# CHAPTER II
# LITERATURE REVIEW

This chapter is devoted to reviewing some of the relevant theories that underlie this research. A literature review is a theoretical approach researchers use to explain research problems. This literature review contains theoretical studies and previous studies.

## 2.1. Theoritical Review.

This study is a theoretical review of perception, learning English, and google classroom. The following for further explanation:

## 1. Perception.

The theoretical review related to perception below will explain understanding perception, the process of perception, factors that influence perception, and indicators of perception.

## a. Understanding Perception.

According to (Rakhmat, 2013), perception is the experience of objects, events, or relationships obtained through inference and interpretation of messages. Perception is a person's opinion or assumption about an object being observed to interpret or draw conclusions about the event and the object. It combines one's judgment with the senses of the surrounding objects. Everyone can have unique perceptions because it depends on each individual's perception process. Perception can occur through any five senses: sight, hearing, taste, touch, and smell.

When a stimulus is transmitted to a nerve center, specifically the brain, a psychological process and the perception of an individual experience occur. (Walgito, 2004) states that perception is preceded by sense, the process by which the individual receives a stimulus via the receptor device. Meanwhile, according to (Slameto, 2013), perception involves entering messages or information into the human brain through the perception that is constantly in contact with the environment. A more in-depth examination of what someone observes is required to learn more about perception.

Perception is the process of receiving a stimulus (object, quality, relationship between symptoms, and events) and understanding it (Irwanto, 2002). When a person's five senses receive a stimulus, they interpret the experience of an event by realizing or comprehending it. Because a human being cannot capture and interpret an event, phenomenon, information, or data around him without proper perception, stimulation obtained through the senses will make humans more familiar with their surroundings.

Based on some of the above explanations or descriptions, it is possible to conclude the concept of perception, which is defined as a person's view of an event, phenomenon, information, or data that surrounds him via a stimulus and is accepted consciously and understood by each individual by the five human senses.

**b. The Process of Perception.**

The perception process does not occur just like that but through a complex process within an individual. The process of forming one's perception, according to (Thoha, Perilaku organisasi : konsep dasar dan aplikasinya, 2014), is divided into several stages:

1) Stimulus.

Perception begins when a person is confronted with a stimulus from the environment.

2) Registration.

A symptom that appears during the registration process is the mechanism Physical in the form of sensing and a person's nerves influence through their senses.

3) Interpretation.

Interpretation is a critical cognitive aspect of perception, namely the process of giving meaning to the stimulus it receives. The process of interpretation is determined by a person's depth of understanding, motivation, and personality.

4) Feed Back.

After going through the interpretation process, the information received is perceived by someone as stimulus feedback.

Perception occurs due to a stimulus or stimuli received from the surrounding environment via a person's senses and nerves. (Walgito, 2004) also stated that the perception process has several stages, which are as follows :

1) An object or target produces a stimulus, which the senses pick up. This natural process relates to the physical aspect.

2) The sensory nerves carry the stimulus of an object to the brain after the senses receive it. The psychological process, or the normal functioning of the senses, refers to transferring the stimulus to the brain.

3) The brain then processes the stimulus, and the individual becomes aware of the object received by his senses, known as the psychological process. There is a perceptual process in this case, which is a process by which individuals know and realize an object based on a stimulus that hits their senses.

According to the experts' descriptions, the process of perception is an object in the form of events, information, and phenomena that occur that can cause a stimulus, which is then captured or accepted by the human senses and channeled to the brain through sensory nerves so that individuals are aware of the object received by the human senses.

### c. Factors Affecting Perception.

Positive students' perceptions and attitudes toward learning in schools can influence students' motivation to learn. According to (Thoha, Perilaku organisasi : konsep dasar dan aplikasinya, 2014), perception is influenced by several factors, including:

1) External factors

It is a factor that includes family, school, community, information obtained from various media, adopted culture, and knowledge obtained from one's surroundings.

2) Internal factors

It is a factor that comes from within, such as learning motivation, attention focus, the response process, psychological, gender, individual behavior, values in oneself, decency, desires, ideas, hopes, and so on.

Meanwhile, perception can be influenced by various factors, according to (Arifin, Fuady, & Kuswarno, 2017). These are both internal and external factors. External factors can be seen and identified with the naked eye. On the other hand, personal factors are internal to a person and cannot be identified directly, necessitating further translation. External factors are things obtained from the outside, whereas internal factors are obtained from within a person. On this basis, it is possible to conclude that various internal and external factors can influence perception. Internal refers to things that occur within a person. In contrast, external refers to things that occur outside of a person and influence the formation of perceptions of a phenomenon or symptom.

**d. Perception Indicator.**

According to (Walgito, 2010), the indicators influencing the perception are as follows:

1) Individuals receive external stimuli to form an acceptance that determines perception. Then, the five senses receive the stimulus and create a mental image or impression.

2) The understanding of objects determines perception in the brain. Therefore, the image will be interpreted in terms of comprehension and mindset to form a perception of the events that occur.

3) An individual's evaluation of an object is related to his or her understanding of the object based on observation. This understanding is compared to a reality in the field, resulting in a subjective assessment; in other words, perception is individualistic because the assessment is individual and differs from one another.

The preceding understanding leads to the conclusion that the indicator of perception consists of three components:

1) Stimuli absorbed by the individual from outside himself.

2) The individual's understanding of the object or phenomenon.

3) The individual's evaluation of the object.

**2. Google Classroom.**

In the theoretical study related to google classroom, we will explain several points, including understanding google classroom, the advantages and disadvantages of google classroom, the purpose of using google classroom, and understanding the features of google classroom.

**a) Understanding Google Classroom**

Google Classroom is a mixed learning media facility for the scope of education that allows teachers to create, share, and classify each paperless assignment easily. The software was released as a Google Apps for Education feature on August 12, 2014 (Corbyn, 2019). In addition, Arus Survei Indonesia Institute (ASI) released the results of a national survey related to the use of learning platforms used in the implementation of distance learning. Based on the survey, Google Classroom occupies the top position as the most used platform during distance learning. "We ask the public, what learning platform is used in this online education, the public uses Google Classroom as much as 26.1 per cent," said Executive Director of Arus Survei Indonesia Institute Ali Rif'an when releasing the survey, Friday (16/10/2020) (Kamil, 2020). Take a look at the chart below :
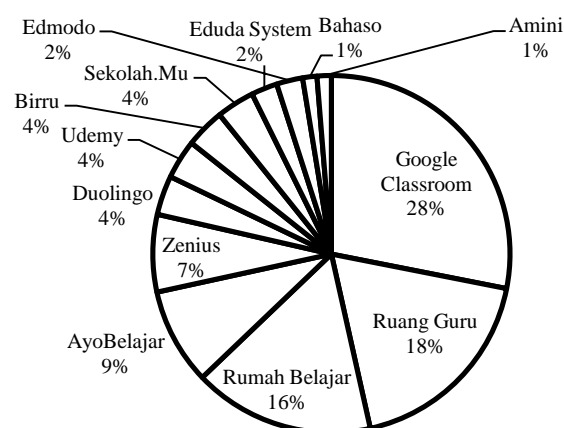
**Diagram 2. 1** Results of frequently used digital learning platforms.

The Google Classroom app, according to Google's official website, is a free productivity tool that includes email, documents, and storage. Classrooms help teachers save time, manage classes, and improve improve student communication. In addition, Google Classroom can make it easier for students and teachers to communicate inside and outside the classroom (Class, 2018).

Google Classroom is designed for four users: teachers, students, homeroom teachers and administrators. Teachers can manage classes, assignments, and grades and provide input directly. Students' can monitor class materials and assignments, share materials and interact in class streams or via email, send assignments and receive feedback and grades in real-time. The homeroom teacher gets an email summary of students' assignments (Malalina, 2018). Administrators can create, view, and delete classes in their domain, add and remove students and teachers from classes and view assignments in all classes in their domain (Graham & Borgen, 2018).

**b) The advantages and disadvantages of google classroom.**

The Google Classroom application also has advantages and disadvantages as described below:

**a. The advantages of google classroom.**

According to (Brock, 2015), Google Classroom has several advantages, including:

1) Classes can be easily set up, with teachers preparing classes and inviting students and teaching assistants. They can then share information such as assignments, announcements, and questions within the class stream.

2) Teachers can create classes, assign assignments, communicate, and manage students all in one place, saving time and paper.

3) Better management. In this case, students can view assignments on the assignment page, in the class stream or on the class calendar. In addition, all content is automatically saved in the google drive folder.

4) Teachers can create assignments, send announcements, and start class discussions directly, resulting in improved communication and input. In

addition, students can use email to share materials and interact in the class stream. Teachers can also see who has and has not completed an assignment quickly and provide real-time grades and feedback.

5) Classes are compatible with Google Docs, Calendar, Gmail, Drive, and Forms.

6) Classes are free of charge and are both safe and affordable. There are no advertisements in classes, and students' content or data is never used for advertising purposes.

Google Classroom can be accessed in two ways: via the website and via the application. Any browser, including Chrome, Firefox, Internet Explorer, and Safari, can be used to access the website. *Google Classroom* is a free application that allows the creation of virtual classrooms in cyberspace. It can be downloaded from the Playstore for Android and the App Store for iOS. Furthermore, Google Classroom can be used to distribute assignments, submit assignments, and even grade submitted assignments (Singer, 2017).

**b. The disadvantages of google classroom.**

The Google Classroom application, apart from having advantages, also has disadvantages, including:

1) Applying Google Classroom is not easy for teachers who do not have the ability in the field of information technology.

2) Requires an adequate internet connection to submit assignments and upload materials.

3) Requires a device that has storage capacity.

Weaknesses in Google Classroom are still reasonable because there are still alternative ways to overcome a deficiency in Google Classroom.

**c) The purpose of using google classroom.**

There are several purposes for creating the Google Classroom application, according to experts, namely:

1) The goal of introducing Google Classroom is for students to understand how to use it. Furthermore, students can discover that not only modules can be

used as learning media, but students can also learn independently and be motivated by using Google Classroom Media, a learning management system for schools designed to facilitate the creation, distribution, and assessment of paperless assignments (Dicicco, 2016).

2) Google Classroom serves as a medium or tool that teachers and students can use to create online or virtual classes, saving time. Teachers can give announcements and assignments to students who accept them in real-time, allowing the students' to keep everything organized (Azhar & Iqbal, 2018).

**d) Understanding the features of google classroom.**

Google Classroom aids in the monitoring of students' learning. Teachers can view all students' activities in Google Classroom while learning. In addition, the interactions between teachers and students are meticulously documented. Google Classroom has the following features :

1) Assigmenments.

Assignments are saved and graded using the Google productivity suite of apps, collaboration between teacher and student, or student to student. Documents on the student's Google Drive that have been shared with the teacher, the student's drive file, and then submitted for assessment.

Instead of allowing all students to view, copy, or edit the same document, teachers can select a file that can be treated as a template, allowing each student to edit his or her copy and then return to class grades. Students may also attach additional documents from their drive to the assignment.

2) Grading.

Google Classroom supports a wide range of grading schemes. Teachers can attach an assignment file for students to view, edit, or obtain individual copies. If the teacher did not make a copy of the file, students can create it and then paste it into assignments. In addition, teachers can track each student's progress on assignments where they can comment and edit.

Returned assignments can be graded by the teacher and returned to students with comments so they can revise the assignment and log back in. The teacher can

only edit assignments after they have been graded unless the teacher returns the signed assignment.

3) Communication.

Teachers can post announcements to the class stream, which students can comment on, allowing for two-way communication between teachers and students. Students can also post to the class stream, but it will not have the same priority as a teacher announcement and may be moderated. To share content, various types of media from Google products, such as YouTube and Google Drive video files, can be attached to announcements and posts. In the Google Classroom interface, teachers can also use Gmail to email one or more students. Classes are available via the website or the Classroom Android and iOS mobile apps.

4) Time-Cost.

Teachers can add students by providing them with a code that allows them to enroll in the class. Teachers who teach multiple classes can reuse previous announcements, assignments, or questions from other classes. Teachers can also share writings between classes and create class archives for future classes. In addition, students' work, assignments, questions, grades, and comments can be sorted by class or by what needs to be reviewed.

5) Mobile Application.

The Google Class mobile app, released in January 2015, is available for iOS and Android devices. Apps allow users to take photos and paste them into tasks, share files from other apps, and use them offline.

6) Privacy.

As part of the Google Suite for Education, Google Classroom does not display advertisements in the interface for students, faculty, and teachers. In addition, unlike Google's consumer services, user data is not scanned or used for advertising purposes.

**3. English Learning.**

The theoretical study related to learning English explains several points, including the nature of learning English and the components.

**a. Nature of English learning.**

English is widely understood and used as the official language of many Commonwealth countries. According to (Kasihani, 2008), English is the first foreign language necessary for accessing information, absorbing and developing science, technology, cultural arts, and coaching relations with other nations.

According to the preceding statement, language component teaching is part of the language program in language learning, whether it is the first, second, or foreign language. Therefore, although teaching in the field is integrated, teachers and prospective teachers must understand some key concepts related to the three language components, particularly those related to English.

*English* is a language that can be used to communicate both orally and in writing. Understanding and expressing information, thoughts, and feelings and developing science, technology, and culture are examples of communication. The ability to communicate broadly is the ability to discourse, or to understand or produce spoken or written texts, manifested in four language skills: listening, speaking, reading, and writing. These four skills are used in people's lives to respond to or create discourse.

**b. Language Components.**

Language component teaching is part of the language program in language learning. The language component comprises three parts: grammar, vocabulary, and pronunciation.

As for language components, according to (Kasihani, 2008) namely :

1) Language grammar or rules are patterns and rules that must be followed to learn a language properly. This first component is called structure or grammar in English learning. This component is a language framework that must be adhered to for the language to be acceptable.

2) Vocabulary is a collection of words that belong to a language and provide meaning when we use it.

   Pronunciation is a method of saying a language's words. English greetings differ significantly from those of the mother tongue and Indonesian language.

**2.2. Previous studies.**

The results of previous studies can be concluded that the findings from various studies that will be presented can later be used as benchmarks in this study.

(Ade Kisna Mulya, 2020), with a research entitled *"The Student Perceptions on the use of Google Classroom (GC) in Learning English".* According to the findings of this study, which are supported by the distribution of questionnaires to respondents in class XI MIPA 7 SMA Negeri 15 Semarang, learning English using Google Classroom media during the covid-19 pandemic is quite good and practical, with a percentage of 77.27 per cent. However, in order to achieve the desired learning target, the distance learning process should be combined with other LMS, as an educator must be able to use learning media creatively and innovation, particularly on online learning media, so that the learning process and teaching run smoothly, the material is conveyed well to students. Students do not feel bored during this online learning process.

(Sulistiyawati, 2020), with research title *"Persepsi Siswa Terhadap Pembelajaran Daring Pada Mata Pelajaran Bahasa Indonesia di Madrasah Aliyah Negeri 2 Surakarta"*, According to the findings of this study, the majority of students had negative attitudes toward online learning of Indonesian language subjects. because most students do not understand the online learning material that is delivered, how to deliver Indonesian language material, which is regarded as less appealing, and students' opinions about online learning, which are regarded as less effective. The difficulties encountered when learning online include a signal that is not strong enough to access material during online learning, consuming a large amount of internet quota and students' understanding of the material presented by the teacher not being optimally accepted.

(Harefa & Sumiyati, 2020), with research title *"Persepsi Siswa terhadap Google Classroom sebagai LMS pada masa Pandem Covid-19".* Based on the results of this study, it is stated that Google Classroom is an application-based LMS that can be used as an online learning management platform. This application has various features that can be used as a supporting facility for the

learning process. In its implementation, this application has advantages and disadvantages that can affect students' perceptions of its use. Based on the analysis and interpretation of research data, 39.19% felt very excited about the implementation of google classroom in the learning process during the Covid-19 pandemic, 41.89% of students felt very happy with the integrated learning process of google classroom, 47.30% of students felt happy about the acquisition of grades during the google classroom assisted learning process, 41.89% of students feel unburdened with the tasks given by the teacher during the google classroom assisted learning process, 51.35% feel normal in doing independent assignments given through the google classroom LMS, 39, 19% of students are interested in implementing google classroom as an LMS in the learning process, 36.49% are enthusiastic about the google classroom-assisted learning process, 40.54% are interested in the google classroom-assisted learning process, 56.76% of students think that implementing google classroom in the learning process in the easy category, and 70.27% s students understand how to implement google classroom in the learning process after being explained by the teacher. Students generally have a good perception of the implementation of Google Classroom in learning during the Covid-19 pandemic. However, students indicated that the conventional learning system (face to face) was still very much needed through the interpretation of data from several research indicators.

(Maryati, 2021), with research title *"Persepsi Siswa Terhadap Penggunaan Media Pembelajaran Google Classroom Dalam Pembelajaran Daring Pada Mata Pelajaran Ekonomi Di Sma Negeri 3 Bantul",* Based on this research, students' perceptions of the use of google classroom learning media in online learning on economics subjects at SMA Negeri 3 Bantul are positive with a trend level of 43%. Student learning outcomes while using the Google Classroom learning media are included in the high category with a tendency of 77%.

So that the results of previous research exposure as a whole for the location and object of research were carried out in downtown schools by showing positive overall results and minimal obstacles related to Google Classroom-based learning because, as we know, all supporting facilities are complete and qualified teacher

resources are no big deal for a downtown school. While this is inversely proportional to the location of this research, namely state high school 1 Puncu, which is geographically mountainous, with limited learning support facilities, and the distance to the city is also quite far. Therefore further observations and research are needed to find problems that occur in schools in remote mountains so that it is hoped that the distribution of quality education can be better.