

CHAPTER II

THEORETICAL FRAMEWORK

A. Perception

1. Definition of Perception

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). According to (Bimo, 2010) 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.

2. Process of Perception

According to (Qiong, 2017) there are three stages of perception, they are selection, organization, and interpretation.

1. Selection

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

stimuli are arriving at our sensory organs simultaneously and waiting to be processed. However, we can not perceive all the information available to us, because in doing so we would experience information overload and disorder.

2. Organization

The second stage in the perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain 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 nationality. If we close our eyes and think about what our university library is, we experience an organized environment with an internal and external structure.

3. Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus.

For instance, a police officer's arrival at the crime spot can be interpreted differently—the victim may regard it as soothing and relief-giving, but the criminal will definitely be frightened by it. Another example, a kiss or a big hug in public is a common way of greeting each other in some western countries, which has the function of saying "Hello!", whereas in many other countries they are always considered to be "lovemaking" behaviors.

B. Learning Platform

Learning platforms are clearly used by schools and universities for a range of purposes, some of them concerned with management of educational practices, and others concerned more with direct learning interactions. There are many kinds of online learning platform such as Google Classroom, Moodle, Schoology, etc, one of the learning platforms that used by students of IAIN Kediri is E-learning IAIN Kediri.

Using the e-learning platform has an important role in course communication, group development and homo-geneity. As previously pointed in (Benta et al, 2011) where are mentioned the stages of group development best described in (Tuckman, 1965) that proposes four stages for the group development, defined and coined as forming, storming, norming and performing, in this case the group reached faster performing phase. In this phase, results were quick visible and the members were task oriented with few or none interpersonal conflicts. Students were interested by their group structure and colleges.

C. E-Learning

1. Definition of E-Learning

Electronic Learning or E-Learning is one of the online learning methods. Many experts and researchers have defined it variously. In some definitions E-Learning is not only online learning but also an activity of teaching and learning process such as in the class. According to (A. Pauline Chitra and M. Antoney Raj, 2018) the term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked, or web-based learning. As the letter "e" in e-learning stands for the word "electronic", it would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. Another definition (Oblinger and Hawkins, 2005) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place.

Another definition from (Maltz et al, 2005) the term 'e-learning' is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. According to (Wentling et al, 2000) the term e-learning refers to the attainment and use of knowledge that is predominantly facilitated and distributed by electronic means.

From the definitions above, it can be concluded that E-Learning is a process of teaching and learning facilitated by electronic devices and internet connection. Through E-Learning, teachers and students can hold the teaching

and learning process without meet each other. They can also have educational interactions such as explaining materials, discussing, and submitting the assignment.

2. Types of E-Learning

There are some ways in classifying E-Learning in some types. According to (Algahtani, 2011) there have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction. Algahtani (2011) divided e-learning into two basic types, consisting of computer-based and internet-based e-learning.

According to Algahtani (2011), computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology, and also each component can be used in either of two ways: computer-managed instruction and computer-assisted-learning. In computer-assisted-learning, to him, computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self-learning outside the class. In the computer-managed-instruction, however, computers are employed to store and retrieve information to aid in the management of education.

Internet-based learning according to (Almosa, 2002) is a further improvement of computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors.

3. Advantages and Disadvantages of E-Learning

1. Advantages

The use of E-Learning as learning media in the teaching and learning process has some benefits or advantages. One of some studies give advantages of E-Learning. E-Learning can be an alternative that focuses on the needs of individual learners. For instance (Marc, 2002) in his book review about E-Learning in educational purposes says that one of the advantages of E-Learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs. Some of the advantages that the adoption of E-Learning in education, obtained from a review of literature includes the following:

1. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt according to learning information.
2. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
3. It can provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps

eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with others, as well as exchange and respect different points of view. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

4. E-learning is cost-effective in the sense that there is no need for students or learners to travel. It is also cost-effective in the sense that it offers opportunities for learning for a maximum number of learners with no need for many buildings.
5. E-learning always takes into consideration the individual learners' differences. Some learners, for instance, prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.
6. E-learning helps compensate for the scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians, etc.
7. The use of e-Learning allows self-pacing. For instance, the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It, therefore, increases satisfaction and decreases stress (Codone, 2001; Amer,

2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

2. Disadvantages

The use of E-Learning for educational purposes not only has advantages but also has some disadvantages. Some studies have explained the disadvantages of using E-Learning for educational purposes. Regardless of the disadvantages of E-Learning, there are a lot of benefits that inspire its use and also encourage the search for ways to reduce disadvantages (Almosa, 2002). Some disadvantages of E-Learning that have been given by studies include the following:

1. E-learning is a method of education that makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It, therefore, requires a very strong inspiration as well as skills with the management of time to reduce such effects.
2. Concerning clarifications, the offer of explanations, as well as interpretations, the e-learning method might be less effective than the traditional method of learning. The learning process is much easier with the use of the face to face encounter with the instructors or teachers.
3. When it comes to improvement in the communication skills of learners, e-learning as a method might have a negative effect. The learners. Though might have excellent knowledge in

- academics, they may not possess the needed skills to deliver their acquired knowledge to others.
4. Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.
 5. E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.
 6. E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.
 7. Also not all fields or disciplines can employ the e-learning technique in education. For instance, the purely scientific fields that include practical cannot be properly studied through e-learning. Researchers have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.
 8. E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money disadvantages (Collins et al. 1997; Klein and Ware, 2003; Hameed et al, 2008; Almosa, 2002; Akkoyuklu & Soyly, 2006; Lewis, 2000; Scott et al. 1999; Marc, 2002).

4. E-Learning IAIN Kediri

E-Learning IAIN Kediri is one of the online learning platforms use by IAIN Kediri for learning media. It can be accessed through any electronic device such as a computer, laptop, smartphone, and others. It is very simple and easy to access. In IAIN Kediri, lecturers and students use the E-Learning platform in their class. All subjects can be accessed through E-Learning, lecturers register their class in E-Learning, then students will join the courses. It also serves some facilities for lecturers and students. For lecturers, they can make a class for each course, checking students' attendance, giving course materials, giving assignments and comments to students' work. For students, they can join some classes, filling the attendance list, doing, and collecting assignments. Lecturers and students can also interact with each other through E-Learning IAIN Kediri such as making discussions and having a conversation.

D. Academic Reading

1. Definition of Reading

Reading is one of the language skills (listening, reading, speaking, writing) which is important to be mastered by every English learner. The definition of reading is defined differently by several experts. According to (Sohail, 2005) reading is a complex and critical skill and involves a dynamic interaction between the reader's contextual knowledge, the evidence gathered using the printed language, and the reading framework.

Moreover, (Anderson, 2011) states that reading is a receptive skill for which the reader has to decode to construct the meaning of the text and the skill is extremely important for students as well as professionals. It is the process of constructing meaning from written texts.

From the definitions above, it can be concluded that reading is a complex activity to gather meaning and information from the text.

2. Types of Reading

According to Patel and Praveen (2008), there are some types of reading, they are Intensive reading, Extensive Reading, Aloud Reading, and Silent Reading.

1. Intensive Reading

Intensive reading is a type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary exist in poem, poetry, novel or another source

2. Extensive Reading

Extensive Reading is a type of reading that involves learners reading texts for enjoyment and to develop general reading skills.

3. Aloud Reading

Aloud reading is reading by using a loud voice and clearly

4. Silent Reading

Silent reading activity is meant to train the students to read without a voice so that the students can concentrate their attention or though to comprehend the texts.

3. Process of Reading

Reading is a complex process of creating meaning from a text. It is a way of language acquisition, communication, and sharing of information and ideas. Like all languages, it is a complex interaction between text and reader which is formed by a previous reader's knowledge, experience, attitude, and language community which is culturally and socially situated. The reading process requires continuous training, development, and improvement. Besides, reading requires creativity and critical analysis. Commercial literature makes business with each piece, congenitally deviates from the literal words to create an image that makes sense to them in an unknown place it describes. Because reading is a complex process, cannot be controlled or restricted to one or two interpretations. There is no concrete law in reading but allows the reader to escape to produce their own products introspectively. This encourages deep exploration of text for interpretation (Certeau, 2002).

According to (Widdowson, 1979) Reading activity is a process that drives two disparate levels of mental activity. The first activity is dealing with immediate apprehension of information and the other is related to the discrimination of this information into patterns of conceptual significance. In process of reading, the reader not only creates meaning but also meanings should be negotiated in discourse as a process of reading strategy. Reading should not be a reaction to meaning but as an interaction between writer and reader mediated through the text. Thus, how to make an efficient reading depends on how effective the text is.

From the explanation above, it can be concluded that reading is a complex activity to gather the meaning of the text.

4. Purpose of Reading

According to (Sangia, 2014) In the reading activity, teachers and learners catch the material in the process of direct communication. It means that one function of reading has been fulfilled. The reader categories out what is simply enabling from what is wished to take as a permanent addition to his domain of understanding and capability. The actual purpose in reading is not humbly to occupy in communication but to develop from this communication to something which endures or spreads the reader conceptual world.

From the explanation above, it can be concluded that the purpose of reading is to develop communication to something which endures or spreads the reader's conceptual world.

5. Definition of Academic Reading

Academic reading is different from other types of reading. The text in academic reading is more complex and there are various stages on it. These texts are challenging as they have philosophies that are expressed in a complex language and may include challenging words and sentences (Sohail, 2005).

Moreover, (Leki, 2001) states that academic reading involves a wide and exhaustive reading of texts, which are subject explicit and include a thorough amalgamation of data from various resources. (Shuyun and Munby, 1996) say that academic reading is a very thoughtful, serious, and multifaceted process.

Academic Reading is one of the Reading courses in IAIN Kediri. Reading course is divided by some kinds, they are Intensive Reading, Academic Reading, and Extensive Reading.

From the definitions above, the writer concludes that academic reading is the process of reading a complex text which is thoughtful, serious, and multifaceted.

E. Previous Studies

Some studies have been conducted related to this research.

The first is from (Nila Puspita Nurhayati, 2020) on her research entitled “Perceptions of English Department Students of Islamic University on the Use of E-Learning in the City of Kediri” showed that the use of E-learning got positive responses. Most participants revealed that the use of E-learning is fun and efficient. Most participant agree that the use of E-learning can improve their motivation and their confidence in learning. They also realized that E-learning is innovate and must be encouraged.

The second is from (Cakrawati, 2017) on her research entitled "Students' Perceptions on The Use of Online Learning Platforms in EFL Classroom". The participants in the study were middle and high school students in Bandung. The result indicates that the use of Edmodo and Quipper in teaching and learning English is effective and efficient. Some participants say that the internet connection is one of the difficulties in using Edmodo Nand Quipper, but most of the participants agree that online learning platforms can help them in learning English especially to get the new vocabulary and practice language skills.

The third is from (Fatchul Mu'in and Rizky Amelia, 2018) on their research entitled "Unravelling English Department Students' Perception of Using E-Learning". The participants of the study were 100 English Department Students at Universitas Lambung Mangkurat, Banjarmasin. The result of the study shows that they have a positive response when using E-Learning on the availability and accessibility of the well-established exercises, quizzes, and exams. Meanwhile, enough feedback which is absent from lecturers during learning is expected by the students. They also give a good response to E-Learning planning, management, and program result.

The fourth is from (Victoria et al, 2018) on their research entitled "Students' Perception of the Implementation of E-Learning: Helpful or unhelpful?". The study focused on the use of the web-based module in learning. The participants of the study were 19 third-semester students at the Primary Education Department of Syiah Kuala University. The result shows that e-learning web-based modules to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher. They say that it is easy to use.