

CHAPTER II

LITERATURE REVIEW

A. Perception

Definitions of perception are taken from some experts. According to Angell (2015), a perception is the consciousness sense. In other words, perception is the way people think of something in their surroundings. A perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological process to bring out perceptions. According to Sharma (2015), our sense organs will be stimulated by different stimuli. Our senses organs receive those stimuli and they are converted into sensations. Perception is defined as the process of interpretation of stimulus. These sensations are transmitted to the parts of brain then it will be interpreted. Perception involves two processes, they are sensation and interpretation.

However, perception also requires past experience because people can identify something easily if they have seen it earlier compare with people who have not seen it before.

This research entitled students' perception on the use of e-learning in writing class aims not only to investigate students' perceptions about the use of e-learning in writing class but also to make a list and describe students' expectations about the use of e-learning at Universitas Muhammadiyah Purwokerto. Students' perceptions and expectations about E-learning at school created and influenced by students' experience in using e-learning at school for at least one year. Therefore, all participants in this study are from

5th semester students of English education department at the Universitas Muhammadiyah Purwokerto. In short, knowing the definition students' perceptions and perceptions about the use of e-learning in teaching writing, will provide a educators and learners of a particular phenomenon of what students feel about their context and the teacher can create and improve their teaching strategies or style in teaching to have the goals of learning. stimuli and motivation.

B. Learning Writing

Writing is one essential skill in learning English beside listening, speaking, and reading. To write means to communicate using written language. In writing, all information is delivered through text. Writing means producing or creating a piece of text. Like speaking, writing requires someone to produce language. Harmer (2001, p. 252) stated that one of the strategies which speakers need to develop is the art of getting around language problems in communication; writers, too, will have to find ways of saying things even though a lack of language makes this difficult. Regarding Hyland (2003, p. 9), "Writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct his or her views on a topic". It means that to write something; a writer needs to have an idea or memory of certain event or phenomenon and be able to construct that idea or memory in a certain order so that the reader can catch the meaning concluded in the text. Harmer (2001, p. 255) wrote that "written text

has some conventions which separate it from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuations".

C. Definitions of E-Learning

Electronic learning (e-learning for short) has been variedly defined by researchers, including the following - it is the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals (Ong & Lai, 2006; Welsh et al., 2003). Another similar definition is one that sees e-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). The second set of definitions view e-learning as learning facilitated and supported through the utilization of information and communication technologies (Jenkins & Hanson, 2003). Elearning is further defined as instruction delivered via a computer that is intended to promote learning (Clark & Mayer, 2003). Thirdly e-learning is defined as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration” (EC, 2001). The fourth definition of E-learning is one of the learning media implemented online, with the internet as a facility used for the discussion process or exchange information. Asmani (2010) says that e-learning includes learning at all levels, formal and informal, that is

using computer networks (intranet or extranet) as introduction to teaching materials, interaction and facilitating. The parties involved in e-learning are teachers, students, and professional experts. In e-learning there are several implement learning such as discussion forums, chat, tests or exams, and also email that works also to support online communication.(Billing and Hasteed, 2009)

It can be concluded that the view of the first researcher e-learning as a delivery or educational media, is done through the internet (online learning). the second definition, e-learning is seen as learning which is achieved through use ICT and computers. the third definition includes usage multimedia technology and the internet. On the basis of this definition described above, it is possible to conclude that e-learning provides a new alternative classroom learning / face to face. It can also be concluded that e-learning provides a means to enhance learning in the classroom to get an education or help in sending education, through various technological means - internet, multimedia technology and various other ICTs. e-learning is also defined as the delivery of education through various electronics media, including internet, extranets, satellite TV, video / audio cassettes, and / or CDs ROM (Koohang & Harman, 2005). Another definition like that is that e-learning is usage,ICTs (eg internet, computers, telephones, radios, videos, etc.) in ways that support teaching and learning activities (Masrom, 2007). From this definition it can be said that e-learning is a term used to describe all types of learning using one form or others from electronic technology, including the internet as an educational medium delivery to improve teaching and learning.

E-learning, therefore, can be said to offer opportunities for teaching and learning are used to overcome time-related obstacles, the space or geographical location of students or teachers. From the above definition it can be concluded that compared to face-to-face learning, using e-learning gave students an opportunity to more easily learn from an institution without having to be personally present to meet face to face hence allowing more people to be reached and educated.

D. Types of e-learning

E-Learning comes in three different types - fully online, mixed mode (also known as hybrid or blended learning), and web assistance (Anastasiades & Retalis, 2001). In learning that is entirely online, Unlike the face-to-face learning that we have done so far at school that allows face-to-face interaction, between students and teachers, fully online, there is no physical contact between students and teachers, everything is done entirely online through the use of the internet and that technology. Furthermore, unlike learning in face-to-face mode which is largely driven by the teacher where the teacher teaching in their subject area of expertise, in fully-online mode, learning is carried out independently and flexible in nature. Fully online learning also aims to satisfy needs, interests and learning style, abilities, and aspirations of students because they are directed themselves (Buzzetto-More, 2013). Hybrid learning, unlike fully online learning, combines face-to-face meetings and interactions with online learning (Allen & Seaman, 2003). In this type of e-learning, several aspects of teaching and learning is done

online, while some parts are done face-to-face. For example, teaching and examinations take place during face-to-face meetings, during assignments and presentations are done online. Hybrid learning is said to be the future of learning, and now predicted that in the coming years this type of learning would lead to a higher paradigm shift education. It is further suggested that 80% to 90% of all courses will be conducted through hybrid learning (Allen & Seaman, 2003; Lorenzetti, 2005; Young, 2002). It can be said that this type of learning when adopted will add to face-to-face learning and will also allow for study programs that require practical exposure to think about through this tool.

This mode is the mode most often used at school Web-assisted mode is the last type of e-learning, and utilizes synchronous tools, where course websites and tools are used, to improve teaching and learning. Web-based learning is operated almost the same as fully-online classes with the exception that it includes online discussions and interactions between students and instructors. By using synchronous tools direct lectures and direct interactions between students and the instructor is finished, as is done in traditional classes, except that these interactions are not physical but are done online (Buzzetto-More, 2015). Main difference between fully online learning and learning with web assistance is that web assistance is synchronous nature and allows for direct interaction, while fully online learning is asynchronous and does not allow for direct interaction. Next, the difference between web-assisted learning and hybrid learning is that, while both allow for interaction between participants and with instructors, hybrid learning has the added

advantage of physical contact, however, within assisted on the web there is no physical meeting like that.

Among the types of e-learning, hybrid learning (mixed mode) is considered better approach (Davis, 2000), because it combines elements of fully online learning or web assistance learning with traditional classroom learning (Rubenstein, 2003; Ward & LaBranche, 2003). Furthermore, in blended learning, students are allowed to read several courses online material before a face-to-face meeting, which allows students to have an exhibition topic ideas to be discussed in class (Smart & Cappel, 2006). Can be concluded from the discussion above, the internet and technological tools can be used for teaching and learning, with limited face-to-face interaction or no interaction.

E. The Success Factors of E-Learning in writing class

There are the success factors of E-Learning in writing class:

1. The interaction in writing class using E-learning

According to Moore (1989) there are four good interaction in writing class using E-Learning:

- a. Interaction using E-Learning should make the question and answer process in lecture writing practical.
- b. Using E-Learning makes students feel more interacting with lecturers and also with other students directly during the learning process.
- c. Interacting using E-Learning also provides opportunities for lecturers to provide feedback for students at a specified time.
- d. E-learning makes it easy for students to ask the lecturers directly.

2. Activity and Material in writing Class using E-Learning,

According to (McDonald. 1999-2000; "E-learning" 2003) there are some indicators of activity and material that success using E-learning in writing class:

- a. Using E-learning makes it easier for students to access writing course materials from lecturers.
- b. The design of the material for writing courses through E-Learning must be clearly arranged and organizes the material neatly so that it is easy to understand.
- c. Online brain storming in E-learning in writing courses must be productive.
- d. E-learning must also be able to improve student writing learning outcomes and increase students to think critically.

3. Discussion activity in writing class using E-Learning.

★ According to (Billing and Hasteed, 2009) there are some indicators of discussion activity that success using E-Learning in writing class:

- a. Discussions about writing subject matter through E-Learning should make it easier for students.
- b. E-Learning makes the discussion process in lecture writing effective.
- c. E-learning must make it easy for students to discuss with friends in the same group and make students actively ask their group friends about material that is not understood and not limit the discussion in one group so that discussion agreement is easily reached.

- d. E-Learning must make discussions between one group and another run effectively and without obstacles.
- e. Discussions using E-Learning improve individual understanding of the material being discussed.

4. Doing assignment in writing class using E-Learning.

According to (Rosenberg, 2001). There are some indicator Doing assignment that success using E-learning in writing class:

- a. E-learning should make it easy for students to collect assignments.
- b. Internet network connection must be smooth so that E-Learning access is not limited, making it easier for students to upload and collect assignments on time.
- c. The material load given must be adjusted to the deadline for submitting writing assignments through E-learning.

F. Previous study

Purnawarman, Sundayana, & Susilawati (2016) conducted a study to find out students' perception towards the use of Edmodo in teaching writing and how Edmodo can facilitate students' engagement. The result of the study showed that Edmodo can be integrated into GBA(Genre Based Aproach) writing cycles. There are also some issues appeared in the study regarding the bandwidth, confusion in using Edmodo, incompatibility of smartphone applications, and students' lack responsibilities for learning. Moreover, a study conducted by Saptani (2017) involving three English teachers in

Semarang, Central Java revealed that Quipper School provides abundant alternative materials that can be used in various learning activities. It also allowed an interaction between students and teacher and increased students' motivation in learning. Thus, the teachers participated in the study perceived Quipper School as a good media.

There was a study done at the University of Technology of Malaysia (UTM) City Campus, and evaluate the application of Technology Acceptance Model (TAM) to e-learning in teaching English. (Masrom, 2007). Major finding and conclusions of this study are: there was an agreement with what TAM postulates that, perceived usefulness has significant influence on students' intention to use the technology. Furthermore, the study revealed that in order to foster individual intention to use a technology, positive perception of the technology's usefulness is crucial. The study also conclude that students' attitude towards using the technology may not be of equal importance. There was a study on the effect of distance learner-perception of course material and access to learning for professional development. This was a case study compiled by the Centre for Continuing Education at the University of Cape Coast in Ghana. The aim of this study was to discover distance learners' perceptions of the learning materials they used both in terms of the contents and, in terms of design and usability. The study concluded that there was positive perception of the course materials in terms of its content, design and usability.

G. Basic assumption

In this case, the authors state that the assumptions of this study is E-Learning has many benefits such as to facilitate interaction and activities and material in the writing class, to facilitate students discussing and doing assignments from the teacher so the Students have a positive perception on the use of E-Learning in writing class.

