

CHAPTER II

REVIEW OF RELATED LITERATURE

As the researcher discussed in the previous chapter, the main concern in this research is about students' perceptions and motivation regarding the use of English E-Learning during the pandemic COVID-19 in one of the junior high schools in Jambi city. Therefore, this chapter will discuss several theories related to this research.

2.1 Students' Perception

2.1.1 Perception

Everybody has the cognitive ability to process information obtained in their environment. As a human being, we are endowed with the ability to use common sense to judge what we see, feel, and think. Perception related to human sensory abilities becomes the source of their experience in perceiving information about something around them. There are various definitions of perception. Some experts define perception as the process of recognizing, organizing and interpreting sensory information. Perception can be defined as a response of human consciousness to objects and events in their environment.

According to Robbins and Judge (2013), perception is a process in which individuals organize and interpretation their sensory impressions to give meaning to their environment. This is supported by Feldman (in Puspita, 2013) who says that perception is a process of grouping,

interpreting, analysing, and integrating stimuli using the senses, organs and brain. It implies that perception could be a process of recognizing an object with the assistance of the sense where one receiver's stimuli from the surface with full awareness and trying to know and interpret the stimulus becomes a meaning that may be understood.

Students' perception is students' points of view of something that happens in the learning process and produces it with suggestions or arguments to teachers or classmates to improve the learning process (Shidu, 2003: 15). It means that perception is the view or opinion of people on a condition or physical sensation obtained from the teaching and learning process and how they reach in that direction. So it can be concluded that student perception is a process where students interpret their understanding or thoughts and images about what they feel and see through several stages called the stage of collecting, recognizing, and finally interpreting the sensory information obtained.

According to Qiong (2017: 18), there are three processes of perception, such as:

- 1) In the first stage there is a selection. In this process, environmental stimuli are transformed into meaningful experiences which require humans to be able to retrieve information that comes in their environment.

- 2) The second stage in the perceptual process is organization. After selecting information from the outside world, we need to organize it by finding certain patterns that are meaningful. This organization stage is carried out by entering objects or people into categories. The social and physical events or objects that we encounter will immediately have their shape, colour, texture, size, etc. For example, when asked what a human being is, some might describe it from the perspective of skin colour, others from race or nationality.
- 3) The third stage in perception is interpretation, which is the process of attaching meaning to what the stimulus chooses. However, everyone will give a different interpretation even though they get the same stimulus.

2.2 Motivation

Motivation is formulated as encouragement given from within and without to achieve certain goals. Motivation can be interpreted as the actualization of the power within an individual that can activate and direct behaviour which is the embodiment of an integrated interaction between motives and the observed situation and functions to achieve the goals expected by the individual, which takes place in a dynamic process (Prihartanta 2015: 2). So far, motivation has an important role in increasing the achievement of student learning outcomes. Students who have great motivation tend to be more active in learning and organize their learning activities.

Motivation has an important role in the process of language learning and teaching because motivation is related to students' language acquisition. Students who are passionate about learning are students who are motivated and have an intrinsic purpose and desire. A good teacher, then, must tap into these sources of intrinsic motivation and find ways to relate them to external motivational factors that can be brought into the classroom environment.

According to Prihartanta (2015:4), there are two types of motivation which are explained as follows:

1) Intrinsic Motivation

Intrinsic motivation is motivations that become active or functioning do not need to be stimulated from the outside, because in every individual there is already an urge to do something.

2) Extrinsic Motivation

Extrinsic motivation is active and functioning motives due to external stimuli. It can also be said as a form of motivation in which learning activities begin and continue based on outside encouragement that is not absolutely related to learning activities.

2.3 Language Learning

As defined in Merriam-Webster's Collegiate Dictionary (2003, p. 699) in Brown (2007: 6) language is "a systemic way of communicating ideas or feelings by using signs, sounds, gestures, or conventional signs that have understandable meanings". Whereas Brown

(2007: 6) defines language as a complex and specialized skill, which develops in children spontaneously, without conscious effort or formal instruction, used without the awareness of the underlying logic, qualitatively the same for each individual, and differs from the more general ability to process information or behave intelligently. Oroujlo and Vahedi (2011:994) stated that language, especially English, is accepted as the key to success in life if fluency in English is well mastered. English is an important instrument in fields including scientific communication, business, cultural exchange, political matters, etc.

Schunk (2012: 3) defines learning as changes in behaviour that last a long time, or in the capacity to behave in a certain way, resulting from practice or other forms of experience. Furthermore, he also sees that student learning begins with the knowledge and skills brought to the situation, which are developed and refined as one of the learning functions. From that explanation, it can be concluded that learning will provide experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

From the explanation above, it can be concluded that in learning, experience plays a key role. By having an experience, the knowledge and skills received during the learning process. Therefore, as an international language, learning English become an important thing from elementary school until university.

2.4 E-Learning

E-learning is the latest trend for improving academic and professional skills via the internet. With the increasing reach of the internet and collaborating with learning, the term e-learning has emerged, and is commonly referred to as creating learning experiences with the help of online technology. E-learning is covered in a broader term than technology-based learning which consists of learning methodologies via electronic technology such as the internet, video conferencing or satellite broadcasts.

E-learning can be interpreted as the application of information technology in the world of education through virtual or online classes. E-learning can also be defined as the use of internet and web technology to create a different learning experience. The principle of E-learning is that it is connected to a network or the internet which makes it easy to update, store, distribute, and share instructions and information instantly (Pamugar, 2015).

The term "e" or an abbreviation of electronics in E-Learning is used as a term to refer to any technologies used to support the teaching process through internet electronic technology. According to Naidu (2006) E-Learning is an intensity of the application of information and communication technology networks in the teaching and learning process. It is a tool for delivering information and various solutions, which aims to

improve the performance of individuals and organizations using internet technology.

In general, it can be concluded that learning carried out with the help of E-Learning will be more effective than traditional learning in general because teachers and students can communicate without being limited by space and time. E-learning can be defined as a form of information technology applied in education in the form of cyberspace. The term e-learning is more appropriately intended as an effort to make a transformation of the learning process in schools or colleges into a digital form that is bridged by internet technology (Munir, 2009: 169).

E-Learning has several characteristics, such as 1) has content that is relevant to learning objectives; 2) using instructional methods, for example presenting examples and exercises to improve learning; 3) using media elements such as words and pictures to convey learning materials; 4) enables direct teacher-centred learning (synchronous e-learning) or is designed for independent learning (asynchronous e-learning); 5) to build understanding and skills related to learning objectives either individually or to improve group learning performance. Meanwhile, according to Rusman et al (2011: 264) e-learning has characteristics, including interactivity, independency, aaccessibility and enrichment. (Clark & Mayer 2008: 10),

2.4.1 Benefits of E-Learning

According to Indrakusuma and Putri (2016:6) there are three benefits of E-Learning which are explained as follows:

- a) E-learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also physical facilities to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.
- b) The e-learning gives flexibility in choosing the time and place to be able to access the trip.
- c) E-learning provides opportunities for students to independently hold the entire procession in the learning process.

2.4.2 Advantages and Disadvantages of E-Learning

According to L. Tjokro (2009) as quoted in Indrakusuma and Putri (2016:7) there are advantages from the application of E- Learning as follows:

- a) Easier to absorb, meaning that in learning E-Learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.
- b) Much more cost-effective, meaning that in learning E-Learning does not need an instructor, there is also no need for a minimum audience, it can be anywhere, and so on.
- c) Much more concise, meaning that in learning E-Learning does not

contain much class formalities, directly into a subject, subjects as needed.

- d) Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

Disadvantages from the application of E-Learning:

- 1) Lack of an interaction between teacher and student or even between students themselves.
- 2) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.
- 3) The teaching and learning process tends towards training rather than education itself.
- 4) The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).
- 5) Not all internet facilities are available at all places.
- 6) Lack of a human resource that understands the internet.
- 7) Lack of mastery in computer language.
- 8) Access to an adequate computer can be a problem for students themselves.

- 9) Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).
- 10) Availability of an infrastructure that can be fulfilled.
- 11) The information varies in quality and accuracy so guidelines and feature questions are needed.

Students can feel isolated.

2.4.3 Google Classroom

According to Mulya et al (2020) Google Classroom is an application that allows the creation of a virtual classroom that is used as a means for giving materials, assignments, collecting assignments, and can even display the value of the assignments that have been collected, and students can see their grades. Google Classroom is an application designed for education, and was officially released on August 12, 2014. Google Classroom can be a means for teachers to distribute assignments, send teaching materials, send assignments, and even be able to assess the assignments that have been submitted (Shahroom and Husin, 2018). In the process of giving assignments, teachers don't have to worry about being cheated or misused by students, because this application can only be accessed by teachers to manage assignments to be published, so students can only view, edit, comment, share and collaborate. Google Classroom is also very useful for online learning during this covid_19 pandemic, because it can be easily obtained for free and can be used on any device, such as laptops, android, and ios.

Google Classroom is highly recommended to be applied in learning activities in Indonesia, because it is in accordance with the current learning conditions. The advantages of using the google classroom application (Ernawati 2018:18) are as follows:

- a) Easy to use: Google Classroom's design was intentionally designed to simplify the instructional interface and options used for delivery assignments.
- b) Cloud-based: Google classroom provides a more professional and authentic technology for use in learning environments as google apps represent the majority of cloud-based enterprise communication tools used across the professional workforce.
- c) Flexibility: the app is easily accessible and can be used by both instructors and students in a fully online environment.
- d) The mobile realm: Google Classroom is designed to be responsive. Easy to use on any mobile device.

2.4.4 Google Meet

Google meet is a video conferencing application used for online meeting processes created and developed by Google. Google meet can be used as a learning media that can support student learning processes that take place from home while teaching students to take advantage of technology from an early age so that they can provide meaningful experiences for these students (Juniartini 2020). Google meet allows users

to hold meetings anywhere, conduct virtual teaching and learning activities and training classes, remote interviews, and more. Google Meet allows teachers and students to make audiovisual calls in classic form or in bulk. In addition, this application provides many features that can support the implementation of online learning, one of which makes it easier for teachers to present learning materials and build active-creative classes by interacting and discussing with students and between students. So it is possible that the learning process can be carried out effectively even though it is done online.

2.5 COVID-19

Corona Virus Diseases 2019 (COVID-19) is a new type of virus from the Corona virus family that can cause various diseases of the respiratory system ranging from mild to severe symptoms. In severe cases of Covid-19 it can cause pneumonia, acute respiratory syndrome, kidney failure, and even death (BPOM, 2020). This disease began with the emergence of a pneumonia case of unknown etiology in Wuhan, China at the end. On January 7, 2020, the Chinese Government then announced that the cause of the case was a new type of Corona virus which was later named SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2). This virus comes from the same family as the viruses that cause SARS and MERS. Even though they come from the same family, SARS-CoV-2 is more contagious than SARS-CoV and MERS-CoV (China CDC, 2020). The rapid transmission process led WHO to designate Covid-19 as KKMMMD / PHEIC on January 30, 2020. The crude mortality rate varies depending on the country and

depends on the affected population, the development of the outbreak in a country, and the availability of laboratory tests (Kemenkes RI, 2020).

Minister of Education and Culture Nadiem Anwar Makarim issued Circular Number 4 of 2020 concerning the Implementation of Education in a Coronavirus (Covid-19) Emergency, one of which emphasized that online (distance) learning is carried out to provide a meaningful learning experience. for students, without being burdened with demands for completion of all achievement curricula for class and graduation. Online/distance learning is focused on improving students' understanding of the corona virus and the Covid-19 outbreak. Learning activities and assignments may differ between students according to their respective interests and conditions, including in terms of gaps in access/learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including studying. Thus the activity that causes direct contact is reduced so that the virus does not develop rapidly. The government also urges everyone to conduct social distancing to minimize the spread of this virus.

2.6 Previous Research

There are some research and journal articles related to this topic:

The first is research from El-Seoud et al. (2014) who conducted research to investigate student motivation on the effects of E-Learning. In there were 159 students who participated. They are students from British University and Helwan University. There were 124 questionnaires filled out. E-learning has been used

as an essential tool for the learning process across both universities. In this study e-learning had been used as a tool for the students to conduct interactive web-based exercises. There are several factors that are important for the success of students in the learning process using E-Learning, namely self-motivation. In the learning process using E-Learning, students work independently so that it causing some difficulties for them to understand the content of these technologies. So, students with inner motivation can fulfil the integration of information and communication technology and the learning process. In order to enable students to maximize the ICT potential in their learning process, students need to be supported with their digital enhanced learning.

The second is the research from Sabah (2013) which conducted a study about students' attitudes and motivation toward E-Learning. In this study, there are 100 students as a sample, male (52) and female (48). The results of this study indicate that there is a good relationship between technical abilities and students' attitudes towards E-Learning. This study shows that students with computer experience are more likely to receive E-Learning. On the other hand, students who do not have experience using computers do not realize the importance and have weak motivation to participate in the e-learning process. Interactivity and motivation are valuable tools for enhancing and enhancing learning effectiveness. In the stages of the learning process, interactivity and motivation are means that can increase the effectiveness of learning. Students who are involved in interactions in the learning environment can produce a more positive attitude.

Another study is from Mulyani (2020) which conducted research to investigate students' perception and motivation toward English E-Learning during COVID 19 pandemic. In this study, there were 64 students who participated and 10 closed questionnaires were completed correctly and used in this study. Then the results are obtained that some of students argue that the new learning method is arguably quite effective because it is the only way out to keep learning online as long as COVID-19 pandemic is still taking place in Indonesia, so they can still learn even though from home. In addition, there are also students said that learning English through E-Learning during the COVID-19 pandemic was quite difficult, as the material delivered by their teacher was not well received and lack of question and answer interactions during Online Learning resulted in students not understanding. This ineffectiveness of learning system also makes some students lazy to learn because the responses given by their teacher concerned are not so good.

From the research point of view, the related research above have similarities with this study where they all use Online Learning or E-Learning in Education On the other hand. However, there are also some differences between the study above and this study from the method and the situation because two from the three study above were conducted in a situation where there is no COVID-19 Pandemic. Furthermore, the study that conducted by Mulyani (2020) also has similarity in the time spent in this study, when there is COVID-19 pandemic in Indonesia so that Online Learning is the only option to continue learning activities and also to prevent further spread of COVID-19.