

CHAPTER II

REVIEW OF LITERATURE

This chapter presents theories about Perceptions, Today's ELT, and several learning methods such as; Offline, Online, Hybrid, and Blended Learning. A review of some related research and also conceptual framework is also added in this chapter.

2.1 Perceptions

2.1.1 Definitions

There are many definitions of perception, one of them is a book written by Sutrisman (2019) stating that perception is when people are giving opinions about what happened in their environments. He also defines perception as a process of assessing particular objects which involve human senses. Line with (Fahmi, 2020) implied that perception includes all sensory responses which are interpreted and analyzed based on individual interpretation. In addition (Clayton & Manning, 2018) added perception consists of human physiological constructs such as beliefs, knowledge, attitudes, affect, and perceived risk. A study by Jubba & Ferdaus, et al (2021) added that perception is a process when people accept stimulus which is captured by the organs and then delivers into the brain. It will show how their sensitivity to environments then produces a perspective in a form of an impression. And (Fadillah, 2018) define that perception as when people observe something using their senses to produce descriptions about it. From

the definitions above, it can be concluded that perception is the way people see, think, and interpret certain phenomena in their environments which consist of their senses.

2.1.2 Influencing Factors

According to (Barus & Simanjutak, 2020) perceptions are influenced by many factors, for instance, emotion, behavior, and students' belief in learning. It is also supported by (Fadillah, 2018) who stated that two factors influence how people perceive something, internal and external elements. First, the internal factor comprised of humans' feelings, attitudes and personalities, desires or expectations, attention or focus, prejudices, learning process, physical and also physiological, the last is interest and motivations. Second, the external factor, i.e.; family background, knowledge, needs, obtained information, intensity, and measure. In line with (Riadi, 2021) two factors are pretty similar to Fadillah, internal and external factors. However, the researcher finds another study by Shambodo (2020) who implied three factors that affected perceptions, as follows;

1. Functional, including individual needs, gender, age, experience, and other subjective things.

2. Personal, influence intrapersonal perceptions which cover; experience, motivation, personality, facial cues, paralinguistic cues, and artifactual cues.
3. Structural factor contains properties of physical stimuli and nervous effects on the nervous individual system.

As mentioned above, when perceiving something, people are influenced by many elements both external and internal. Those are one of the reasons why people have different opinions on the same topic.

2.2.3 Perception Process

Nadar Wahyuni (2018) stated that perception does not just happen offhand, but there is a series of processes that must be passed by the individual. Thus, several aspects follow, for instance, a cognitive aspect that reflects interests and goals. A study by (Jayanti & Arista, 2019) specified four steps in the perception process, as follows;

1. The input process is a process when an individual starts to request a stimulus.
2. Selectivity, after receiving stimulation, the individual would only focus on the core stimuli.
3. In the closing process, in this stage, the individual recognized the stimuli and understands the situation.

4. Context, perception occurs in a unitary context, it can be a physical form factor, emotional context, environment social.

The perception process by Simanjutak (2022) in a psychology book titled "*Pengantar Teori dan Perilaku Organisasi*" includes;

1. An individual will be perceived towards an attitude object,
2. After that, the result will be processed and influenced by individual knowledge, experience, beliefs, and the learning process.
3. Lastly, the final result of the perception is individual opinions or beliefs about the object.

In another physiological book by Walgito (2004), perception consists of complex processes such as;

1. The physical process is when humans respond to a stimulus or an object. It creates sensations, and it enters the human senses. These sensations influence stimulus.
2. The physiological process. In this step, humans have recognized the stimulus.
3. Interpretation, humans get meaningful pieces of information from the received stimulus and create interpretation.

To conclude, the process of creating perception starts with people accepting the stimulus from an object, then it would be recognized, organized, and influenced by their knowledge, beliefs, experience, etc (as mentioned in influencing factors above). The result is points of view or opinions and beliefs towards the object.

2.2 English Language Teaching Today

A book entitled “English Language Today” by Willy A. Renandya shows that English nowadays is widely used as a classroom language to communicate and deliver materials to students. Based on this book, in terms of lesson delivery, there are many approaches applied in English Teaching Language (ELT) such as; 1.) Conventional, 2.) Online, 3.) Hybrid and 4.) Blended. Many studies discover all of them, such as; Azizah & Fajeriah (2021), the word offline is the antonym of online. So offline learning is a face-to-face approach that is carried out outside the network. And during this pandemic, this method is not possible to be applied. Another study by Sener (2020) shows that online teaching has been the globally central phenomenon since the covid-19 pandemic. In fact, there has been a lot of research discussing online learning (Sriwichai, 2020; Chen, Dobinson & Kent, 2020). The research from Raes (2020), stated that hybrid learning creates more flexible, engaging learning activity rather than other methods. Regarding Blended Learning, Abraham, et al, (2003) addressed at least three common definitions of blended learning; 1.

blending instructional modalities, 2. blending instructional methods, and 3. blending online and face-to-face instruction.

Despite that, the studies presented above only focus on the evaluations of the teaching approaches discussed and how relevant they are in today's ELT. It is therefore obvious that research in examining the efficacy and effectiveness of the approaches need to be taken into account. Some studies have revealed the challenges and issues faced when each of the approaches is applied in real classroom teaching activities. A study by Sagita & Nisa (2019) implied that lack of interactions between teachers and students, ignoring academic and social aspects, the teaching and learning process tends towards exercise rather than education, the changing role of the teacher from those who previously mastered conventional learning techniques, are now required to know learning techniques using ICT, Students who do not have the motivation to learn tend to fail, not all regions (especially in Indonesia) have an Internet network, and the last there is a shortage of education workforce who know and have internet skills. Further, the constraint experienced during online learning is only limited to an internet connection that is not adequate and the lecturer's instructions are not yet well understood by students who are on the next meeting the instructions were corrected.

2.2.1 Offline Learning

Offline learning or commonly known as traditional classes provide many benefits both for students and teachers. The benefits

are; 1) it helps economically weak students to keep learning, 2) it facilitates students from urban and rural areas to participate in class, 3) it requires more learning facilities such as books, modules, and so on to support the learning process in a real class and also study independently at home, and the last 4) it helps teachers to do their roles, Azizah & Fajeriah (2021). Nowadays, offline learning is not only focused on the teachers or lectures, it is also able to apply many learning media including technology. The technology used by students presents SCL or Students Centered Learning. In this approach, the educators' role is to be facilitators, innovators, and motivators. It is useful for students to increase their level of productivity and improve their material understanding Rahmelina, Maulana, et al (2019). Another study by Walidi & Irwan (2018) reveals that learning activities become more interactive and fun if combined with games. And a study by Gorbanez, et al (2018) implied that by using games, students may get the opportunity to develop a higher level of learning for example application and analysis since it confronts students with problems and also offers ways to solve them.

2.2.2 Online Learning

Online learning during the pandemic caused many problems both for students and teachers. Especially for a teacher who never

experienced online teaching. Pu (2020), stated that there are many challenges and fears which are to be overcome, such as: 1) Virtual learning environment (VLE) designed by the university. 2) The current syllabus could not fully implement online. 3) It leads to alienation between students and teachers. This study also addresses that online learning is a major part of the students' and teachers' social communication through three stages. The first is a one-to-one stage, which is an interaction between the teachers or instructor to students. The second is partner-based learning and the last is group-based learning. It also provides real examples in class, such as the teacher changing the question-answer type to two-partner conversations and group discussions, and asking students to write emails to discuss their problems in online learning. This study finds positive feedback from students, that teachers and students should have more interactions in online learning activities.

However, many studies indicated the disadvantages of the online method, for instance, the research by Nengrum, et al (2021) finds some drawbacks ie; 1) the ineffective learning process, 2) the technological limitations of students and parents, and 3) the lessons are not delivered well (Nengrum, et al., 2021). Another research Nastiti & Hayati (2020) addresses that many students are stressed since they have difficulty doing group assignments or projects online due to hindered communication with group mates. This statement is

reinforced by Mohalik and Sahoo (2020) their research concluded that one of the causes of students experiencing stress during online lectures is they feel isolated because of a lack of direct interaction.

2.2.3 Hybrid Learning

According to recent research from Galus et al., (2021), hybrid learning is a learning method that combines face-to-face learning activities with learning based on computer and internet technology. A study from Wahyuni (2021) finds several advantages of hybrid learning, for instance; 1) Students are able to meet their needs and satisfaction in learning because they are not only studying from the online session but also strengthening with traditional learning, 2) students are provided with multiple options to supplement classroom learning, enhance what is learned, and opportunities to access further levels of learning; 3) Presentation of data is delivered more quickly by students who study using e-learning; 4) not only learning in one direction sequentially, with hybrid learning students have the opportunity to learn the material they want, as well as flexible schedule and time arrangements for a subject, and 5) children can socialize again with their friends and teachers.

Even though it gives many benefits to students, it still has lacked. Especially because it involves the internet. To achieve those

advantages fully, students have to be supported by sophisticated technology and a good internet connection in their environment. These statements are supported by many studies from Setyo (2021) which stated hybrid learning in its application, adjustments are needed, which depend on the conditions of the school and where students live. Another study from Hidayati et al, (2022) implied, internet connection, and unsupported devices, require additional costs if there are students who do not understand the material presented.

2.2.4 Blended Learning

Perhaps many people think that blended and hybrid learning is the same method. Marlina (2020) defines blended learning as a method that combines face-to-face learning or conventional and online learning. The meaning is quite similar to hybrid learning; however, the difference is its application in real classes. According to Makhin (2021), hybrid learning media refers to a combination of several learning situations between meeting in a room and connecting to the internet. It means that in the hybrid method, there are many students in the classroom and others join from their homes through the internet. The study from Abroto, Maemonah, and Ayu (2021) defines the positivity of blended learning; It aims to increase the effectiveness and ability of the students-teachers' interactions so

that students are more excited and motivated in learning, who used to hate the lessons to like and enjoy it. For example, there are drawing extracurricular pupils consequently motivated by art. Another study by Sul-toniyah, et al (2022) finds that blended learning significantly influences students' motivation to learn because it is fun. They are able to strengthen practice and thoughts and also focus on informal and formal contexts so that it is suitable to be carried out during the current Covid-19 pandemic. In line with Hikmah & Chudzaifah (2020) the obtained benefits such as; 1) learning has a wider range; 2) convenient; 3) maximize the results; 4) adaptable; 5) increases the number of students' attractiveness; and 6) stopping the spread of COVID-19.

Meanwhile, if there are advantages there must be disadvantages. In this case, blended learning utilizes electronic devices such as; smartphones, laptops, and tablets as a substitute for classes. Therefore, students and teachers should be educated well about how to use technology, and also it is a must to have a stable internet connection (Febriyana, 2022). Then the research from Trisniawati (2021) added that blended learning needs several media so it will be difficult to apply if the facilities and infrastructures are inadequate, students and their parents lack technology devices such as; laptops, and internet networks that make them could not learn

independently, and also lack the ability and knowledge about using technology both teachers, students and parents.

2.3 Review of Related Study

There are many previous studies which are associated with this research. In this part, the researcher involves five papers related to the topic, and it will be reviewed as below;

The first study from Maya, Anjana & Mini (2022) is entitled “University Students’ Perceptions of Shifting between Online and offline learning (lessons from Kerala, India)”. The purpose of this research is to explore higher students’ perceptions of the pedagogical shift between online and offline learning modes during the pandemic COVID-19 in India. It is quite similar to the author’s topic; however, the difference is located in the participants. Its respondents are art and science students. There are 1,366 participants in total, divided into major (science: 66,6% and arts: 33,4%), gender (females: 84,1% and males: 15,9%) age (17-20: 80,7% and upper 20: 19,3%), residence (rural: 55,2% and urban: 44,8%), and device used (smartphones: 91,3%, laptop: 7,3%, personal computer: 1,1% and tablets: 0,3%). The methods used in this study are quantitative and qualitative. Quantitative using statistics data descriptions and qualitative from thematic analysis content. The result shows 61,2% of students prefer offline, 31,1% blended, and 7,7% online. However, this study also finds that there are many advantages and disadvantages to both online and offline modes. The advantages

of online learning such as; 1) increasing technical skills, 2) flexibility, and 3) getting the chance to attend more education webinars. Meanwhile, the disadvantages are reported as 1) enhancement workload, 2) disturbed concentration, 3) academic incompetency, and 4) smartphone and social media addiction. Afterward, the benefit of offline classes is enhanced social interaction, more effective, better concentration, and reduce stress. Nevertheless, the disadvantages, for instance, many students fear the disease spread, social distancing, and difficulty in wearing masks. As a result, students perceive that switching modes from either offline to online or online to offline is a difficult process since it takes time to adapt.

The second is research by Dewanto (2021) entitled, “College Students’ Perception of Offline versus Online Learning in the Same Time of Pandemic (A quantitative descriptive study in Universitas Pekalongan)”. As the title above, the purpose of the study is to determine students’ perceptions towards their experiences in learning during the pandemic using two different methods, starting with offline and then changing to online. This study entails all active students at Universitas Pekalongan from all faculties, 369 students in total consisting of women: 62,5% and men: 32,5%. It uses a quantitative descriptive approach and processes the data by percentage format for comparison. The medias used by the students are 72,6% Google Classroom, 26% WhatsApp, and 1,6% other online media. The author uses many aspects to measure and compare their perceptions towards offline and online modes as follows; 1. Enjoy, be satisfied with the process, and mastered the material (offline: 65,1%

online 25,5%), 2. Confident in ability to succeed (offline: 67,5% online 24,7%), 3. The capability of competing to get the best score (offline: 71,5% online: 34,1%), 4. Excited to attend lectures (offline: 78,6% online 54,5%), and 5. Willingness to study independently outside lecture hours (offline 53,1% online 33,1%). Based on the percentage above, this research addresses students at Universitas Lamongan, who mostly, prefer to do offline classes (84,4%) rather than online classes (13,6%). Moreover, to meet students' needs in learning methods, blended learning is considerable.

The third paper is *“Persepsi dan Preferensi Mahasiswa Terkait Pembelajaran Daring dan Luring”* by Rahmatanti & Izzah (2022). The goal of this study is to find out students' perceptions related to online and offline lectures. In this research, the researchers apply the survey method to collect students' aspirations and opinions in Universitas Pembangunan Nasional “Veteran” Jawa Timur, and also students from other universities in Indonesia via Google Forms with total 67 participants of active students. The finding of the study shows using a scale chart, there are 4 types of scales chart and 1 diagram. The first chart is about the level of students' understanding of using online learning, and the result is most responses are on a scale of 3 from a range of 1 to 5 which indicates that their level of understanding in following online learning lectures is 50% or about 46 participants. There are many supporting reasons such as; students experiencing signal and voice interference from their environments, and also, they tend to be drowsier and eyestrain. And 10 participants on a scale of 2 experience a lack of focus, and become indolent

because they do not understand the material. On a scale of 4 is 9 responses, they feel online learning is more conducive and they can focus on the lectures. Meanwhile 2 students on a scale of 5 the reason is that online learning could be done easily. The second chart is for the level of students' activeness in online learning. Most of them are on a scale of 3 with 36 responses in total, the class is not interactive, and students do not understand the material which makes them lack confidence in learning. The other results are 16 students on a scale of 2 who experienced signal, and 3 students on a scale of 1 with the same problems in signal and devices. Then on a scale of 4, there are 9 students who realized that they have to be more active, and the rest is 3 students on a scale of 5 who feel more confident because supported by various learning apps. The next two charts are the opposite of the chart before. The third chart is students learning understanding in offline classes. It shows that 45 respondents are on a scale of 4 and 10 students on a scale of 5, which means that students understand the material in offline learning, offline learning indicated more interactive and students able to focus. And the rest 12 students on a scale of 3 because they do not understand the material. The fourth chart is for the students' activeness during offline classes. The result is, 22 respondents on a scale of 3, the reasons are; they are still adapting to the change of learning modes, and hesitate to ask questions in a class. And most of the students on a scale of 4 with 36 responses in total and 8 responses on a scale of 5, are motivated to be more active since in offline learning they can experience two-way communication and quickly understand the materials. The last is a diagram of the learning modes choice. It

shows that 49 students choose the offline method and the other 19 students decide on online classes. So, in this study, most of the students prefer to have offline classes because it provides students with many benefits such as; they be able to focus and more understanding of the materials, learning how to socialize, and enjoying the class or college environments.

The next study by Arifin, Merdekawaty & Rahmi (2022) with the title *“Perkuliahan Online Vs Offline: Preferensi Mahasiswa (Studi Kasus: Universitas DIPA dan Politeknik LP3I Makasar)”*. As mentioned in the title above, this study aims to focus on students' perceptions of online and offline learning. In order to reach the goal, the researchers use descriptive quantitative methods with a survey approach. The participants are 400 students, divided into 200 from Universitas DIPA and 200 from Politeknik LP3I Makasar. There are 3 tables in this study, demography, preferences, and perceptions. The first is the participants' demography tables, by gender; 52% males (104 people) and 48% females (96 people), by age; 98% 18-24 years old (195 people), by major dominated by Technic Information department 55% (109 people), by region; rural 93% (186 people) students from Universitas DIPA. However, students from LP3I show 29,5% males (59 people), 70,5% females (141 people), 95% 18-24 years old (172 people), 48% business administration students department (80 people), 88% students or (176 people) live in rural. According to their answer, 68% (135 people) of Universitas DIPA and 62% (124 people) of LP3I started online learning right after the pandemic. The second table is about students' preferences for online learning mode, by apps (82%) UNDIPA, (91%)

LP3I using WhatsApp; by devices (69%) UNDIPA using smartphone + laptop, (54%) LP3I; by learning format (76%) UNDIPA students choose live online learning, LP3I (78%); by learning material (72%) UNDIPA students prefer video content and reading materials, (60%) LP3I; and by assessment, (79%) students from UNDIPA choose online tests and from LP3I (71%). The last table shows students' perceptions of online learning, the result is; the percentage of students who agree that online learning is flexible (32%) Universitas DIPA and (40%) LP3I, online learning is comfortable (42%) Universitas DIPA, (47%) LP3I. Meanwhile, the disadvantages of online learning such as; limited internet data, and devices hinder the online learning process (42%) ;(38%) UNDIPA, (44%) ;(35%) LP3I students. Other lack nesses of online learning; there's no real interaction, unsupported environments, and technophobia; (35%), (36%), (30%) UNDIPA and (41%), (32%), (and 38%) LP3I students agree. The conclusion of this study, most students perceive online learning as relatively positive. And the researchers suggest applying blended learning after COVID-19 as a transition to support students in their education.

The last is a paper from Rachmah (2020) entitled "Effectiveness of Online vs Offline Classes for EFL Classroom (A study Case in a Higher Education). This study aimed to identify common EFL students' perceptions of online and offline classes. The researchers use qualitative and quantitative methods and use questionnaires (Likert scale and open-ended questions) to collect the data. There are 16 students from Universitas Ibnu Khaldun as the respondents. The result shows; (18,8%) are online; (72%) are offline; and (6,3%) prefer both of

them. Then the students' opinions about the effectiveness of online classrooms are; (6,3%) disagree, (18,8%) agree, (68,8%) neutral, and (6,3%) agree. The students' reasons in disagree and neutral categories such as; 1) students do not understand the material, 2) the lectures give many assignments without explaining the material, 3) students cannot manage time between work and study, 4) lack of interactions, 5) bad internet connection, and 6) online learning is not effective. On the other hand, the supporting reasons for those who agree and strongly agree, for instance; 1) online learning is flexible and easier, 2) students can access it everywhere, and 3) an alternative solution when students cannot join face-to-face learning. And for the effectiveness of offline classrooms; the percentage of agree and strongly agree in total (93,8%) and (6,3%) neutral. Most of them stated that offline learning is easier since they can directly interact with lecturers, communicate more often, actively ask, understand the given materials, more concentrate, and focus. In the end, this study finds that offline learning is more effective. The researcher also suggests a course's use of online technology, materials, and media should be expertly implemented to improve it, after analyzing the data, but it should not be allowed to diminish the significance of in-person instruction with EFL teachers.

In conclusion, although the five research are about students' perspectives, many differences are influencing the diverse results. Each study employs a unique set of methods, approaches, and participant backgrounds. Three of these demonstrate that students prefer offline classes, while the others prefer online

classes. Regardless of which learning modes students select, abruptly shifting or changing learning techniques may be a tough process for students because it takes time to adapt and acclimate to the change. In truth, both online and offline modes have advantages and disadvantages. Aside from the benefits of online classes, the most difficult for them are the workloads that increase stress levels, gadget addiction that reduces their willingness to study independently, creates doubt in achievement, and also a lack of ambition to earn the greatest grades. And, regardless of the benefits of offline learning, there is no guarantee of being virus-free.

As previously stated, changing learning styles is usually a difficult hurdle for students to conquer. Even though they are in the same class, the problem may be different based on their circumstances, and the benefits they received may also be different. As a result, the researcher performs this study to see how they perceive the shift in learning from totally online to offline. The researcher does not identify one that employs the same methodology and strategy as this research, thus there will be possibilities in different results that may fill the gap. Furthermore, the researcher also establishes the scope or limitations of the study regarding students' perceptions of the transition from online to offline learning. The participants of this research are students of Karangturi National University. Due to the broad scope of students at this campus, the researcher narrows down the focus to English Education students specifically. Furthermore, this study targets the batch of 2020 and 2021, with a particular emphasis on freshmen students who initially started their studies online and

then transitioned to offline learning midway through their academic journey. And also, the methodology used in this research will be adopted from the previous researcher and it is found valid. So, the researcher does not do re-validation.

2.4 Conceptual Framework

This research focuses on how the EFL students' class of 2020 and 2021 in Universitas Nasional Karangturi perceive the change in learning modes from fully online to offline, for those students who are never experiencing campus life during COVID-19, and what their hopes in learning modes that fulfill their needs in the future. The number of all participants is 11 students, and the following figure below is the conceptual framework of this research;

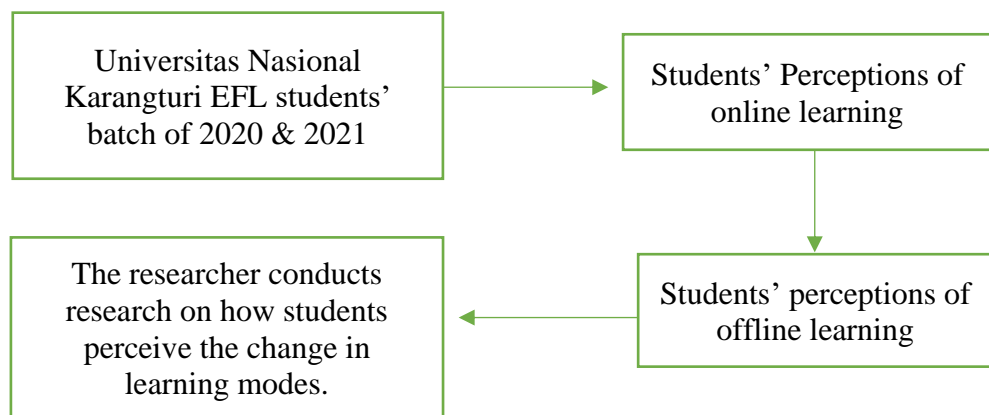


Figure 2. 1 Conceptual Framework