CHAPTER II
THEORITICAL REVIEW

A. Definition of Perception

An individual life is never separated from its environment, both the physical environment and the social environment. Since the individual was born, since then also the individual is directly connected with the surrounding world. Start at the same time the individual receives stimuli from outside, and this relates to perception.

Perception is the way people notice thing, especially with their five senses, those are vision, hearing, taste, smell, and touch. In addition, perception is an idea, a belief, or an image people have as a result of how to see or understand (Hornby, 1995). Perception constitutes the process that is used by people to manage an interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative. Through the perception, people can create relationship with the environment through the senses. It is in relation with what (Branca: 1964, Woodworth and marquis: 1957 as cited in Walgito, 2014) say that sensory organ is a connector between individuals with tehir world.

Slameto (2010) also says that perception is a process related to acceptance of message or information by human barin during the process of a person continually interacts with his or her environment. According to
Robbins and Judge (2005) perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what individuals perceive can be substantially different from objective reality. People’s behaviour is based on their perception of what reality is, not on reality itself.

Based on the definitions of perception above, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the stimulus from the environment through the sensory organs. Furthermore, regarding the use of English in teaching and learning English by teacher in the classroom and the product of the perception can be positive or negative.

### B. Factors Influencing Someone’s Perception

Knowing the students’ perception is important, since it provides the teacher with the information about students’ perception toward their experiences in learning English, whether or not they feel confused in learning English because the teachers’ choice of words is too difficult, the teachers’ speed of talk is too fast, or the portion of the use of English in classroom is too much. As the result, teachers can use the information as the direction for their future improvement in handling classroom.

The fact that students may look at the same thing yet perceive it differently. It is because a number of factors operate to shape and sometimes distort perception. Robbins and Judge (2005) say that the factors that
influence perception can reside in the perceiver, in the object, or target, being perceived; or in the context of the situation in which the perception is made. For convenience in analyzing and understanding each role of those essential elements of perception, Robbin and Judge (2005) list them. These elements are:

1. **The perceiver**

   Perceiver is someone who perceive something. In accordance with this research, the perceiver here is the students. When the students look at the target and attempt to interpret what they see, their interpretation is heavily influenced by their personal characteristics, such as their attitudes, personality, motives, interest, past experience, and expectation which can influence their perception towards English. For example, students tend to have positive perception toward the use of English in English in the classroom, if they have got good interest toward English.

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2. **The Target**

   Target is the object being perceived. Characteristics of the target also affect what we perceive. In relation with the title of this research, the target is the lecturers. It means that the lecturers’ characteristics also affect the way the students to have perception.
The students will have good perception toward the use of English in classroom is influenced by the lecturers’ characteristics. Whether the lectures have good characteristics such as kind, wise, patient, creative, etc. Automatically the students will have good perception toward English.

3. **The Context of Situation**

The time at which we see an object or event can influence our attention, as can location, light, heat, or any number of situational factors. Here means the situation of classroom can also influence our perception toward the use of English in the classroom by the lecturers. If the classroom is comfortable, conductive, clean and etc., the students will have good perception toward the use of English.

C. **The Principles of Perception**

In relation with the definition of perception, in accordance with Slameto (2010) there are four kinds of perception, there are as follows:

1. **Perception is relative not absolute**

   In relation with the relative perception, the first stimulus will give bigger impact than the next one.

2. **Perception is selective**

   A person’s capability to catch a stimulus is restrictive, because human brain only catches the stimuli based on the thing that is the most attractive one.
3. **Perception has arrangement**

   Perception has arrangement since people receive the stimuli in the form of relation or group.

4. **Perception is influenced by expectation and readiness**

   Expectation and readiness of person will specify which messages will be selected, and how the message will be interpreted.

5. **Perception is different from one to others**

   People perceptions may be different although they are in the same condition.

D. **The Process of Perception**

   Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. It’s done through five senses. Walgito (2001:53) stated the following steps show the process of perception:

1. **Stimulus**

   Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through human’s senses. Sensation will influence the stimulus.

2. **Registration**

   The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus.
3. **Interpretation**

Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process.

**E. Classroom Management**

1. **Definition of Classroom Management**

Definitions of classroom management vary, but usually include actions taken by the teacher to establish order, engage students, or elicit their cooperation. Classroom Management is the process of leading, directing, ordering or restarting of students in a class in a way that will lead to effective learning. Whereas, Bryne, *et al.* (2001) observed that students will perform best in a controlled atmosphere in classroom needs to be relaxed, free from threats and anxiety, non-competitive and thought provoking to allow students participate and enjoy the lesson. Under such atmosphere the students’ savor in and attitude towards the subject taught could be enhanced.

According to Evertson and Harris (in Allen 2010), “the meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers’ actions in orchestrating supportive learning environments and building community”. Larrivee (in Allen 2010) noted that “classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes
meaningful content, powerful teaching strategies, and an organizational structure to support productive learning”. Despite an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about ‘discipline.’

Another expert stated that disciplined behaviour in the class is the child’s capability to exercise self-control under a given classroom condition. Thus, the goal of effective classroom management is to have students display appropriate behaviour during class activities in order to enhance the teaching and learning process that can lead to the attainment of set objectives.

Meanwhile, in accordance with Usman (in Rofiq 2009) stated that “Effective classroom management is an absolute prerequisite for effective teaching and learning”. Management is seen as one of the aspects of organizing a fundamental learning system, among the various kinds of teacher assignments in the classroom. Various definitions of classroom management acceptable to educational specialists: Classroom management is defined as: a) Teacher activity tools to develop desired student behavior and subtract undesirable behavior. b) A set of teacher activities to develop good interpersonal relationships and a positive class emotional socio-climate. c) A set of teacher activities to cultivate and maintain effective classroom organizations.
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Classroom Management is briefly explained as a process of organizing or managing the space in which the teaching and learning activities are conducted, and for more details and the definition of classroom management stated by Usman that “classroom management is a teacher's skill to create and maintain optimal learning conditions and return them if disturbance in teaching and learning process”

From the several definitions above, each has different assumptions. Experts combine some of these dimensions into pluralistic definitions, that is, classroom management as a set of activities to develop students' behavior expected, linking interpersonal and positive emotional socio-climate and developing and maintaining effective classroom organization.
2. The Aims of Classroom Management

Fundamentally the aim of classroom management is the provision of facilities for various learning activities, emotional, and intellectual in the classroom. The facilities provided allow students to learn and work. The creation of a social atmosphere gives satisfaction, disciplined atmosphere, intellectual, emotional, and attitude and appreciation to the students.

According to Usman (in Rofiq 2009) classroom management has two purposes: general purpose and specific purpose. The general purpose of classroom management is to provide and use learning facilities for various teaching and learning activities to achieve good results. The specific objectives are to develop students’ abilities in using learning tools, providing conditions that enable students to work and learn, and help students to achieve the desired outcomes.

The purpose of class management according to Djamarah (in Rofiq 2009) is essentially contained in the purpose of education. The purpose of classroom management is the provision of facilities for various learning activities of learners in the social, emotional, and intellectual environment in the classroom. The facilities provided allow students to learn and work. The creation of a social atmosphere that provides satisfaction, discipline, intellectual development, emotional, and attitude and appreciation in learners. While Djamarah (in Rofiq 2009) argues that the goal of classroom management is that every child in the
class can work in an orderly manner so that the effective and efficient teaching objectives are achieved. According to him as an indicator of an orderly class is if:

1. Each student continues to work, not jammed means no student is caught because he/she does not know there are tasks to be performed or can not perform the task given to him.

2. Each student keeps on doing the job without wasting time meaning every student will work as soon as possible so he/she will finish the task given to her quickly.

Thus it can be concluded that the goal of classroom management is to provide, create and maintain optimal conditions in the classroom so that learners can learn and work properly. In addition, teachers can develop and use learning aids used in teaching and learning process so it can help the students in achieving the desired learning outcomes.

3. The Approach of Classroom Management

Classroom management based on approaches are classified into various types. According to James Cooper (in Rofiq 2009) there are three approaches in classroom management, namely behavior modification approaches, socio-emotional approaches, and group process approaches. The approaches are as follow:

a. Behavior-Modification Approach

This approach is based on behavioral psychology that considers good and bad human behavior is the result of learning.
Therefore, it is necessary to establish, maintain the desired behavior and reduce or eliminate undesirable behavior. Based on this approach, it can be concluded that in the modification approach of activity behavior in priority on the reinforcement of good student behavior and the behavior of learners is not good, with this approach is expected the teachers can change the students’ behavior as expected by the teacher.

b. Socio-Emotional Climate Approach

The socio-emotional approach shove off from clinical psychology and counseling. The point of view is that successful teaching-learning process requires good socio-emotional relationship between the student and teacher. It can be concluded that this approach emphasizes on good relationship between the personal in the classroom, whether teacher with student and student with student, so that student feels safe and happy to be in the classroom and participate in the process of teaching and learning in class. Another role of teachers is very important in creating a conducive learning climate and teachers are expected to feel what is perceived by students and able to respond democratically.

c. Group-Process Approach

The group-process approach sets out from social psychology and group dynamics, assuming that effective and efficient teaching and learning process take place within the group context. So as the
teacher should make the class become a strong group bond. It can be concluded this group process approach that students’ learning experiences are derived from group activities where in groups there are norms to be followed by their members, there are goals to be achieved, the interrelationships between group members to achieve the goals, and maintain groups which is productive.

In the other hand, teachers who pay attention to the students, always extroverted toward students’ complaints, always listen to difficulties faced by students during learning process, and always be ready to listen to suggestions and criticism from students, are teachers who are desired by students. Students will always need their presence, students will feel comfortable, and students will feel that he/she is belongs to the teacher’s family member. Such figures will usually have very little difficulty in managing the class. Classroom management conducted by teachers like this is believed to be positively correlated with changes in the behavior and achievement of learning outcomes of students. In other words, creating a good classroom climate is one way to improve the effectiveness and quality of learning in the classroom. So the class management referred to in this study is the ability of teachers to create and maintain optimal learning conditions.
4. **Principles of Classroom Management**

Djamara (in Rofiq 2009) mentions “In order to minimize the problem of disruption in classroom management can be used.” The principles of class management proposed by Djamara are as follows:

a. **Warm and Enthusiastic**

   Warm and Enthusiastic is needed in teaching and learning process. The teacher who is warm and close to the students will always show enthusiasm for his or her work or the activities will be successful in implementing the classroom management.

b. **Challenge**

   The use of challenging words, actions, ways of working, or materials will increase the students’ passion for learning, so as reducing the possibility of the appearance of distorted behavior.

c. **Varied**

   The use of tools or media, teacher-style teaching, patterns of interaction between teachers and students will reduce the appearance of disorders, increasing the attention of students. This variation is the key to achieving effective classroom management and avoiding boredom.

d. **Flexible**

   The flexibility of teachers’ behavior to change their teaching strategies can prevent the possibility of learning disorders and create an effective learning climate. Teaching flexibility can prevent the...
emergence of disorders such as student makes noise, no attention, and so on.

e. Emphasis on Positive Things

Basically in teaching and educating, teachers should emphasize positive things and avoid focusing on the negative. The emphasis on positive things is the teacher’s emphasis on positive student behavior rather than criticize their negative behavior. The emphasis can be made by providing positive reinforcement and teacher awareness to avoid errors that may disrupt the course of the teaching and learning process.

f. Improve self-discipline

The ultimate goal of classroom management is that students can develop self-discipline and teachers themselves should be examples of self-control and execution of responsibilities. So, the teacher must be disciplined in everything if he wants his disciple to be disciplined in everything.

5. Aspect of Classroom Management

Management of aspect needs to be considered class or activity that must be taken in the management of the class is as follow:

a. Physical condition, includes: The space in which the process of learning, seating arrangements, ventilation and lighting setting, storage setting goods.

b. Socio-emotional condition, including the type of leadership, the
attitude of teachers, teacher’s voice, fostering good relations (report cards).

c. Operational relationship.

Routine organizational activities carries out both at the classroom and school level will be able to prevent the problem of classroom management. The regular activities include: change of hours of lessons, the teacher was unable to attend, a problem among students, flag ceremonies and other activities.

6. Effective of Classroom Management

Each teaching and learning activity, both instructional and accompanist objectives will be achieved optimally if it can create and maintain favorable conditions for the students. The teacher’s effort in creating conditions that are expected to be effective if: First, knowing the factors that can support the creation of favorable conditions in the teaching and learning process appropriately. Second, are known problems that are expected and usually arise and can damage the teaching and learning climate. Third, mastered various approaches to classroom management and also known when and for which problems an approach is used (Rofiq, 2009).

A teacher is required to manage the class promptly so that the learning process can be effective. There are some indicators of an effective classroom management in learning English, they are: First, the teacher is able to organize the students, the teacher is able to master the
class. Second, satisfy facilities and infrastructure. Third, the teacher uses a variety of methods. Fourth, fun learning environment. Fifth, establish good relationship between teachers and students.