CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter has some points that relate to the research. They are the definition of students' perspectives, lecturers' perspectives, blended learning, and some the previous of the studies.

2.1 Students' Perspectives

The occuring of teaching and learning process it should the students to participate and cooperative on the teaching method. To know the support optimal teaching and learning processes, there is a perspective. Perspectives generally consists of an observation on certain situation or environment. According to Konings (2007) students perspective of the learning condition are important, it has been proven that it is just not practice on teaching and learning condition that impacts learning processes of pupils. For it is the way students perspectives should have a central position and achieve the aims of success in education. Even though the learning environment can be intended to be incredible and be well implemented, students' perspectives of the learning environment will figure out what kind of learning exercises will be utilized, and of what quality the learning results will be.

Enwitstle & Tait (1990) states that perspectives from students are the characteristics of the learning environment that influence pupils ways to deal with learning and the quality of the learning results. The learning influences students' perspectives and interpretations of the learning environment. In addition, the feedback from students' perspective to the teacher conception of the method that the teachers' used is proposed. In case, the students' perspectives do not coordinate with the expectations of the teachers, the learning condition does not arrive goals. Particularly, because students' interpretations of the learning environment are not effectively for the teacher it is the great value. As Cook-Sather (2003) stresses that hearing students and sharing of students' perspectives could support the teachers to reconsider learning processes and the design of

learning environments. In addition, investigating students' perspectives on the learning process gives insight and feedback about what is truly going on in learning processes. Asking for students' perspectives and their opinion to give the teachers thinking about re-designing teaching and learning styles.

2.2 Lecturers' Perspectives

Konings (2007) claims that exploring educators' perspective of the learning environment gives insight on the extent to which the education design has been effectively implemented. It means all of teachers are able to give the information about successfully or unsuccessfully about implementation about the design that the teachers used. This also aims to see to what extend which the implementation of the design learning take place. Meanwhile , Freeman in Gabillon (2014) stresses that years in 1990s up to 2000s are consideration when perspective of teacher teaching and thinking processes changed to determined by the highly context. This proposes that the teachers' way of thinking was consideration to their backgrounds, experiences and the teachers' social context. Therefore, it can be affected that every teacher's understanding and perspective about their classroms realities disparately from the other (Gabillon, 2014).

Roelofs & Terwel (1999) say if the teachers see that less capable pupils are overchanged in the learning condition, at that point the lecturer or teacher probably going to change or adjust it. Besides that the teacher has the perspective on the characteristics of students. Educators' perspective of student characteristics can affect the choice and realization of a learning environment. In perspectives of the teacher there is a teacher beliefs also that refers to the thinking processes and perspective that affect teacher in their teaching styles and methods.

2.3 Online Learning

Khan (1997) claims that online learning is an innovative approach for delivering instruction to students in long-distance learning using internet web-based as the media. Online learning includes all kinds of learning that are transmitted across the computer. However, online learning implicates more than just the delivery of the materials using the web. The teachers should be involved

for the students and the learning process which should be the focus on purposes online learning. As Ally (2004) mentions that online learning refers to the use of the internet to access learning materials, to interact with the learning content, interact with the teachers, and also interact with classmates. Same as the face-to-face learning, study through online class the learners should acquire support during the learning process from the other learners and the teachers to acquire knowledge which to construct their personal character and grow up from their learning experience.

According to Rosset (2002) states that online learning has many promises, but it takes commitment and resources, and it should be done right. The teaching materials with the use online learning should be provided and properly designed so that students and focus on learning receive adequate support. Online learning can allows for flexibility of access, from anywhere and anytime (Cole, 2000).

2.3.1 The Benefits of Online Learning

According to Ally (2004) online learning has several benefits for the students and the lecturers as follows :

2.3.1.1 For the students

1. Online learning does not recognize time zones, and location and distance are no problem
2. Online self-regulated learning, students can access the materials online anytime. The students can access the latest and relevant learning materials on the internet.
3. The students can complete online assignments in their own time-space while doing their other work.

2.3.1.2 For the lecturers

1. Teaching can be done anytime and from anywhere.
2. Online materials can be updated and teachers or lecturers can easily access relevant materials on the web on the internet.

3. When students can access the materials easily through online learning, it can be easier for teachers to direct information appropriate to their needs.

Online learning systems if designed properly, it can be used to determine students needs and enhance students learning skills in teaching. For the selection of teaching materials that are suitable for the students it is very important to achieve the desired learning outcomes.

3.3.2 Disadvantages of online learning

Despite the development of ICT as medium enhance for teaching and learning activity, there is also has imbalance on teaching and learning process among learners and educators. According to Zounek (2013) online learning has cons or disadvantages as follows :

3.3.2.1 For the students
1. Lack of motivation to learn and ability to try. Thus causing a decrease in productivity and learning outcomes to decrease.
2. Bad internet connectivity become barriers.
3. Students find the difficulty to used of time such as collaborative learning with group in pairs.
4. Cause health problems, especially spending a long hours working staring at at digital screens which is eye-strain, back pain, even mental disorders.

3.3.2.2 For the lecturers
1. The lecturers explains the material and gives feedback in a huge number of students with an inadequate number of educators on online learning reducing learning efficiency which usually reduces student involvement in paying attention.
2. Lecturers' motivation to apply online learning is low if the knowledge and skills of the teachers are insufficient to use technology for education. In addition, lecturer often lack proper guidance and training on technical as well as methodological issues.
3. Communication, information and instructions that are not structured and inappropriately is one of the factors that spark plagiarism and cheating in electronic form.

4. Cause health problems, especially spending a long hours working staring at at digital screens which is eye-strain & back pain.

2.4 The Previous of the Studies

The previous study in this research related to students' and teacher's perspectives in implementation online learning in learning process from various researchers who have done their research. There are three previous studies as follows.

The first previous study has been done written by Aljaraideh & Al Bataineh (2019) on his thesis entitled "Jordanian Students' Barriers of Utilizing Online Learning". The research design used in his research was survey study with quantitative method. The sample of the research was 400 students of Jerash university. The research finding showed that the online learning infrastructure is an immense barrier that obstructs the utilization of online learning in Jerash University. Also, there is an interaction between gender while using online learning that female students faced more the barriers when using online learning than male students. What makes it the different on objective the study, which in this current research to investigate both students and lecturers perspectives on implementation of online learning in English education department major in higher education and to find out the problem faced by students and lecturers during online teaching in Covid-19 pandemic era. Meanwhile, the objective of this research was to find out the main barriers preventing students in Jordan using online learning from their perspective. The subject in current research deals students and lecturers in that focuses in English education department major, while this study deals with the only students in university. Besides, this current research also deals with online learning.

The second research is a thesis has been done by Hunt & Oyarzun (2019) with title "Online Learning Perspectives of Native American Students". The research employed qualitative ethnographic case study was focused on the perspective of cultural challenges of online learning from the Native American. The instrument was used in this research interview and journal. The study in the

research chose 2 native American female students enrolled in an online course at 4 year university in the Southeast. The result showed that 2 native American students wanted supportive online learning environments, interaction with professors, peers, pairs in group and opportunities for project-based learning on online learning. The similarities in the research is about online learning. However, the differences in current research is which to know perspectives both students and lecturers about implementation of online learning during Covid-19 pandemic era in 2020 and also the problem facing, while the research was used qualitatative ethnographic case study to know the experience and the needs of Native American students on online course.

Another research by Sun (2014) which entitled "Learner Perspectives on Fully Online Languange Learning". The research design was employed in the research was quantitative and qualitative method. The sample of the research was 46 learners. To obtained the data the research was used questionnaire as the instrument of the research. The research showed the result that six major the difficulties on online learning. First, following the schedule and studying regularly, looking for classmates and finding the right time to work together, pairing in working collaboratively, ensuring constant involvement with the class, maintaining self-motivated and being a self-directed learner, and difficulty of socialize with their friends. The similarities of previous study and this research is the learners perspectives and the problem facing on online learning. The differences in this research is the perspectives lecturers using online teaching ongoing Covid-19 pandemic era.

The conclusion all of studies above are about online learning and has the differently results for each research. To sum up, the researcher wants to know and conduct the research about students and lecturers' perspectives on the implementation of online learning ongoing Covid-19 pandemic era in higher education especially in English education department major.