their English Language Proficiency Program for Foreign Students training. Applicable conditions of foreign students enrolled in undergraduate programs EU Graduate Schools with respect to their level of academic achievement clearly show a satisfactory evaluation sign.