CHAPTER II

THEORITICAL FRAMEWORK

A. Perception

Human creation is different, and everyone has a different view. There are differences between individuals by liking an object and disliking an object, it really depends on how the individual responds to the object with his perception. According to Qiong, perception is a process of gaining to achieve awareness or understanding of sensory information.[14] Perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.[15] Furthermore, Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.[16]

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[14] OU. Qiong, "A Brief Introduction to Perception", *Studies in Literature and Language*, Vol. 15, No. 4, (2017), 18.

[15] Walgito Bimo, *Pengantar Psikology Umum*, (Yogyakarta: CV. Andi, 2010), 87.

[16] Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior Fifteenth Edition*, (Boston: Pearson Education, 2008), 166.

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. Furthermore, Chen has stated that the important for evaluating the teaching effectiveness is students' perception.[17] From the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from selecting, recognizing, and interpreting the sensory information that is obtained. According to Qiong, process of perception there are three stages, as follows:[18]

1) Selection

Selection is the first stage in the process of perception, in this stage the environment stimulus turns into meaningful experience. In daily life humans are bombarded constantly by such a large variety of information that at a blink moment may encounter these stimuli: the words are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and

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[17] Yining Chen and Leon B. Hoshower, "Student Evaluation of Teaching Effectiveness: an Assessment of Student Perception and Motivation", *Assessment & Evaluation in Higher Education*, Vol. 28, No. 1, (2018), 72.

[18] OU. Qiong, "A Brief Introduction to Perception", *Studies in Literature and Language*, Vol. 15, No. 4, (2017), 18.

waiting to be processed. However, humans can not perceive all the information available, because in doing so human would experience information overload and disorder. Therefore, humans perceive only part of the information from the environment through a selective process.

2) Organizations

The second stage is organization, after receiving information from the outside, the information needs to be arranged in a certain way by finding meaningful patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationally.

3) Interpretation

Interpretation is the third stage in the process of perception, which leads to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been

categorized into structure and stable patterns, we try to make sense if these patterns by assigning meanings to them. Despite the same stimulus, everyone will give different explanations. For instance, a police officer arriving at the crime spot can be interpreted differently the victim may regard it as shooting and relief-giving, but the criminal will definitely be frightened by it.

B. Motivation

The term of motivation derived from the word *motive* which can be interpreted as the power contained within individual that causes to act. Motives cannot be observed directly, but can be interpreted in their behavior, in the form of stimulation or encouragement. It means motivation is an impulse contained in a person to try to make changes in behavior for the better in their lives.[19]

According to Robbins & Judge, motivation is the processes that account for individuals' intensity, direction and persistence of effort toward attaining a goal.[20] In addition, Saptono has stated

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[19] Halim Purnomo, *Psikologi Pendidikan,* (Yogyakarta: LP3M UMY, 2019), 87.

[20] Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior Fifteenth Edition*, (Boston: Pearson Education, 2008), 203.

that motivation will make students more active in learning and obtain high learning outcomes.[21] It means, if students do not have learning activity will give low learning outcomes. Motivation is one of the roles that facilitate students to learning. The teacher understands how important motivation is for learning and does many things to increase student motivation.[22] From the explanation above, motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal and also as an inner energy that makes students become enthusiastic about learning.

1. **Variables of Motivation**

    Gardner and Lambert has divided motivation into two variables of motivations, there are:[23]

    1) Instrumental Motivation

        Instrumental motivation happens when external factors make the person do something and comes from an external source encouraging or fostering an individual to succeed. The instrumental motivation is the result of any

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[21] Y. J. Saptono, "Motivasi dan Keberhasilan Belajar", Jurnal Pendidikan Agama Kristen, Vol. 1, No. 1, (2016), 190.

[22] D. H. Schunk, *Learning Theories: An Educational Perspective Sixth Edition,* (Boston: Pearson, 2012), 346.

[23] R. C. Gardner, & Lambert, E, *Attitudes and Motivation in Second Language Learning*, (Rowley, Mass: Newbury, 1972),

number of outside factors. In this type of motivation, learners may make efforts to learn a language for some functional reasons - to pass an examination, to get a better job, or to get a place at university.

2) Integrative Motivation

Integrative motivation is derived from within the individual is especially important for encouraging students' success in learning language. In this type of motivation, the activity itself, not the reward, students' interests to learn the language or making themselves better attracts them in the language learning. An integrative motivation means when human want to learn language because they want to understand what people speak with that language and also want to learn about the culture that associated with the language.

2. **Types of Motivation**

Halim Purnomo has stated there are two types of motivation, as follows:[24]

1) Intrinsic Motivation

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[24] Halim Purnomo, *Psikologi Pendidikan*, (Yogyakarta: LP3M UMY, 2019), 89.

Intrinsic motivation is a change that occurs in a person, a state of feeling dissatisfied or psychological tension.[25] Intrinsic motivation refers to rewards provided by an activity itself. The motivation arises from internal factors such as a child's natural feeling of curiosity, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity. Intrinsic motivation is needed, especially self-study.

2) Extrinsic Motivation

Extrinsic motivation is active and functioning motives due to external stimuli. Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity. It can be said that extrinsic motivation when students set their learning goals factors outside the learning situation. This motivation arises from the use of external rewards or bribes such as academic

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[25] Y. J. Saptono, "Motivasi dan Keberhasilan Belajar", *Jurnal Pendidikan Agama Kristen*, Vol. 1, No. 1, (2016), 203.

title, praise, free time, money or points toward an activity. These incentives are all external, in that they are separate from the individual and the task.

C. Language Learning

Schunk has stated that learning as a process that results in long-lasting behavior change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities.[26] Furthermore, Schunk also sees that student learning begins with the knowledge and skills innate to the situation, which are developed and involved as one of the learning functions.[27] It means, one of the learning function for students are: with the knowledge the learning can begins and skills can be seen from the situation or learning process.

English is by far the most widely used. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning for learning the foreign language.[28] Furthermore,

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[26] D. H. Schunk, *Learning Theories: An Educational Perspective Sixth Edition*, (Boston: Pearson, 2012), 3.

[27] Schunk, *Learning Theories: An Educational Perspective Sixth Edition*, 346.

[28] Geoffrey Broughton, *Teaching English as a Foreign Language,* (New york: Routledge, 2003), 7.

Delahunty and Garvey has stated that language is the main of the communication medium between students and teachers and between students and textbooks in educational facilities.[29] It means, learning English is one of the key to achieve students' goals, because English is important in various aspect of life.

D. E-Learning

E-learning consist of two words (Electronic and Learning), it means the learning process using electronic components including all educational activities carried out by online learning. Naidu has defined that E-learning is learning and teaching system that uses information and communication technology.[30] Furthermore, William has stated E-learning is an internets application that can connect between educators and learners, E-learning is also use of the internet and web technologies to create E-learning experience.[31] Indrakusuma and Putri has stated that E-learning is one of the new ways in the teaching and learning

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[29] G. P. Delahunty and J. J. Garvey, *The English Language: From Sound to Sense*, (Colorado: The WAC Clearinghouse, 2010), 7.

[30] S. Naidu, E-Learning: A Guidebook of Principles, Procedures, and Practices Revised Edition, (New Delhi: Commonwealth Educational, 2006), 1.

[31] William Horton, E-Learning Tools and Technologies, (Canada: Wiley Publishing, 2003), 14.

process with abbreviation of electronic learning which is uses the internet as a learning system as an electronic media.[32]

Based the explanation above, it can be concluded that E-learning is an innovative method for teaching and learning process. In addition, it is an interactive environment and has a wide range of influences on teachers and students during the learning process because it can be carried out anytime and everywhere.

1. Characteristics of E-Learning

There are four characteristics of E-Learning, as follows:[33]

1) Students' attractiveness to learning materials does not depend on the teacher/leaner, because students can build their teaching materials provided by the website 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 acts as a mediators/mentors.

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[32] A. H. Indrakusuma and A. R. Putri, E-Learning Teories and Design, (Tulungagung: STKIP Tulungagung, 2016), 2.

[33] Indrakusuma and Putri, E-Learning Teories and Design, 5.

4) Obtained through the reorganization of education system policies, curriculum, and management can support the application of Information and Communication Technology for education optimally.

2. Benefits of E-Learning

According to Kassimova, Issaliyeva and Kosherbayeva, there are three benefits of E-learning:[34]

1) Every learner is able to ask questions online and get immediately an answer from a teacher, and they can also discuss a topic problem in the virtual lesson by using their accumulated theoretical and practical knowledge.

2) Students do not feel isolated in the virtual environment since they communicate with each other during the learning process.

3) E-learning leads students to learn and develop themselves independently. It encourages to improve their knowledge and problem-solving skills while completing task.

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[34] G. K. Kassymova, S. T. Issaliyeva and A. N. Kosherbayeva, "E-Learning and Its Benefit for Students", *Pedagogics and Psychology Journal,* Vol. 18, No. 4, (December, 2019), 249-255.

E. Covid-19 Pandemic

Directorate General of Disease Prevention and Control has stated that 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). Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to plague in Indonesia in early March 2020. This virus causes mild respiratory infections to acute pneumonia which can cause death. People who are contaminated with this virus have initial complaints such as fever and cough like symptoms of infection in general, but in a more serious phase, the symptoms are accompanied by shortness of breath. The transmission process is very fast, and sometimes it is not accompanied by certain symptoms.[35]

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[35] Direktorat Jenderal Pencegahan dan Pengendalian Penyakit (P2P), Pedoman Pencegahan dan Pengendalian Coronavirus Disease (COVID-19), (Jakarta Selatan: Kementerian Kesehatan RI, 2020), 11.