

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher would like to outlines about theoretical framework, previous studies and conceptual framework.

2.1 Theoretical Framework

2.1.1 Theory of Perceptions

According to Walgito (2010) perceptions is the process of a human receiving stimuly through their senses, also known as the sensory process. The stimulation will be maintained, and the next step will be to perceive the process.

2.1.1.1 Kinds of Perception

According to Uesaka et al (2007) can be split into two categories :

- a. Positive perceptions it is a perception that describes all information (whether known or unknown) in the context of its application.
- b. Negative perceptions it's a perception that encompasses all knowledge (whether true or false) and responses that aren't in sync with the viewed item.

2.1.1.2 The Process of Perception

According to Walgito (2010) the existence of an object that produces a stimulus and a stimulus to the senses starts the perception process. Sensory nerves transmit the stimuli received by the sense organsto the brain. The brain, as the center of consciousness, then undergoes a process that allows the individual to be aware of what is seen, heard, or felt. Individuals might respond in a variety of ways as a result of their perspective.

2.1.2 Theory of Learning Media

According to Dhiki (2020) defines learning media as anything that may transmit or spread messages from sources in a planned manner in order to create a conducive learning environment in which the recipient can carry out the learning process efficiently and effectively. The purpose of media is to communicate information from one organization to another.

Meanwhile, Daryanto (2013) claims that the teaching and learning process is primarily a communication process, in which students convey messages to recipients. There is a message that you want to convey and convey during the learning process.

The message can be in the form of information that the listener can simply absorb, but it can also be in the form of abstract or difficult-to-understand material. When the message being sent is not accepted by the recipient, the media is a viable option for getting the word across.

Media is a means or tool for conveying messages from the sender to the message recipient, with the goal of boosting the message recipient's knowledge. According to Sudjana et al (2013) learning media can help students achieve the following goals :

1. Students' attention will be drawn to the teacher, which will encourage them to learn.
2. The meaning of the subject matter will be clarified, allowing students to better comprehend the material and master the learning objectives.
3. There will be a greater variety of teaching approaches, rather than just verbal

narration through the teacher's words. So that students do not grow bored and teachers do not run out of energy, particularly when the teacher gives each lesson individually.

4. Students engage in additional learning activities since they are not only listening to the teacher's description, but also observing, doing, demonstrating, and other activities.

2.1.2.1 Media Development Principles

Furthermore, good learning media must adhere to the concept of media in accordance with learning theory. The following psychological principles should be considered when selecting and using media such as encouraging children to learn, aligning individual differences, following lesson objectives, well-organized content, availability of students to learn, emotional development of students, increasing student engagement, providing feedback, rewards , and encouragement. We can see how important the existence of learning media is in facilitating the delivery of learning materials to students from the discussion above. Unfortunately, there are still many schools that have not included learning media in their teaching and learning activities.

2.1.3 Theory of Hybrid Learning

According to Graham (2005) hybrid learning is a pedagogical strategy that combines face-to-face instruction with computer-mediated instruction. Hybrid learning combines innovation and technical advancement through learning systems that can be done boldly with the engagement and involvement of traditional learning models such as offline learning.

According to Syafril et al (2021) hybrid learning is when you learn for several hours using a combination of online or online methods (outside of class) and face- to-face meeting methods (inside class). Because of the Covid-19 pandemic, which is currently growing in our nation and even in other countries, we are hearing this term more and more. It is not possible to return to the former condition, meaning the full face-to-face learning approach, in this situation. As a result, hybrid learning is appropriate for use during this pandemic. Hybrid learning, also known as blended learning, combines the benefits of each learning style while eliminating the drawbacks of each.

In the concept of Hybrid Learning, it will take the advantages of learning methods outside the classroom to cover the weaknesses of learning methods in the classroom. Vice versa, namely taking the advantages of learning methods in the classroom in order to cover the weaknesses of learning methods outside the classroom. The following are the advantages and disadvantages of online learning methods and classroom learning methods:

2.1.3.1 Online Learning Method

a. Advantages :

It can be accessed at any time and from any location, students' safety and health are improved because they do not have to leave the house. In online learning that is focused on the students because they are obligated to supply regular and growing learning content, teachers will become more innovative.

b. Weakness :

Learning control that has not been maximized is carried out in order. For those who are not disciplined to fall behind to be left behind. Requires more resources, such as smartphones, laptops, and access to the internet. Teachers must plan for the creation of additional instructional materials and resources. Because the individuals around students have their own activities, there is a lack of motivation from the surrounding environment.

2.1.3.2 Offline Learning Method

a. Advantages :

In offline learning a well planned study schedule for students. Students are easier to manage since they are required to adhere to school norms. Direct communication between teachers and students is improved. Direct engagement with teachers and peers encourages students to learn as much as possible.

b. Weakness :

Allows students to be more or less dependent on the teacher. Their safety and health are at jeopardy since they are outside the house and engaging with a large number of people in this pandemic situation. Student study time is restricted to a few hours each week. Ineffectiveness in the classroom as a result of teachers' restricted reach.

2.2 Previous Studies

In this research, there are some reviews of related research finding from the previous researcher, there are :

- a. First study done by Lele (2019) According to the students' interview, most of the students gave positive perception toward the media used by English teacher in teaching and learning process, they were being happy, being more active, being more excited/spirit in learning English, they were easier to understand the materials, they can repair their pronunciation, vocabulary, find new ideas, express their opinion and they can practice it in daily life. Whereas there were also some students gave negative perception toward the media used by English teacher in teaching and learning process that they cannot be enthusiastic/spirit to learn English, pronounce the words correctly, find new ideas and express their opinion because they were lazy, being wary and afraid of being wrong in learning English.
- b. Second study done by Mega Triana et al (2021) this study tries to analyze the results of the data from the questionnaire about the use of google classroom as a medium for learning English. This study focused on the difficulties of students in determining appropriate online learning strategies and the use of media for the development of online learning systems, difficulties in distributing learning materials to students, and classroom control. The use of google classroom as a medium for learning English. In online learning English, Google Classroom can make it easier for teachers to teach and make the teaching and learning process more effective and efficient during the COVID-19 pandemic.

The researchers distributed questionnaires to students who took part in the study. Quality, accuracy, incentives, and time are all important indicators of

learning effectiveness. Students can choose to express their perceptions through the statements provided in the questionnaire's content.

Final thoughts: using Google Classroom for English online learning is efficient, effective, and students can understand learning that is both fun and meaningful. Google classroom can also be used to entice students to improve their English language skills. For example, during the Covid-19 pandemic, online learning was particularly prevalent. This has been demonstrated conclusively through the analysis of the research data and the conclusions drawn therefrom. Students responded positively to all statements on all aspects of a questionnaire they completed and returned.

- c. Third, study done by Fahrudin et al (2021) the implementation of online learning must be adjusted to the background and condition of students. The learning platform used should consider how effective it is for students of different backgrounds and regional conditions. Lecturers need to evaluate how effective the learning has been carried out so far. Student perceptions need to be well-received for the sake of improvement of learning in the future.

The perception of students that online learning does not facilitate the role of students in presentations and discussion, then lecturers should use the Zoom platform that is proven effective for learning based on student activities. The WhatsApp Group platform is appropriate for student assignments and Google Classroom is appropriately used for activity-based learning other than discussions and presentations. If lecturers implement these platforms by the results of this research then online learning will run effectively and will result

in high learning achievements.

2.3 Conceptual Framework

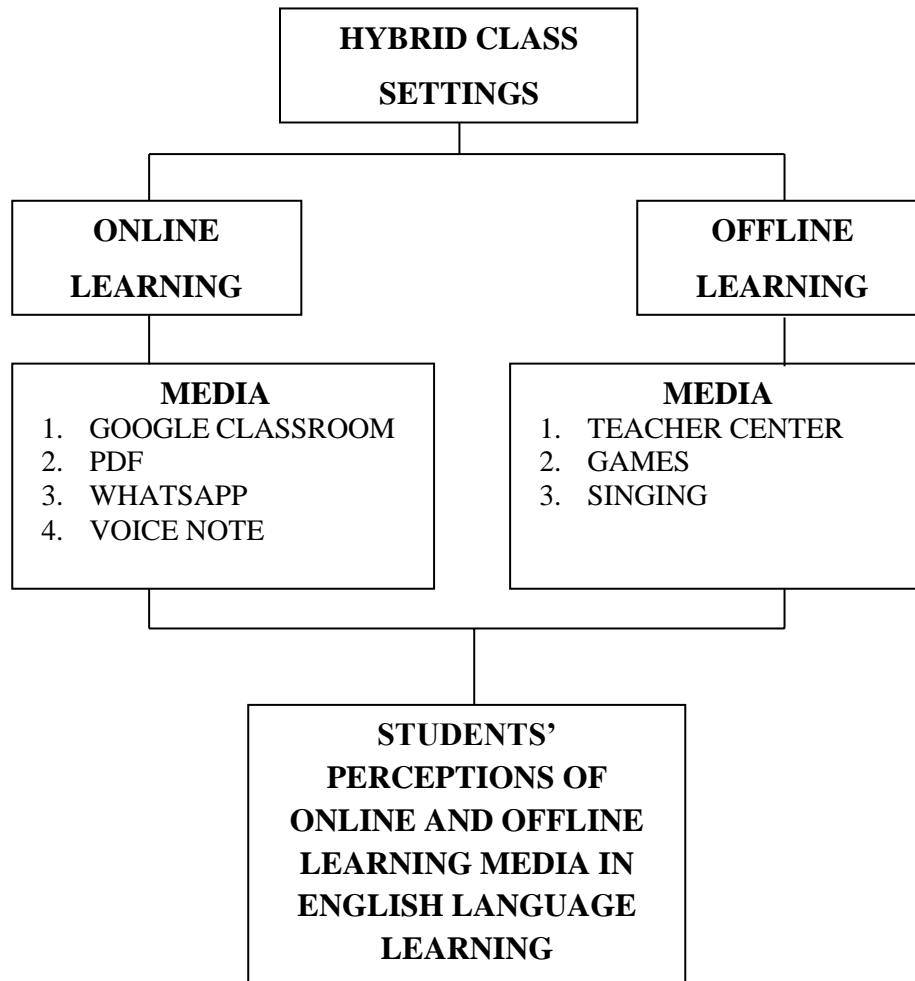


Figure 2.1 Conceptual Framework