

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the study attempts to explain a review of related theory, review of related research, and theoretical framework.

A. Review of Related Theory

In this phase, the researcher explains the theory and literature that have relation to this research. It involves perception, motivation, language learning, and google meet.

1. Perception

a. Definition of Perception

According to Walgito, (2003:87-88) in Suharini et al. (2014)

Perception is a process that is preceded by the sensing process, which is a process that receives a stimulus by individuals through sensory organs.

According to Slameto, (2010: 102) in Lestari, Utomo, (2020)

perception is a process concerning the entry of messages or information into the human brain

So it is concluded that perception is the process of human thought by entering messages or information received by the senses and then entering the human brain and producing an opinion.

b. Perception Process

According to Hartono, (2016: 61) explain that perception is a complex process, those are as follows:

- 1) The selection is the process of filtering by the senses against external stimuli with large or small amounts of intensity and type.
- 2) Interpretation, namely the process of organizing information so that it has meaning. Interpretation is influenced by past experiences, adopted value systems, motivation, personality, and intelligence. Also, it is influenced by a person's ability to reduce complex information to simple ones
- 3) Interpretation and perception are translated in the form of behavior (rounding off information)

So the conclusion from the perception process is that there is an object then the stimulus regarding the five senses is continued to the sensory nerves into the brain and continued through the motor nerves which then there is a perception. Furthermore according to Robbin (2003: 124-130), in Laarde, (2017) there are two kinds of perception, namely:

- 1) Reception

The acceptance process is an indicator of the occurrence of perceptions in the physiological, namely the function of the senses to capture stimuli from the outside

- 2) Evaluation

The stimuli from outside that have been caught by the senses, then evaluated by individuals. This evaluation is very subjective. One individual judges a stimulus as difficult and

boring. But other individuals judge the same stimuli as something nice and fun.

2. Motivation

a. Definition of Motivation

According to Hamzah B. Uno, (2013: 3) in Hidayatulloh, Arga (2018) motivation is the impulse contained in a person to try to make a change in behavior for the better in meeting their needs. According to Sardiman A.M, (2012: 75) in Bakar (2014) that motivation can be considered as the overall driving force in students that lead to learning activities. According to Schunk in Mulyani, (2020: 12) the teacher understands how important motivation is for learning and does many things to increase student motivation.

From the explanation of the experts above, it can be concluded that student motivation is a mental impetus to do something for a specific goal which is very important for the student learning process.

b. Types of Motivations

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

1) Intrinsic Motivation

Intrinsic motivation is motives 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 related to learning activities

So it can be concluded that intrinsic motivation is an impulse that comes from within to achieve a certain goal while extrinsic motivation is an impulse that comes from outside or from other people to achieve a goal.

a. According to Sardiman (2012:83) in Nasrah, A. Muafiah, (2020), there are eight kinds of motivation indicators, namely:

- 1) Persevere in the face of the task
- 2) Be tenacious in the face of adversity
- 3) Show interest in the subject
- 4) It is not easy to let go of the things that are believed.
- 5) Can defend his opinion
- 6) Enjoys finding and solving problems.
- 7) Prefer to work independently
- 8) Get bored quickly on routine tasks

3. Language Learning

According to Zaim, (2016) language learning is a learning process that facilitates language learners to do activities inside and outside the classroom so that they are skilled in the language according to the rules of

the language being learned. The process of learning a language that helps people to learn the language. The language learning process can be in the form of teacher-student interactions in the classroom, students with other students both individually and groups inside and outside the classroom, and interactions between students and various learning resources both in the real world (people, books, learning media) and in cyberspace (social media such as Facebook, email, Line, WhatsApp) (Zaim, 2016). Language learning is important because will make the communication process fluent. Then about English language learning, it is one of the language learning fields. The English language is a universal language that is almost used by people in the world. It is why the English language is so important. The emergence of English as a global language has brought many changes to how the English language is perceived and used (Nunan, David, 2015).

4. Google Meet
 - a. Google Meet

Google Meet is a video conferencing application used for online meeting processes created and developed by Google (Juniarti, Rasna, 2020). Furthermore, according to Juniarti, Rasna, (2020), google meet allows users to hold meetings while on the move, carry out teaching and learning activities and virtual training classes, remote interviews, and much more, etc. Google meet is one of the applications that play a very important role in helping the distance learning process. In addition, users don't need to download the Google Meet application, but they can join

directly by clicking the link provided (Narurita, 2020). Google Meet can also be used on the website, android, and IOS. Google Meet can accommodate 250 people in every teleconference (Wiratama N. A., 2020)

b. Advantages and Disadvantages of Google Meet (Sawitri, 2020).

1) Advantages

- a) The existence of the White Board feature: The first advantage of Google Meet is the Whiteboard feature. Where we can make writing and words in the whiteboard feature. Now the whiteboard is more often used in terms of education and time explain. The advantages of this whiteboard can be used as a means of explanation in the form of pictures or numbers. Which is difficult to explain verbally. So Google Meet makes it easy for its users with it.
- b) Available Free: Now Google Meet gives you the freedom to install this app. It is available for free and can be downloaded on the Playstore or App Store for iOS users. Google Meet wants to prove that its service is better than other video conferencing.
- c) HD video display and other resolution support: The third advantage of Google Meet is the display provided is HD (High Definition) and can also provide resolution on the smartphone. So the display becomes clearer.

d) Easy to use: To be able to use Google Meet, friends, it's enough to have a Google account to sign up for the app, and it doesn't require any other steps.

e) Video Encryption Service: With the video Encryption service, our data is not will be misused. Google Meet provides these services to keep the confidentiality of user data. So that we don't worry about theft and selling buy data.

f) Many attractive display options: With a video display conference that can be arranged according to our wishes, then we can adjust the layout and choice of positions that are right and good. An attractive appearance is needed because with a good interface every Google Meet user will feel at home and comfortable.

g) Can invite up to 100 participants: To be able to invite up to 100 participants, you can subscribe to the more complete G suite and. Use Google Meet, the free version is limited to 25 people or more, if you subscribe to Google Suite then increase to 100 or up to 250 users. This feature is limited to free Google Meet users. But for those who have already signed up for Google Suite products. Everything can be more and easier for sure

2) Disadvantages

a) Lack of Data Saving Features: The first drawback that Google Meet has is that they don't have a data saver feature during a

call. In the absence of data-saving features. The biggest possibility when we use Google Meet is that our data becomes wasteful and wasted when we use it. So we have to prepare a lot of data when chatting using Google Meet so that we will not experience complaints. Such as lost data and various other reasons.

- b) Not all facilities are Free: Google Meet users must purchase a package from Google Suite before using more and more complete features. With limited features, we cannot freely use Google Meet. We must pay first before using some complete features such as the 100 user package and many other packages on Google Meet.
- c) Requires a stable internet network: Not just a fast network but a stable one. Because with a stable network Google Meet can operate properly and work well. Without a stable network will not be able to enjoy the best service from it.

B. Review of Related Study

This chapter discusses the reviews from the previous study of other researches. It reviews the similarities and differences with the proposed research topic. It also discusses the values contained in it and which can support the research. There is some previous study from some researcher that will discuss.

Students' Perception on Learning Language at The Graduate Program of English Education Aims The Covid 19 Pandemic (Yunita,

Maisarah, 2020). Conducted a study on students' perceptions of language learning in the graduation program in English Education. This research is a descriptive study involving two classes of 34 students. Then data collection in this study using google form consisting of 40 questions and semi-structured written interviews provided through the Google Classroom application. The data obtained were analyzed using qualitative and quantitative research methods. The results showed that students' perceptions had a positive perception of the online learning process with an average score of 1,211.25 which was categorized as good and the data obtained from written interviews showed that most students gave positive responses which could be taken into consideration, to improve and prepare for the online and offline learning process. This research is expected to be taken into consideration to improve and prepare for a better online and offline learning process in the future at the University of Bengkulu, especially in the Postgraduate Program of English Education, Bengkulu University. So the conclusion of this study has similarities with what the researchers will do, namely the perception of online learning, while the difference is the method used is a mixed method.

ELF University Students Perception of The Use Online Learning Platform in The Covid 19 Pandemic (Rahayu B, 2020). Conducted a study on the perceptions of English students towards online learning. This type of research is a quantitative study using a survey method. To find out differences in student perceptions, it was carried out based on gender. Which involved 80 students consisting of 40 female students and 40 male students. This study,

using an online questionnaire instrument with a five-Likert scale type. The results of the research on the perceptions of English students towards online learning have a positive perception. The gender between men and women also shows a significant difference. Male students' perceptions were more positive than female students. The study of this research is so that lecturers can see the condition and abilities of students in using online learning platforms. So the conclusion from this study has similarities, namely about the perceptions of English students towards online learning, while the difference in the above research uses gender-based respondents to differentiate the results of students' perceptions of online learning.

High School Students' Learning Motivation in Online Learning during the Covid-19 Pandemic (Cahyani, Listiana, Deta L, 2020). This study analyzes the motivation for online learning during the pandemic. Sources of data from this study were all high school students. This study used a quantitative approach, with the sampling technique used was accidental sampling. And the data collection in this study was in the form of a closed questionnaire about learning motivation during the pandemic. The author distributes a questionnaire about learning motivation using a google form to all senior high school students in Indonesia. We distributed this questionnaire for 7 days or 1 week, with the author's practical reason that this time was sufficient to distribute the questionnaires evenly. The analytical method used to analyze the data obtained in this study used the Mann-Whitney U analysis method. From the results of the Mann-Whitney U analysis of the questionnaire data from 344 SMA/SMK/MA

students, it can be seen that students' learning motivation decreases during online learning. So the conclusion of this study has something in common, namely student motivation towards online learning. Then what distinguishes is the method used by researchers.

Students' Perceptions of the Use of Google Classroom (GCr) Applications in Learning English (Mulya, Aimah, 2020). The purpose of this study was to determine students' perceptions of the use of google classroom in online learning. The method used in this research is descriptive qualitative and the instrument used for data collection is by distributing questionnaires and direct observation of this online learning. Based on the results of research that have been carried out in class XI MIPA 7 SMAN 15 Semarang as many as 36 students are the sample in this study consisting of 16 male students and 20 female students. The results showed 77.27% of students agreed to online learning that made it easy for teachers and students in virtual classes, both in terms of distributing assignments, giving grades, materials, or having virtual group discussions. So the conclusions of this study have in common with what researchers will do, namely perceptions of online learning, while the difference is that the data collection technique.

Students' perception on online English learning during the covid-19 pandemic era (Rakhmanina, Martina, Halolo, 2020). This study aims to describe students' perceptions of online English learning during the Covid-19 pandemic. By using the quantitative descriptive method. The subjects analyzed consisted of 66 participants from two majors at Prof. University. Dr. Hazairin,

S.H. in 2019/2020. Then the data collection technique of this research used a questionnaire via a google form. The questionnaire consisted of 30 items as open-ended questionnaires. The results of this study indicate that most students are interested in online learning. Which is considered more fun and flexible. So the conclusions of this study have in common with what researchers will do, namely perceptions of online learning, while the difference in media and method.

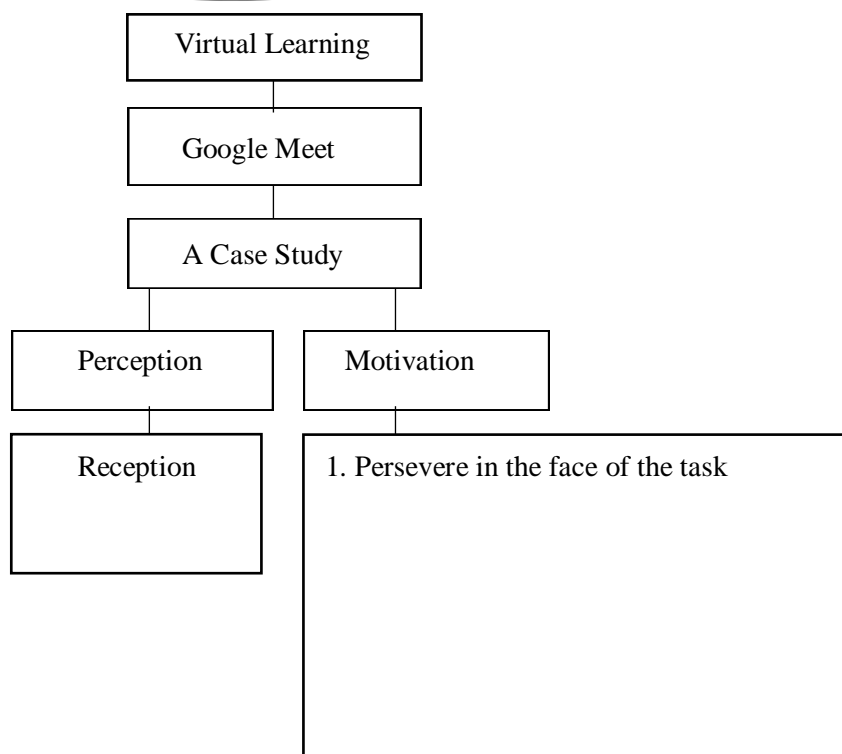
C. Basic Assumption

In conducting this research, the researcher used the following basic assumptions, namely that not all students can adapt to learning through google meet. Because some students experience some difficulties such as signal difficulties, not having cellphones and students, not having internet quota, etc. The difficulty of online learning creates negative perceptions from students because it is considered less effective.

Online learning during the pandemic has resulted in limited interaction between teachers and students. Also, students feel bored with online learning because assignments were given by the teacher repeatedly and the way the material is delivered by the teacher is not attractive, causing a lack of motivation to learn. Lack of learning motivation makes students ignore the online learning process for example as not doing school assignments given by the teacher. This causes student achievement to decline.



D. Theoretical Framework



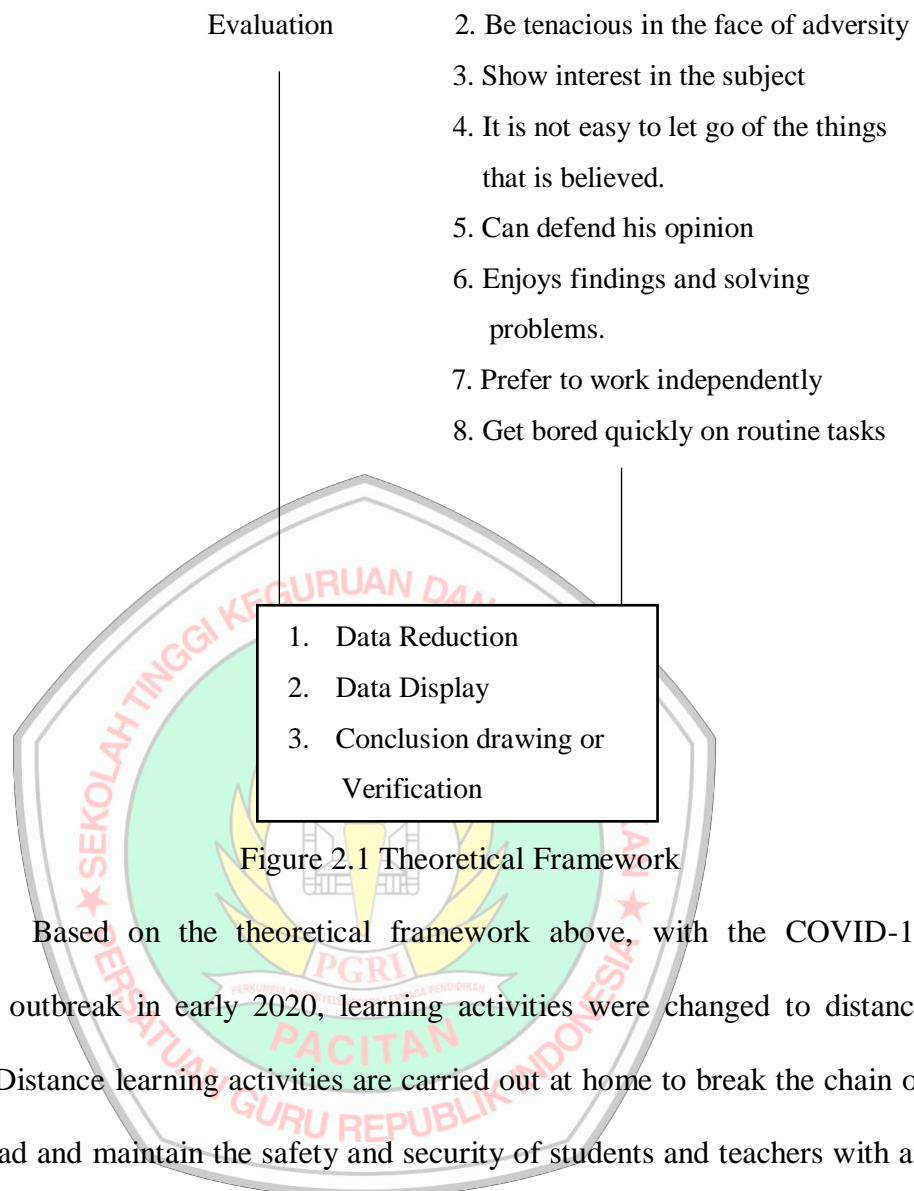


Figure 2.1 Theoretical Framework

Based on the theoretical framework above, with the COVID-19 pandemic outbreak in early 2020, learning activities were changed to distance learning. Distance learning activities are carried out at home to break the chain of virus spread and maintain the safety and security of students and teachers with an appeal from the government, namely the Minister of Education and Culture Nadiem Anwar Makarim issued Circular No. which emphasizes online (distance) learning, is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for class and graduation. Then this learning activity is carried out using the media, namely Google Meet. However, the learning process through Google Meet poses

several obstacles for students. Such as having trouble getting a signal, not having a supporting cellphone, not having an internet quota, etc.

So that it gets a negative perception from students because it is considered less effective which results in limited interaction between teachers and students. In addition, students feel bored with online learning because the tasks given by the teacher are repeated and the way the material is delivered by the teacher is less attractive, causing a lack of motivation to learn. Lack of motivation to learn makes students ignore the online learning process, such as not doing school assignments given by the teacher. This causes student achievement to decline. This study using observation data collection techniques, questionnaires, and interviews. As well as using indicators of acceptance and evaluation of perceptions and indicators of motivation Diligent in facing the task, Tenacious in the face of adversity, Show interest in various problems, Prefer to work independently, Get bored quickly on routine tasks, Can defend his opinion, Enjoy finding and solving problems and It's not easy to let go of the things believe in. As well as data analysis techniques using data reduction, display data, and conclusions.

