

CHAPTER TWO LITERATURE REVIEW

2.1 Previous Studies

Students' readiness to use E-Learning has been a major concern to make the implementation of online learning more effective. The first previous study came from Unal, Alir, and Soydalat (2014), under the title “Students Readiness for E-Learning an Assessment on Hacettepe University Department of Information Management”. They had attempted to investigate students of the Department of Information Management (DIM) readiness levels' and perceptions about the main components (availability of technology, use of technology, self-confidence, acceptance, and training) of E-Learning. The participants in this study were 311 DIM students. To be able to determine the readiness level, the writers used questionnaires. The questionnaire was developed and tested by Akaslan & Law and based on a conceptual model of E-Learning readiness, which assesses the perceived readiness in three phases: readiness, acceptance, and training. The results from the questionnaires showed that DIM students were ready to adopt E-Learning. However, they were not fully ready to adopt E-Learning, for the use of technology, self-confidence, acceptance, and training related issues, they were slightly higher than the expected level of readiness. In short, the students of DIM were ready to adopt E-Learning, but some improvements needed to be done.

The second study about readiness was examined by Rasouli, Rahbania & Attaran (2016), entitled Students' Readiness for E-Learning Application in Higher Education. This study's main objective was to investigate the readiness of art students to apply learning through E-Learning. This study used quantitative and

based on a survey for its methodology. The use of subjects in this research were four universities of Iran with arts majors. There were 8103 students included in this research, and they came from Alzahra University, Tarbiyat Modares University, Tehran University, and Honor University. The sample size was 347 people. A self-developed questionnaire was used to measure their readiness. The results from this research revealed that Art's students were as a moderate level of readiness for applying E-Learning. Therefore, the data analysis was done by indexes of descriptive statistics, and one sample t-test found a significant relationship between undergraduate students' readiness, graduate students, and post-graduate students to apply E-Learning. At the same time, there was no significant relationship between students' readiness and gender, university, and subject.

Knowing students' perceptions about the learning and teaching process in the class is always essential for teachers. The third previous study with the title “Students' Perception of The Practicality of *Moodle* Learning Management System Based on Behavioral Theory” was conducted by Oktaviani, Sholikhakh, and Lestiana (2018), at Universitas Pancasakti Tegal. This research determined the students' perceptions of the *Moodle* Learning Management System (LMS) based on the UPS Tegal Mathematics Education study program's behaviourism theory. This study used a quantitative approach with questionnaires as the instrument. The participants were 107 students who had used LMS *Moodle* through the website *pmtk.upstegal.com*. The questionnaires were given to the students through *Google Form* on the *Moodle* LMS display. The result of this study showed that almost all of the students thought that the language used in LMS *Moodle* content was following the student mindset. They also thought that the display used was interesting. Following the material,

64.2% believed that all material provided in *Moodle* LMS content is structured, 65.1% agreeing with the *Moodle* LMS provided task feedback from lecturers, and 63.2% argued that students could learn independently through material that had been uploaded in the *Moodle* LMS. In conclusion, students from UPS Tegal, Mathematics Education study program have a positive perception of *Moodle's* use in their learning process.

Another research about students' perception was also conducted by Saifuddin (2017), in Universitas Ahmad Dahlan with the title "E-Learning in Student Perception". This research showed the students' perceptions of E-Learning and various aspects that students needed when using E-Learning. A questionnaire was used to collect data in this descriptive research. The source of the data was the biology students of FKIP UAD. This research showed that only 1.1% of students who didn't know E-Learning, and 86.3% supported E-Learning implementation.

In comparison, 77% of students expressed satisfaction with the implementation of learning with E-Learning. Students shared a positive perception of the implementation of E-Learning in the class. In students' opinion, E-Learning was beneficial and could improve their motivation. E-Learning also made the material easier to understand and helped the readiness in the lecture. In terms of accessibility, the students also had high accessibility, which was 91%, with light use 83%. Student good appraisal perception of E-Learning gave a significant role in the implementation of learning with E-Learning, which could be done with the pattern of blended learning as a form of learning that collaborates E-Learning with face to face.

The last previous study was conducted by Agung, Surtikanti, and Quinones (2020), at STKIP Pamane Talino entitled “Students' Perception of Online Learning during Covid-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino”. This study was conducted to determine the students of the English Language Education Study Program on online learning. The researchers used a collective case study consisting of surveys on students' perceptions of their online learning during the pandemic. There were 66 students involved in this survey who came from the English Language Education Study Program at Pamane Talino College of Education (STKIP Pamane Talino). The result of the survey showed most of the students were actively involved in online learning. However, they were not enthusiastic enough to learn online. 66.7% of them were not enthusiastic about having online learning, while 33.3% were enthusiastic. The data also revealed that 57.5% of students' assignments weighed them down. Meanwhile, 42.5% of the students thought that the meeting was fun, even though they could not stand with the marathon assignments. Furthermore, this study also revealed three significant obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino. The first is the availability and sustainability of the internet connection, and the accessibility of the teaching media follows it. The third is the compatibility of tools to access the media.

All of the previous studies above have similarities with this research where the students use E-Learning in education, and some of them also use the same E-Learning platform, which is *Moodle*. These previous studies become a consideration for the researcher in conducting the research. The first and second previous studies help the researcher to understand the fundamental theories of

students' readiness, while the third to fifth previous studies help the researcher to understand students' perception. However, this research is slightly different from the above study, where this research focuses on both students' readiness and perception toward English E-Learning. Besides, the difference from this research is also the time spent collecting the data. The studies above are done in regular time while this research focuses on the situation when a pandemic of Covid-19 is happening in Indonesia that makes E-Learning becoming the only tool to continue in teaching and learning activities.

2.2 Theoretical Framework

2.2.1 Teaching English as a Foreign Language

In the 21st century, English became the world's lingua franca, with non-native speakers of a language exceeding its native speakers. As English became a global lingua franca, English learning demand had risen along with English proliferation globally. It was used in all transnational aspects of life, including technology, commerce, telecommunications, medicine, and the practice of English, it was not only longer limited to international purposes but also local communication (Hülmbauer, Böhringer, & Seidlhofer, 2008; Gunantar, 2016).

In several countries such as Filipina, Singapore, and Malaysia, English had been viewed as the second language, while in Indonesia, English was seen as its foreign language (Gunantar, 2016). In English as a Foreign Language (EFL), English is commonly served as a tool for supporting international communication. As one of Indonesia's foreign languages, English was only taught at school and became a compulsory subject from primary to tertiary level (Jayanti & Norahmi, 2014; Sary,

2012). Since in Indonesia, English was taught as a foreign language and learned mostly in classrooms, teachers' role was especially important because maybe teachers' instructions and explanations were the only language exposure during learning as the English language for communication (Suryati, 2013; Sulistiyo, 2016). Since students will mostly learn English through their teacher, English teachers are expected to create an engaging teaching-learning environment to engage students in learning.

2.2.2 English Teaching Media

In teaching English, the use of teaching media is important, and media is used as a bridge between the teacher and the students. Media helps students understand the English language, besides it also helps teachers in delivering the material. There are many media that can be used in teaching English, such as pictures, slide projector, audio cassette, charts, etcetera (Riza, Rufinus & Novita, 2013). With the development of technology, the media for teaching also develops. Nowadays, teachers can also use social media or internet-based technology to teach in class.

One of the teaching media that is becoming popular is the Learning Management System. According to Ellis (2009), Learning Management System (LMS) is a software application that automates the administration, documentation, tracking, reporting of learning programs. Teachers and students use LMS to conduct the learning and teaching process online. Putri and Sari (2020), stated that in LMS, the interaction happened through devices to enable communication, either synchronously or asynchronously. They also stated that the instructors, the learners, and the administrators would be facilitated to use and access the services efficiently.

It is beyond the limitation of their time and place in the teaching and learning process. With the specification mentioned above, LMS became one of the appropriate learning platforms that can be used for their teaching-learning process.

2.2.3 Moodle as Online Learning Media

Moodle is one of the Learning Management System (LMS) or Virtual Learning Environment (VLE). *Moodle* stands for *Modular Object-Oriented Dynamic Learning Environment*. *Moodle* was created by Martin Dougiamas. *Moodle* is a license-free open-source software platform. This LMS is a web-based application that provides an online learning service. It can be accessed using the Internet because it is mostly net-based, and it should not install anything domestically. *Moodle* presents a wonderful platform for resources and communication tools that suitable for learning and teaching tools. In his research, Godwin-Jones (2003), stated;

Moodle allows the integration of a wide range of resources, from chats and forums to online booklets, a variety of questions, collections of problems and exercises, lecture notes; including any kind of text-based or Html Formatted documents, multimedia resources such as graphics, video or audio (e.g., MP3 files), PowerPoint, or Flash-based applications and Java applets.

Kotzer and Elran (2014:123) also added that *Moodle* focuses on giving educators the best tools to manage and promote learning and allows teachers to organize, manage and deliver course materials. With all of these specifications, *Moodle* will be appropriate to use in this full online learning condition.

With *Moodle*, teachers can provide the students with many resources for the material, while usually there is the material that cannot be shown in the classroom due to time limitation. Task's menu in *Moodle* can also be linked to any resources uploaded to one's server or available on the Internet. *Moodle* is also provided with

evaluation and feedback tools that teachers can use in giving feedback to the students.

2.2.4 Students' Readiness for Online Learning

Online learning is a form of distance learning or distance education. According to Nguyen (2015), both hybrid or blended learning and purely online learning were considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Online learning has become a widespread practice over the years as an integrated technology for education. Delivering the scope of online learning, Aparicio, Bacao, and Oliveira (2016), divided online learning into two main areas, learning, and technology where learning is the cognitive process for achieving knowledge and the tool to support the process of achieving it as technology.

According to Ryan in Smart and Cappel (2006), the implementation of the use of technology can be various, for example, the use of self-paced independent study units, asynchronous interactive sessions (where participants interact at different times), or synchronous interactive settings. However, the implementation of learning and technology is best viewed from the students' point of view because they directly experience it. Teachers shall be sure whether their students are ready to face online learning or not.

Based on Tang and Lim (2013), Online learning readiness was described in three major features: choices for online learning as opposed to face-to-face learning instructions; competence and confidence in using the technological tools; and ability to learn separately. To give a specific concept of readiness, McVay (2000,

2001), developed a 13-item instrument for measuring online learning readiness. The instrument focuses on student behaviour and attitudes as predictors. Hung et al. (2010), added some new dimensions to the readiness concept, such as computer/Internet self-efficacy, learner control, motivation for learning, online communication self-efficacy, and self-directed learning.

The readiness model was also developed by Akaslan and Law (2011). They developed a model to measure teachers' readiness for E-Learning. This model is appropriate for measuring students' E-Learning readiness because the core factors and their subsuming attributes (or sub-factors) remain relevant. Based on Akaslan and Law (2011), readiness measurement is divided into three steps. They are the first readiness for E-learning that consists of several parts, which are Technology, People, Content, and Institution, the second is acceptance for E-learning that consists of two parts which are Perceived Usefulness and Perceived Ease of Use and the last part of the third is training for E-learning that is divided into 4 part which is Training Teachers, Training Learners, Training Personals and Improving Facility. (See Figure 2.1)



Figure 2.1 Model for Measuring Students' Readiness for E-learning

Students' experiences and confidence in the use of online learning and their attitudes towards E-Learning are critical success factors for E-Learning. Dray et al. (2011), also believed that students' characteristics that made them successful in traditional learning could contribute to their E-Learning success. In conclusion, students' readiness is determined by several factors, which are behaviour, attitudes, computer/Internet self-efficacy, learner control, motivation for learning, online communication self-efficacy, self-directed learning, and students' characteristics.

2.2.5 Students' Perception toward Online Learning

Michotte (2017) saw perception as a phase of the total process of action, which allowed individuals to adjust activities to the world. Perception can be described as the developed opinion after having a certain experience that needs adjustment. In short, perception is human opinion towards some experiences.

Every human being has an opinion or feeling. Each depends on the object and experience people have passed. Humans are created with different personalities. Each individual has different perceptions. From the explanation above, it can be

concluded that the students' perception is about how they feel and think about something.

During the pandemic of Covid-19, the popularity of online learning in Indonesia spread not only in the small cities but also in the villages, even in rural areas. The ideal condition of its execution, which has a very wide range of implementation, depends on each region's characteristics. This rapid growth of online learning implementation may sound familiar for educators, but they have to understand how students perceive, access, and react to it. Hence, knowing students' perceptions will give us knowledge about how they feel towards this online learning.

According to Chang and Fisher (2003), they examined students' perceptions of the learning environment could be done by using an instrument called the Web-Based Learning Environment Instrument (WEBLEI). WEBLEI was developed and used to assess students' perceptions of online learning. There are four scales in the WEBLEI instrument: scales 1 Emancipatory Activities (Access), scales 2 Co-Participatory Activities, scale 3 Qualia, and scale 4, Information Structure and Design Activities.

Scale 1 Emancipatory activity is called access divided into three categories: students' convenience, efficiency, and E-Learning autonomy. Scale 2 Co-participatory or Interaction is divided into six categories such as flexibility, reflection, quality, interaction, feedback, and collaboration. Scale 3 Qualia or Response has six aspects: enjoyment, confidence, accomplishments, success, frustration, and tedium. The last Scale four or Results Included in this section is

relevance and scope of content, content validity, accuracy and balance of content, navigation, and aesthetic and affective aspects. (See figure 2.2)

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| <p><i>Scale II</i> <i>Co-participatory</i> INTERACTION Participation, collaboration and cooperation</p> | <p>Scale I Emancipatory ACCESS Virtual subject</p> |
| <p>RESPONSE Perceived student responses <i>Scale III</i> <i>Qualia</i></p> | <p>RESULTS Scope, structure, content, learning objective <i>Scale IV</i> <i>Information Structure and Design</i></p> |

Figure 2.2 WEBLEI Scales by Chang & Fisher, 2003

By knowing students' perceptions, teachers or educators evaluate this online learning based on student perceptions. Teachers also evaluate the effectiveness of teaching online. After knowing students' perceptions, teachers or lecturers improve several teaching and learning aspects, whether in teaching or how to deliver the material. Therefore, a student's perception is very important, especially for teachers or lecturers.