

CHAPTER II

LITERATURE REVIEW

The purpose of this literature review is to provide readers with an overview of students' perceptions of task patterns during online learning and the impact on students. In this literature review, the researcher will define English for Foreign Learning, task patterns, student perceptions, ICT, and e-learning (online learning).

1.1 English as a Foreign Language

1.1.1 English as a Foreign Language

There is a long tradition of studying foreign language learning before linguists agree that there are three key terms: methodology, method, and technique. The approach is characterized by Fachrurrozi and Mahyuddin (2011:5) as theories and beliefs concerning the essence of language, learning, and teaching.

Three methods are frequently used in language education, namely the systemic approach, the practical approach, and the interaction approach. Structural flow sees language as a structure constructed by many components that are structurally related. Lecturers that use this genre include grammar (grammatical) instruction, as well as the methods and instructional materials used. To convey functional definitions, functional flow interprets language as a tool/media. Not only the grammatical elements but also the topics or ideas that students want to express are stressed in this flow. Interactional flow, on the other hand, considers language as a tool or a mechanism for establishing interpersonal relationships and social connections between people.

In the meantime, Fachrurrozi and Mahyuddin (2011:5) say that the language teaching approach applies to what the teacher does and conducts to help students gain the expected language skills in terms of learning the system. The approach is a continuation of the technique and it is important to construct the language teaching plan from hypotheses regarding the essence of language and language learning. Language teaching and learning refers to the tasks carried out by teachers and students in the

course of acquiring a second or foreign language, according to Magfiroh A (2015:273).

Language learning is also an amalgamation of many mechanisms that are carried out by the collaboration of teachers (lecturers) and language learners (students) at school. The method of language learning begins with the child in the classroom, then is practiced together in the school setting, and then a habit is developed among the students to be performed in the culture of language users.

1.1.2 English in Indonesia

In Indonesia, as stipulated by the Decree of the Ministry of Education and Culture No. 60/1993, English has been subject to local content for primary school students in Years 4, 5, and 6 for almost two decades. The classification as a local material subject means: 1) it is required by the community in which the school is located; 2) the school follows such requirements, such as the availability of teachers and the facilities for teaching and learning activities. Despite the rank, the revival of English's position in contemporary Indonesian culture resulted in the decision to drift down the age to which English instruction is provided, enabling early instruction to support primary school children from Year 1. While the demand for trained Primary School English Teachers (PSET) has gradually risen over the past few years, the substantial investment in primary English instruction faces an acute shortage of trained, experienced and experienced teaching professionals.

English is an intense struggle for space with the Indonesian language and 735 local languages scattered over 17, 767 islands across the archipelago in the linguistic ecosystem. Strong English censorship once took effect in the 1990s, when its prominence peaked with political propaganda to increase the use of Indonesian as the national language. A reasonable justification for the propagation of Indonesian, culminating in the legalization of English in the public domain and the negligence of the

commercial usage of local languages, was considered to be the search for a national identity.

1.1.3 Teaching 4 Language Skills

a. Listening Skill

Listening skills can help us to better understand learning, help to communicate with others, and improve the quality of education in schools and everyday life. Listening is one of the most essential language abilities, according to Rohmatin, Ina W, (2019:7). Listening is an important component of communication since it allows us to communicate our views with others. Furthermore, listening is the most commonly utilized language skill in everyday life.

Listening, according to Rivers (1996), is a creative talent. It implies that we recognize the sound that reaches our ears and extract the raw material of words, word groupings, and the rise and fall of the voice to produce meaning. Listeners must overcome the speaker's vocabulary and structural choices.

b. Reading Skill

According to Pujiati (2014), reading is a uniquely human talent that people tend to do at a lower level than they should. Reading is more than just gazing. It entails deducing meaning from written text. Reading is one of the English language abilities that is regarded vital for one's personal development in many areas. Reading is a talent that must be honed, and it can only be honed by lengthy and consistent practice. Reading helps students learn to read and improve their reading skills.

c. Speaking Skill

Speaking is one of the most essential abilities that students should master, according to Stiowati A et al (2019:2). If they only use the language sometimes, they may face challenges such as a lack of vocabulary, confidence, and practice. As a result, throughout the teaching and learning process, the instructor should be inventive in

devising ways to engage pupils in learning. The ability to speak is very important for students so that in conveying something it can be easily understood by the other person. Teachers can use different teaching strategies to achieve the goals of the teaching and learning process. So, the teachers need interesting methods to make the students easy to understand the material.

d. Writing Skill

Writing is one of the skills that can improve our critical thinking by writing. Writing is a crucial language skill since it allows you to learn, explore, grow, and improve your language abilities through writing. (W. Astuti et al., 2020). Writing is one of the important parts of language skills besides speaking, reading, and listening that learners need to learn. Writing is important in the academic process, the students need to master good writing skills to finish their education.

1.2 Task

2.2.1 Definition of a task

A task is part of a job that is given by someone to complete and if it is completed correctly it will get a reward. According to Ellis (2003) in Schrooten (2010) assignments are work plans that require students to process language pragmatically to create results that can be evaluated to see whether appropriate or appropriate propositional content is delivered. To that end, it requires students to pay attention to meaning and make use of their linguistic resources, even if they design tasks that they may be familiar with. A task is designed to produce language use that is similar to how language is used in the real world, either directly or indirectly.

1.2.2 Benefits and challenges of task-based language teaching

To facilitate foreign language learning, task-based language instruction has several advantages. These are described by Ellis (2009) in Hismanoglu M et al (2011). Benefits like this:

- TBLT gives the potential inside the classroom framework for 'normal' learning.

- It emphasizes context over shape; it may also emphasize learning shape, though.
- It provides a fertile target language feedback for learners.
- Intrinsically inspiring, it is.
- It is aligned with a learner-focused theory of education, but also
- Gives approval and feedback for instructor comments.
- It leads to improving communicative fluency while not disregarding detail.
- It can be deployed even with a more conventional plan.

Although the task-based method has numerous benefits in terms of making foreign language learning easier, it is not without its drawbacks. According to Hatip (2005) in Hismanoglu M (2011), the task-based approach has the following challenges:

- a) The disadvantages of task-based learning depend not so much on the future strength of this kind of learning. Instructional material, but on issues of instructional efficiency.
- b) On the side of the teacher, task-based learning requires a high degree of imagination and dynamism. If the teachers are limited to more traditional roles or do not have time and resources for task-based delivery. Teaching; it could be impracticable to do this kind of teaching.
- c) Task-based learning requires tools outside the commonly accessible textbooks and supporting content. In an alien language classroom.
- d) Initially, students may decline or object to task-based language learning because this method of teaching is not what many students expect from a language class and want from it.
- e) Any learners use the mother tongue while facing an obstacle or whether the community feels intolerant.
- f) Such people improve superior communication techniques, e.g. mimicking gestures and using them, but get by using only unusual words and phrases and encouraging others to include the more

complicated vocabulary they are using. Before improving too much in the grammar of these people, this will lead to the fossilization of such species. About the target language.

- g) Any students are prone to get swept up in an attempt to find the right term and do not take note of how it is inserted into the conversation.
- h) There is a possibility that learners will gain fluency at the cost of precision.

1.3 Perception

2.3.1 Definition of perception

Perception is a cognitive process in which everyone understands information about their surroundings in some manner, whether by seeing, learning, appreciating, feeling, or smelling. Salkind (2008: 776). Everything in the environment will be processed as information to act on, including what is seen, heard, lived, felt, and scented. Perception refers to an individual's technique of perceiving, comprehending, concluding, and reacting to an item obtained via the process of sensing, organizing, and interpreting the thing. Perception is a sensing process, namely the process of receipt of stimulus by individuals through the senses or also called a sensory process. But this process does not just stop, except that stimulus is continued and the next process is a process of perception. Therefore the process of perception can't be separated from the sensing process which is a preliminary process of the process of perception (Salkind, 2008:777).

Based on the explanation above, researchers can conclude that perception is the individual's way of seeing, interpreting, concluding, and reacting to an object that is obtained through the process of sensing, organizing, and interpreting the object.

2.3.2 Factors that Influence Perception

Two variables impact perception, according to Gibson and colleagues (2012:8):

- a. Internal factors, such as psychological requirements, educational background, sensory equipment, nerves or nerve centers, personality

and self-acceptance experience, and particular circumstances at a given moment, impact perceptions.

1) Physiological

The brain receives information from the senses, which influences and complements the brain's ability to give information to the surrounding world. Because each person's sensory organs have varied capacities for understanding information, each person's perceptions of the world will differ.

2) Attention

Individuals require energy to pay attention and focus on an object's physical shape and mental capabilities. Because each person's energy is different, one's attention to an item will be different as well. This will influence one's perception of an object.

b. External factors are those that influence how we view things like people, situations, and the environment.

1) The object's size and location concerning the stimulus

This element indicates that the bigger an object's connection, the easier it is to comprehend. Individual perceptions of the shape and size of items are influenced by shapes, making it simpler for people to pay attention and form judgments about particular objects.

2) The object's color

Objects with more lights or that are more colorful will be easier to understand than those with less light.

2.4 The Use of ICT in Learning English

2.4.1 Definition of ICT

We are now raised in the twenty-first century. The New Media Era. Data and details, communication technology (ICT) is a power with a powerful role to play. Many facets of the way we work have been altered. All technologies, in general, are concerned with the gathering, processing, storage, dissemination, and display of data. ICT is presently being regarded as a tool for providing both official and informal educational possibilities.

ICT can help students become more motivated and involved in the learning process in the classroom. Students will be endowed with digital-era literacy as a result of the use of ICT in the classroom, which will foster high-level thinking, solid reasoning, effective communication, and high productivity (Khosrow-Pour, 2005: 685).

2.4.2 ICT Tools

According to Asmani (2011:164-166), information technology applications require equipment that can be used to collect information by using IT:

a. Computer

In the form of hardware and software, a computer is a system that is used to help people transform data into information and store it for later display. Computer-generated knowledge can be provided in image, voice, video, text, and animation formats.

b. Laptop/Notebook

The laptop/notebook is a complex gadget that operates the same as a phone, but can literally fold and take its shape everywhere.

c. Desk-book

Desk-book is a sort of computing unit in a much more realistic shape, the CPU is combined with the display so that without taking up much space it is conveniently positioned on the desktop.

d. Personal Digital Assistant (PDA) / Handheld Computer

A computer system is a type of PDA, but it is so mini-shaped that it can be placed in a pocket. Even so, its function is essentially the same as a personal computer that can process information.

e. Flash-disk, CD, DVD, Diskette, Memory-card

Flash disk is a medium for storing data and can contain vast volumes of information.

2.4.3 ICT in Learning English

In school, ICT can be used. This ICT is used to increase administrative performance, disseminate learning materials, develop ICT

knowledge, enable lecturers and students to access information sources from around the world, exchange instructional and learning concepts, cooperate on collaborative ventures, and learn from remote locations. In learning English, ICT is used, with four abilities in English, namely listening, hearing, reading, and writing. Besides, ICT also presents other language qualities, such as vocabulary and grammar skills. ICT allows students to have all four learning abilities, according to Ghavifekr (2015:189). There are:

a. ICT and Listening Learning

Students need to learn about interactive ways of communication, such as video conferencing. In the current period, there is an established multimedia dictionary that not only contains the language and its importance but also specifies how native speakers specifically pronounce it.

b. ICT and Speaking Learning

In speech results, ICT should assist students more effectively. When learners view the content with PowerPoint assistance, it can be stated.

c. ICT and Reading Learning

New methods and reading skills are required to read digital documents. This requires the ability to read images, icons, hyperlinks, rules for formatting, and maps of websites. To assess the details conveyed in different texts, ICT may also strengthen student responses; define the key characteristics and attributes of a category of text; examine the benefits and drawbacks of such types of texts; determine the relevance and analyze reading techniques adapted to particular types of texts.

d. ICT and Writing Learning

ICT helps students to more efficiently and effectively coordinate and show details in different ways and plan their work. Word processing software helps them to use the methods used by

experienced editors and, in historically difficult ways, to modify text. Using these methods for word processing helps students to reflect and edit themselves and react to other students' writings objectively.

2.5 E-Learning Use In Learning English

2.5.1 Definition of Online Learning

According to Bates (in Sanjaya, 2020: 52) online learning can be defined as a form of distance education in which the delivery of material is carried out via the internet synchronously or asynchronously. Online learning is usually known as e-learning, virtual learning, mediation learning, web learning, and distance learning. This learning term implies that students and teachers do not have to meet face to face in the learning process but can use digital technology media as usual or Android which allows flexibility of access. Meanwhile, according to Ibrahim (in Prawiradilaga, (2013: 109) online learning is a learning activity that is not bound by time, place, and the rhythm of the presence of the teacher or teacher, and can use electronic media and telecommunications facilities. Furthermore, according to Santoso, Adrian & Putra (2020: 2) online learning or commonly known as online learning is a learning mechanism that utilizes ICT, in this case via the internet. One of the advantages of using this technology is our flexibility in carrying out daily activities. Judging from the several definitions above, it can be said that This online learning is a learning that can be done anywhere and anytime by only using internet access, but this also means that this learning requires an ordinary internet channel or android.

2.5.2 Kinds of E-learning

Desvi (2014:3) notes that E-learning is split based on technology, depending on the technologies used:

- a. CBT (Computer Based Training)

The period in which the program for E-learning starts to appear and run on PCs or in the form of CD-ROM. The content of the

material available in this paper consists of text or multimedia (video and audio) in the following MP4, MPEG-1, or AVI formats.

b. LMS (Learning Management System)

LMS is an abbreviation for the Method of Learning Management. New ideas to address the problem of interoperability between current LMS and standards are quickly created by the development of LMS. Standards that arise, for example, are standards provided by the CBT Aviation Industry Committee (AICC).

c. Web-Based E-learning Application

LMS creation leads to a comprehensive web-based e-learning program, both for students and the administration of learning. With information portal pages, magazines, and world media, LMS started to be merged.

2.5.3 Advantages of E-learning

Based on N. Mohammadi et al (2011) Now that we are familiar with e-learning concepts, it is time to get comfortable with e-learning characteristics and benefits. We will move our viewpoint to e-learning by understanding the following functions.

- a. It is a learner-centered teaching process and the role of the teacher is a guide or facilitator of this teaching process.
- b. Convenient access to any place, any time for students.
- c. This is a type of mutual learning.
- d. E-learning is easy and dynamic, minimizing expenses (such as travel time and student travel expenses)
- e. Encourages self-paced learning in which students can practice at the rate they choose.
- f. E-Learning facilitates contact between students and teachers.

2.5.4 Disadvantages of E-learning

Based on N. Mohammadi et al (2011) It has some weaknesses and weaknesses that are listed below, considering the benefits of e-learning.

- a. E-learning reduces social interactions between learners.
- b. Some students have no comprehension of the use of the internet and machines because they do not work for them appropriately.
- c. e-learning lowers the number of face-to-face sessions and the level of monitoring of learners by teachers.
- d. Some teachers are not familiar with this kind of teaching/learning method and have less training.
- e. Lingual / cultural distinctions
- f. Virtual colleges pay for lavish costs.

2.5.5 Related Study

Research that applies to the subject that researchers will perform on the perceptions of students about the perception of students about task patterns during online learning and their effect on language English development in theory and practice at SMAN 2 Parigi MIA A are:

1. Research conducted by **Arbie Elva Bonita (2009)** with the title “Students’ Perceptions on English Intensive Course Program at State University of Gorontalo”.

The conclusion is The impressions of the students of the English intensive course program at Gorontalo State University were split into four metrics and represented based on multiple categories. Researchers may infer that the English Intensive Course Program is successful based on the study results and discussion in the previous portion. Four markers of the English Intensive Course Program were measured. Educational resources, teaching and learning methods, testing and independent research, and outdoor experiences were provided. The four metrics of the English IC software were classified as successful based on the study. That was proved by the fact that most of the students were in agreement with the role. There was 53

percent of students in the position of agreement in the instructional content indicator, 57 percent of students were in the position of agreement in the teaching and learning phase indicator, 51 percent of students were in the position of agreement in the assessment indicator and 43 perceived independent research and outdoor exercise indicator.

2. Research conducted by **Zarlina Mohd Zamaria***, **Airil Haimi Mohd Adnana&b**, **Sheema Liza Idrisa**, and **Johana Yusofa**. With the title “Students’ Perception of Using Online Language Learning Materials”.

The result and discussion is A series of questionnaires containing straightforward questions about their understanding of the use of online learning materials that were posed by a variety of part one students from different faculties. The questions raised were based on Section 2.1 of the three test questions. To find out their views on online learning materials, they were also interviewed at random. 100 questionnaires were distributed to 6 departments, of which 97 were returned out of 100. The bar chart below illustrates the faculty and gender-dependent allocation.

3. Research conducted by **Margaret Anne Carter** with the title “A study of students perception of the online component of a hybrid postgraduate course”.

The result is Changing occupations (61.5 percent) and progressing current credentials (57.7 percent) were the main reasons for students enrolling in the MGC program. The substance (34.6 percent) and fulfilling a general education was suggested by smaller percentages requirement (23.1 percent) for their current job place. As the course was mainly administered online, 3.8 percent of students opted to apply. Additional considerations affecting enrollment decisions are the sense of location that JCU Singapore has, along with the course getting full Singapore accreditation.

The online distribution pleased 66.7 percent of students who took 16 months to complete the course. 95.5 percent of students reported that during the 13-week sample period they interacted with professors. 62.5 percent of learners the consistency of the internet distribution was fulfilled with the online network of inquiry. For these two variables, there was a strong correlation: $r=537$, $N=24$, $p<.01$.

Both students confirmed that they had daily access to a computer, allowing them to view both online course materials at their convenience. 88.5 percent of students said they had regular internet access to content.

This thesis focuses on the detection of the barrier, intensity, and weakness of the e-learning system to assess the e-learning use of SMAN 2 Parigi mia A in the academic year 2020/2021, based on previous studies.