BAB II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

In common terminology, perception is defined by Longman Dictionary of Contemporary English as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly." (Qiong, 2017)

Qiong (2017) also stated that in philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses."

2. The Two Dimensions of Perception

Perception of our physical and social world are an internal operation where we select stimuli and process them through our nervous systems and brains until we create structure, stability, and meanings for them. In order to understand how we develop structure, stability, and meanings for the selected stimuli, namely, how perception takes place, we must take the two fundamental dimensions of perception into account. They are the physical and the psychological. These two dimensions are responsible for our perceptual outcomes which working together with one another (Qiong, 2017).

a. The Physical Dimension of Perception

People's physical mechanisms of perception are much the same we all have such sensory organs as eyes, ears, and nose, which permit us to sense the environment. These sensory organs receive stimuli, which are routed through the nervous system to the brain, where they are created with the structure and stability and attributed meanings. Although the physical dimension is important, it is the initial phase and provides little help in improving our ability in intercultural communication (hereafter referred to as IC).

The physical dimension of perception is mainly about the conversion of a stimulus into a usable form, and it functions in people's acquisition of information or knowledge about the outside world. It includes not only the energy characteristics of stimuli, the nature and functions of human sensory organs, but also the transmission of stimuli through nervous systems to brains. This physical dimension of perception causes little difficulty in IC because physical differences that it is between one person and another person are inconsequential when compared with psychological ones. Namely, no matter which culture we are from, what language, or what skin color we have, we have very similar eyes, ears, noses and nerve endings that make us can sense the world. With these similar sensory organs, we can feel the breeze on our face, hear something, enjoy the world, smell something, see something, feel the pain, experience thirst and hunger, so on and so forth.

b. The Psychological Dimension of Perception

When IC is concerned, the psychological dimension becomes more significant. It is because people's beliefs, values, attitudes, needs, interests, etc. have much greater impact on how they perceive the outside world. It is during this phase that people give interpretations of selected stimuli and by doing so they have their unique personal touch on the outside world. For instance, as to parents' living together with their children, Chinese and American people tend to interpret it differently. In China, it is natural and quite usual for parents to live together with their children, so in Chinese, there is such an expression "living under the same roof". Because children are always told by their education that it is their responsibility or obligation to take care of their parents and living together with the old and seeking advice from them is regarded as an asset as well as a blessing. Nevertheless, American parents and children would rather live independently because o their privacy is of high priority and they don't want others to interfere in their personal life. This kind of difference is due to their different cultural values or attitudes towards life. Consequently, it is people's values, attitudes or motives (the psychological dimension) rather than their sensory organs (the physical dimension) that determine what stimuli will attract people's attention and hence receive meanings.

B. **Google Form**

In this part, researcher presents the definition of Google Form, The Functions and The Superiorities of Google Form, and the Contents and Techniques in operating Google Form.

1. **Definition of Google Form**

Google Forms is a web-based app used to create forms for data collection purposes. Students and teachers can use Google Forms to make surveys, event registration sheets or quizzes. The form is web-based and can be shared to the respondents by sending a link, emailing a message, or embedding it into a web page or blog post. Data gathered using the form is typically and automatically stored in a spreadsheet. Although there are other online survey apps, Google Forms is an excellent free content and option.

Google Forms is a web-based app developed by Google which is used to create forms for data collection purposes. Data gathered using the form is typically stored in a spreadsheet. Although there are other online survey apps, It is an excellent free option. Google Forms provide a fast way to create an online survey, with responses collected in an online spreadsheet. Create your survey and invite respondents by email. People answer your questions from almost any web browser - including mobile Smartphone and Tablet browsers. You view each response in a single row of a spreadsheet, with each question shown in a column (Sivakumar, 2019).

2. **The Functions and The Superiorities of Google Form**

According to Rahmiyati (2019), here are some functions and the superiorities of Google Form, especially in education :

The functions and the superiorities of Google Form in education are providing training tasks / online replays through the website, collecting other people's opinions through the website, collecting various

student/teacher data through the website page, creating an online enrolment form for schools, and sharing questionnaires with people online.

According to Sivakumar (2019), the advantages of this Google Form service are as follows.

a. The appearance of the Form is interesting

b. This application provides facilities for its users to include and use their own photos or logos in the survey. The app also has many templates that make online quizzes and questionnaires more interesting and lively.

c. Has different types of tests that are free to choose from

This application provides a selection of test facilities that are free to use according to the needs of the user. For example multiple choice answers, check, drop-down, linear scale, and so on. You can also add YouTube images and videos to your quiz.

d. Can be used on various electronic devices

This application can be used by everyone to create online questionnaires and online quizzes using a laptop or smartphone connected to the internet and then share the address of the form link to the target respondents or paste it on a website page.

e. Can be done with others

Creating questionnaire question items or quizzes using Google form can be done with others or anyone desired by the user.

f. Quizzes or questionnaires can be responded quickly

With this application, the respondents can give their responses anywhere and anytime by clicking on the web address or link shared by the

questionnaire maker using a computer or mobile phone connected to the internet. All other people's responses and answers are automatically accommodated, compiled, analyzed and stored by the Google Form app quickly and securely.

g. The form is responsive

Various types of quizzes and questionnaires can be created easily, smoothly and the results look professional and beautiful.

h. Get answers quickly

This application is website-based so that everyone can give responses or answers to quizzes or questionnaires quickly wherever they are by using the internet application computer / laptop or mobile phone. Therefore, by using this application, a teacher or employee does not need any more paper to print the quiz or questionnaire. The time it takes will also be more efficient in sharing, reassessing and analyzing the results of quizzes and questionnaires. Thus, this application is perfect for collecting opinions of participants who are far away, busy and difficult to collect, manage the registration of events or schools through internet pages, collect data, create impromptu quizzes, and much more.

i. The results are arranged and analyzed immediately (automatically)

The survey responses are collected in a neat and automated form, accompanied by real-time response info and graphs of response results. Users can also go a step further with their data by viewing in Sheets, an application like Ms. Office Excel.

j. Free Applications are free for everyone.

This app is directly used by simply registering for free on a Googe account.

k. No need to have its own website

Questionnaires or online quizzes can be created by everyone without having to have a website or blog. This app can be displayed on an e-mail message, and on a Google sub-domain when the address is visited (Hamdan, 2016).

3. Contents and Techniques in operating Google Form

There are many contents in Google Form like Sivakumar (2019) stated :

a. Logs

If students need to submit information in logs to track progress over time, Google Forms can capture that information easily and automatically. User can create a form with the student's name and all the information he/she needs to submit. Each time he/she submits, it's logged into a spreadsheet automatically where students can review that data and submit it to you.

b. Answer with an Image

With younger students, the old version of Google Forms was tricky because almost everything used text. Now, user can ask questions and provide answers with images. Teachers can cue students verbally and they can answer by choosing the correct picture. When creating the form, user can only click on the answer to edit it and click the image button at the right.

c. Brainstorming with a Word Cloud

Provide a simple Google Form where students can reflect on what they have been learning, either with a few individual words or sentence. When they finish, user can get all of their responses from the spreadsheet automatically and can download it.

d. Late work submission

When students use this form, they can provide assignment details and a link to any digital work to turn in. Teachers can receive an email when they submit the late work form. In Forms, use the "Responses" tab and click the three dots menu button. It will automatically send an email to the account user used to create the form when user select "Get email notifications for new responses". Here's an example of a late work submission form user can use.

e. Lesson plans

If user want to quickly create detailed lesson plans with standards, learning objectives, activity descriptions and more, user can add all the parts user want included in those lesson plans in a Google Form. Then view your own form and start filling in information. Use the Autocrat add-on to turn your responses in the Google Form into custom-created documents. User will have a document with all of the lesson plan information for each day. These are great for turning in to administration, leaving for substitute teachers or filing away for next year.

f. Create an Assessment

Teachers can easily conduct tests for their students using this tool - after

all the students have taken the test, the teacher can take the test attempting ALL the questions with correct answers - using a simple excel macro(comparing strings) you can complete correcting all the answers in less than 15 minutes.This can be a rubric, multiple choice, short answer, or other options. It can be based on information the student has prepared or something the teacher is sharing in class (for example: The teacher shows an image and asks students to select the right answer using the form's "Multiple choice grid" question option). Google will even grade the form for you, share results with students, and provide answer hints so they understand why the correct answer is the right choice.

g. Short Answer

This field is perfect for asking for small bits of text: names, email addresses, values, and more. You get one line of text to answer the question—though your users could actually enter as much text as they want.

h. Paragraph Answer

Much the same as the short answer field, this is a field for text—long-form text. Length and regular expression are the only data validations available here, so only use it when you want detailed feedback or longer notes in the answer.

i. Multiple Choice

The default field for new questions in a Google Form, multiple choice lets you list options and have users select one. You can then have the

form jump to another section based on the answer or have the answer options shuffled to prevent bias.

j. Check Boxes

Similar to multiple choice, this field lets you list answers and have users select as many as they want. It also includes data validation to require users to select a specific number of options.

k. Build a Quiz

Another way to make an interactive form is with Google Forms' Quiz mode. Inside your form settings, you'll find a Quizzes tab. Select Make this a quiz, and then choose whether to show the results immediately after the form is submitted or later once you review the answers. If you choose the latter, your form will need to require respondents to sign in with their Google account.

l. Auto Graded Quizzes

If you create a quiz or other assessment with closed-ended questions, Google Forms will autograde it for you. Create your quiz and click the gear (settings) button. Choose the "Quizzes" tab and turn on "Make this a quiz". You have some options in that window. Then, go through your questions and select the correct answer (your answer key).

m. Quizzes with Flubaroo

Flubaroo is an add-on to Google Sheets that can create a detailed grading summary with student results from an assessment. When students complete a quiz/assessment in Google Forms, click the "Responses" tab and click the little green Sheets button. This will create a spreadsheet of

results from the quiz/assessment. Open that sheet. Flubaroo's official user guide walks you through the steps of setting Flubaroo up to autograde your assessment. It creates a summary that shows average student grade, individual student grades (plus which questions each student got right or wrong), questions students struggled on, and more.

n. Exit Ticket / Bell Ringer

Create a short quiz with questions, videos, or pictures that students answer in 3-5 minutes before leaving class. Let the spreadsheet populate on the class screen. When students see their answers appear, they are free to exit. Have students answer questions at the beginning or end of class with a Google Form. Add images, links, videos and more to the form to make it a richer multimedia experience. Then gather all of the result of the student responses in a spreadsheet that can be downloaded.

o. Flipped Classroom Assessment

The flipped classroom comes in many different shapes and sizes, but many teachers have students

watch a video and then answer some comprehension questions afterward. This is easily done in Google Forms.

p. Test Prep

Students answer a series of questions to prepare for an upcoming test. These can be in the form of multiple choice, short answer, long answer, or another. The result of them are collected automatically to the Google spreadsheet.

q. Create Personalized Learning Activities

The Google Form can be built in sections, allowing the teacher to provide varied optional sections that are selected depending upon the student. This is a great way to differentiate for student needs.

r. Reflection

Students can share their thoughts on a topic or a lesson plan using a short answer or long paragraph option. These are collected into a Google spreadsheet and it can be reviewed by the teacher or the class (depending upon the option selected by the teacher). Note that these can not yet be graded automatically.

s. Interactive Lesson Planning Tool

With the multiple choice grid, students view a quiz on the class screen and select the correct answers (by selecting generic options such as A, B, or C) on the form. This allows the teacher to be agile and flexible in adapting to a student-paced environment. This is also useful as a formative assessment with videos where the class can be watching a video and the teacher can pause it as needed, ask a multiple choice question, and have students answer quickly on their Google form.

t. RSVP

User can use Google Forms to collect student acceptance of invitations, parent approval of events and field trips, and any other activity that benefits from an RSVP response. Event Registration Students (or parents) sign up for an activity through Google Forms, providing all necessary

information that is then collated into the associated spreadsheet. This is easily viewed, analyzed, and sorted as needed.

u. Question and Answer

Arrange questions so that student answers dictate what question comes next with Google Forms' easy programming options. This saves everyone time and makes questions more relevant and authentic to students. User can also enable students to skip to a particular section by adding that option at the bottom of a section. This is useful in inquiry-based classes where teachers may choose to cover optional material, depending upon how the class progresses.

v. Collect Data

User can use Google Forms to collect any amount of data for a wide variety of purposes. It may to assess knowledge prior to beginning a unit, plan a field trip, collect contact information, whip up a quick poll, collect email addresses for a newsletter, and more.

w. Opinion Surveys

User can create a simple survey and add a short answer question for the name, or if user want to keep it anonymous, user can leave it out.

x. Quick Poll

A simple one-question Google Form makes getting the pulse of the classroom quick and easy.

y. Closed-ended questions

It can be displayed as graphs immediately in with the "Responses" tab in the form.

C. **Online Learning**

Online Learning Is Learning taking place on the Internet, and there is no face-to-face communication between teachers and students. The Minister of Education and Culture of the Republic of Indonesia in Circular Letter No. 4 of 2020 on the implementation of education policy in the emergency period of the Covid-19 pandemic, explained that the learning process is carried out at home through remote online learning (online) to provide a meaningful learning experience for students.

According to Dewi, (2020:56), online learning is learning that is done remotely through parental guidance. With online learning, students have time to learn anytime and anywhere. Interactions can be made through the Google Classroom app, video converce, phone and WhatsApp. According to Thome online learning is a learning that utilizes multimedia technology, video, virtual classes, animated online text, voice messages, email, conference phones, and online steaming video (Kuntarto, 2017:101).

(Pohan, 2020:2) explains that online learning is better known among the public as online learning, where learning is carried out in the online sphere so that teachers and those taught cannot come face-to-face. Online learning is an activity that is utilized by the Internet network in every learning process. This is agreed with Dewi (2020) which says that applications that can support the implementation of online learning through various discussion rooms such as Google Classroom, whatsapp, smart classes, zennius, quipper and microsoft, more. Pohan, (2020) mentions several platforms or media that can be used in the online learning process including

E-learning, Edmodo, Google Meet, V-Class, Webinar, Zoom, Skype, Webex, Facebook Live, Yootube Live, Schoology, What's Up, E-mail and Messenger.

D. The Implementation of Google Form in Online Learning

One of the platforms used in evaluating the learning process at senior high schools is Google Form. According to Fansuri (2020), this platform is generally used to fill in data easily and effectively. Adding features from Google Forms is very easy and friendly to be accessed by users in this case students. Likewise, according to Batubara (2016), the use of Google Forms as an assessment tool for the learning process also supports the paper saving program as a form of environmental care. In addition, the energy and time required for teachers to distribute questionnaires and process the data is more efficient and easier. Several previous researchers discussed the use of Google Forms. Sianipar's research (2017) shows a positive response to the use of Google Forms as a tool for assessing student service satisfaction. In addition, Amalia's research (2019) states that the use of the Google Form platform as a medium for evaluation materials is very practical, besides being very practical, the use of the Google Form platform also makes it easier for teachers to give grades to students and has a quiz feature that can score answers to questions which are given.

The online learning implemented at senior high school as an effort to suppress the spread of COVID-19 is carried out using learning applications and virtual classroom services that can be accessed via the web using the internet network. In general, students were satisfied about the flexibility of

the learning implementation. Students are not pressured by time because they can set their own schedule and place where they want to take part in learning. Google Form as an application in the form of form templates or worksheets that can be used by teachers and students for specific purposes in learning. The use of Google Forms is very easy to create and apply to distance learning during the Covid-19 Pandemic. The advantage of using Google Forms is that you can include material in the form of learning videos and questions. Then see the value of students quickly so that they can carry out follow-up in the form of remedial and enrichment quickly and also student attendance data can be monitored.

Through online learning, teachers provide subject matter through virtual classes that can be accessed anywhere and anytime. The results showed that most students through Google Forms made it easier to do assignments, were skilled at using technology and information facilities and could quickly find out their learning outcomes. In addition, the results of student responses also stated that internet signals were often constrained by internet signals and required high costs, which was a challenge in online learning.

The various early studies that have been described, in general, provide an illustration that google form is one of the media used in the learning process related to subjects and assessments. Besides, Google Forms has the convenience and effectiveness in supporting internet-based learning Iqbal, et al. (2018) .

E. Previous study

A study conducted by (Haddad & Kalaani, 2014) in Google forms: A real-Time formative feedback process for adaptive learning. ASEE Annual Conference and Exposition, Conference Proceedings, 24.649.1-24.649.14., revealed that Google Forms was an unconventional formative assessment tool that has been successful in accommodating students feedback for the improvement of the course instruction. The result of the assessment provides a real time feedback so that it enables the lecturers and faculty members to act promptly towards the issues. The result of the study showed that there was a significant improvement in the students' grade due to the developed instructional teaching that was based on the students' feedback.

Furthermore, a study that was carried out by (Djenno et al., 2015) portrayed the use of Google Form as a useful media for assessment. However, the study emphasized that Google forms may be worthless if the instruction was not carefully designed. Besides, the study's result showed interesting fact about the importance of maintaining the students' privacy in the spreadsheet result sharing. Respecting the students' privacy in terms of score publication is essential to maintain the students' self-esteem.

The other study conducted by (Narayanaswamy Vasantha Raju & Harinarayana N.S., 2016) in their research paper entitled online survey tools: a case study of google form resulted that online surveys or web based surveys have become important because it spend less cost and able to reach out more respondents from different population.

Other study that was done in 2018 by Iqbal et al. (2018) in the journal Using Google form for student worksheet as learning media. *International Journal of Engineering and Technology (IJET),* 7 (3.4 Special Issue 4), page 321–324, illustrated the variation of the students' worksheet that may be formulated in Google Forms. The study vividly showed the steps in making the online worksheets. They pointed out the advantages of the Google Forms worksheet as creating an engaging learning environment and saving times in the scoring process. The study conducted by Agung et al. (2019) also illustrates that Google Forms exercise establishes efficient, effective and attractive activities to the students.

According to those prior studies, there is a research gap that needs to be dug out as the enrichment information of the previous study. It is significant to investigate the teachers perception toward the use of Google Form in online learning process. By conveying its limitations, it is expected to be able to give an overview for the readers so that they can anticipate and cope with the limitations when they use it. Moreover, it is found out that there is no research that investigates the teachers' perception toward the use of Google Form in online learning process.