

CHAPTER II

LITERATUR REVIEW

This chapter present about : (1) Concept of perception, (2) Concepts of speaking (3) Concepts of online learning, (4) Concept of Zoom application, (5) Previous related studies.

2.1 Concept of Perception

2.1.1 Definition of perception

Perception means to gain some information or meaning. According to Nelson and Quick (1997: 8384) “perception is the process of interpreting information about a nother person (as cited in Zulhernanda, 2018). from that perception meaning, it is clear that all perceptions can depend on the information received. How you interpret the information to be true information refers to the way sensory information is organized, interpreted, and consciously experienced. According to Devito (1997; 75) perception is the process when we become aware of many stimuli that affect our sense. Similar to Sobur (2009;446) stated that “perception is a part of the overall process that produce the response after the stimulus is applied to humans” (as cited in Diniah, 2013). From the definitions above, it can be concluded that perception is an ability of the overall process of stimuli to make a response and we become aware of something after seeing and understanding something.

Perception helps you to gather data from your surroundings, process the data and make sense out of it, In perception, it is sometimes difficult to separate the

information from the action, It is basically a process of gaining mental understanding, and Perception guides the perceiver in harnessing, processing and channelling relevant information towards fulfilling the perceiver's requirements.”

As the result, we can understand perception is the information that we got from our environment, action, and process of understanding something. Perception can help people who need information about something that people want to know. As Hanna et al., (2017) stated that three concepts are intimately related to perception: exposure, attention, and sensation. Exposure is the act of deliberately coming into contact with environmental stimuli (their view about the environment in online learning), Attention: the allocation of an individual's mental capacity to a stimulus or a task (the improvement of students' understanding), Sensation: the responses of a person's sensory receptors to environmental stimuli and transmission of this information to the brain via the nervous system (student's feeling or resport in doing online learning).

2.1.2 Factors Contributing Students' Perception

There are several elements that influence students' perceptions, including the following: Factors socio-cultural and affective. According to Ozfidan et al., (2014) The socio-cultural element is comprised of four components: feedback, peer contact, self-efficacy, and private speech. This component has a major impact on students' perspectives because to its association with emotion, self-esteem, actions, and encouragement. In line with this, Richard and Renadya (2002) Emotion, self-esteem, empathy, anxiety, attitude, and motivation are all affective variables associated with L2 or foreign language learning. In a nutshell, affective variables have a significant

impact on students' perceptions of online learning since they reflect how students felt while studying and incorporate psychological elements.

Because of the convenient assumption that has long divided theories of cognitive and emotional behavior, the conative components of behavior have been referred to as learning and instruction. Manickavasagam & Surwade, (2017) As mentioned, cognitive psychology is concerned in reading a person's thoughts. Affective is another psychological word that refers to pupils' feelings and motivation.

1. Emotions

Emotions of a person may be positive or negative depends on the situation and depends on persons thinking.

2. Motivation

Affective psychology is concerned with motivation and demotivation. There are several strategies for motivating pupils, including the employment of a range of student-centered instructional initiatives.

2.2 Concept of speaking

2.2.1 Definition of speaking

Speaking is a productive skill and the capacity to execute the language in actual communication, and the students' skill in everyday activity is demonstrated via their ability to communicate. According to Harmer, (2017) stated that speaking is the language skills where the students produce the language themselves. The language skills that are categorized into productive skills are speaking and writing. Meanwhile, it is not enough to only study in the classroom to improve one's ability to communicate in English; one must also practice outside of the classroom. A direct effect of doing

so is that it will have an impact on the pupils' ability to communicate verbally. Speaking may be defined in a variety of ways in linguistic terms. Hornby in Harahap et al., (2015) speaking means saying something to express ideas and opinion. According to Kushartanti (2005:32) mentioned that speaking is a set of voice uttered by one and understood by someone else (cited in Harahap, Antoni, & Rasyidah (2015) . It means to deliver idea or opinion.

Speaking is the method through which someone learning English expresses their thoughts and opinions to others. Students must put in more practice time talking with others in order to develop their speaking skills. Speaking includes two primary aspects: fluency and accuracy. Fluency is the capacity to learn a language as a system. Accuracy is the ability to communicate effectively. Accuracy is defined as the capacity to communicate effectively through language. Fluency and accuracy in the following ways: When it comes to teaching and assessing speaking, there are two important aspects of language to consider: accuracy and fluency Vigoya, (2000).

Categories to Evaluate	Description
Speaking	
Accuracy	Ability to understand the deeper meaning in mastering in a language.

Pronunciation	Ability to pronounce or the way a certain sound or sounds are produced with stress pattern and right intonations in a comprehensible and acceptable.
Vocabulary	Words that produced to reply appropriate whether the students has certain words available t o him to use in speaking.
Grammar	Ability to produce appropriate morphological and syntactical patters in a given speech situation.
Fluency	Ability to speak spontaneously, quickly and comprehensibly.
Mechanical Skills	Ability to use speed, pauses, rhythm, punctuation, and sentence length.
Language Use	The ability to talk in coherent, reasoned and “semantically dense” sentences.
Judgement Skills	The ability to say things that are appropriate in a broad context and for a specific audience.
Coprehentions	The ability to transmit, negotiate and share information accurately and fluency.

Source: Vigoya (2000) HOW Journal

2.2.2 Aspects in Speaking Skills

Students should be able to master all four language skills, with an emphasis on speaking. There are two primary types of speaking abilities that students must master: fluency and accuracy. It is a necessary talent since it enables someone to convey what he or she wants to express.

Accuracy: Students must utilize proper language, which includes proper vocabulary, grammar, and pronunciation. According to Mart, (2018) Vocabulary and grammar are two critical components that play a significant role in speaking and may also have an effect on students' performance. As a result, precision is critical when we communicate.

Fluency: Specifically, students should understand how to deliver the greatest speaking performance possible when speaking. Additionally, fluency is the capacity to speak for an extended period of time with minimal pauses. Fillmore, (1979). In short, fluency will make good performances when it is running well.

Additionally, becoming a good speaker is not simple. There are several aspects that students must understand in order to develop their speaking abilities. Additionally, Binus University, (2018) revealed that speaking ability is composed of four components. There are four components to this: vocabulary, pronunciation, fluency, and accuracy.

Vocabulary: The major component of speaking ability is vocabulary. According to Richards, (2002) Vocabulary is an important factor of a person's

language competency and also has a significant effect on students' ability to talk, listen, and write. Thus, language is critical for conveying information.

Pronunciation: Students should study pronunciation thoroughly since it may help them communicate more clearly and also ensure that those who hear them comprehend. Additionally, Gilakjani, (2016) stated, it was argued that clear pronunciation is a fundamental component of communicative proficiency. This means that improving one's pronunciation should be a priority.

Fluency: Fluency is defined as making the most effective use of what is previously understood; fluency is crucial in receptive skills such as listening and reading, as well as in productive skills such as speaking and writing. Nation, (2014). Additionally, All in all fluency will make a good performances when it running well.

Accuracy: it refers to the capacity to utilize proper language, such as proper syntax, vocabulary, and even proper pronunciation. Also, Mart (2012) mentioned that vocabulary and grammar are two essential components that are crucial in speaking and that may also have an impact on students' achievements in class. As a result, precision is extremely crucial in communication skills.

Students who learn language have to mastering those aspects because those are crucial thing for the learner. According to Lindsay & Knight in (Pineda, 2018) People who talk for a variety of reasons, and it is this that transforms their communication abilities into a difficult assignment. As stated by the authors, "speaking is the process of organizing a message, communicating the message, and connecting with others." These factors are what make public speaking such a difficult undertaking". Based on the above principles, it is possible to determine the significance and necessity of

fluency and correctness in order to comprehend the various messages and maintain a discussion. As a result, understanding how both fluency and accuracy work together to generate fairly fluent and intelligible English is critical for students who struggle with communicating without pauses and with clarity.

2.2.3 The components of speaking skill

Speaking is one of the most difficult skills to evaluate with accuracy out of the four, mostly because it is a tough talent to acquire. Harris, David (1974) Speaking consists of at least five components, which are fluency, vocabulary, pronunciation, grammar, and comprehensions.

a). Comprehension

In oral communication activities, comprehension needs a subject to respond and begin discourse.

b). Grammar

In a language, grammar refers to the manner in which words are produced and can be joined to make sentences.

c). Vocabulary

The term "vocabulary" refers to all the words with their associated meanings in the language used in speech. Individuals cannot converse or convey their thoughts verbally or in writing if they lack an appropriate vocabulary.

d). Pronunciation

The ability to pronounce or the manner in which a certain sound or series of sou

nds are generated with the appropriate stress pattern and intonations in an understandable and acceptable manner..

e). Fluency

Fluency is the capacity to speak for an extended period of time with minimal pauses. In summary, when fluency is functioning properly, it will provide excellent performances.

2.2.4 English Speaking Skills

When it comes to studying English, one of the most challenging talents that students must acquire is speaking for communication. In line with this, Bahardorfar and Omidvar (2014) As previously said, students must acquire speaking skills as part of their English education. As a result, it is a necessary mode of communication. The goal of learning to talk has always been to improve one's speaking talents. Then, Rao, (2019) claimed that the most successful talent is speaking, as the majority of communication occurs via speech. Furthermore, Tuan and Mai (2015) explain that elements such as performance condition, affective factors, listening ability, topical knowledge, and feedback during speaking skills may all impact students' speaking performance (as cited in Afebri, (2019). In addition, Slamet, (2011) As previous said, the quality of education is contingent upon the advancement or application of the proper steps in education. Entering the twenty-first century world of education, the advancement of technology has resulted in the advancement of science and the production of many types of learning media that instructors and lecturers may utilize.

To emphasize, speaking abilities are a critical talent for kids to acquire since they serve as a channel of communication.

2.2.5 Teaching learning Speaking

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges that faced as a teacher are determined partly by the target language context. According to Nunan (2003) explain them bellow:

a foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in japan or studying French in Australia)..

Furthermore, Nunan, (2003) emphasized that teachers must fulfill certain goals when it comes to speaking education. They generate English sentences and, moreover, powerful instances. Additionally, in the use of word and phrase emphasis, pitch designs, and the following language's rhythm. To choose appropriate words and phrases in light of legitimate society, setting, scenario, and issue, to utilize language as a means of expressing values and decisions, and to organize the understudy's contemplations in a significant and rational order.

2.2.6 Principles for Teaching Speaking Skills

Individuals use their speaking talents to communicate with one another on a daily basis in most situations. As educators, we should be aware of the excellent criteria for demonstrating communication talents, because it is anything but a decent improvement for our understudies in the classroom. Additionally, Bygate (1987) expressed that one of the issues in teaching language is how the student uses the

language. Normally, the utilization of language can be demonstrated by taking a gander at the understudies talking abilities. According to Brown (2007) in Khomarudin, (2012) there are seven standards in teaching speaking skills, they are:

1. Focus on both fluency and accuracy:

Teachers should be more specific when preparing a project for students that is based on phonetics, and they should take advantage of the fortuitous break to aid students in understanding and using the structural square of language.

2. Provide intrinsically motivating techniques:

Create a need aim and interest for understudy that corresponds to their need for information, for status, for achieving skill and independence, among other thing. The teacher can then assist students in understanding how the activity will benefit them at that point.

3. Encourage the use of authentic language:

The teacher should be prepared to create authentic situations in addition to substantial communication in this section. The teacher provides excellent feedback to pupils, such as the terms spectacular, terrific, normal, and terrible, which are all appropriate for the students' assignment Provide appropriate feedback and correction:

This is something vital that ought to be clear. Give suitable criticism, it takes energy and inventiveness to devise authentic contexts and meaningful interaction.

4. Capitalize on the Natural Link between Speaking and Listening:

The two activities of listening and speaking should be complementary. Literally, abilities for language production are frequently begun with initial understanding.

2.2.7 The Part Basic Speaking Viability

English Foreign Language (EFL) classrooms require both teacher and student to perform well. According to Canale and Swain (1980) showed that speech has three facets. These are grammatical ability, discourse ability, and sociolinguistic ability. (as cited in Richards and Renadya, 2002)

The major issue in the language is grammatical competence. As indicated by Richards and Renadya (2002), Linguistic ability is a notion embedded in a design, such as a language's structure, morphology, jargon, and mechanics, that enables it to transmit information unambiguously. Likewise, as Clark and Clark (1977) point out, caretaker speech is modified in order to aid comprehension. Caretakers talk "simpler" in an effort to make themselves understood by the students in Krashen, (2009). Along these lines, Grammatical Competence plays a significant role in determining speaking competence. Competence in Speaking, This component examines how language users fit pupils' speaking abilities to a given scenario and circumstance. Then, Richards and Renadya (2002) explain that in communication, people should know exactly how the persons talk in order to get the meaningfully. Also, Krisnawati (2011) It was discovered that in order to improve students' speaking efficiency, they should build pragmatic competence; hence, increasing pragmatic competence may also help

learners improve their target language performance. To summarize, pragmatic competence is a contextual linguistic capacity.

Sociolinguistic Competence refers to students' capacity to communicate in social situations. In this regard, Richards and Renadya (2002) said that learners must possess competency, which includes an understanding of the social and cultural expectations of target language users. Also, Mede and Dikilitas (2019) stated that sociolinguistics is the obligation of EFL teachers to increase students' knowledge of language use using a variety of techniques. Overall, sociolinguistic competence is critical for developing successful speaking abilities.

2.3 The Concept of Online learning

2.3.1 Definition of online learning

Online learning is a method of instruction that makes use of an internet connection and technological equipment to explain the lesson and carry out all tasks. According to Anderson, (2008) Online learning is defined as the use of the Internet to gain access to educational materials; to interact with content, instructors, and other students; and to receive support throughout the learning process, in order to acquire knowledge, develop personal meaning, and grow from educational experiences. Bakia et al. (2012) mentioned that online learning is a method of imparting knowledge in an Internet-enabled setting.

Online learning encompasses a variety of programs that utilize the Internet both within and outside of the classroom to give access to educational resources and a method of interaction between professors and students. According to Hiltz & Turoff (2005) Online education is a relatively recent social activity that is beginning to functi

on as a comprehensive alternative for both distant education and traditional face-to-face instruction. There are two distinct forms of online education. It can be blended with direct interaction (face-to-face) and online teaching. According to Yuliyanto et al. (2020) blended learning is a combination of face-to-face and online instruction. Completely online education, in line with Picciano and Seaman in Bakia et al. (2012) Fully online learning is a form of education and evaluation that utilizes entirely internet-based technologies, including remote techniques and online and internet-based connections

In this pandemic era, the majority of activities, including learning, are conducted via an online learning system. Mellieon (2016) mentioned that online education has offered several benefits for pupils in terms of continuing their education and educational possibilities. They can continue to work and are no longer need to abandon their jobs in order to attend classes on campus or even learn at home, since they can typically log on using their own computers. Khan, (2016, p. 126). All institutions or schools must utilize distance learning in order to maintain contact with students and facilitate the learning process. In short, internet education plays a critical role in sustaining education in this dismal state.

2.3.2 Types of online learning in teaching

Online learning in teaching has some types according to Harasim in Lowenthal et al. (2009). First in 2000 and later in 2006. She first differentiates between three types of online learning:

1. *Online collaborative learning* is a frequently utilized approach in institutes of higher education.

2. *Online distance education*, On the other side, is a technology-enhanced correspondence or independent study course.

3. *Online computer-based training* “is a term that refers to the use of the internet to gain access to online courseware or customized learning modules. Neither peer cooperation nor communication with an instructor or tutor is common.” Harasim, (2006,p.63).

From the teaching processes described above, the teacher may adapt those methods of learning to their teaching and learning processes, as well as to their school environment.

2.3.3 Advantages and Disadvantages of Online learning

Online learning methodologies for knowledge delivery in the digital age is an excellent resource for any business considering the need for online learning and for those already operating an online learning program Fedynich, (2007) discusses the advantages of online education.

1. Convenience

Convenience is the primary advantage of online learning in terms of teaching-learning activities. Students prefer familiar circumstances in teaching outside the classroom Journal of Instructional Pedagogy online learning over the needed face-to-

face time in a brick and mortar classroom. Students benefit from quick access to instructors and classmates in an online class since it facilitates their learning.

2. Participation

Participation is made simple in the online classroom, which is an intriguing feature. Several features of online learning include the ability for students to participate both synchronously and asynchronously in a mixed learning environment. Internet-based education can take a variety of forms, from Web sites to mailing groups to course management systems such as Blackboard. Students can communicate in real time in chat rooms or asynchronously through bulletin boards and forums Morrison, et al., (2007. p 218).

3. Hybrid Courses

A hybrid course is another advantage of online education in the learning process. As the name indicates, the program incorporates a variety of different types of learning exercises. These may include classroom instruction, hands-on learning activities, and e-learning in various formats or a mix of all three. Steen, (2008, p.528). during the educational process Students who choose a face-to-face format as well as those who prefer an online format can fulfill the demands of teaching and learning activities in this sort of learning. Garnham and Kaleta (2002) stated that the purpose of hybrid courses is to combine the finest aspects of face-to-face instruction with the best aspects of online learning in order to promote active autonomous learning and minimize class seat time. (p.1).

To summarize, online education offers several benefits that benefit all persons' educational endeavors. Teachers, students, employees, and organizations, among

others, may benefit from online learning to facilitate access to correct and timely information. Additionally, while online learning offers a number of advantages, it also has a number of problems when it comes to applying the online learning processes:

4. Computer Literacy

Individuals enrolled in computer literacy online programs are frequently thought to be at a disadvantage. Beginning with fundamental facts, students and teachers must be computer literate. That is a clear fact Ratliff, (2009).

5. Online Access

Although computer literacy skills are required for online education, they are also required for internet access. Students will be discouraged from participating in online classroom activities due to a lack of online access for logistical and budgetary reasons. This disrupts any program operations that rely on online systems or internet connectivity. Transmission quality is a concern that will develop as a result of telecommunications systems and everything else that is necessary for transmission to be successful. The possibilities that impact online learning include the following: if the quality is poor, distractions and disappointments might occur, making it "difficult to follow aurally and visually, students may lose interest in the lesson." Morrison, et.al., (2007,p.218).

6. Course Design

Another problem of online education is the design and implementation of courses. When teachers employ online learning, it is their primary obligation to design the online course in such a way that it successfully meets the needs of

students, since "there is no one-size-fits-all approach to e-Learning design because each course is unique." Steen, (2008, p.531).

7. Face-To-Face Time

One of the downsides of online learning that students and teachers confront is a lack of face-to-face contact, particularly for individuals who learn in unique ways. For instance, children who learn in a kinesthetic manner and do best when they approach learning tasks through touch, action, and movement. They are at a disadvantage when it comes to online education. Monk, (p.326-327).

In short, the approach used in the educational process is not flawless. It has a number of advantages and disadvantages that everyone should be aware of. After evaluating the good and bad aspects discussed before, it is hoped that instructors, students, staff, and all other online learning users will be able to deal with the issues as well.

2.4 The concept of Zoom application

2.4.1 Definition of zoom application

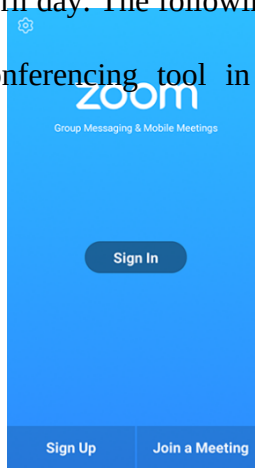
Zoom is a cloud-based video conferencing service that enables users to connect virtually with one another through video, voice, or both, all while conducting live conversations. Zoom also allows users to record their sessions for later viewing. According to Кочук, (2020) Zoom is a simple-to-use video conferencing application that includes real-time conversation and file sharing. It is entirely free and facilitates meetings of up to 100 people. Zoom was allegedly employed by more than half of

Fortune 500 firms in 2019 and will reach even higher heights in 2020, lately boasting 300 million daily Zoom meeting attendees.

As acknowledged by respondents, studying using the zoom application is similar to conducting a group call. Thus, students may utilize the URL sent by the teacher to access online classes created by their teachers. Using the zoom application, learning can take place in a variety of ways, including face-to-face meetings, presentations, and providing comments and corrections straight from the teacher. That is why, in this pandemic, SMA Negeri 1 Tanjung Lago has used this application as a teaching-learning tool COVID-19.

2.4.2 Zoom video conference

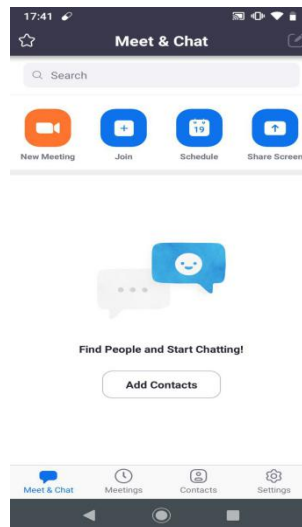
Zoom has been used at this school for the purpose of doing research. Teachers and students can investigate this online media video conference as a learning project. It has a number of features that aid in the process of learning as well as the process of learning to speak English Ms. E, (2020). Research for action (2020) According to the report, “Nearly all teachers surveyed reported using online tools in spring 2020 to carry out each of the four essential teaching responsibilities: 97 percent reported using tools for delivering instruction, 95 percent reported using tools for both instructional planning and engaging with students, and 82 percent reported using tools for assessing student learning.” This implies that internet media usage is a critical instrument in the modern day. The following are some brief examples of how to use Zoom as a video conferencing tool in the teaching-learning process at SMA Negeri 1 Tanjung Lago.



Picture 2.1

Pictures 2.1 first interface of Zoom application

The first way for the teacher also students, open the application of zoom after downloaded in PC or Smartphone (get on google play store or web for PC). Afterward, this first interface (picture 2.1) will display and the students can sign up or log in if they have already had an account.



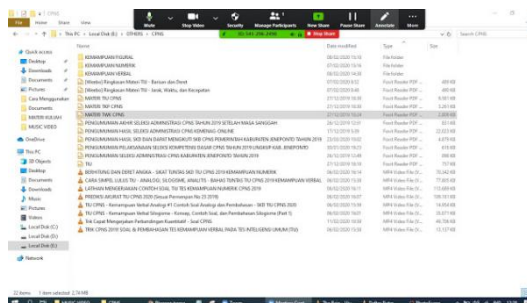
Picture 2.2

Pictures 2.2 second interface of Zoom

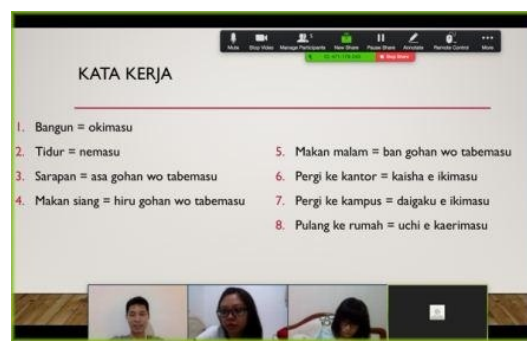
After sign in or log in, the teacher as a tutor can make and start the class after make a new meeting and set up the class. after that, the teacher can share the link to the students' class to join in the online class by a link shared from the teacher.

2.4.3 Features of Zoom Application

Zoom is an online video conference that may be used in a learning activity by teachers and students. It has several features that aid in the learning process as well as the process of learning to speak English. According to Dharma, Amarani, and Dewi (2017), Zoom's strength lies in its capacity to enable participants to communicate both verbally and in writing, as well as share the presentation screen via the sharing display function. Zoom program may also write on the screen using the whiteboard menu while using screen share.

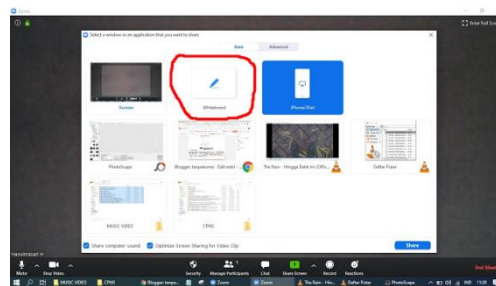


Picture: 2.4. choosing the file for presentation

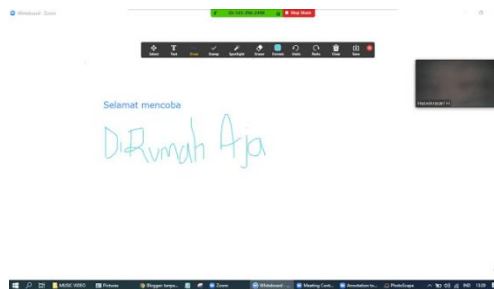


Picture: 2.3. display sharing presentation

In this menu screen sharing, the teacher also can write something in the whiteboard menu



Picture: 2.4. whiteboard menu



Picture: 2.5. write in whiteboard menu

2.5 Previous Related Studies

In this section, the previous related studies are explained. The first previous study was written by Agustina & Mustika (2020) The findings indicated that the use of

remote or online discussion tools such as Zoom is necessary in the context of online learning during the COVID-19 pandemic. The dissemination is accomplished through the use of a communication channel in the form of a WhatsApp group that is distributed by classroom teachers. Throughout the adoption process, the school's power rests on innovation decisions. During the implementation stage, not all students adhere to the complete schedule of supplied long-distance talks.

The second previous study was written by Serhan (2020) The objective of this study was to ascertain students' opinion regarding the use of Zoom in distant learning, as well as their perceptions of its effects on their learning and engagement in compared to traditional face-to-face instruction. This research enrolled thirty-one university students. A 5-point Likert-type survey was used to collect data. The findings revealed that students held a negative attitude about Zoom and regarded it to be detrimental to their learning experience and drive to study. Students cited flexibility as a primary benefit of utilizing Zoom for education.

The third previous study was written by Suadi (2021) The purpose of the research is to examine how EFL university students perceive Zoom and WhatsApp's use in ELT. The findings indicated that learners viewed the virtual ELT lesson for EFL University students through Zoom and WhatsApp as beneficial. While their availability and sluggish internet connection made them ineffective for ELT, they were also regarded as effective and efficient in terms of time, place, and cost.

The fourth previous study was written by Fauziyah (2021) The main objective of this research was to ascertain students' opinions of English online learning via Zoom Apps and their motivation for English online learning via Zoom Apps. The

findings of this study indicate that English online learning using Zoom Apps offers a number of benefits and drawbacks. Additionally, it is discovered that pupils have a high level of motivation when certain indicators are employed in this research.

The fifth previous study was written by Bawanti & Arifani (2021) This study examined the effect of utilizing the Zoom program on mobile phones on students' evaluations of their speaking abilities and attitude toward online learning. The outcomes of this study indicate that the strategic design of online learning around the usage of the Zoom application has an effect on students' ability to learn independently and manage their time effectively. This also has an effect on the capacity and understanding of pupils studying English, particularly in the area of oral communication. Their academic performance is significantly impacted by the Zoom application's use during online learning.

The last research from Fakhruddin (2020) On the basis of the research findings, it can be stated that the zoom application can help pupils enhance their speaking abilities. The rise in students' attainment of speaking abilities demonstrates the improvement of students' speaking skills. The student demonstrates an increase in his speaking abilities. Students' self-confidence rises as well; they are no longer frightened of making errors.

Due to the resemblance and differentiation of the previous journal article, this research was done at SMA Negeri 1 Tanjung Lago.