CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter review some theories and previous studies related to the topic. Theories related to the topic are definitions of perception, motivation, learning English, e-learning, and Covid-19 pandemic.

A. Review of Related Theory

1. Perception

a. The Definition of Perception

In terminology meaning, based on Longman Dictionary of contemporary English, perception is defined as: a) the way you thing about something and your idea about what it is like; b) the way that you notice things with your senses of sight, hearing, etc.; c) the natural ability to understand or notice things quickly.

According to Qiong (2017:18), in philosophy, psychology and cognitive science, perception is a process of attaining awareness or understanding of sensory information. While, Walgito (2010:53) revealed that perception is a process of organizing, interpreting against the stimulus received by the organism or individual so that it becomes something meaningful, and is an activity which is integrated within the individual. Response as a result of perceptions can be taken by individuals in various kinds of form. Which stimulus will get a response from the individual depending on the individual concerned.

Based on that case, feeling, the ability to think, experiences owned by individuals are not the same, the way to perceive stimulus, as the result of the perception may be different between individuals with other individuals.

b. Perception Process

According to Qiong (2017:18) there are three stages of the perception process, as follows:

1) Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

c. The Two Dimensions of Perception

1) The Physical Dimension of Perception

The mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated.

2) The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes or motives of people (psychological dimensions) and not the sense organs (physical dimensions) that determine what stimuli will attract people's attention and therefore accept meaning.

2. Motivation

a. Definition of Motivation

According to Brown as citied by Nurhayati (2014) motivation as probably the most frequently used catch-all term for explaining the

success or failure virtually any complex task. He futher mentions that motivation as the extent to which people make choices about (a) goals to pursue and b) the effort people will devote to that pursuit. According to Brown as citid by Nurhayati (2014) there are two types of motivation, extrinsic and intrinsic motivation. According to Prihartanta (2015:3), motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action with a specific purpose. Furthermore, Saptono (2016:190) stated that motivation will make students more active in learning and obtain high learning outcomes. While students who do not have learning will give low learning outcomes. In activities that facilitate students, learning becomes one of the roles in it to create motivation. The teacher understands how important motivation is for learning and does many things to increase student motivation (Schunk, 2012:346).

From the explanations of the experts above it can be concluded that student motivation is an internal energy that makes students become excited in learning to achieve goals.

b. Variables of Motivation

Fatiha et al., (2014:122) stated that there are two variable of motivation which are explained as follows:

1) Instrumental motivation

An instrumental motivation, humans have high motivation and want to learn languages for practical reasons such as getting a salary or college bonus.

2) Integrative motivation

In integrative motivation, motivated humans want to learn languages so that they can better understand the people who speak using language and also the culture associated with that language.

c. Types of Motivations

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

1) Intrinsic Motivation

Intrinsic motivation is motives that become active or functioning that 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.

3. Language Learning

Schunk (2012:3) defined learning as a process that results in longlasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. Furthermore, Schunk (2012:346) 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.

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. Furthermore, Delahunty and Garvey (2010:7) stated that language is the main communication medium between students and teachers and between students and textbooks in educational facilities. Students who study English as second language workers will have difficulty doubling because English is simultaneously both their educational facilities and objects. From the explanation above, 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.

4. **E-Learning**

   a. Definition of E-Learning

   Naidu (2006:1) stated that E-Learning is a teaching and learning system that uses information and communication technology. The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore, Indrakusuma and Putri (2016:2) stated that E-Learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system. Through E-Learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20).

   From the explanation of the experts above it can be concluded that E-Learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

b. Characteristics of E-Learning

According to Rudi and Riyana (2007) as quoted in Indrakusuma and Putri (2016:5) there are four characteristics of E-Learning which are explained as follows:

1) The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their own knowledge through teaching materials delivered through the web site interface.

2) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.

3) Learners/educational institutions function as mediators/mentors.

4) Obtained from a restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish E-Learning from conventional learning activities. In E-Learning, students' comprehension of learning material no longer depends on the teacher/student, because students process their own knowledge through teaching materials delivered through the E-Learning application interface. In E-Learning too, sources of knowledge are scattered everywhere and can be easily accessed by everyone.

c. Benefits of E-Learning

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

1) Cost efficiency

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.

2) Flexible

The e-learning gives flexibility in choosing the time and place to be able to access the trip.

3) Learn to be independent

E-learning provides opportunities for students to independently hold the entire procession in the learning process.

d. Advantages and Disadvantages of E-Learning

1) Advantages of E-Learning

According to 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.

2) Disadvantages of E-Learning

According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016:7) there are disadvantages from the application of E-Learning as follows:

a) Lack of an interaction between teacher and student or even between students themselves.

b) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.

c) The teaching and learning process tends towards training rather than education itself.

d) 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).

e) Not all internet facilities are available at all places.

f) Lack of a human resource that understands the internet.

g) Lack of mastery in computer language.

h) Access to an adequate computer can be a problem for students themselves.

i) Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

j) Availability of an infrastructure that can be fulfilled.

k) The information varies in quality and accuracy so guidelines and feature questions are needed.

l) Students can feel isolated

5. Covid-19 Pandemic

Zu et al. (2020) stated that in December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (COVID-19). Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis

(can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).

B. Review of Related Research

There is a previous study by Mihhailova (2005) which conducted a study to investigate how the use of E-Learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students. Participants in this study involved 15 lecturers and 115 students. In conclusion, it can be said that the main problem areas for lecturers related to elearning are: lack of time, lack of interest/motivation, lack of co-operation, compensation system does not take into account the specifics of e-learning and lecturers are concerned about the quality of teaching in a virtual environment. The most problematic of them appear to be lack of time and inappropriate compensation system. Students appear to have an interest in ecourses, but the level of knowledge regarding specifics of web-based learning as well as about e-courses offered was unexpectedly low. This is an especially problematic case as open university students were the main target group for whom the e-courses were designed in the first place. Web-based learning is 100 percent unsuitable for many subjects and achieves the result that all programs taught are web-based or mixed learning programs cannot be selfdirected. The discussion has and will maintain its important role as a teaching tool and it requires quick feedback and responses that can only be achieved in face-to-face meetings.

Another study is from Sabah (2013) which conducted a study about students' attitudes and motivation toward E-Learning. In this study, the sample size of 100 students are taken randomly, male (52) and female (48). The results of this study revealed a good correlation between technical abilities and students' attitudes towards E-Learning. Furthermore, influences are registered due to field of study, computer experience, and dedicated time to computer use. Therefore, students with computer experience and frequent users are more likely to accept E-Learning. Students with no experience of E-Learning are not aware of its importance and have weak motivation to participate in the e-learning process. Interactivity and motivation are valuable means of enhancing and improving learning effectiveness. Therefore, they suggest incorporating the three stages of the learning process. This is to engage students in deep interaction in the learning environment, resulting in more positive attitudes towards the intended behavior and object.

Previous studies have similarities with this study where they all use E-Learning in education. However, this study is slightly different from the above study where this study analyzes students' perceptions and motivations towards E-Learning which can be used as an evaluation and for further research on ELearning. In addition, the striking difference from this research is the time spent in this study, namely when the Covid-19 pandemic is an epidemic in Indonesia so that E-Learning is the only option to continue learning activities.