

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Definition of Perception

Perception encompasses the array of processes through which we identify, arrange, and interpret stimuli within our surroundings. The primary divergence between the two principal theories of perception lies in their respective emphasis on the significance of sensation and higher cognitive functions in the perceptual process. Through perception, individuals can discern the conditions of their surrounding environment as well as glean insights into matters of personal concern. Put simply, perception occurs when individuals receive stimuli and interpret the outcomes of their observations to comprehend their environment and its pertinent aspects (Sunaryo, 2004)

Perception involves the integration of meaningful stimuli received by individuals or organisms, functioning as an internal activity within them (Walgito, 2004). It serves as a conduit for delivering informational messages to the human brain, enabling continuous correlation with the environment (Slameto, 2010).

This correlation occurs through the utilization of the senses—sight, hearing, touch, and smell. Essentially, perception constitutes the processes through which individuals become cognizant of and interpret environmental information, utilizing their five senses to gather data. Consequently, perception entails experiencing and comparing information with past encounters, employing the senses to pay attention

to or comprehend something (Walgito, 2004). Human perception can be categorized into two realms: perception of the physical environment and social perception, with the latter focusing on human interactions (Mulyana, 2008). It encapsulates the conscious mental processes engaged in understanding the surrounding environment, signifying the comprehension of stimuli detected through sensing objects, events, and their interrelations, which are then processed by cognitive faculties (Koentjaraningrat, 2011:99).

The perception of the physical environment is not the same, in the sense that different, because it is influenced by some factors, among others:

1. Background experience
  2. Cultural background
  3. Background psychological
  4. Background values, beliefs, and expectation
  5. Condition the tool's factual senses in which the information is up to the person it is through that door.
- b) The perception of the human

Human or social perception refers to the cognitive process through which individuals apprehend social stimuli and occurrences within their surroundings. Each person possesses a unique interpretation of the reality surrounding them, indicating diverse perceptions of their environment. In this study, perception is delineated as the stimuli individuals receive when deciphering environmental information via their senses—namely, sight, hearing, touch, and smell—enabling them to comprehend their surrounding milieu.

### **2.1.1 Types of Perception**

Perception is not confined to a single moment but extends across past, present, and future contexts. It is categorized into three temporal types: past, present, and future perception. Past perception involves reacting to stimuli based on past experiences, forming impressions linked to prior observations. Present perception, also known as imaginative perception, occurs in the moment. Lastly, future perception, or initiative perception, involves responding to stimuli by envisioning future outcomes. In essence, perception encompasses temporal dimensions—past, present, and future—as well as individual sensory modalities such as visual, auditory, motoric, tactile, and mixed perception.

Perception refers to the process of sensing and comprehending stimuli, including images, ideas, or beliefs. It is shaped by our senses, and individuals respond to stimuli by forming judgments or assessments. These assessments may involve distinguishing between groupings or focusing on particular aspects. For instance, students in a learning environment may differentiate between study materials and remain focused on learning goals despite distractions from peers. Furthermore, perception is influenced by various factors, including psychology, family background, cultural upbringing, and personal motivation.

In this study, perception is defined as the manner in which individuals interpret sensory impressions to understand their surroundings. Each person's perception is unique, influenced by factors such as psychology, family dynamics, culture, and motivation. The research underscores the diverse nature of perception,

emphasizing its temporal dimensions and the individual's sensory responses, which encompass visual, auditory, motoric, tactile, and mixed modalities.

### **2.1.2 Process of Perception**

Perception is not a straightforward occurrence; rather, it involves several psychological processes that shape how we perceive stimuli. These processes encompass stimulation, registration, interpretation, and feedback. Among these, interpretation holds particular significance as it dictates how individuals understand stimuli. Each learner undergoes a unique cognitive process in interpreting stimulation, influenced by factors such as motivation, experience, and personality. Consequently, individuals develop their own perceptions of various stimuli.

The final stage of perception is feedback, where information is interpreted and reactions are formulated. These reactions can be either positive or negative, depending on numerous influencing factors. Negative reactions may lead to attitudes such as rejection, disagreement, prejudice, or even rebellion toward the stimulus. Conversely, positive interpretations result in favorable attitudes or manners toward the stimuli, including acceptance, pleasure, or respect.

In summary, perception entails a comprehensive process beginning with stimulation, followed by the registration of information, inner cognitive processes shaped by motivation and experience, and culminating in decisions regarding reactions to the stimuli.

### **2.1.3 Factors Affecting Perception**

Based on (Miftah Toha, 2011), some factors affecting the perception are different from each other:

1) Internal factors

feelings, attitudes and individual personality, prejudice, desire or expectation, attention, learning, physical, psychiatric disorders, values, and needs are also individual self-interest and motivation.

2) External factors

family background, information obtained knowledge and culture, intensity, size, presence, repeated movement of things  
-new and familiar.

Perception is separated into two factors, the first internal and external factors.

1) Internal factor. Factors that influence the individual, there are several factors, including:

a) Physiological. Information enters through the senses, and then the information received will influence and complement the business Give meaning to the environment. The capacity of the senses is different for each person to understand so the interpretation of the environment may also differ.

b) Attention. Individuals require a certain amount of energy released paying attention to or paying attention to physical forms and mental features existing on an object. everyone's energy is different attention to objects is also different and this will affect the sense of something.

c) Interest. The perception of something depends on how much energy or perceptual alertness is induced to feel. Perceptual attention is a person's tendency to pay attention to a certain type of incentive or it can be called interest.

d) Needs that are in the same direction. This factor can be seen from how strongly a

person searches for an object or message and answers accordingly.

- e) Experience and memory. This can be said to depend on experience memory in the sense of the extent to which a person can remember past events to detect stimulus in the broadest sense.
  - f) Mood. Emotional state affects the behavior of a person, it is mood that shows how a person sometimes feels which can affect how a person is capable of receiving, responding, and remembering.
- 2) External Factor Features that affect perception are the environment and the objects involved in it. These elements are subject to change how and what affects a person's view of the world around them one feels or accepts it. while external factors affect perception are:
- a) Size and placement of object of stimuli. This factor suggests that the bigger the relation of an object, the easier it is to understand it. This form will affect the person's perception and seeing. It will be easy to pay the personal item size form attention, in turn, shapes perception.
  - b) Colors of objects. Objects with more light will be easier to understand (perceive) than those with little.
  - c) Unique and contrast of the stimulus. extrinsic incentives whose presence stands out against the background and surrounds, and which will pique others' curiosity absolutely beyond their expectations.
  - d) Intensity and strength of the stimulus. will stimulate the external environment if it is watched several times, it becomes more significant than if it is simply viewed once. The power of an excitation is the power of an item that can influence perception.

So, according to the previous concept, perception exists because it is caused by two variables: external and interior forces. As previously stated, internal variables are those that may influence an individual's intrinsic views, whilst external factors are those that can influence the perceptions that result from them. The environment and the items that are a part of it.

## **2.2 Learning Media in Teaching English**

### **2.2.1 Definition of Learning Media**

Learning media refers to the physical and technical tools utilized in the teaching process to aid educators in conveying subject matter effectively to students, thus facilitating the attainment of learning objectives. These tools possess specific characteristics that can be tailored to suit the context of the lesson, ensuring efficient message delivery.

Integral to the educational realm, learning media plays a crucial role in the teaching and learning process, serving as a conduit for transmitting information from sender to recipient. By stimulating students' thoughts, emotions, attention, and interests, learning media enhances the learning experience and contributes to the achievement of learning goals. In essence, media serves as an intermediary for information dissemination, while learning media serves as educators' tools to facilitate comprehension and efficiency in achieving learning objectives.

### 2.2.2 WhatsApp Application

The availability of knowledge is ubiquitous, with one accessible format being WhatsApp. This platform proves immensely beneficial for students in acquiring learning-related knowledge, both within and beyond the classroom. Through WhatsApp, students can freely express their thoughts and receive prompt feedback from teachers, fostering engagement and facilitating student-centered learning. The platform's features, such as multimedia sharing, enable diverse forms of expression, including images, videos, web links, and recordings.

WhatsApp offers numerous advantages, as detailed on its official page:

- a) No Additional Costs: Utilizing internet connections, WhatsApp enables users to send messages and make calls without incurring additional fees.
- b) Multimedia Capability: Users can engage in free calls and exchange multimedia content, enhancing communication possibilities.
- c) Group Chat: Facilitating group conversations, WhatsApp allows seamless communication among multiple users.
- d) WhatsApp Web: Users can access WhatsApp messages directly from their browsers or computer browsers.
- e) No International Fees: Sending international messages incurs no additional charges.
- f) Absence of Username and PIN: WhatsApp operates with telephone numbers, integrating seamlessly with users' address books.
- g) No Login or Logout Required: WhatsApp remains connected to the device, eliminating the need for frequent login/logout procedures.

h) Connect With Contacts: Users can easily connect with contacts saved on their phones.

i) Additional Features: WhatsApp offers features such as location sharing, contact exchange, special notification tones, chat history saving, and broadcast messaging.

j) Media Sharing: Users can share photos, videos, documents, and voice messages.

These features make WhatsApp a versatile platform for instant messaging across various operating systems, facilitating communication and knowledge exchange without additional charges beyond internet connectivity.

To use WhatsApp effectively in teaching English, the following steps are recommended:

a) Download and open the WhatsApp messenger application from the Google Play Store or Apple Store.

b) Create a study group to serve as an online class platform for material provision, training, and assignments.

c) Invite students to join the online classes either individually or through a provided link.

d) Record attendance using Google Forms.

e) Develop a schedule and learning plan.

f) Engage in online learning activities with students.

g) Provide material and assignments to gauge student understanding and assess learning outcomes.

While WhatsApp offers several advantages, including faster information

exchange and the creation of new communication patterns, it also presents some drawbacks. These include its predominant use for non-formal communication among high school students and occasional network disruptions leading to miscommunication.

In summary, WhatsApp serves as a valuable tool for facilitating communication and knowledge exchange in education, offering numerous advantages while also posing some challenges that require careful management and consideration.

## **2.3 Online Learning**

### **2.3.1 Definition of Online Learning**

The Internet has become increasingly popular as a valuable resource for both learning and teaching, facilitating the sharing and access of information among students and educators (Richard & Haya, 2009). Online learning encompasses any learning process that occurs partially or entirely over the internet. It represents an evolution of distance learning, emphasizing the integration of education, teaching, and learning with information and communication technology (ICT) (Abaidoo & Arkorful, 2014).

Online learning involves educational activities conducted electronically, enabling students to balance full-time work commitments with their studies. It fosters global communication and collaboration among students, allowing them to interact with peers worldwide and customize their learning environments (Abbad, 2009). Ultimately, online learning offers an accessible and cost-effective means of

education, conducted entirely over the internet.

### **2.3.2 The Use of Online Learning in Education**

Media plays a crucial role in the teaching and learning process, serving as a key component to achieve instructional goals. Its utilization becomes particularly significant when aiming for improved learning outcomes or higher academic achievements. Instructional media serves as a conduit for effectively transferring knowledge to students, enhancing their understanding and engagement. The significance of employing media in teaching lies in its ability to assist students in their studies and streamline the teaching and learning process, rendering materials more engaging, tangible, and comprehensible.

Online learning represents a novel approach in education, characterized by advancements in information technology and multimedia resources. It leverages these technologies to enhance the quality of learning experiences. Notably, online learning offers substantial benefits to both educators and learners. It enables students to pursue education without disrupting their busy schedules, as evidenced by studies like that of Borstorff & Lowe (2007).

In today's educational landscape, online learning emerges as a viable alternative, particularly amidst the need for adaptable solutions. It provides flexibility and convenience without compromising on educational quality. Embracing online learning facilitates the attainment of diverse learning objectives, as highlighted by Ananga (2020).

## 2.4 Previous Study

Previous research has demonstrated the effectiveness of utilizing the WhatsApp application as a tool for student learning, as evidenced by several studies:

Izyani binti Mistar (2016) explored "Students' Perceptions of Using WhatsApp as a Learning Tool in ESL Classrooms." Her research emphasized the significance of WhatsApp in enhancing language learning and proficiency among students. While her study focused on students' perceptions in ESL classrooms using questionnaires, this current research specifically examines students' perceptions of WhatsApp's role in teaching English, employing interviews and documentation as data collection methods. Both studies share a common interest in leveraging WhatsApp to improve English learning.

Noer Intan Br Gurusinga (2018) investigated "The Contribution of Chat Using WhatsApp on the Students' Ability in Developing Writing." This study aimed to assess the impact of WhatsApp chat on English writing skills among students at Uinsu. While focusing on English writing development among students, this research differs in its scope, examining the contributions of WhatsApp to 11th-grade students' online learning. Nevertheless, both studies underscore the utility of WhatsApp in enhancing language skills.

Nchindo Richardson Mbukusa (2018) explored "Perceptions of Students on the Use of WhatsApp in Teaching Methods of English as a Second Language." This study investigated how WhatsApp serves as an innovative teaching method to engage students and enhance learning outcomes in English as a second language.

Although his research focused on tertiary students' perceptions using questionnaires, this current study targets 11th-grade students' perceptions of WhatsApp's role in online learning. Despite differing academic levels, both studies recognize WhatsApp's potential to foster student interest and learning engagement.

In summary, while previous research has examined WhatsApp's utility in language learning contexts, this current study specifically investigates 11th-grade students' perceptions of WhatsApp's role in online learning at SMK Negeri 4 Pandeglang. Despite variations in focus and methodologies, these studies collectively highlight WhatsApp's potential as a valuable tool for enhancing student learning experiences.