

CHAPTER II

LITERATURE REVIEW

2.1 Online Learning

2.1.1 Definition of Online Learning

Approximately two years education in Indonesia used online learning system, it is caused by Covid-19 pandemic which spread in Indonesia in early 2020. According to Carliner (2003), online learning is access to learning impression by some technology. Therefore, all of learning process conducted by some platform. Online learning makes students more comfortable using the technology needed in 21st-century learning (Made, 2021). Online learning requires adaptation for teachers because the increasingly sophisticated understanding of technology. Bentley et al. (2021) identified Online learning is the identification of teaching and learning systems that integrate Internet connections. Virtual learning provides distinctive learning management system features, such as authoring tools, rubrics, feedback tools, chat discussion, comment field, assignment submission, and sharing of files or documents (Ridho, 2020).

Online education has become a recent issue in the field of education today. Experts also define the term online learning from diverse perspectives. According to Rosenberg (2001, cited in Priyono, 2021), the common definition of online learning is the use of the internet to enhance knowledge and skill in order to provide a variety of solutions. Online learning is also defined as a face-to-face

learning process supported by various platforms and involving virtual interaction. Online learning delivers real-time and pre-recorded instruction sessions using online learning software, eliminating the need for in-person instruction altogether (Tanaporn et al., 2022). Teachers of the English language should incorporate online course activities that improve the four language skills of reading, writing, listening, and speaking into their lessons. This online learning creates an engaging and enjoyable learning environment by providing a unique interaction and learning setting (Ridho, 2020).

2.1.2 Advantages of Online Learning

Online education provides learners with flexibility and an active learning environment. The autonomy and self-discipline of the learners are bolstered by online learning, that also facilitates their academic progress (Zayapragassarazan, 2020). Using a variety of platforms, online education provides teachers with opportunities for innovative instruction. The education modules and coursework from online learning can be accessed any time of day. Therefore, the students can learn and review the material every time they want. Based on research by Lestari et.al (2020) there are advantages of online learning such as learning effectiveness, flexibility, accommodation in studying, development new learning atmospheres, energetic and enjoyable learning, enhancing learning independence, and increasing self-assurance, giving new learning possibilities, improving excessive- level thinking skills. Similarly, online learning presents a possibility for teachers to explore learning subjects through the learning resources available on the internet, attracting teachers to foster creativity and critical thinking skills to make

lesson design, facilitate communication between teachers and students by using several capabilities to disseminate learning information and facilitate the improvement and storage of learning substances (Athia et al., 2020).

2.1.3 Disadvantages of Online Learning

The teacher does not feel ready to teaching online, and some teachers of education programs cover only large-scale instruction technology in teaching through a single combining course (Kay, 2006). One of the main reasons for Teacher self-efficacy and self-confidence in online teaching can be matched with disadvantages experience online learning on their own (Anderson et.al. 2010). Lack of access to fast, less costly and reliable internet connections hinders the technique of online learning specially for people who are living in rural (Wains, 2008). Lack of proper interaction with teachers also another primary issue related to on line learning (Adnan et.al. 2020). This lack of interaction can hinder the development of values during the teaching and learning process.

According to Wicaksono (2022), teachers should be able to explain their materials in an acceptable and efficient manner by enhancing their delivery methods. It takes a lot of comprehension and time to explain briefly the material from teacher to make sure that student guide the material. According to research conducted by Firmansyah (2021), the obstacles in the implementation of online learning are: (1) a weak internet connection or network, particularly in certain regions; (2) the need for a large internet quota; (3) the capability is still low in terms of information and technology (IT) both from teachers and students; and (4)

the layout of the online learning model isn't always suitable, so that students have difficulty understanding the subject matter.

2.1.4 Definition of Offline Learning

Offline learning, The traditional education system is a lecture-based preparation method in which students are instructed in classrooms by teachers within the institution. (Serkan et.al. 2021). According to Kaymak (2022) states that The offline learning format is a lecture-based learning method in which students are instructed by teachers in classrooms. Offline learning used traditional tools and methods of teaching it is also more expensive than online education and consumes more time. Offline learning needs physical classroom, have a fixed and strict schedule. The interaction and communication from offline learning more easily because teacher and student can interact directly without media or platform. Source of teaching learning process also used some book for references of teacher when teach student or during learning process.

2.1.5 Advantages of Offline Learning

Offline learning is undergoing new innovative methods and modes of classroom teaching to advance active learning, social interactions and one-on-one communications remain as one of the most important aspects of offline education despite the growing (Serkan et.al. 2021). By improving their methods of delivering educational materials, teachers will be able to explain their materials in an appropriate and effective manner. In this manner, students will be attracted to learning, resulting in a higher level of motivation. Moreover, this will increase

both teachers' and students' creative abilities to discover more about the relevant educational topic in class (Aditya, 2022). According to the findings of Kaymak (2022), offline instruction is more effective for enhancing students' understanding and comprehension.

2.1.6 Disadvantages of Offline Learning

In a face-to-face classroom, some students lose opportunities to communicate, unless they are self-confident, and can respond quickly. The lack of offline learning is the flexibility of time and location in learning that cannot be accessed anytime and anywhere (Aditya, 2022). According to a study by Wang et al., cited in Sang-Bing Tsai (2021), traditional teaching methods may not be able to effectively manage, share, and apply educational resources, limiting teachers' ability to teach in the field. Because only a handbook is used to deliver the material, offline learning restricts access to references.

2.2 Perception

Perception can be defined as an individual's perspective on an object. The basis of human perception is unconscious inference, where sensory input is integrated with prior knowledge (Mazola et.al. 2022). It is a person's ability to see, hear, and express or comprehend how they feel about their environment, social life, and physical and mental health (Priyono 2021). Perception is inseparable from an individual's sensing process, and sensing is the initial core of the perceptual process (Watoniah, 2022). Perception is the manner in which individuals experience stimuli from the external environment via their sensory

receptors. What is experienced consciously differs from what is experienced visually and tactically. A person's perception is influenced by how they view the world around them. Consequently, an individual's interpretation of sensory stimuli will be influenced by his or her own perspective (Hammachek, 1995).

According to Desiderato (as cited by Huda), state perception is an experience about an object, an event that has already occurred, or even what is occurring, or it can be a relationship that is obtained in order to be able to deduce information or interpret the message contained therein. Perception encompasses all signals within the anxious framework that result from physical and chemical stimulation of the sensory individual (Aeni, 2021). According to Saleh (2018), perception is preceded by a sensing process, which is the process of an individual receiving a stimulus through their senses, also known as a sensory process.

Perception is the capacity to recognize familiar people, things, or events with significance and anticipation. If a person perceives something, it indicates that he can recall past experiences with the object or event, that he experiences meaning and has certain expectations regarding the object or event. On the basis of some of the aforementioned opinions, it can be concluded that perception is the process of an individual accepting the intent of information received through his five senses. There are numerous variables that can influence perception. According to Walgito (2003: 54-55), internal factors and external factors influence a person's perception. Internal aspects of a person's abilities that stem from the relationship between mental aspects, intelligence (knowledge), and physique. In contrast, external factors, such as stimuli and characteristics that

stand out in the environment, serve as the object's background, which is a roundness or unity that is difficult to separate, including social and environmental factors. After the pandemic, the teachers' perceptions regarding the transition from online to offline learning are therefore influenced by their perceptions.

2.3 Previous Studies

In this study researcher reviews several research conducted by the previous researcher as composition. The first related research by Ilyas (2021) aims determine the students' perceptions about e-learning. This research was limited to the learning process in the pandemic of Covid-19. The researcher used a descriptive quantitative method with 50% of the population students in the fourth-semester students of English Education Departemen in IAIN Palopo. The data collected was taken by using questionnaire and interview technique. The result showed that students had a positive response to the E-learning process during the pandemic of Covid-19, with the details accessibility aspect of 47,34%, efficacy aspect of 73,46% and class interaction aspect of 50%.

The second related study is by Nashir and colleagues (2021). The purpose of this study was to examine the attitudes of English teachers toward the transition from offline to online instruction during lockdowns during the Covid-19 outbreak. The research method was a case study with a qualitative research approach, and the necessary data was gathered by distributing a Google form questionnaire and conducting interviews with fifty English teachers of senior high schools. The results indicated that Whatsapp and zoom meeting were the most popular platforms for teaching English. 68% of teachers felt their workload was heavier

when compared to face-to-face learning because they require additional time to package engaging learning in order to increase students' motivation and desire in English lessons. Inadequate facilities, the expense of purchasing an internet quota, a poor internet connection, the inefficiency of the material delivery process, the difficulty in assessing and providing feedback to students, and a lack of control over their learning activities are the obstacles encountered most frequently in online learning. On the basis of the teacher's observations, it can be concluded that the learning-at-home policy during the Covid-19 pandemic was improperly implemented, as only about 35 percent of students were actively and seriously engaged in online learning.

The third earlier study by Arif and colleagues (2021). This study aims to determine the attitudes of Bandung high school teachers and students toward the implementation of blended learning in English. This study employs a mixed qualitative and quantitative research methodology. Participating teachers and students were selected at random from as many as nine senior high schools located throughout Bandung. The technique and data processing consisted of distributing a questionnaire that each participant was required to complete. The questionnaire contained seven questions pertaining to the respondents' perceptions of the benefits of the English blended learning method for both teachers and students. After collecting the data, an analysis was conducted by calculating the perceptions of both teachers and students. According to 93% of teacher perception responses, the primary benefit was a challenge for teachers in preparing the material and using the media. According to 77% of student perception responses, the most significant

benefit of English blended learning was that it enhanced students' language skills. As suggestions, it can be communicated that blended learning can continue in the Covid 19 era.

The fourth previous study related to Dzaky (2021). This study examines the English teacher's perspective on the shift from offline to online teaching and learning during the covid-19 pandemic. The objectives of this study are to analyze the English teachers' perceptions of the shift from offline to online teaching-learning during the covid-19 pandemic, as well as to identify the challenges faced by English teachers when conducting online learning during the pandemic. This study's subjects are two English teachers. The researchers used interviews to collect data for this descriptive qualitative study. The results indicated that English teachers viewed online learning as difficult and inefficient. Teachers struggled to adapt and implement online learning. Low student participation, difficulty managing the class, difficulty accessing the internet, and a lack of devices were the issues faced by English teachers.

These are the previous studies pertaining to English teachers' perceptions of a shift from online to offline learning following the pandemic. There are parallels and differences between this study and previous research. From the fourth related study had similarities there are the data collection used questionnaire and interview. Other similarities are the aims of the study to know about teachers' perceptions. Although it has similarities, previous research has differences with my research. Such as the methods and the data analysis. This research is descriptive methods by using Likert Scale. This research also limit to the subject

of the research only the teacher perception in some junior high school in Purwokerto. The most important differences between the previous studies with my research is the title or the content of the topic, because this is the new research about teachers' perceptions of a shift form online to offline learning in current situation after the pandemic.

