

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Review of Related Literature

##### 2.1.1. Perception

###### a. The Definition of Perception

According to Simo K. and Pekka K. (2008) in the book with title *Theories of Perception in Medieval and Early Modern Philosophy* argued that humans are created differently, each individual has different perspectives. The existence of differences between individuals with each other by liking one object and some of them who do not like the object. It will depend on how the individual responds the object with its perspectives. According to S. P. Robbins, perception can be defined as “the process by which individuals manage and translate their sensory impressions in order to giving meaning to their environments.” or in simple words, the researcher can say that perception is the act of seeing what is there to be seen. Same as Aristotle opinion about perception is the associated with change in sense-organ and this is caused by the object of the perception. Based on the opinion, the researcher gives an argument about Aristotle’s theory of perception that changes in the sense-organ and that is caused by the object perception which means that everyone has their own point of view each depends on theirs object, either feelings of likes or dislikes on theirs object. The first section I have explained that every human being has an opinion or feeling each depends on their object, for the example, there are three judges who are choosing a singer audition. There was a lady who was singing in a melodious and good voice, but there was only one jury who preferred the singer, while the other two juries did not really like the

singer because in their opinion, her voice could be said standard. From the example here can be concluded that everyone can have different opinions and emotions by seeing at one object. By specifying the object has been listed in Chudler's theory in his book of *Sensation and Perception* (2003) that is perception is the awareness familiarity regarding what we sense. In fact, most behaviours, attitude, and adjustments are determined by their own responses. According to Chairunnisa, in the process of perception, there are three main components are follows: (a) Selection is the process of filtering by the sense and stimuli from the environment, the intensity and type in this process can be many or few; (b) Interpretation is the process to organize the information so it has a meaning for someone; (c) Interpretation and perception are translated into behaviour as a reaction. Therefore, the process of perception is the selection, interpretation, and rounding up the information. In this case, the researcher limits only in perception from students toward their learning process. Montague said that students' perception is the student feeling about something. Here, this research would like to know deeply the students' perception of the implementation of e-learning by using Quizizz.

#### b. The Importance of Perception

Generally, perception is a subjective, active, and creative process through which we translate meaning to sensory information to understand ourselves and others. Perception not only creates our point-of-view, but it also allows us to act and react within our environments. Perception is very important in understanding human behavior because each individual sees the world and approaches life issues in an unexpected way. Whatever we see or feel is not really equivalent to it truly is. If the individuals behave on their recognition, we can predict their conduct in the changed conditions by understanding their current impression of the environments. With the

help of perception, the needs of various individuals can be determined, individuals' perception is influenced by their needs. It is vitally important because individual's behavior is based on their point of view of what reality is, not on reality itself. The world as it is perceived is the world that is important for comprehending human manner.

In knowing the perception of students is very important because it also means for lecturer and the students to evaluate after knowing the results of students' perception. As stated by Chen in "*Student Evaluation of Teaching Effectiveness*" (2003), the students' perception is really important for evaluating the teaching effectiveness. As supporting by Petegem's study in "*Students' Perception as Moderator for Students Wellbeing*" (2000), the student perception is the important account to measure the learning outcomes. After knowing the students' perception, lecturers can change what is not preferred by students and can improve what has been liked by students. Freiberg and Stain stated that the students' perception is the solution of components and indicators of explaining the classroom conditions. Therefore, students' perception is very important not only for estimation but also for development purpose of teaching and learning strategy.

### c. Types of Perception

In classifying students' perception, there are kinds of perception divided into two, they are; positive and negative. Self-perception must act by all personal thinks with their capabilities. It is also predicate by the reaction of others.

- 1) Positive perception comes from the individual satisfaction about certain object that becomes their source response, the individual knowledge and the individual experience of the object perceived. According to Van

Pategern et al, positive perception is valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

- 2) Negative perception comes from the individual dissatisfaction about certain object that becomes their source response, the individual knowledge and the individual experience of the object perceived. According to Van Pategern et al, Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

#### d. Principles of Perception

Slameto (2010: 105) has divided the principles of perception into four, those are follows:

- 1) Perception is relative not absolute. In relation with the relative perception, the first stimulus gives bigger impact than the next one.
- 2) Perception is selective. A person's ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the most attractive thing.
- 3) Perception has arrangement. Perception has arrangement because people receive the stimulus in the form of relations.
- 4) People perception may be different. The different can be explored in differences individually, behavior, attitude, and motivation.

### **2.1.2. E-Learning**

Some definitions have been formulated by the experts to explain what e-learning is. Naidu in "*E-Learning: A Guidebook of Principles, Procedure, and Practice*" (2006) explained that e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning. In addition, by Neda in the book of "*Effect of E-learning*

on *Language Learning*” (2011: 465) defined that as application of electronic system such as internet, computers, and multimedia that their aims to reduce the amount of expenses. According to Fee in “*Delivering E-Learning*” (2009), E-learning is approach to learning and development a collection of learning method using digital technology that enable distribute and enhance learning. From those above definitions, it can be concluded that e-learning deals with the use of electronical media based on technology in transferring or supporting teaching and learning process.

a. Approach of E-Learning

Based on the book entitled “*E-Learning Methodologies*” by Beatrice (2011), there are two general approaches to e-learning are follows:

1) Self-paced

Self-paced is an approach which is learning content is developed according to a set of learning objectives itself. In this approach, the students are free to learn at their own pace to define personal learning based on their own individual needs and interest and a learning provider do not have to schedule, manage and track the students through the process. When self-paced e-learning is offered through an internet connection, there is the potential to track the students in central database.

2) Facilitated/Instructor-led

Facilitated/Instructor-led is e-learning approach which is learning content for individual study can be integrated by the teachers. The students, facilitator and instructor can communicate and work together through forum discussion, email, chats. In this approach, the curriculum is developed to integrate several learning content and activities of a course.

b. Component of E-Learning

There are two components include in e-learning by Beatrice, there are:



#### 1) E-Learning Contents

E-Learning contents include simple resources or non-interactive resources, e-lesson, and electric score. Simple learning resources such as documents, power point presentation, video or audio files. So, the students can only read or watch the content. Otherwise, E-lesson is sequence of screens that include text, animations, graphics, and pictures interactivity in the form of questions and feedback, also include text for reading in a specific topic. Last, Electronic simulation is a specific form of web-based training that brings the students to analyze the real problem.

#### 2) E-Tutoring

E-tutoring is an individual teacher who support and gives feedback to the students through online tools. E-tutoring helps the students to improve their performance by improving understanding, responding to the student problems, challenging the students and providing feedback. According to Donald Clark "*E-Tutoring: Part of Learning Technologies*" (2015), there are some combinations in e-tutoring such as e-tutoring as administrator, e-tutoring as facilitator, e-tutoring as subject matter expert and e-tutoring as assessor.

#### c. Function of E-Learning

According to Sudirman Siahaan (2002), there are three functions of e-learning in learning process are follows:

##### 1) Supplement

E-learning becomes supplement if the students free to choose whether they will use for search a new material or not. The students do not have to access e-learning materials. Despite its optional, the students will certainly have additional knowledge.

##### 2) Complement

E-learning becomes complement if the material of e-learning is designed to complete the material that accepted by the students. The material designed for enrichment and remedial learning materials. E-learning materials are called enrichment if the students can understand and master the materials delivered by the teacher rapidly are given the opportunity to access e-learning materials that are developed for them. The aim is to further strengthen the students mastering.

### 3) Substitution

E-learning becomes substitution if the students can control or manage the learning process based on the time and another daily activity flexibly. There are some alternative models of learning activities are follows: (a) completely face-to-face (conventional learning); (b) partly face-to-face and partly via internet; (c) completely use the internet. All the models of learning activities get the same assessment. If the students can do their learning program through conventional, completely use the internet or even the teacher will provide the same confession. It is very useful for the students to do their learning

### d. Characteristic of E-Learning

According to Rusman (2013), there are some characteristics of e-learning, they are follows:

- 1) Interactivity, in e-learning it means that the available more communication channels either directly such as forum, mailing list.
- 2) Independency, the intent of independency is flexibility in aspect of prevision time, place, teacher, and materials. So, it causes learning to be student-centered.
- 3) Accessibility, learning resources become easier to be accessed through internet networking with a wide access than the distribution of learning resources in conventional learning.

- 4) Enrichment, learning activity and materials presentation is used to enrichment. It allows the use of technological device such as streaming video, animation, and stimulation.

e. Implementation of E-Learning

In the execution of e-learning needs an organized and paced program of online activity to be successful. Gilly Salmon argued that there are five stages of e-tivities or online activities in classroom, are follows:

1) Access and Motivation

Access and motivation are the first stage which help the students become familiar with the online setting by learning how to use course software.

a. Access is the activity to help students require individual access in using the communication tools. In this stage, the teacher should give interesting introduction to use an e-learning platforms and acknowledgment to the students feeling during learning process use technology because there are students maybe unfamiliar with the use of technological in learning process. Therefore, access facilitate the students to start and encourage them in learning process habitual.

b. Motivation is the activity did by the teacher to handle the negative feelings and emotions when students become frustrated because their technological problems. In online learning process, the students may be embarrassed when they got some problems in using e-learning platforms, the teacher's role is work with the technical staff to resolve the issues about e-learning. The teacher can alleviate the students' anxiety by sharing email messages to support and motivate the students. According to the article "*First Principle of Motivation to Learn E-Learning*" by Keller (2008), the students' motivation is considered a crucial factor for success in online learning environment.

2) Online Socialization



Online socialization is activity which builds foundation for online community by using short activity that cultivate trust between students. In this stage, the students create an identity online and findings others to interact. Furthermore, the students' relationship will grow and individual assignment when they share their stories and ideas.

3) Information Exchange

Information exchange is the activity is provided by the teacher to train students to interact in the learning process. In this stage, the teacher should utilize e-platforms to design the assignment that make the students active in learning process. The students need assignment that give them opportunities to explore, otherwise, the teacher can share the score in the results of online assignments.

4) Knowledge Construction

Knowledge construction is the activity which make the students construct their critical thinking skill. In this stage, the teacher develops the activities to help the students to use higher critical thinking skill and become independent learners. Therefore, knowledge construction is activity which can build students' knowledge through the process of getting the results.

5) Development

Development is the activity which help the students review what they have learned by themselves. In this stage, represents the development of the new cognitive skills that enable students to learn, monitor, and evaluate their thinking. The teacher selected activities that encourage reflective thinking by sharing the problems to test assumptions. The students must explore how to integrate their online discussions into other forms of learning and reflect on their learning process. The students also catch the way from the system that help them achieve their learning goals.

### 1.1.3. Quizizz Application

According to Ankit Gupta as the CEO and Co-founder of Quizizz stated that Quizizz provides a learning platform to motivate students to learn via game-design elements, self-paced questions and instant feedback. To play, the teachers can use their own content or choose from millions of educator-created quizzes. There are some features such as points, customizable memes and an optional leaderboard personalize the experience for each class. Students can also engage from any devices, whether from smartphone or computer.

Quizizz is a game-based educational application, which brings multiplayer activities to classroom and makes in-class exercises interactive and fun. Using Quizizz, students can do in-class exercise on their electronic devices. Unlike, other educational apps, Quizizz has game characteristics such as avatars, themes, memes, and music which are make the application more entertaining in the learning process. Quizizz also allows students to compete with each other and motivates them to study. Students take the quiz at the same time and see their live rankings on the leaderboard appeared. The lecturer can monitor the process and download the report when the quiz is finished to evaluate students' performance. Using this application in the ESP Classroom can help stimulate students' interest and improve students' engagement. As supporting by MacNamara & Murphy (2017) in the journal of "*Online vs Offline Perspectives on Gamified Learning*", Quizizz is an educational app that applies the concept of gamification. The colorful interface, avatars, and music provide students a similar experience as a game does. After students answer each question, Quizizz will show pictures with memes to tell whether the answer is right or wrong. This is treated to the students with fun learning.

A. The Basic Operation of using Quizizz

To take a Quiz in Quizizz, the students have to browse over to Quizizz.com// join or directly download Quizizz Application, then enters in the code access provided by the lecturers. They have to enter their name and the quiz begins. The questions are shown on each individual device along with multiple choice answer. The students proceed through the questions at their own pace, and the quiz can earn points for correct answers.

During the quiz, the lecturer can see a running report of students' answers. At the end of the quiz the system provides a spreadsheet of students answers to the teacher, allowing them to use those answers to plan future instruction. Students can even take Quizizz as a part of an assignment given in Google Classroom, their responses and scores will save back to the class when they are finished the quiz.

#### B. The Advantages of Quizizz

There are some advantages by using Quizizz as a media in teaching learning process, are follows:

- 1) The flexibility of Quizizz is the best feature of this e-platform based on gamification.
- 2) It has blog section that highlights new features or techniques for using the platforms.
- 3) Quizizz has a Teacher Resource Section that includes a 1 page get started guide, training presentation, help center for beginner user.
- 4) You do not need to create the question on a board or screen. Each student has access to choose their own question and answer game play.
- 5) Lecturers can analyze the students' report and monitor students' progression
- 6) There are fun memes which added to questions once they are answered. These can be customized to fit your classroom

community, school environment, or classroom content and provide positive feedback for the students.

- 7) Quizziz can also be used for fun trivia test to refresh learning materials.

#### C. The Disadvantages of Quizizz

On the other hand, Quizizz still have some disadvantages, such as:

- 1) There is a limit in the type of questions. It is perfect for facts and recall, but not conducive for more elaborate questioning.
- 2) When working with technology, the problems are generally in internet access which is limited. This platform could be a problem when there is a system access error. It has to high connection network to make it swift.

## 2.2. Review of Previous Study

There are some studies that have been conducted related with this research. The researcher will review those studies. The first, study about “*The Effect of Kahoot, Quizizz, and Google Forms on the Students’ Perception in the Classroom Response System*” by Chaiyo & Nokham. This paper conducted the research aimed to investigate of using Kahoot, Quizizz, and Google Forms in classroom on how the students’ perception of concentration, engagement, enjoyment, satisfaction, and motivation. The findings of this research is the students learned something from doing quiz from it and there are significance differences in the concentration, engagement, enjoyment, motivation, and even satisfaction. So, the differences in the previous study with this current study is this study only focus students’ perception towards the implementation of e-learning by using Quizizz without comparation with another application.

Second research is thesis entitled “*Students’ Perception of Kahoots’ Influence on Teaching and Learning.*” by Licorish et al. This study overall presents outcomes of research that examined students’ experience using game-based student response

system. The research conducted semi-structured interviews. The findings revealed that Kahoot encourage the quality of students' learning in the classroom.

Another research is done by Nuha Alwurais entitled "*Advantages and Challenges of Using e-Assessment*". This research discussed the advantages and obstacle of using e-Assessment in learning for different domains. The result of this research is there are two points in classroom interaction, aspect, and pattern. Moreover, there are some advantages but also there is obstacles when conducted e-Assessment such as poor technical infrastructure and unfamiliar students with computer problem.

