CHAPTER II
LITERATURE REVIEW

This chapter dicusses about the definition and explanation about definition of perception, students perception, and Blended Learning.

A. Concept of Perception

There are some Concept of Perception, it is definition of perception, aspects of perception, process of perception, factors of perception and students' perception.

1. Definition of Perception

Perception is the process of selecting, receiving, organizing, and interpreting information from the outside environment in order to make it meaningful to humans. The ability to see, hear, or understand something, as well as the manner in which something is seen, understood, or interpreted, is referred to as perception (Oxford Dictionary, 2016). Furthermore, as defined by Robbins (2003) in Darmuh (2016), perception is the act of individuals manipulating and interpreting their sensory perception in order to assign priority to their environment.

Perception is a process of individual evaluation of an object. Perception has two definitions, perception in a broad sense and perception in a narrow sense. In the narrow sense, perception is defined as how each individual sees an object, whereas in the broad sense, perception is defined as a view or understanding, namely how individuals perceive or interpret a particular object. The attitude a person will take is influenced by their perception of the object they see. This means that these students' perceptions can be a factor that affects their understanding of the material presented. Therefore, it is important to know students' perceptions of a platform used in any online learning process (Yunita & Maisarah, 2020).

In philosophy, psychology, and cognitive science, perception is defined as the process of becoming aware of or comprehending sensory

data (Qiong, 2017). The Latin word "perception" (from which the English word "perception" is derived) denotes "receiving, collecting, action of taking possession, and apprehension with the mind or senses." The interpretation of sensory input is referred to as the nature of perception. To put it another way, stimulation entailed detecting the presence of a stimulus, whereas perception entailed comprhehending the meaning of the stimulus. When we see something, for example, the visual improvement is the light energy reflected from the outside environment, and the eye becomes a sensor. When the visual image of the outside thing is understood in the visual cortex of the mind, it becomes insight. As a result, visual insight refers to interpreting the image of the outside world displayed on the retina of the eye and constructing a three dimensional representation of the environment.

Perception is the process of human thinking about certain phenomenon, stated by Walgito (2003:87). Perception is started from the sense of organ. This process is related to acceptance of message or information by human brain. Koentjaningrat as cited in Sahal (2010:7) explained that perception is the realization of human brain process and it appears as view about phenomenon. In this process many factors such as feeling needs, motivation, educational background, experiences, etc are involved. Then the process is followed by which a persons' brain arrives at meaningful interpretation of stimuli. After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ. In this study, perception means giving an opinion or message about something that is happening.

2. Aspects of Perception

Basically, perception contains three aspects or components, such as affective components, conative components, and cognitive components. These three aspects have interact to understand, feel and behave toward

the object. Woodworth and Marquis (as cited in Walgito, 2003) state that three aspects of perception.

1. Cognitive aspect

   The cognitive aspect is the aspect of the attitude that contains of persons' belief toward an object. The belief is established because something has been patterned in the mind of the person him/herself. The belief also comes from what has been seen and has been known by the person.

   Therefore, it involves components of knowledge, views, expectations, ways of thinking/gaining knowledge, and experiences of the past, as well as everything gained from the perception of individual perceptions.

2. Affective aspect

   The affective aspect is about impression or feeling of a person in interpreting the stimulus, so the stimulus can be concerned or realized. The affective aspect concerns the components of emotional feelings and individual states of a particular object as well as everything that concerns bad evaluations based on one's emotional factors. That feeling contains positive or negative feeling towards the object.

3. Conative aspect

   The conative aspect concerns the motivation, attitude, behavior or individual activity in accordance with his perception of a particular circumstance. Further explained that belief and feeling of the person mostly affect the attitude or behavior of the person. The conative aspect covers an attitude which not only can be seen, but also the form of the attitude which is in the form of statement which contains the tendency to behave or react toward the object.

3. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. It is done through five senses. Walgito (2001:53) stated the following steps show the process of perception:

a. Stimulus

Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through humans' senses. Sensation will influence the stimulus.

b. Registration

The stimulus will be transfered by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus.

c. Interpretation

Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process.

Relation in this study is the perception given by the students as a results of stimuli that first given by the teacher in the form of questions.

4. Form of Perception

Irwanto, as cited in Damayanti (2020), asserts that after a person interacts with an object, their perception of that object can take one of two forms, both positive and negative.

a. Positive perceptions

It is a perspective that permeates all knowledge (regardless of whether it is known or not), and answers are followed by attempts to make use of it. If students select "Strongly Agree" and "Agree" on the questionnaire, the phrase can be interpreted as "positive perceptions."

b. Negative perceptions

It is referred to as the perception of view of an object and describes situations in which the subject interprets the object captured as

being rejected because it does not fit his personal. Whether someone is aware of it or not, perception refers to all knowledge and actions that are inconsistent with the thing being perceived. If students select "Disagree" and "Strongly Disagree" on a questionnaire, the sentence may read "negative perceptions."

According to this research, the researcher explains and comes to a conclusion based on these two types of perceptions that were obtained as a consequence of the data collection from the questionnaire and interview, whether they were positive or negative.

5. **Factors of Perception**

According to Slameto (2010:54), there are two factors that influence someone's perception, those are as follows:

a. Internal factors

Internal factor is a factor which comes from inside of an individual. It depends on psychological factors such as thoughts, feeling, willingness, need, sex, attention, and motivation. Every human being has fifferent characteristic and temperament shaped by individual's family and environment.

b. External factors

External factors is a factor which comes from outside of an individual. The external factors are also affected someone's perception, and stimulus will connect through the sense of organ or receptor such as sight, sounds, hearing, etc. It can be concluded that individual's sense of organ is as a connector between individual and the object in the world.

6. **Students' Perception**

The meaning of "student perception" describes how different aspects of their academic experience are seen subjectively by students. The standard of instruction, the significance of referencing in academic

writing, and the influence of undergraduate research on learning are a few examples of these factors.

The process of a students preferential treatment of information obtained from an item is known as student perceptions. Knowing students' perception is critical sice it allows teachers or lecturers to evaluate the results of the students' perceptions. Students' perspective are vital for measuring instructional efficacy, according to (Qudratullah et al., 2020). Teachers can adjust what students do not like and improve what students like after learning about their perceptions, whether it is how to teach or how to provide information to students. As a results, student perception is crucial, particularly for teachers or lecturers.

Students are the main and the most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Danim, 2010:1). All of the learning process always begins with perception.

According to Shuell (1986), as cited by Schunk & Meece (2009) stated that students' perceptions are kinds of metacognitive processes, the two kinds of metacognitive in learning; a). The first kind is helping to regulate the learning activities needed, such as planning, organizing information, and measuring one's level of understanding; b). The second kind deals with what students do and do not understand, the information being taught, and the method used in the learning processes.

B. Concept of Blended Learning

There are some Concept of Blended Learning, it is definition of Blended Learning, benefits of Blended Learning, weakness of Blended Learning, procedure of Blended Learning, barrier to learning and motivation of learning.

1. Definition of Blended Learning

Blended is made up of two words: *Blended (to mix)* and *Learning (to learn) (studying)*. Blended Learning is a formal or informal educational program that mixes online digital material with traditional classroom

practices. Melbourne (2012) defines Blended Learning as combining face-to-face, mobile and online teaching and learning approaches, as well as components of both synchronous and asynchronous online learning alternatives. Furthermore, according to Mohammed (2015), Blended Learning courses include some face-to-face classroom meetings as well as certain classroom sessions that are replaced with online education. Blended Learning, according to Picciano (2006), is a type of instruction that combines online and face-to-face learning activities in a "planned, pedagogically benefical" manner, with some face-to-face time being replaced by online activities.

Blended Learning can integrate both modes of teaching and learning process in which the traditional and online learning are mixed in the classroom setting. The traditional learning or the face-to-face interaction that is usually done offline or meeting directly in the classroom is shifted into the virtual meeting through video conferencing such as Zoom, Google Meet, and so on.

2. Benefits of Blended Learning

Here are some benefits of Blended Learning for students:

1. Flexibility: With Blended Learning, students have the freedom to access course materials whenever, whenever, and at their own pace.
2. Personalization: Blended Learning enables individualized learning experiences that take into account each student's particular needs and learning preferences.
3. Increased engagement: By incorporating a variety of learning resources, such as infographics, images, videos, tables, and graphs, Blended Learning can enhance student engagement.
4. Improved learning outcomes: By combining the benefits of online and offline learning strategies, Blended Learning can enhance learning results.

5. Enhanced control: Blended Learning allows students greater control over their learning process by enabling them to go ahead beyond well-known knowledge or pause, rewatch, and look for additional resources.

6. Cost-effective: Because it requires less physical resources and can be expanded to accommodate the needs of many students, Blended Learning can be a cost-effective method of educating students.

According to Namyssova, et al. (2019), said that all contemporary research studies are carried out to describe the implementation of the Blended Learning approach in different contexts, its advantages, and disadvantages, as well as an assessment of Blended Learning and its design. Azizan (2010), suggests that Blended Learning provides good benefits for instructors and students in teaching and learning activities including 1) increasing social interaction, communication, and collaboration, 2) offering flexibility and efficiency, 3) expanding reach and mobility, 4) optimize development costs and time.

3. The Weaknesses of Blended Leaning

The following are the deficiencies of Blended Learning teaching model Husamah (2013) in Sulistiani (2016):

1. Media required is very diverse. Thus, there are some difficulties in applying it when the infrastructure does not support.

2. Not every student has the same access in Blended Learning facilities, such as computer and internet access. Whereas, Blended Learning needs adequate internet access and when the network is less adequate, it will make students have difficulties to follow the independent learning via online.

3. Learning resources (teachers, learners, an elderly person) is lacking the knowledge of technology use in teaching learning process.

4. Procedure of Blended Learning

The concept of BL may be intuitively apparent and simple, the practical application is more complex. Blended Learning is not an addition that simply builds another expensive educational layer. It represents are structuring of class contact hours with the goal to enhance engagement and to extend access to Internet-based learning opportunities. Most important, Blended Learning is a fundamental redesign that transforms the structure of, and approach to, teaching and learning. The key assumptions of a Blended Learning design are:

a. Thoughtfully integrating face-to-face and online learning
b. Fundamentally rethinking the course design to optimize student engagement
c. Restructuring and replacing traditional class contact hours

5. Barrier to Learning

There are definition barrier to learning and classification of learning barrier.

a. Definition Barrier to Learning

According to Qifu (2013), Barriers to learning are situations or problems that prevent learners from accessing programs, which make it difficult for the learners to engage in their study or make it hard for learners to learn and concentrate. Barriers to learning faced by learners are complex and diverse and differ from student to student and even from day to day, which may be emotional, physical and mental health concerns; maybe attitudinal, organizational or practical; maybe employment and financial issues; problems arising from their housing, legal and transportation situations; and maybe issues to do with social support and family relationships. Some emotional and mental, or attitudinal barriers may be related to learners' characteristics, such as their motivation to learn or their overall attitudes to learning or online learning.

b. Classification of Learning Barriers

According to psychological classification, Merrill (1992) thinks that learning barriers can be classified into three groups of issues, they are ethical issues, legal issues and cultural issues. Garland (1993) classified the barrier that is affecting learners' persistence in learning into four groups as follows: (1) Situational, (2) Institutional, (3) Dispositional, and (4) Epistemological. Epistemological barriers are problems in some subjects being difficult to learn, some courses requiring the intensive use of abstraction and technology, and learners are short of the necessary entry knowledge, or the contents of courses lack in relationship with students' lives or interest.

Based on Mullenburg and Berge (2005) research, there are eight barriers to online learning in order to seriousness, from light to heavy, they are (1) Administrative issues; (2) Social Interaction; (3) Academic skills; (4) Technical skills; (5) Learners motivation; (6) Time and support for studies; (7) Cost and access to the Internet; (8) Technical problems. Among those eight barriers, social interaction, administrative issues, learner motivation, time and support for studies were the four of the most importance.

6. Motivation to Learning

There are definition motivation to learning and types of motivation.

a. Definition Motivation to Learning

Motivation is an important thing in teaching and learning process. The students who have high motivation would do the best in learning even though the materials were felt difficult for them. On the contrary, the students who have a very low motivation would get bored in learning even though the materials given were so easy and interesting. As a result they would fail in this subject. Therefore, their motivation will leads them to get success in learning process and reach their goals. This is in line with Harmer's opinion (2001), "it seems reasonable to

suggest that the motivation which students bring to class is one of the biggest factors that affecting their success".

Many experts have given various definitions on motivation. According to Santrock (2004, p. 417), motivation is the process that energizes, direct and sustain behavior. It means that motivation is the process to push and shows students to do something better. Schunk, Pintrich & Meece (2008, p. 4) describe that Motivation is a process whereby goal-directed activity is instigated and sustained. Furthermore, Dimyati and Mudjiono (1994, p. 75) stated that motivation is a mental encouragement that moves and will leads human behavior. Brown (2007, p. 170) stated that "Motivation is something that can, like selfesteem, be global, task oriented, or situational. Motivation is also typically examined in terms of the intrinsic and extrinsic motivates of the learners".

Based on the explanation above, motivation is the effort and desire which drive someone to do something to achieve the goal. In other words, the failure or success of students in learning English depends on their motivation level, so the teacher must develop an understanding of the motivation in learning.

b. Types of Motivation

Motivation in learning can be classified into two categories; intrinsic motivation and extrinsic motivation as follows:

1. Intrinsic Motivation

According to Harmer (2007, p. 98), intrinsic motivation comes from within an individual. It means that person might be motivated by the enjoyment of the learning process or desire to make themselves to be better. Motivation comes inside a person rather than from any outside or external rewards, such as money or grades. Students who have this motivation would have pleasure one gets from the task itself

or from the sense of satisfaction in working or even completing work on a task.

2. Extrinsic Motivation

Harmer (2007, p. 98) once stated that "Extrinsic motivation is the result of any number of outside factors". These outside factors include punishment and reward. Extrinsic motivation does not mean, however, the students will not get any pleasure from learning on or completin their task. It means that the pleasure that they anticipate from a external reward will be the best motivator even when the students doing the task to be done on holds a little or no interest in it.

C. English Language Teaching (ELT)

Strobl (2007) in Ahmed and friends (2013) define that Learning is an inherently social process, where different strategies for effective learning can be implemented. Ampora (2011) state that the design of the subject of study, its planning, implies the integration of all the axes of the educational process: objectives, contents, methodology, resources and assessment.

1. Objectives. These are the results they expect to get with their teaching activity. They provide criteria to select the teaching methods, the students' learning activities and the performance assessment systems.

2. Contents. These include what to teach. It consists of narrowing down the learning area and grouping the curriculum aspects in significant entities.

3. Methodology. It includes the training strategies and the resources that will be used to carry out the teaching-learning process. We must take into account the number of students and their maturity level, the length of the subject and the planned activities, as well as other factors related to the infrastructure and the institutional context.

4. Assessment. It refers to the way in which the teaching-learning process is controlled and students' learning results are measured.

In ELT there are some methods that the lecturer may implementing in the classroom based on the students need, and it may use in teaching

engages students in learning process and helps them develop critical thinking skills and also language skills. Eric (2013) state that some of method lecturer may use in ELT, those are authority, demonstrator, facilitator, delegator and hybrid or Blended. In ELT, there are several methodologies Osguthorpe and Graham (2003) in Larsen (2012), identified six reasons for using BL:

1. Pedagogical richness
2. Access to knowledge
3. Social interaction
4. Personal agency
5. Cost-effectiveness
6. Ease of revision

In separate studies, Graham, Allen and Ure (2003, 2005) in Larsen (2012) found that, by a great majority, BL was implemented for the reasons of (1) improved pedagogy, (2) increased access and flexibility, and (3) increased cost-effectiveness. Schultz (2014) explain that there are three ways BL makes lecturer more efficient in teaching, those are:

1. Blended Learning makes it easier to intervene with struggling students. Most Blended Learning solutions include online tools that give immediate feedback to lectures. Students may take a quick quiz after reading a selection or completing an activity, allowing lectures to find out right away which students are struggling, without having to do a bunch of additional grading

2. Blended Learning offers more choice in the best fit for your particular class. Lecturers know every class is different. Some classrooms are filled with tactile learners, while others have a heavier representation of auditory learners. With a Blended Learning approach, you have the tools to take aim at multiple learning styles.

D. Previous Studies

There are some previous findings from several researchers that are relevant to this topic. Firstly, Koskela et al (2005), this study aimed to explore how students perceive face-to-face/Blended Learning as a result of the COVID-19 pandemic. The study found that virtual learning is suitable for higher education, but not for primary and secondary education.

The research study was conducted by Bali & Liu, (2018) who conducted a study on students' perceptions of online learning and face-to-face Learning Courses. This research aims to investigate some research on the students' perceptions and satisfaction toward online learning and face-to-face learning. Moreover, this study also aimed to investigate the difference between online learning and face-to-face learning perception among different levels of students. Data collection was done through observation and and interview. The result of this study indicates that the perception of face-to-face learning than online learning in terms of social presence, social interaction, and satisfaction, and satisfaction. However, no statistically significant difference was found in the learning preference among student levels. Meanwhile, some students were very comfortable in online learning because it gave them the chance to be innovative by using computer technology. This study has similarities and differences with this research. The similarities both use the same research design that is using online platform to do the research. Platform to do the research, the data collection also using observation and interview.

Istiqomah (2021) This study aims to investigate students' perceptions of the use of Blended Learning for English language learning during COVID-19. The population of this study was junior high school students and the results showed that students' perceptions of Blended Learning were positive. Students have positive perceptions of learning English through Blended Learning methods. They show positive behaviour, are able to explore their potential and enjoy the learning process more. This study concludes that Blended Learning has great potential in the process of teaching and learning English during the COVID-19 pandemic.

There is previous research by Qifu (2013) who conducted a study on Barriers to online learning in distance education. In this study, the researcher finds that: (1) The barriers to online learning faced by learners are learners are of seven types, as follows: communication and interaction; instruction and courses; learning and courses; learning resources; learning support services; external support and economic support and economic burdens; computer and network operating skills; and Internet access conditions, (2) Among these seven types of barriers, the communication and also interaction barrier is not the communication and interaction barriers are not the most important ones faced by these faced by these learners, (3) improvements in 'communication and interaction' are the most the most effective way to overcome the other barriers and also contribute to the Increase learners' learning.

Another study is by Mulyani (2020) who conducted research to students' perceptions and motivation towards English e-learning during the COVID 19 pandemic. In this study, 64 students participated and 64 questionnaires were filled correctly and used in this study. Then the results are obtained that some of the students argue that the new learning method is quite effective because it is the only way to continue learning online as long as the COVID-19 pandemic in Indonesia, so they can still learn from home. In addition, there are also students who said that that learning English through e-learning during the COVID-19 pandemic was quite difficult because the material provided by their teacher was not well received and the lack of question and interactions during online learning resulted in students not understanding the material. did not understand. This ineffectiveness of the learning system also makes some students lazy. Lazy to learn because the answers given by their teacher are not so are not so good.