

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theoretical review that includes definitions of perception, Online Learning and Video Conferences.

A. Perception

1. Definition of Perception

Perception is defined as an act of being aware of one's environment through physical sensation, which denoted an individual's ability to understand. According to Nelson and Fast (1997), perception is the process of interpreting the information about other people. However, human opinion of other depending on the amount of information available and the extent to which they can interpret the information that has been obtained by right. In the other words, some people may have the same information that others have in certainly situation and a person or group has different conclusions because of individual differences in the capacity to interpret the information.

Perceptions are among the important cognitive factors of human behaviour or psychological mechanism that enable people to understand their environment. Rao and Narayan (1998) stated that perception is the process by which people select, organize, and interpret sensory stimulations into meaningful information about their work environment. "They argue that perception is the single most important determinant of human behavior, stating further that "there can be no behavior without perception."

Perception as the way individual judge or evaluate others in everyday life (Adediwura and Tayo, 2007). In cognitive dimension, they see that “perception is the process by which people attach meaning to experiences”. It means that perception appears after people attend to certain stimuli in their sensory memories.

There are factors that affecting the perception according to Bimo Walgito (2010: 101) as follows:

1) The object is perceived

Objects raise the stimulus which recognizes sensory organs or receptors.

The Stimulus could come from outside the individual who perceives it. In addition, it can also come from within the individual where the question is directly on the nerve receptors that work as a receiver. But most of the stimulus is coming from the outside of individual.

2) Sense organ, nerves and the central nervous system. Sense organ or receptor is a tool for receiving stimulus. In addition, there should be a sensory nerve as a tool to forward the received stimulus receptor to the central nervous system, the brain as the centre of consciousness. It means to conduct a necessary response to motor nerve.

3) Interest

To realize the tools to conduct perception is also their concern that is the first step as a preparation in the perceptual. Attention is concentration of all individual activities directed at something or set of objects.

Based on the theories, the factors affecting are as follows; the internal and external factors of students, the object perceived, sense organ, nerves and the central nervous system.

2. Indicators of Perception

Perception has several indicators, According to Robbin (2003: 124-130)

There are three kinds of perception indicators, namely:

1) Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.

2) Understanding

It means as the results of analysis which is subjective, or different for each individuals.

3) Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

3. Factors of Perception

There are two factors that influence someone's perception according to Slameto (2010:54), those are as follows:

a. Internal factors

Internal factor is a factor which comes from inside of an individual. It depends on psychological factors such as thoughts, feeling, willingness, need, sex, attention, and motivation. Every human being has different characteristic and temperament shaped by individual's family and environment.

b. External factors

External factor is a factor which comes from outside of an individual. The external factors are also affected someone's perception, and stimulus is an internal factor in monitoring process. The process of stimulus will connect through the sense of organ or receptor such as sight, sounds, hearing, etc. It can be concluded that individual's sense of organ is as a connector between individual and the object in the world.

4. Principles of Perception

In relation with the definition of perception, Slameto (2010: 103-105) has divided the principles of perception into four, those are as follows:

- a. Perception is relative not absolute

In relation with the relative perception, the first stimulus will give bigger impact than the next one.

- b. Perception is selective

A person's ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the most attractive thing.

- c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/groups.

- d. People perceptions may be different

The different perceptions can be explored in differences individually, behaviour, attitude, and motivation.

B. Online Learning

1. The Definition of Online Learning

Online learning is distance learning that is carried out over the internet network. Online learning is defined as 'Learning in networks'. The term online learning is often synonymous with other terms such as e-learning, internet learning, web-based learning, tele-learning, distributed learning and so on (Ally, 2008). Furthermore, Anderson (2008) defined online learning as the learning process that uses Internet as a platform to access learning materials.

So, from the explanation above it can be concluded that online learning is learning in a network that uses the internet as a platform to access various

learning materials. In online learning students are able to interact with the content, instructors/teacher, and other students. Moreover, the students gain knowledge and new experiences in learning.

Online learning is student-centred, because students can control their own learning pace, and activities can be flexible so as to better suit a student's preferred learning style (Clarke and Hermens, 2001). In addition, with good online learning applications or software, students have opportunities to participate in the discussion, express opinions, and share knowledge equally regardless of classroom size and time (Harasim, Calvert & Groeneboer, 1997).

Online English learning is the process of learning English from written English to spoken English online, because using written, aural and video courses, students can learn beginner to advanced English over the Internet. Learning English online offers a number of advantages compared to learning in the traditional classroom environment. Students can learn at their own pace and repeat difficult exercises and lessons to improve their skills as a steady pace. Online English classes use a selection of different teaching methods, from revision and reading practice to the use of interactive tests, video lessons and other helpful tools for students.

2. The Characteristics of Online Learning.

The internet can be used in classroom learning settings because it has characteristics (Hardjito, 2002). There are three characteristics of online learning, as follows:

- a. As an interpersonal medium and also as a mass medium that enables one-to-many communication.
- b. Has an interactive nature
- c. Allows synchronous communication (synchronous) or communication (asynchronous), thus enabling the implementation of the three types of communication which is a requirement for the implementation of a learning process.

Online learning is an educational system or concept that utilizes information technology in the teaching and learning process. Soekartawi (2003) adds that online learning or e-learning has the following characteristics, as follows:

- a. Utilizing electronic technology services, where teachers and students, students and fellow students or teachers and fellow teachers can communicate relatively easily without being limited by protocol matters.
- b. Taking advantage of computers (digital media and computer networks).
- c. Using self-learning materials stored on a computer so that teachers and students can access it anytime and anywhere if they need it.

Learning strategies which include teaching, discussion, reading, assignments, presentations and evaluations, generally their

implementation depends on one or more of three basic methods of communication (Boettcher Hardjito, 2002). As follows:

- a. Communication between lecturers and students
- b. Communication between students and learning resources
- c. Communication among students

3. The Types of Online Learning

a. Asynchronous

An asynchronous learning is a learning interaction using the internet and other devices with a more flexible learning time. An asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible (Hrastinski, 2008). Asynchronous environments provide students with readily available material in the form of audio/video lectures, hand-outs, articles, and PowerPoint presentations. This material is accessible anytime anywhere via Learning Management System (LMS) or other channels of the sort. LMS is a set of tools that houses course content and provides a framework for communication between students and teachers like a classroom. Other terms sometimes used instead of LMS are Course Management System (CMS) and Virtual Learning Environment (VLE).

CMS is comparatively an older term and its usage is less common today as it implies basic management of course content, while LMS indicates the system that supports the learning process. The term VLE also implies the support of the learning process, but it is more

frequently used to describe systems that support a blended learning environment (Watson, Gemin, Ryan & Wicks, 2009).

Asynchronous online learning is the most widely adopted method for online education (Parsad & Lewis, 2008) because learners are not time-bound and can respond in their spare time. The chance of delayed response enables them to use higher-level learning skills because they can continue to think about problems for long periods of time and can develop different thinking. The spontaneity of the expression is replaced by a response that is constructed. Therefore, asynchronous space leads to independent, independent, and student-centred learning (Murphy, Rodríguez-Manzanares & Barbour, 2011).

Asynchronous online learning can be challenging as only a carefully designed set of strategies can keep students engaged and interested in this kind of learning environment to facilitate motivation, self-confidence, participation, problem-solving, analytical, and higher-order thinking skills. Moreover, it is a self-propelled system in which students must have the self-discipline to stay active as well as interactive to track electronic activities. While discussions on forums and blogs can keep them active, discussing topics can also distract them. Delayed feedback can be another frustrating factor (Huang & Hsiao, 2012).

b. Synchronous

Synchronous learning is learning interactions that are carried out at the same time so that learners can communicate directly.

Synchronous online learning refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity for teacher-student and student-student interaction. Apart from chat, video-conferencing facilitates face-to-face communication. Web conferences through surveys, polls, and question-answer sessions can turn out to be more interactive than video conferencing. Synchronous mode instils a sense of community through collaborative learning (Teng, Chen, Kinshuk & Leo, 2012; Asoodar, Atai, Vaezi & Marandi, 2014). An asynchronous virtual classroom is a place for instructors and students to interact and collaborate in real-time. Using webcams and class discussion features, it resembles the traditional classroom, except that all participants access it remotely via the Internet.

Synchronous sessions can generate a high level of motivation to stay involved in electronic activities due to the presence of teachers and classmates (Yamagata-Lynch, 2014). Instant feedback and answers can help students solve any problems they face in learning. Face expressions and tone of voice can help them feel human feelings on a wider spectrum and lead to global interactions at no cost. Some of the challenges of synchronous education can be the need for the availability of students at a certain time and the need for good Internet bandwidth availability. Participants can feel frustrated and frustrated because of technical problems.

4. The Benefits of Online Learning

Online learning has the benefit that the learning time is shorter than when learning directly. In addition, because the learning system is at home, it will not take as much time to go to campus or school as usual. Siahan (2003) explains that the benefits of online learning can be seen from two angles, namely:

1. Students

- a. Online learning allows the development of a high degree of learning flexibility.
- b. Students can access learning materials at any time and repeatedly.
- c. Students can communicate with lecturers at any time so that students can strengthen their mastery of learning material.

2. Lecturer

The benefits obtained by lecturers through online learning include:

- a. It is easier to update the learning materials that are his responsibility by the demands of scientific developments that occur.
- b. Developing themselves or researching to increase their horizons because they have relatively more free time.
- c. Controlling student learning activities.
- d. Checks whether students have done assignments or exercises after studying certain materials.
- e. Checking student answers and notifying the results to students.

5. The Weaknesses of online learning

Online learning sometimes has weaknesses, one of which is the delivery and acceptance of material that is not maximal in the online learning and teaching process. The teaching and learning process is not always easy for students to understand, because the level of student focus and acceptance of the material presented is no better than face-to-face lectures. Bullen and Beam (Soekartrawi, 2003) explain that online learning or e-learning has several shortcomings, namely:

1. Lack of interaction between teachers and students or even between students themselves.
2. The tendency to ignore academic or social aspects and encourages the growth of business / commercial aspects.
3. The learning and teaching process tends towards training rather than education.
4. Changing the role of teachers from previously mastering conventional learning techniques, now also required to know learning techniques that use ICT.
5. Students who do not have high learning motivation tend to fail.
6. Not all places have internet facilities.
7. Lack of personnel who know and have skills about the internet.
8. Lack of mastery of computer language.

C. Video Conferences

1. The Definition of Video Conferences

Video conferences is a system that enables people in various places around the world to have a meeting by seeing and hearing each other on a screen. Video Conferencing is a Synchronous model for interactive voice, video, and data transfer between two or more groups/people (Wiesemas & Wang, 2010). Video conferences use audio and video telecommunications for taking people to different places within the same time for the meeting. This can be as simple as a conversation between two people in a private position (point-to-point) or involving multiple places (multi-point) with more than one person in a room big in a different place. In addition to audio and delivery of visual activity encounters, video conferencing can with documents, the information shown by computer, and whiteboards (Herryawan, 2009).

Video conferencing is just one of the technological systems that can be used in distance education. Several studies have examined students' attitudes towards videoconferencing in the classroom. Although students predominantly think that video conferencing has certain benefits, such as increasing motivation, interaction, novelty, and improvements in communication skills, not all students are comfortable with the new technology, which may be due to different learning styles, strategies, and unfamiliarity with new technological tools. The potential disadvantages of videoconferencing technology are

difficulty in sustaining the interest of the learners, lack of training and guidance for teachers and/or students (Martin, 2005).

The benefits of videos conference among communication are more effective and fast, efficient in terms of time, distance, energy, and also costs. In detail can describe as follows: 1) Increase communication, collaboration, and information flow, 2) Communication becomes better and more effective where information can be shared more quickly 3) The communication process becomes efficient in terms of time, cost, and distance, 4) In connection with video conference, other collaboration tools can be used simultaneously. Share presentations, documents, and applications related to the agenda meeting.

2. The Characteristics of Video Conferences

Video Conferences has several pedagogic characteristics, according to Roberts (1998) Video Conferences session have the following pedagogic characteristics, as follows:

- a. Add a sense of direct involvement and physical presence among geographically dispersed learners.
- b. Provide quality learning opportunities (as good as or better than those offered by other method and technologies).
- c. Provide live, interactive learning opportunities to distant sites, including delivery of global expertise to remote learners.
- d. Eliminate or reduce travel time.

3. The Types of Video Conferencing Tools

a. Zoom Meeting

Zoom is a video service based on cloud computing. Zoom can connect you to virtually meet other people, be it video calls, voice or recommendations. Zoom is used for audio/video class meetings, working hours, student presentations, etc. Participants are recruited via email invitation or a link from the zoom meeting host. The screen display can be selected to show everyone or only people speaking at the same time. This platform allows the instructor to meet online with students (virtual face-to-face) and deliver lessons as synchronized instruction at a class time which is usually weekly. Some classes are out of sync, where students do their own lessons and assignments.

The Zoom application is the most widely used application today, both Work from Home (WfH) and e-learning for schools. This application allows us to interact without having to meet each other. In addition to video conferencing, this application includes presentation and chat features to facilitate student presentations in the online learning process during a pandemic.

b. Google Meet

Google Meet is a software product developed by Google in the form of a communication service application that provides online video conferencing conversations. This platform allows users to make video

calls with many other users at each meeting. In other words, Google Meet can be an alternative medium that makes it easier for us to stay socialized during a pandemic, both for classrooms or even conducting student organization work meetings. The advantage of Google Meet is how to make the meetings instant and easy, allowing anyone with an email account to take advantage of this application.

In addition, Google Meet can be a solution for those who want to invite large numbers of people without time limits and participants. Unlike some similar video conferencing applications that require us to pay or subscribe if we want to take advantage of the most complete features. However, Google Meet has several drawbacks, especially additional supporting features. Some of them are not having breakout rooms, host and co-host features, private chat, virtual background, and others.

c. Cisco Webex Meetings

Webex is an online application developed by Cisco that makes it easier for users to collaborate with each other via pictures, videos, and sound from anywhere. Webex combines communication via telephone with a display on a computer screen. This application is a collaboration technology that can be used as a virtual face-to-face media between lecturers and students. Lecturers will teach as usual through videos,

including sharing presentation content and interacting with digital whiteboards via computer/smartphone screens.

d. Microsoft Team

Microsoft Teams is used for a variety of assignments that have the feature of successfully holding classes and sharing documents (by using posts to PowerPoint presentation attachments, interactive sites, videos, e-books, etc.). Virtual whiteboard and video calling are also available. A multi-part note-taking tool (One Note) is built into Teams for various lessons and activities. By using this method, faculty and students belong to a team like the STEM team at SUNY Territory. Each faculty member has its own channel for implementing its class, etc., and the ability to access other individual channels for the collaborative projects, etc. (STEM refers to science, technology, engineering, and mathematics.) For use of Microsoft Teams and Zoom, instructors are free to carry out their own laboratory activities for students. Some use YouTube videos and simulations. Some conduct science demonstrations online. Others have described an experiment in detail and provide the results to students. Then students use experimental data to write a report that includes figures and tables.

D. Previous Study

Researchers found two previous studies from scientific journal that were similar to the topic. However, each has a target to be achieved and the two previous studies are as follows:

1. A study by Yelis Bintang Permatasari that published in September 2018 entitled: Male and Female Students' Perceptions Toward the Implementation of Video Conference As a Distance Learning Media That Enhances Teachers' Productivities

She conducted a study in a state high school in Tasikmalaya, West Java, with the aim to identify the distinctions perceptions between male and female students thought. This study took two sample classes with the overall fifty-six students participated in this study by using cluster sampling technique. The findings revealed that despite some limitations, the teaching and learning process with video conferencing was successful, then male students appear more favorably and react positively compared to female students. Video conferencing have more positive responses, because it's proven to enhance teachers' productivity. The advantages of video conference such as video conference could connect between teachers and students wherever they are, video conference allow them to access lessons with teachers separately, video conference motivated, video conference enhances teachers' role, responsibility, creativity, and students' insights and learning experiences using new learning systems. This can be noted that today's learning and teaching process can benefit from using video conference as a distance learning media that teachers can use to improve their productivity, as well as a substitution for teachers' absences in the classroom so that learning can be done, and teacher productivity maintained. The result of this research provides a significant improvement

of teachers' productivities by using video conferences. In this regard video conferencing may gain credence as a valid educational resource. So video conferences can be implemented as a distance learning media that enhances teacher' productivities.

2. A Study by Suadi that published in January 2020 entitled: Students' Perceptions on the Use of Zoom and Whatsapp in Elt Amidst Covid-19 Pandemic.

She conducted a study in STAIN Mandailing Natal, Department Sharia Banking and Department of Sharia Business Management. The purpose of this study is to describe the EFL university students' perceptions of the use of Zoom and WhatsApp in ELT. A virtual class in form of Zoom and WhatsApp was created to enable students to remotely attend the class and at the same time to keep in line with the covid19 health protocol. This study involved 53 students as respondents. The data were obtained through online-based questionnaire and were analyzed based on a mixed method approach by combining quantitative and qualitative method. The result revealed that the virtual class of ELT for EFL University students in form of Zoom and WhatsApp was considered positive by the learners. Although the availability and slow speed internet connection were being problems to use in ELT, they were also rated effective and efficient in terms of time, place, and expense. Moreover, learners agreed that those two online platforms can help them to improve language skills and to reduce shyness in virtual class interaction.

The researcher's study has similarity with the both previous studies above. It talks about the use of Video Conferences in online learning. The difference this study with the previous studies is this study does not research Video Conferences in specific, only one of the application in Video Conferences is Zoom meeting. In this study, the researcher will find out more about the use Video Conferences in online English classes in general concerning Video Conferences applications that are commonly used by students.

