BAB II

THEORETICAL FOUNDATION

A. Students' Perception

1. Definition of Perception

   Various experts have provided diverse definitions about perception, even though in principle it contains the same meaning. Sugihartono define perception is the process of translating or interpreting stimulus that comes through the sense organs by individuals who carry out the sensing process as a new knowledge.[1] there are different points of view in human sensing. There is perceive something is good or a positive perception or negatives perception that will affect visible or tangible human actions. In common terminology, perception is defined by Longman Dictionary of Contemporary English as the way you think about something and your idea of what it is like or the way that you notice things with your senses of sight, hearing etc.[2] Besides, Bimo Walgito has define perception is a process that is preceded by sensing. sensing is a

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[1] Muhammad Irham and Novan Ardi Wiyani, *Psikologi Pendidikan: Teori dan Aplikasi Dalam Proses Pembelajaran,* (Yogyakarta: Ar-Ruzz Media, 2014), 29.
[2] Ou Qiong, "A Brief Introduction To Perception", *Studies in Literature and Language*, Vol. XV, No. 4, (2017), 18.

process of receiving stimulus by an individual through a receiver that is a sense organ.[3]

Everyone has a tendency to see the same object in a variety of ways. Many factors can contribute to the differences, such as knowledge, experience, and the viewpoints from which they perceive. Perception also refers to how a person perceives an object in various ways using the sense organs possess before attempting to interpret it.

In conclude, perception is a process that begins with vision until formed responses in individuals, allowing them to be aware of everything in its environment through its senses. It is well recognized that a person's perception is influenced by a variety of circumstances. Experience, learning, and knowledge are all factors that influence perception.

2. Process Perception

Bimo Walgito has stated that there are three proses of perception as bellows :

a. Stimulus or Stimulation

perception arises because of the response to stimulation, the first step in perception is sensation. all sesastion enter through the

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[3] Bimo Walgito, *Psikologi Sosial Suatu Pengantar,* (Yogyakarta: ANDI, 1990), 53.

human senses such as vision, hearing etc. so that sensations will affect stimulation.

b. Organization

The second steps of stimulation is organization. stimulation will be transferred by nerves to the brain. after that the brain will process these stimuli. in this process humans will begin to recognize stimuli.

c. Interpretation

The third steps in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. stimuli entering into the brain will be interpreted, construed and given meaning through a complicated process

3. Factors that affecting perception

In giving responses or perceptions to an object, each individual will certainly be different. This is because someone's views are influenced by insight, experience and also knowledge of an object confronted. Bimo Walgito says there are two factors that influence someone's perception, As follows.[4]

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[4] Bimo Walgito, *Psikologi Sosial Suatu Pengantar,* 54.

1. Factor Internal

   Factor internal influences perception are : feelings, attitudes and characteristics individual, prejudice, desire or hope, attention (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation.

2. Factor External

   Factor external influences perception are : background family, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, new things and familiar or a stranger the object.

B. Google Classroom

1. Definition of Google Classroom

   Google classroom is part of the google apps for school toolbar and it is oly available for the google apps for school account. Herman (in Hammi) argues that Google classroom is an application that allows the creation of virtual space in the virtual world. in addition, google classroom can be a means of distributing tasks, collecting assignments and even evaluating the collected tasks.[5] Google classroom helps teachers and students to communicate and can be

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[5] Zedha Hammi, "Implementasi Google Classroom Pada Kelas XI IPA MAN 2 Kudus", (Skripsi, Universitas Negeri Semarang, 2017), 26.

used to organize and manage assigments, to go paperless, for collaboration between students and teachers.

In conclude, Google Classroom is a free online learning tool that can be accessed at any time. Teachers can use Google Classroom to create classes and invite students to join the class by sharing the class code with students. Teachers can also distribute assignments, give grades, send feedback, and see all of this information in one place. Teachers and students can access Google Classroom at any time and from any location.

2. Step of Using Google Classroom

Here are steps of using google classroom:

a. Sign Up

You can use the Classroom by logging in using a G suite e-mail address when you go to classroom website, or you can use it for educational purposes without a "text." That way, everything works just fine too. Through downloading the Google Classroom app, and entering your account information, you may sign in as a teacher or student to a Google Classroom session

b. Create Your First Class

Click the "+" button in the upper right corner of your computer. Choose "Form a Group" from the menu. Here you fill in some information about your class. Create a list of a good college's name and section. The name of the class will be your class title, allowing you to quickly find it. Then, on the next page, press the Build button. Google Learning helps teachers in creating an online classroom environment in which they can access all of the information their students require. Teachers can create assignments for their students to complete and submit for grading from within the classroom.

c. Invite Students to Your Class

After that, you can invite your students to participate in the class. Allow them to register using the Google Classroom app by entering the unique code you've provided. The code that was developed can be found in your class. Go to the "students" section of the website. Allowing your students to enter their e-mail addresses one by one is another alternative. One thing to keep in mind is that your students will require a Gmail or Google e-mail account. You can also let your students go by visiting the classroom webpage. Select "join class" from the menu, put in the

class code, and you're in! It may be a little easier because you won't have to write in each student's e-mail address.

3. Advantages of Google Classroom

    Accroding to Janzen M. (in Shampa Iftakhar) the following advantages of the use google classroom.[6]

    a. Easy To Use

        It's very simple to use." The instructional interface and methods for delivering and tracking assignments are purposely streamlined in Google Classroom; communication with the entire course or individuals is likewise simplified through announcements, email, and push notifications.

    b. Saves time

        Google Classroom was designed to help you save time. Students are no longer required to download assignments from their teachers. Teachers only need create and deliver materials to their students through the online. Teachers can also use the Google Classroom application to provide feedback on all assignments and conduct assessments. As a result, there is the potential to assist students and teachers to save their majority of time. Everything is conducted online, so there is no wasted time

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[6] Shampa Iftakhar, "Google Classroom: What Work and How?", *Journal of Education and Social Science*, Vol. III, (2016), 13.

sharing physical documents, and students can finish their assignments online, making it easier to meet deadlines.

c. Flexible

Teachers and students can easily access and use this application in both face-to-face and online learning situations. It will make it easier for teachers and students to distribute and collect assignments from anywhere.

d. Free

Learners who do not have access to an educational institution may not be able to use Google Classroom. However, anyone can sign up for a Google account and allow access to all of the other apps, such as Drive, Docs, Spreadsheets, and Slides.

e. Mobile-friendly

On any mobile device, Google Classroom is designed to be simple to use. so that everyone has easy access to it

4. Disadvantages of Google Classroom

Despite the various advantages, Google Classroom has a number of disadvantages. Here are some of them mentioned by C. Pappas:[7]

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[7] C. Pappas, "Google Classroom Review: Pros And Cons of Using Google Classroom In eLearning – eLearning Industry", *eLearning Industry*, (2017), 2.

a. Limited Integration Option

    Google Calendar, or any other calendar, is not synchronized with Google Classroom. The teacher's ability to organize teaching materials and set deadlines for assignments becomes more difficult.

b. No automated updates

    Google Classroom does not automatically refresh the activity feeds. Students should refresh on a regular basis, or they risk missing an important announcement.

c. Difficult learner sharing

    If a student does not become the owner of a document, sharing it with other students is impossible. However, if they become the owner of a document, they will require permission from the teacher before sharing it.[8]

d. Editing problems

    After creating and distributing assignment, learners become owners of the document. As an owner, they are given the authority to edit it. Eventually, they can delete any part of the

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[8] Mir Md. Fazle Rabbi, AKM Zakaria and Mir Mohammad Tonmoy, "Teaching Listening Skill through Google Classroom: A Study at Tertiary Level in Banglades", *DUET Journal*, Vol. III, No. 1, (December, 2017), 105.

assignment if they want, which could cause problems, even if it happens accidentally.

e. No automated quizzes and tests

One of the main reasons Google Classroom can't totally replace your Learning Management System is it doesn't offer automatic quizzes and tests for your students.

C. **Writing**

1. Definition of writing

In learning English students are not only required to speak, listen and read but students are also required to be able to write. by writing the writer can express ideas, thoughts in written form. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.[9] According to Harmer, writing is used for a wide variety of purposes it is produced in many different form.[10] Besides Henry Rogers define writing as one of the most significant accomplishment of human beings. It allows us to

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[9] I.S.P Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge Taylor & Francis Group, 2009), 113.

[10] Jeremy Harmer, *How to Teach Writing,* (England: Longman, 1998), 4.

record information and stories beyond the immediate moment.[11] It's mean,by writing we can remember much longer texts that we hope we can memorize.

In conclude, writing is the process of an author expressing his or her thoughts, ideas, opinions, and feelings in written form. with the goal of educating, entertaining, and persuading the reader The writer can inform the reader about facts and ideas by writing. Writing is not an easy process because it requires the mastery of various skills.

2. The Purpose of Writing

According to Grenville, there are three purposes of writing:[12]

a. To Entertain

Imaginative or creative writing are common forms of entertainment writing. It means that the writer should use their imagination when writing. It doesn't have to make the reader laugh, but it should engage their emotions in a variety of ways. Novels, stories, poems, songs, lirycs, plays, and screenplays are examples of imaginative writing.

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[11] Henry Rogers, *Writing System A Linguistic Approach,* (Victoria: Blackwell Publishing Ltd, 2005), 2.

[12] Kate Grenville, *Writing From Start to Finish: A Six Step Guides,* (Australia: Allen and Unwin, 2001), 1.

b. To inform

The purpose of writing to inform is to inform the reader about something. This kind of informative writing might focus on procedures, places, and events. Newspaper articles, scientific or corporate reports, intuctions or procedures, and essays for school and university are examples of writing to inform.

c. To persuade

Writing to persuade has the aim of persuading, influencing, and engansing the reader about anything by presenting facts/data in such a way that the reader would agree with the writer's point of view.

3. The process in Writing

There are several stages that the writer must go through in writing. Harmer state there are four main elements in writing process those are planning, drafting, editing (revising), and final version.[13]

a. Planning

Writers must consider three major difficulties during the planning process. The first step is for writers to determine

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[13] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Educational Limited, 2004), 4-6.

why they are writing. The second consideration for writers is language style. Last but not least, the writers have considered the content.

b. Drafting

The first draft of a piece of writing is called drafting. During the writing stage, the writer will create a number of drafts to refine, develop, and organize the ideas.

c. Editing

Once writers have produced a draft, then they usually read through what they have written to see their writing, if there are mistakes. the writers should be revised the mistakes, so it can be minimize the mistakes.

d. Final Version

Once the writers have edited their draft, the writers maybe will making the changes they consider to be necessary, they produced their final version. this may look considerably different from both the original plan and the first draft because things have changed in editing process. but the writers is now ready to send the written text to its intended audience.

4. Teaching Writing by Using Google Classroom

According to Miss G's article, the use of google classroom can make writing instructions much easier. Classrooms are more important than ever in the current situation of online learning. Google Classroom is an useful platform for distant learning, especially when it comes to teaching writing. Google Classroom not only increased the quality of writing instruction, but it also made it easier for teachers to communicate with students during the writing process. With a few tips and tricks, Google Classroom users can get the most out of the platform. Here are 5 tips for writing remotely using Google Classroom:[14]

a. Monitor Student Progress with Google Classroom

Teachers can monitor students' progress using Google Classroom and Docs throughout the writing process. When a teacher wants to give students essay assignments, the teacher can use Google Docs to create a template for the assignment. only requires the text "Type here" to be simplified. The teacher may also be able to assist students with proper formatting (font size, double spacing, MLA header). Then,

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[14] Miss G, *"Teaching Writing with Google Classroom"*, https://writeonwithmissg.com/2020/04/07/teaching-writing-with-google-classroom/.

from Google Classrooms, assign the document and choose "Make a copy for each student." This is an important option to select because it will create a unique copy for each student.

During the whole writing process, teachers can utilize Google Classroom and Docs to monitor students' progress. When a teacher wants to give students essay assignments, the teacher can use Google Docs to create a template for the assignment. Only the text "Type here" simplifies the situation. Even proper formatting can be assisted by the teacher (font size, double spacing, MLA header). Then, under Google Classrooms, assign the paper using the option to "Make a copy for each student." It is important to select this option because it will create a unique copy for each student.

b. Provide Feedback Via Google Classroom

In the early stages of teaching writing, feedback is the most important factor. Always try to provide as much feedback as possible, especially in the earlier stage of the writing process. then, the teacher can ask students brainstorm and submit topic proposal documents, as well as

draft a different version of their thesis statement and submit their topic sentence to ensure that they support their thesis.

c. Scaffold the Writing Process With Mini-lesson, Graphic Organizers and Other Resources

Scaffold the writing process by breaking it down into smaller chunks/steps to make it more manageable. Here are some steps for assisting students when teaching writing:

1) Providing students with an outline to help in the organizing of their writing. This allows students to receive feedback before diving into the rest of the writing process.

2) Mini-lessons for each step/element of the writing process should be posted. These can be provided in the form of a slideshow or a screencast video by the teacher. The teacher can also give students writing mini-lessons on topics such as how to write a thesis statement and how to choose strong and detailed textual evidence.

3) If students require more graphic organizers or resources, provide them. These materials, such as the thesis statement "fill in the blank" organizer shown below, help students in organizing the writing process.

4) Familiarizing students with the rubric that will be used by the teacher to evaluate their final drafts. It means posting it on Classroom, explaining it, referring to it throughout minilessons, offering feedback that indicates where students stand on the rubric, and encouraging students to self-evaluate during the writing process.

d. Assign Checkpoints To Break Up The Writing Process

Aside from daily check-ins, teachers can give formative checkpoints for important stages of the writing process. This is done to help scaffold the writing process while providing useful formative feedback. Here are some examples of various checkpoints:

1) Topic Proposal: Students submit a topic proposal through a Google Classroom question. By responding to their submissions, teachers can provide feedback and approve their topics.

2) Thesis Statement Checkpoint: After rounds of drafting and revising a thesis statement, students submit their thesis through a Google Classroom question. Teacher can offer comments in the replies. After reviewing teacher's feedback, teacher can asked students to revise their thesis

and post it as a reply. This way, teacher can visually see how they have taken yourn feedback into account and revised their thesis.

3) Outline Checkpoint: After completing an outline on a Google doc, teacher can ask students to copy/paste their outline (thesis, claims, and one piece of evidence per claim) in a Google Classroom question. and teacher can used a rubric to assess the outline and provide formative feedback. Students do not begin the rest of the essay until teacher have approved students' outlines in this way.

e. Ask Student To Reflect and Self-evaluation

When students upload their document to Google Classroom and click submit, don't let the writing process come to a halt. Instead, ask students to self-evaluate so that you can facilitate thoughtful reflection and connect with them once more. It can be done using a Google form or a rubric copied and pasted at the end of the essay document. If a teacher feels distant from his or her students, this practice will help them reconnect.

When students are asked to reflect, the teacher can keep it simple by giving them a copy of the rubric that used

assess them. The teacher can also ask them to score themselves in each category, justify their choices, and then reflect on their writing process. Allow them to discuss what the teacher could have done to better support students and any other concerns they may have about the writing unit.

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