

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher will deliver clear descriptions concerning two points related to this study. They are theoretical framework and conceptual framework.

#### 1. Theoretical Framework

In theoretical framework, the researcher will describe several things such as the nature of perception, teaching grammar for English as a foreign language learners, teaching learning process as well as its factors and related previous studies.

##### A. The Nature of Perception

As when people are reading text now on this page, it connotes that they are showing a process of how perception happens. People can read newspapers, see cool and expensive cars, and judge art works like paintings by using their eyes as the human sense. By seeing at a painting as the object of your sight, there will be inputs or stimulus sent to our brain as the awareness center so that we can judge whether the painting is beautiful. The process of interpreting described above is called as perception. It is supported by (Rookes, Paul & Jane Willson, 2005:1) “ Perception is a process which involves the recognition and interpretation of stimuli which register on our senses”.

A process of how perception occurs involves a response of human sensory receptor and organs to the stimulus from an object or environment which is called as sensation. Many people say that it is a bit puzzling to differentiate the meaning of perception and sensation whereas they are actually different. Take an analogy of a process when we are going to select a new car to be purchased. When we see a yellow car and stop at this point. A yellow car as the object of our sight will demonstrate a stimuli that is responded by our eyes so that we can see that there is a car with yellow color. That process of responding to a stimuli is called as sensation. Yet, when we move to another car since we think that the car has a color we do not like and it will be uncomfortable for us to drive with, that is perception. A perception processes the stimuli deeper and further than sensation. This opinion is concluded from this statement “ Perception relates to how we make sense of our environment and sensation refers to the basic stimulation of the sense organs “ (Rookes, Paul & Jane Willson, 2005:2).

#### *Factors Affecting Perception*

The process of being aware of everything in our environment itself is obviously influenced by two factors—the objects outside there (external factor) and our sense mechanism (internal factor) as described too in the above description. It is like enjoying a music—there is a sound as hearing object which then be a stimuli received by hearing sense as the receptor—the ears and continued to the brain so that people can enjoy the music. Similarly, Goldstein (2010:5) states that perceiving everything is determined not only by everything from the out there but also the attributes of human senses.

To make it clearer, here are the descriptions of the external factor and the internal factor affecting someone's perception as cited in ( Walgito, 2010: 108 – 130 ). The descriptions are as follows:

#### 1. External factors

External factors are those coming from the outside of individual—stimulus resulted from objects of perception. So, *what can be the object of perception?* Walgito, (2010:108) classified the object of perception into human and non-human. Furthermore, As an individual can receive several stimulus at the same time, there will be selection system to the stimulus transmitted to the individual. Then, the selecting system itself depends on attention made by the individual.

#### 2. Internal factors

Internal factors or those coming from the inside of individual include these insuing things: 1) Habit constructed by knowledge, experience and memory, someone may always think that learning grammar will be difficult as hearing from a friend telling that learning grammar is very difficult, 2) Attention, it has been explained before that attention determines the selection of stimuli to be perceived, 3) Interest, when an individual has an interest in learning grammar for instance, there will be a spontaneously emerging attention towards grammar learning coming from the individual itself, 4) Diversity of individual characteristic, there is someone loves giving attention even to something little and unimportant. Whereas, there is someone who does not really care about

what is happening around. This diversity is one of another reason causing different perception among individual.

Another factors causing diversity in perception are prior knowledge and experience about what is being perceived. Equally, Goldstein (2010:9-10) tells that the experience and knowledge gained in the past influence someone's ability in identifying an object of perception. People certainly cannot say that Mr. Abraham's teaching style is ultraconservative since they do not have knowledge or experience about what is said as ultraconservative teaching style and the modern one. Similarly, May (2007:2) notes that someone's perception may unlike the others since the process of perception also depends on the existing knowledge and experience.

Eventually, it can be concluded from the above descriptions that the overall process of perception covers several factors—objects from the outside ( or external factor) which then turn into stimulus transmitted to human sensory organ and carried on to the brain where it is deeper processed with the involvement of knowledge and experience—to identify and recognize the object of perception before it ends in a reaction towards what we are aware of. Furthermore, the reaction made from the process of perception can be negative or positive. For instance, the continuously occurred absence of a student might be the reaction from the uninteresting learning environment that the student perceives. That is the whole process of perception.

In this study, the students' perception is the source of the research data which will be used to measure the process of teaching and learning on structure class at English Department of Muhammadiyah University of Purwokerto. The choice of research data is based on the rationale that student takes an important role in the teaching learning process and is considered the best to give their opinion as the result of their perception towards several things affecting their learning process such as learning motivation, learning involvement, learning activities, instructor's quality, teaching learning facilities and media, and etc.

#### **B. Teaching Grammar for English as a Foreign Language Learners**

Even though that grammar teaching in second or foreign language teaching has always been a controversial issue, grammar teaching is doubtlessly very important. Previously explained in the early chapter of this paper that people with low or unconcious grammar knowledge are still able to communicate though it is still insufficient to use the language accurately and fluently like having a near native communication ability. In a research on teachers and students view towards the role of grammar instruction conducted by (Siham Landolsi, 2011:52), “ the majority of students (84%) believed that their communicative ability would improve most quickly if they studied and practiced the grammar of the language”. In other case, we had certainly ever found that ourselves or teachers get difficulty in understanding the sentences spoken or written ungrammatically. That is why grammar teaching is important.

Grammatical mistakes—a little or big in verbal or non-verbal communication can be an interruption to someone's comprehension. This will be

explained through these ensuing exemplifications. A father asks his son by saying “ *What do you think about the watch I bought last night?*”. The son replies “ *It was cool dad*”. The father wonders if the watch is bad now but in fact the son is still using it now. Another case, while being interviewed “ *How long have you been an English personal tutor in Wall Street ?*”, an applicant replies “ *I worked there two years*”. In this situation, the applicant’s reply signals that the applicant no longer works in Wall Street but the truth says that he is still working there. Shortly, Grammatical errors can change the meaning in a sentence. “ Grammar is not just concerned with syntax, however the way words are formed—and can change their form in order to express different meanings—is also at the heart of grammatical knowledge” (Harmer, 2007:32). Futhermore, Savage, Bitterlin & Price (2010:2) tells that grammar incorrectness can disrupt someone’s understanding while communicating in all areas of speaking, listening, reading, and writing. Therefore, students will be given knowledge to produce sentences more accurately if we teach them grammar

### **C. Factors Affecting Teaching and Learning Process**

In a bid of knowing students’ perception towards structure class or grammar teaching and learning, we have to consider also some factors affecting their perception on the process of teaching and learning itself. Reading some references ( Sanjaya, 2010:52; Slameto, 2010:54; Brown, 2007:1), there are linguistic and non linguistic factors in a process of teaching and learning which will be described as follows:

## 1. Linguistic Factors

In a language learning, the two main knowledge making the language communicable are grammar and vocabulary. As stated by Zhang (2009:184), communication is the goal of students studying a language—to be able to use the language for communicative purpose, students must know how to use grammar and vocabulary of the language. Therefore, to know students' perception on structure class ( or grammar class), the researcher needs to know students' view on the role of grammar and vocabulary as well as problems they face related to grammar and vocabulary. In addition, Brown (2007:2) displays questions concerning linguistic factors that teachers must know from their student's language learning—the questions, among the others are what students should learn, what the language and communication are, and what properties of the target language that might be difficult for the student. The researcher would certainly answer that grammar and vocabulary are things students should learn, improve, and practice.

## 2. Nonlinguistic Factors

Here are the nonlinguistic factors affecting teaching and learning process: the student factor, instructor factor, teaching method, facilities and learning media. These factors are thoroughly described as follows:

### a. Student Factor

Taking a role as both subject and object in teaching learning process and having differences among one another make the student to be the important factor to pay attention to. It is doubtlessly that the differences

among the students such as personality, learning interest, motivation, intellectual capacity and ability influence the learning process. This study limits the discussion about student variables on 3 (three) aspects—learning motivation, interest, and learning involvement. Sanjaya (2010:54) indicates the successful students are those having high learning motivation, attention, and seriousness to attend the class.

b. Instructor Factor

Instructor ( or teacher or lecturer ) takes important roles in the process of teaching and learning. In recent years, Harmer (2007:108) shows that teacher is called as facilitator, the one who facilitates the flow of teaching learning process and encourages student's autonomy or independence in the learning process. However, as a facilitator, a teacher has a capacity in controlling the class by managing classroom setting, the students, and learning activities. That is why a teacher is also called as controller. In addition, a teacher acts also as a tutor who guide the students with the knowledge and experience that a teacher has. Transmitting knowledge and experience make a teacher one of the learning resources. Therefore, the roles of a teacher is crucial in the process of teaching and learning.

c. The Use of Grammar Instruction Method

It has been known well that type of instruction or approach for teaching grammar which is hotly spoken are explicit and implicit instruction or deductive and inductive approach. According to Ellis ( 1994) as cited in Hu ( 2012: 597) states that the implicit grammar instruction will let the

student to bring on language pattern from the examples in the context. Whereas, students will be provided with grammatical rules then they should practice how to use it in some way. Researches to know which one ( explicit and implicit instruction) is the most effective had been done many years ago. That is Elek and Oskarsson's (1975) finding cited in Hu (2012 : 597) revealed that explicit instructions were better than the implicit one for adult learners. It is in line with the explicit instruction used in structure class because the students are the adults.

d. Teaching and Learning Facilities and Media

The existence of instructional facilities and media definitely supports the process of teaching and learning. The instructional facilities are also called as instructional aids. They are the classrooms, classroom equipments, library, and etc. Furthermore, instructional media is something that the teachers use to transmit the knowledge or information in the learning material. The examples of learning media are the slides on powerpoint application, handwritten text on board, text on handbook, videos, songs, and etc.

#### **D. Related Previous Studies**

Some studies involved student's perception towards grammar teaching in language teaching had been carried out and the focus of the conducted studies were often about the role or the importance of grammar teaching in the students' second and foreign language acquisition. In a study reported by Kern (1995) as cited in Landolsi (2011:2), the majority of the students in this research expressed

concerns about the absence of grammar instruction. Likewise, Male's (2011:62) study about student's view on grammar teaching found that most students viewed that grammar takes an important role in their study. Equally, Schulz's (2001) research finding of Columbia and United State's students' attitudes on the role of grammar revealed that a large majority (80% and 82%) of both U.S and Columbians believed that formal study of grammar is necessary to the mastery of foreign language (FL). Grammar teaching or learning grammar is also believed to play a beneficial role in students' writing skill. This statement is supported by several research findings ( Landolsi,2011; Male, 2011; Zeng, 2004 cited in Pazaver & Wang, 2009 ).

This study conducted by the researcher has a difference to those previous studies mentioned above. While the prior studies focused more on the role or the importance of grammar itself, in his study, the researcher tries to reveal students' perception concerning not only to the course of grammar but also the factors affecting their learning process such as the instructor's quality, learning support and media, students' learning interest and motivation, and etc., which then be concluded as the perception towards the structure or grammar class.

## **2. Conceptual Framework**

Here, the researcher will present his own view regarding to this study aimed to know students' perception towards structure class or grammar teaching and learning as well as the most affecting factor on their perception. The researcher will explain more about the role of perception in learning process. Although it has been cited above in part of the nature of perception, the researcher wants to

explain more about it. Having been mentioned in the earlier pages that the factors involved in someone's language teaching and learning process are the linguistic factors ( or something related to the language itself), the students variables ( learning motivation, interest, and learning involvement ), and the instructional variables ( teachers or lecturers quality, the use of teaching method, the provided facilities and media ). Knowing students' perception on structure class has the same meaning with knowing how the students perceive those mentioned factors related to teaching and learning process. Since those factors are well or positively perceived by the students, it will give positive influence too to the students. In this case, students' success in learning process.

