CHAPTER II
THEORITICAL REVIEW

A. Perception

1. Definitions of Perception

Human being is always involved in their environment either physical or social. It is because human life is connected with the phenomenon around them. In their life, human can reveal their thinking or opinion based on what they have seen, heard or tasted. It can be said that this process is perception. It is supported by Hamner and Organ cited in Indrawijaya (1989: 47) that perception is the process in which people organize, interpret and give meaning to stimulus which happens in their environment through their sense. Robbins and Judge (2005: 166) state that perception is a process in which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

In addition to, according to Wagner and Hollenbeck (2015) that perception is the process of by which individuals select, organize, store and retrieve information. Rookes and Willson (2000: 1) say that perception is a process which involves the recognition and interpretation of stimuli which registers on our senses.

Besides that, there is boundary between sensation and perception. Rookes and Willson (2000: 1) also explain that sensation refers to the responses of
sense organs to environmental stimuli. Another expert also adds relating to sensation, Wolman cited in Rakhmat (2008: 48) that sensation is experience which does not need analyzing of verbal, symbol or conceptual and particularly in activity of sense organ. In simpler, sensation is important part of perception because sensation is acceptance of environmental stimuli.

Relating to those theories above, writer concludes that perception is individually process of organizing and interpreting stimuli which is accepted through sense organ to give the meaning to their environment. Because process of perception involves the activity of sense, sensation is part of perception. Five senses as receptors are vision, hearing, taste, smell, and touch.

2. Factors of Perception

According to Robbins and Judge (2005: 167) that there are three factors which can influence perception. Those are factors in the perceiver, target and situation.

a. Factors in the perceiver

1) Attitude: Formation and changing of attitude relate to cognition process. Besides that, cognition process particularly can support perceivers who are from inside of themselves.

2) Motives: It relates to encouragement and objective of perceiver to interpret stimuli.

3) Interest: The focus of perceivers’ attention appears when it is influenced by perceivers’ interests.
4) Experience: Experience which has happened can influence the perceivers on their perception.

5) Expectation: Expectation can change perceptions because perceivers will see what you expect to see.

b. Factors in the target

1) Novelty: Novelty is the things or objects which are new, different and unusual. Therefore, this condition can influence perceivers’ perceptions.

2) Motion: Human being or perceiver visually is interested in the objects which move. It is because target is not in isolation.

3) Sounds: Sound is one of the attributes of a target. Here, verbal communication from the object can influence perceivers’ perception of it.

4) Size: Stimuli of larger size have chances to being perceived. It is because the factor of size is commonly associated with dominance.

5) Background: Because targets are not looked at in isolation, the relationship between target and its background also influence perception.

6) Proximity: Proximity is the same as nearness. The objects which are nearer to each other can be perceived meaningfully.

7) Similarity: The objects which have similarity can influence perceivers’ attention.
c. Factors in the situation

The situation in which interaction between the perceivers and target takes place, it can influence perceivers’ impression of target. Time, work and social setting belong to factors in the situation.

B. Reading Comprehension

1. Definitions of Reading Comprehension

According to Rumelhart cited in Leu and Kinzer (1987: 9) that reading is the process of understanding written language. Tarigan (1979:7) also says that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.

In addition to, reading cannot occur unless students can identify and recognize the printed symbols, and generally students must give configuration a name or the meaning (DechantinLeu and Kinzer, 1987: 9).

Based on those statements previously, reading is a process in which readers want to obtain message delivered by the author by understanding written language.

After knowing the definitions of reading, reading comprehension will be revealed. We have known that reading comprehension becomes more complex. Ahuja and Ahuja (2008: 34) explain that;
“Reading comprehension is the understanding what is written within which relates to intelligent interpretation, and it includes reading to get main idea, to get important details, to answer specific questions, to apply what is read, and to follow the logical sequence and development of the idea”.

According to Pressley cited in Gilakjani and Sabouri (2016: vol 6) that reading comprehension as ability to get information and understanding from what is read. Besides that, another expert says that reading comprehension is a process to study the passage which is used to find the answer of the question (Grenall and Swan, 1986:3).

Relating to explanations above, reading comprehension is understanding process from what is read which relates to intelligent interpretation so that the readers can enrich their information, and increase the ability to reach achievements especially in answering the questions.

2. Aspects of Reading Comprehension

There are many aspects of reading comprehension. In this case, there are four aspects in reading comprehension performed often in every reading section. Those are the understanding vocabulary, identifying main idea, identifying reference, and making inference.

a. Understanding Vocabulary

Vocabulary becomes an important role in word recognition particularly on reading comprehension. It is because by having good reading skill, it can build students’ vocabulary knowledge. If the students have wider
vocabulary knowledge, the students will be easier in understanding a text and solving the problems in reading comprehension.

b. Identifying main idea

Main idea refers to important information that tells more about the idea of a text. Main idea tells what information of text is talking about. Usually main idea is not explicitly stated in a sentence. Therefore, identifying point of view is needed by the readers.

c. Identifying Reference

In reference, readers will be asked to find antecedent of a pronoun. Relating to antecedent, it is a word or phrase to which a pronoun refers. The example of pronoun which is usually given such as “it”, “its”, “them”, “they” etc.

d. Making Inference

An inference is an educational guess or prediction about something which is unknown based on available facts of information. Here, the readers will make conclusion based on the information of the text, but it still correlates with information of the text or the content.
C. Traditional Instruction

1. Definitions of Traditional Instruction

Actually there are many definitions of traditional instruction. Traditional instruction usually can be called as conventional method. It is supported that traditional instruction is usually called as conventional learning method which has teacher-centered learning character and learning process is done by lecture method (Majid, 2013: 165).

In addition to, DjamarahandZain (2010: 97) also explain that traditional instruction is as conventional method which has been used by teachers and marked by teachers’ lectures. Relating to those statements, traditional instruction or conventional method is identical as teacher-centered learning and use of lecture method in learning process.

Relating to lecture method and teacher-centered leaning, lecture method is one of the conventional methods in teaching which involves only oral presentation of ideas directly particularly in delivering material, and the teacher does most of activities in learning while the students are passive or slightly so that the students become passive (Akpogholet al, 2016: vol 7). Besides that, relating to delivering material, it has been managed by teachers and textbook.

Concerning to textbook, Sparapani (2013: 7) states that traditional instruction is lecture with the focus on a textbook, completing worksheet type assignments, with an objective-type test to measure performance at the end of
learning. In line with previous statement, Shaw cited in Devlin, Feldhaus and Bentrem (2013: vol 25) says that only textbook is involved in this method. It means that the use of textbook is not only sources but also teaching tool. Then, Tyagi(2014: vol 1) explains that in the traditional education system, the means of achieving this aim were the teachers and books or textbooks.

2. **Traditional Instruction in Reading Comprehension**

According to Shaw cited in Devlin, Feldhaus and Bentrem (2013: vol 25) there are some characteristics of traditional classroom, as follows:

a. **Textbook-driven**

In traditional classroom, the use of textbook is involved. Teachers look upon the textbook for assigning and delivering lesson, asking questions, and creating standards of achievement designed to compel students to assimilate knowledge and practice skills (Cuban, 1984: 32). Thus, material given to students in learning process uses textbook. Relating to teaching reading, teacher usually uses textbook to recite passage and to assign problems. Hence, the use of textbook in traditional classroom is needed.

b. **Traditional Assessment**

The result of students’ learning will be assessed by teachers only. Assessment in traditional classroom is done by teacher, teacher is a judge (Shaw in Devlin, Feldhaus and Bentrem, 2013: vol 25). It is supported by Majid (2013:166)that teachers assess the students in certain time, and
usually test used is objective test. Therefore, students will be administered and scored by teachers.

Relating to assessment, after every student answers questions or test in certain time in writing form, teacher will assess, and no one will see students work.

c. Students Work in Isolation (Activity)

Work in isolation relates to the activity. Shaw cited in Devlin, Feldhaus and Bentrem (2013; vol 25) says that one of the characteristics of traditional instruction is teacher ignores students’ work collaboratively with classmates. Here, the students should do their work individually. Relating to reading activity in classroom, after teacher gives a text or passage and problems taken from textbook, ask the students to read and to solve individually.

D. Technology-Based Instruction

1. Definitions of Information and Communication and Technology

Nowadays, technological infrastructures have been developed quickly particularly in education sector. In education sector, teachers provide technology or ICTs as media. It is because it can help them in teaching learning especially in English teaching.
ICT stands for information and communication technology. According to Tinio (2002: 4) cited in Sahal ICT is defined as diverse set of technology tools and resources used to communicate and to create, disseminate, store, and manage information. It means that, ICT can be as tools or media which are used to deliver and to present various materials. It is also supported by Sannai cited in Rusman, Kurniawan and Riyana (2013: 88) that ICT is as a medium or aid tool to obtain knowledge between someone and others.

Besides that, UNESCO cited in Prawiradilaga et al. (2013: 16) examines that ICT is as combination between information technology and communication technology. They become scope of ICT. The followings are the explanation as follows:

a) Information Technology

Information technology covers software and hardware to do many tasks particularly in processing data such as transmitting, saving, taking, manipulating or displaying data (Lucas in Rusman, Kurniawan and Riyana, 2013: 83). It shows that software and hardware in technology can be used in teaching English such as saving, taking and displaying.

b) Communication Technology

Communication technology is all of the things which relates to the use of aids tool to process and transfer the data from one device to others (Kemendiknas in Rusman, Kurniawan and Riyana, 2013: 83).
In conclusion, ICT is a set of technology involving information technology and communication technology used as media or aids tool in teaching particularly English teaching.

2. Definitions of Technology-based Instruction

In technology-based instruction, the learning can be as teachers-centered learning or students-centered learning (Smaldino, Lowther and Russel, 2014: 50). It depends on implementation of ICT itself.

Prawiradilaga et al. (2013: 17) say that technology-based instruction usually is called as e-learning or electronic learning. In addition to, E-learning is learning process which uses electronic as aids tool or medium either online or offline (Hamdani, 2011: 113). It indicates that electronic used is not a must online or connected toward internet.

Because technology has been improved, electronically delivered material is called e-learning or technology-based instruction (Hairston and Nafukho, 2015: 154).

Then, Rusman, Kurniawan and Riyana (2013: 96) add that e-learning relates to the utilization of media of information and communication technology is such as computer, internet, telephone, television/video, radio, and others.

In conclusion, technology-based instruction or e-learning is the use of ICTs as media particularly in delivering material either online or offline. Moreover, the learning here is teacher-centered learning because the use of
ICT as medium is to deliver the material in classroom in which students just observe what the teacher do. Therefore, here projector is needed to make more effective. ICT as computer used as medium can be utilized by the teacher to be used in big group or classroom, in which projector as hardware is also needed obviously (Miarso et al. 1984: 23).

Because there are many kinds of ICT can be used in learning process especially English teaching, ICT in technology-based instruction will be narrowed. One of the ICTs is computer. Relating to the use of computer, computer can be implemented in reading class. It is supported by Bereiter cited in Wozney, Venkatesh and Abrami (2006; vol 14) that computer technology can be a powerful and flexible tool for learning. Recently, the use of computer in learning process becomes something usual because almost all of subjects can be implemented by using computer as media. It is endorsed that the use of computer in learning process which is connected to internet (online) or not (offline) can be integrated into various functions of media (Prawiradilaga et al. 2013: 17). In line with the previous explanation, ICT is as medium.

The use of computer as medium is utilized into two implementations namely CAI (Computer Assisted Instruction) and CBI (Computer Based Instruction). CAI will be revealed in this research. In CAI, software used is useful to help the teacher in learning process such as multimedia, aid tools in presentation or demonstration, and aid tools in learning (Rusman,
Implementation of CAI is not a must online. In CAI, teachers use computer software to present the material in class, and other aid tools as computer hardware to make the use of media is more effective.

3. Technology-based Instruction in Reading Comprehension

Based on writer’s experience in joining internship program, there are some kinds of software and hardware computer. These were the examples often used in classroom especially in reading class such as Microsoft word and PowerPoint, and World Wide Web. It is also supported that the use of computer program such as Microsoft PowerPoint and Word and even from internet can facilitate the delivery education (Dimitrios et al, 2013: vol 9). Then, Pannen cited in Rusman, Kurniawan and Riyana (2013: 67) explains that media and technological instruction in school can cover hardware, software, and human ware which are used to enrich students’ experience in learning. The example of computer hardware which is often used in reading class is LCD projector. The followings are definition and implementation of each in reading class, as follows:

a. LCD projector

LCD projector belongs to output device which is used to look at or to obtain the result of data processing or order from computer device (Simarmata, 2006: 85). The use of LCD projector should involve computer. LCD projector also can display video, images or other computer
data on screen or other flat surface. Therefore, LCD projector as aids tool is used to show presentation made by the teacher to make students more understandable without looking at a textbook.

Concerning to teaching reading, use of LCD projector is needed. It is because by using LCD projector teacher does not look at textbook continually but just displaying a text in flat surface. Moreover, the whole class also can look at the text through this LCD projector.

b. Microsoft PowerPoint and Microsoft Word

Firstly, Microsoft PowerPoint is presentation program developed by Microsoft. It is supported by Rusman, Kurniawan and Riyana (2013: 295) that Microsoft office PowerPoint is one of application programs which is used to show presentation in teaching learning, meeting, seminar and etc. Besides that, animation, sound, video, table or chart and other Microsoft are also integrated in PowerPoint application.

Microsoft word is also a program developed by Microsoft. By using computer program to create, edit, and produce text document it is called word processing, and Microsoft word is as a word processing program (Gupta, 2008: 230). Relating to the previous statement, word processor is known as document preparation system and it cannot be integrated animation, sound, video. Therefore, Word is different from PowerPoint. Another difference between word and PowerPoint is at the length of content that can be displayed.
In teaching reading, those applications are needed by teacher to present their material such as text, problems etc. Then, teacher may use various animations and pictures to make interesting presentation in PowerPoint. Thus, teacher can design the content of presentation there, teacher does not use textbook anymore particularly in delivering the material.

c. World Wide Web

According to Webster’s Telecom Dictionary (2008: 545) that World Wide Web is known as WWW and Web, and it is a global interlinked hypertext system that uses the internet infrastructure, and WWW incorporates hypermedia which is hyperlinked multimedia including not only text, but also audio, graphics, animation, and video. Talking about World Wide Web, connecting to internet will be involved. Internet stands for interconnection and networking. Internet is the largest global network of computers that enable people throughout the world to connect with each other (Rusman, Kurniawan and Riyana, 2013: 295).

Relating to learning process, internet is used often by teacher especially in reading class. In reading class, teacher may access World Wide Web to provide other resources. It is supported by Ismail, Al-widi, and Almekhlafi (2012: vol 3) that abundant sources on the WWW have offered great assistance in teaching reading. Therefore, teacher does not always use textbook as reading sources.