

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

According to Sarwano (2010: 86) perception is the interpretation of focusing on particular objects. It means that object is needed to create perception, but it does not mean that the perception will happen in simple way as the individuals only look at the object and then give perception. Perception itself happens when the individual gets stimulus outside with other organs assistance, then it goes to brain. There is a thinking process inside brain, and finally it becomes a kind of understanding. This kind of understanding can also be called perception.

Mozkowitz *et al* as cited in Walgito (2010: 54) explained that the perception is a complex process, those are:

a. Physical Process

It is the process when an object arouses stimuli caught by receptor; this process is called as sensation.

b. Physiological Process

It is the process of sending stimuli to the brain by sense organ.

c. Psychological Process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

So, based on the various definitions of perceptions we can know that perception is process when human senses receiving stimuli about their environment and then their brain will interpret the meaning of the stimuli to create their own perception.

2. Students Perceptions

Ahmad (2009) suggested that students' thinking and perception functions as a mirror that can be used by both teachers and students to reflect upon their learning and teaching. Similarly, Sajjad (2000) argued that students' perception and rating about the interesting and effective teaching methods is a way to suggest improvements in teaching learning process. Therefore, it can be concluded that to reflect teaching learning process, it can be done not only through assessment test, but also through knowing students' perceptions.

Knowing students' perception is important, because it provides the information about learning process experienced by students. As the result, teachers can use this information as the directions for their future improvement in handling classroom situation.

Related to the students' perception, Slameto (2010: 54-72) suggested the factors that influence the students' perception into two following categories, those are:

a. Internal Factor

Internal factor which comes from an individual. This factor is divided into two categories, those are:

1) Physical Factors

a) Health Factors

Health means that the people are in a good conditions and free from disease. Learning process will be disturbed if someone suffers from disease. In order to make the students study well, they must keep their health by regularly exercising, sleeping, resting, and eating nutrition food (Slameto).

b) Physical Defect

Physical defect is something causing our body uncompleted. This defect can disturb the students to study. For example: blind, deaf, etc.

2) Psychological Factors

a) Intelligence

Chaplin as cited in Slameto (2010: 55) defines intelligence into three categories, (1) those are the ability to meet and adapt new situations quickly and effectively, (2) the ability to use abstract concepts effectively and (3) the ability to conceive relationship and learn quickly.

b) Attention

Attention is an important factor that supports teaching learning process. This process will be effective if students have a good attention on the teaching materials. In order to get good attention, teacher has to design teaching materials as effective as possible.

c) Interest

Hilgard in Slameto (2010: 57) defines interest as persisting tendency to pay attention and enjoy some activities. Interest has big influence in teaching and learning process because when a student lack of interest they will lose their desire to study. For that reason a teacher should deliver such kind of activity related to the teaching materials based on the students' interest.

d) Aptitude

Aptitude is the ability to learn, it will develop after they learn and practice certain skill. If teaching material suitable with students' aptitude they will motivate to study hard.

e) Motive

Motive is a factor that influences the learning objective. Drever defines motive as the effective factors which determine the direction of an individual's behavior towards a goal.

f) Readiness

Readiness is preparedness to respond or react. The students' readiness is based on their maturity. Furthermore if they have readiness to study they will get better learning achievement.

b. External Factor

It is a factor coming from outside of an individual. There are several factors which influence the students to learn, those are:

1) Family Factor

Family is the first place for children to get education. Family condition, parents' affection, cultural background, economic matter can influence the students' motivation to learn.

2) School Factor

a) Teaching method

Method is the decision at which choices are made about the particular skill to be taught, and the order which the content will be presented (Richards, 2006: 19). In fact, there is no best teaching method will increase students' motivation to learn harder.

b) Curriculum

Curriculum is a description of the activities and meaningful situation through which the language item still be introduced and practiced (Finocchiaro, 1974: 37). Based on the definition, it can be concluded

that in curriculum there will be a decision about what should be taught in an institution, classroom, academic department or other instructional situations. A good curriculum must concern about the students' need in the teaching learning process and what the teacher taught in the classroom.

c) Teacher

Teacher as a facilitator is a decisive factor for success of teaching and learning process, because a teacher mostly decides what is usually done in the classroom. The decision are including the selection of teaching methods, teaching techniques, teaching procedures, learning materials, and the use of media or teaching tools.

d) Relationship between students

Creating good relationship between students will give positive effect among student in learning phase.

e) School Atmosphere

Creating comfortable atmosphere is important to support teaching and learning activity, it will disturb teaching learning activity if teacher do not create a good learning atmosphere.

B. Learning

1. Definition of Learning

According to Abbot J (1994) as cited in Watkins *et al* (2002), learning is reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge. Brown (1987:6) as cited in Sabatova (2008) explained that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Furthermore, brown conclude the defininition learning as follows:

- 1) Learning is acquisition or “getting.”
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent, but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior. (Brown, 1987: 6, Sabatova, 2008:10)

2. Types of Learning

The first general category within the processes of learning comes from the work of educational psychologist Robert Gagné⁵ (was an American educational psychologist best known for his "Conditions of Learning") who demonstrated the importance of identifying a number of types of learning which all human beings use. Brown (1987) differentiates several types of learning that vary according to the context and subject matter to be learned

(Vijaylakshmi *et al*, 2016). Brown (1987:79, as cited in Vijaylakshmi *et al*, 2016:2) identifies types of learning, they are:

- 1) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects or events.
- 2) Principle learning. In simplest terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.
- 3) Problem solving. Problem solving is a kind of learning that requires the internal events usually referred to as “thinking.”

C. Learning Style

1. Definition of Learning Style

Research has reported that human beings learn differently due to their diverse cultural, biological and psychological backgrounds (Reiff, 1992 as cited in Choudary, 2011). Learning styles are defined as "an individual's natural, habitual, or preferred way(s) of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area" (Kensella, 1995 cited in Ali, 2005, p. 253 as cited in Choudary, 2011). Felder (1995: 21) as cited in Choudary (2011) has stated that “the ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style”

Learning style is the way in which each learner begins to concentrate on, process, absorb, and keep new and difficult information (Dunn and Dunn, 1992; 1993; 1999, as cited in Pashler *et al*, 2009). The interaction of these elements occurs differently in everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long term memory. It is important to use a comprehensive model of learning style that identifies each individual's strengths and preferences that cover all aspect of physiological, sociological, psychological, emotional, and environmental elements. (International Learning Styles Network, 2008, as cited in Pashler *et al*, 2009).

2. Learning styles Model

Large number of researchers clarify learning styles in different perspectives. Here are some of the model:

1) Nunan's Model

David Nunan (1991) as cited in Alan (2015) classifies language learners into four categories according to the ways learners learn or expose to a language. They are: *concrete learners*: concrete learners are those learners who employ very direct means of gathering and processing information. They record information using their senses, i.e., sight, smell, touch, taste, and hearing. *Analytical learner*: analytical learners are those learners who have cognitive capability to analyze carefully and

demonstrate great interest in structures. They reveal their independence by performing these things themselves. They like to study individually, find their own mistakes and work on assigned task problems. *Authority-oriented*: These learners like their teacher to explain everything to them. They tend to write everything in their notebook, prefer to study grammar rules and learn by reading. *Communicative learners*: Communicative learners tend to follow communicative and social learning approach. These learners prefer learning a language by watching, listening to native speakers, talking to friends in English and watching television in English. They are interested in using English outside class, learning new words by hearing and learning by conversation.

2) Kolb's Model

Kolb (McLeod, 2013) as cited in Alam (2015) opines that different people adopt different learning styles. Kolb's categories are: *Diverging*: Learners of this category are sensitive. They prefer to watch rather than do, tending to gather information. These learners perform better in situations that require ideas-generation, for example, brainstorming. Learners with the diverging style prefer to work in groups. *Assimilating*: They prefer a concise, logical approach. They require clear explanation rather than practical opportunity. They are more interested in ideas and abstract concepts. Learners with this style prefer readings, lectures and exploring analytical models. *Converging*: Learners with a

converging learning style can solve problems and use their learning to find solutions to practical issues. They like to experiment with new ideas and to work with practical applications. *Accommodating*: These learners rely on intuition rather than logic. Learners with an accommodating learning style tend to rely on others for information. They prefer to take a practical approach. They tend to be attracted to new challenges and experiences.

3) Fleming's VARK Model

VARCK stands for Visual, Aural, Read/Write and Kinesthetic respectively. Fleming (2001) as cited in Alam (2015) proposed the VARCK model. According to Fleming, Visual learners prefer maps, charts, graphs, diagrams, highlighters, different colors, pictures and word pictures. Aural learners like to explain new ideas to others, discuss topics with other students and their teachers, use a tape recorder, attend lectures etc. Read/Write learners prefer lists, essays, reports, textbooks, definitions, printed handouts, readings, web-pages and taking notes. Kinesthetic learners like field trips, trial and error, doing things to understand them.

4) The Dunn and Dunn model

One of the most widely used and well researched models is the Dunn and Dunn model (Dunn, Dunn and Price 1975, 1992, 1993 as cited in Vijaylakshmi *et al*, 2016). Given and Reid (1999) as cited in Vijaylakshmi *et al*, (2016) merged several approaches to personality and learning styles into one comprehensive model for teaching and learning. The model utilizes Dunn and Dunn's (1993) five learning style domains for the structural framework. The Dunn and Dunn model contains five learning style domains and twenty one elements of learning style – these are shown below: environmental (sound, light, temperature, design); emotional (motivation, persistence, responsibility, structure); sociological (learning by self, pairs, peers, team, with an adult), physiological (perceptual preference, food and drink intake, time of day, mobility), and psychological (global or analytic preferences, impulsive and reflective).

As cited in Vijaylakshmi *et al*, (2016), Reid and Given (1999) developed an interactive/observational framework to obtain information on the students style and potential areas of difficulty. Summary of the Interactive Observational Style Identification (IOSI) (Reid 2005) is shown below: motivation, persistence, structure, social interaction, communication, modality preference, sequential and simultaneous learning, impulsive and reflective, physical mobility, food intake, time of a day, sound, light, temperature, furniture design, meta cognition, prediction, feedback.

D. Assessment

1. Definition of Assessment

Hood and Johnson (1993:6) as cited in Yusuf (2015) stated that, Assessment procedures refers to “any method used to measure characteristics of people, programs, or objects” meanwhile Friedenber (1995:5) said that assessment is any procedures used to gather information about people. Brown (1983) explained that assessment is any systematic basis for making inferences about characteristics of people, usually based on various sources or evidence; the global process of synthesizing information about individuals in order to understand and describe the better.

Johnson and Johnson (2002:6) as cited in Yusuf (2015) said that assessment is collecting information about quality and quantity of a change in a student, group, teacher, or administrator. Arends (2001:194) stated that assessment is the process of collecting a full range of information about students and classrooms for the purpose of making instructional decisions. Furthermore Kizlik (2008) explained that assessment is a process by which information is obtained objective to some known objective or goal.

Huba and Freed (2000) as cited in Yusuf (2015) explained that Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences and The process culminates when assessment

result are used to improve subsequent learning. Elliot (1996) as cited in Yusuf (2015) said that by assessment we mean the process of gathering information about a student's abilities or behavior for the purpose of making decisions about student. As cited in Yusuf (2015), in line with Elliot (1996), Wren (2000) said that assessment provide teachers with information to develop appropriate lessons and to improve instructions for all students.

UNESCO (2008) as cited in Yusuf (2015) explained that assessment is a process by which information is obtained relative to some known objective. Assessment is a broad term that includes testing. (BuketAkkoyunto, Hacettepe University, Faculty of Education, UNESCO 2008). Upcraft and Schuh, 1996: 18 as cited in Yusuf, 2015) explained that assessment is any effort to gather, analyze, and interpret evidence, which describes institutional, divisional, or agency effectiveness.

Howel and Nolet (2000) as cited in Yusuf (2015) stated that Assessment is the process of collecting a behavior sample (data). Scritchfeld (2002) as cited in Yusuf (2015) explained assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

2. Types of Assessment

Assessment is probably the only major means of evaluating the students' performance in the language. Talking about students' preferences regarding assessment tools, Dhaoudi (2006) as cited in Choudary (2011) has reported

that “assessment enhances instruction in many ways by informing teachers about the learning processes and difficulties of their students” and to “set program goals and instructional objectives” (p. 101). Shohamy (2001) as cited in Choudary (2011) has advocated alternative assessment strategies because they “take into account students’ different LS and abilities, ----- ensuring fairness and equity” (p. 4). Research has offered valuable insights into the needs of students’ active role in assessment process (Coombe & Hubley, 2004; Tannenbaum, 1996; Black & William, 1998; McGlinchey, 2004 as cited in Choudary, 2011). This involvement results in introduction of unconventional assessment tools and Dhaoudi (2006) as cited in Choudary (2011) has concluded that “a multiplicity of assessment tools has shown that learning is becoming more open to different LS and to learners’ diverse linguistic and cultural background” (p. 101). Many research studies have highlighted the significance of identifying distinct LS of students for optimum results (Oxford, 1990; wyss, 2002; Ellis, 1985; Nunan, 1988). According to Rust (2002: 3-5 as cited in Choudary, 2011) types of assessment include:

a. Essay

An answer to a question in the form of continuous, connected prose. The object of the essay should be to test the ability to discuss, evaluate, analyze, summarize and criticize. Two dangers with essays are that they are easy to plagiarize, and that undue weight is often given to factors such as style, handwriting and grammar (Rust, 2002).

b. Assignment

A learning task undertaken by the student allowing them to cover a fixed section of the curriculum predominantly through independent study. Different methods of presenting the results can be used dependent on the nature of the task – a report (oral or written), a newspaper or magazine article, a taped radio program, a video, a poster, a research bid, a book review, a contribution to a debate, etc. It is vital to be clear in the assessment criteria how important the medium is compared with the message, so if it is a video how important is the quality of the lighting, the style of the editing, etc. compared with the content that is covered. If aspects of the medium are important then time must be given in the course for these to be taught (Rust, 2002).

c. Individual Project

An extended investigation carried out by an individual student into a topic agreed on by student and assessor. In many ways similar to an assignment, the main difference is the onus is on the student to choose the particular focus and/or medium of presentation. As with any assessment where the product will vary significantly from student to student it is vital that the criteria are sufficiently well written to be fair when applied to different undertakings and results (Rust, 2002).

d. Group Project

Where either an assignment or project is undertaken collectively by groups of students working collaboratively. This has the pragmatic advantage of potentially reducing the tutor's assessment workload and the educational advantage of helping to develop the students' team working skills. There are also some forms of product such as collaborative performance that can by definition only be achieved in a group. The major assessment problem is how to identify each individual's role and contribution and to reward it fairly. Solutions (none of which is problem free) tend to include combinations of: an individual component which can be individually assessed, tutor observation, and involving the students in some self and/or peer assessment as the ones in the best position to judge (Rust, 2002).

e. Examination

As cited in Rust (2002) examination can take a variety of different forms. The most common factors are that it is done under comparatively short, timed conditions and usually under observed conditions which ensures it is the student's own work (although there are examples of exams where students take the questions away). Major criticisms are that because of the comparatively short time allowed answers may inevitably be superficial and/or not all the learning outcomes may be assessed. They may also encourage the rote learning

of potential model answers. This can be avoided if the focus of the tasks set is on the application of what has been learnt, presenting the student with a previously unseen context or scenario or set of data which they have to ‘do’ something with. Some of the most common variations of exams are:

1) *Seen*

Where the questions to be answered are given at a pre-specified date beforehand. The intention is to reduce the need for ‘question-spotting’, to reduce the anxiety, and to increase the emphasis on learning (Rust, 2002).

2) *Open-book*

During the exam students have access to specified texts and/or their notes. The intention is to reduce the emphasis on memorizing facts, to reduce anxiety and allows more demanding questions to be set (Rust, 2002).

3) *Unseen*

Arguably makes the student revise the whole syllabus because anything may appear on the paper (although in practice may do the opposite as the student may ‘question-spot’ and gamble on certain topics coming up) (Rust, 2002).

4) *MCQ*

Objective tests asking multiple choice questions (MCQ) where the

student simply selects from a bank of potential answers. Easy to mark (can be done by a machine or even administered on a computer) and can ensure students revise the complete syllabus. However, it is arguably difficult, if not impossible, to assess higher order skills, and writing good questions is very difficult. If you can find an appropriate US textbook there will probably be a bank of questions which come with it on disk (Rust, 2002).

f. Performance

In many cases, when it comes to practical outcomes, the only sensible way of really assessing whether an outcome has been learnt is through watching the student actually perform it – whether ‘it’ is literally a performance, as in the performing arts, or a nursing student taking a patient’s blood pressure. Because in such cases the assessed ‘product’ is transient, for purposes of moderation and external validation you may need to find ways of recording the event (audio or video). Such recordings can also play a vital role in giving the student feedback (Rust, 2002).

g. Self and Peer assessment

There is strong evidence that involving students in the assessment process can have very definite educational benefits. The important aspect is that it involves the student in trying to apply the

assessment criteria for themselves. This might include: a marking exercise on ‘fictitious’ or previous years’ student work; the completion of a self-assessment sheet to be handed in with their work; ‘marking’ a peer’s work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students’ work (i.e. allocating marks which actually count in some way) – a seminar presentation, for example, or a written product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, the student gains much greater insight into what is actually being required and subsequently their own work improves in the light of this. An additional benefit is that it may enable the students to be set more learning activities on which they will receive feedback which otherwise would not be set because of lack of staff time (Rust, 2002).