CHAPTER 2

LITERATURE REVIEW

2.1. Perception

2.1.1. Definition of Perception

Perception is the process of assessment of someone on his (her) surround environment through senses to get the information from the object. Perception is a process of one’s observations on the environment by using the senses so they became aware of everything on their surround. Everyone has each their perception based on the object. Slameto (2010: 102) stated that perception is a process related to acceptance of information by the human brain, through perception people continually interacts with his (her) environment. This connection using the senses through vision, hearing, taste, smell, and touch. Schmitz (2009, cited in Cindrya Galuh 2016: 9) perception is the process of selecting, organizing, and interpreting information.

2.1.2. The Process of Perception

Perception does not happen without any process, but there are some process perception. Walgito (2010: 102, cited in Reza Pahlevi’s 2016: 8) stated that there is three steps process of perception. The first process is a physical process where the stimulus is received by receptors. The second process is a psychological process where the receptors continue the stimulus...
to the brain. The last one is a psychological process where the brain as the core of consciousness interprets what people see, hear, feel, etc.

Perception is the process where message or information centers to the human brain. Through perception, human being continually connects with the environment. It’s done through five senses. Walgito (2001: 53, cited in Isti Awalia’s 2016: 8) thesis stated the following steps show the process of perception:

2.1.2.1. Stimulus
Perception arises because of the responses to the stimulus. The first step of perceptions is a sensation. All of the sensations enter through humans’ senses. Sensation will influence the stimulus.

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

2.1.2.3. Interpretation
Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process. The relation in this study is the perception given by the students as a result of stimuli that first given by the teacher in the form of questions.
2.1.3. Factors of Perception

Toha (2003: 154) stated that there are two factors that affect one’s perception. Those are as follows:

2.1.3.1. Internal factors: emotion, attitude and personality, prejudice, will or hope, attention (focus), learning process, psychic, mental problems, percentage, and motivation.

2.1.3.2. External Factors: Family background, information, knowledge and need, intensity, and contrary.

2.1.4. The Principle of perception

In relation to the definition of perception, Slameto (2010: 103) has divided the principles of perception into four, those are as follows:

2.1.4.1. Perception is relative, not absolute

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

2.1.4.2. Perception is selective

A person’s ability to catch a stimulus is restrictive because human brain catch based on the most interesting thing.

2.1.4.3. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations.
2.1.4.4. People’s perception may different although in the same conditions

The different perception can be explored in differences individually, behavior, attitude, and motivation.

2.2. The Definition of Method

Fred Percival and Henry Ellington (1984, cited in Milan Rianto 2006: 6) is a common way to delivering the material to the students or practicing the theory that students have been learned to achieve the learning objectives. Muhibbin Syah (1995) in Milan Rianto (2006: 6) added that method is a procedure to implement the activities of presenting teaching material to the students. The method relates in a way that allows the students to ease to comprehend the material that teacher give. Richard et al. (1992, cited in Sarath W. Samaranayake), a method, in language teaching, is a way of teaching a language which is based on systematic principles and procedures.

In the other hand, Reigeluth (1983, cited in Milan Rianto 2006: 6) means that method include formulation of teaching materials, strategy of delivering the material, management of activities, and characteristics of students in order to obtain effective, efficient, and make students interesting in joining the teaching learning process. Method is a way that teacher use to apply some plan in a real life activities in order to aim the plan in optimally (Sanjaya, 2010: 147). Based on the theory above, the method indicate that the appropriate in choosing method is possible to
create the conducive and fun learning so the teaching learning activities more efficient and effective in facilitating students to achieve learning outcomes.

2.3. Teaching Method

In delivering the material to the students, teachers should present it in various way, it means that teacher use some teaching method to make them interested with teachers’ explanation. The teachers should use some different teaching method that appropriate with the material will be delivered. The general meaning of method, according to Azeb (1984: 90, cited in Anbessa Bekele Nola 2012: 12), is an orderly planned progress towards a given and/or a coordinated system of principles for the performance or conduct of practice. It enables the teacher to select appropriate learning experiences, create appropriate environment, guide and direct learning activities, assess and evaluate progress and bring about learning or understanding systematically without unnecessary waste. According to Roestiyah N.K. (2001: 1), teaching methods are also defined as teacher techniques to teach or present instructional materials to students in the classroom, so that the lesson can be captured, understood, and used by students well.

Made Wena added (2011: 2), a method of learning means a way or an art to use all learning resources in a student's learning effort. Teaching methods that established by teachers should enable students to learn by process, not learning by their product. Learning products only emphasize
the cognitive aspect, while learning the process can enable the achievement of learning goals in terms of cognitive, affective, and psychomotor. Therefore, the teachers should emphasize learning through the process because that is important in teaching. It is not the effort of teachers to deliver learning materials, but how students can learn the learning materials in accordance with the students’ achievement.

The use of appropriate methods will also determine the effectiveness and efficiency of learning. Learning needs to be done with a few speech method and teacher-centered methods, and more emphasize on interaction to students. The use of various methods will greatly assist the students in achieving learning objectives so that learning methods should be selected and developed to enhance the activities and creativity of learners (E. Mulyasa, 2005: 107). Based on the description above, it can be concluded that the teaching method is the way that teachers use to present the material and make more interesting interaction between teacher and students in the learning process that students are more motivated in learning and can increase the activity and creativity.

2.4. The Characteristic of Teaching Method

There are many good methods that can be chosen by teacher in teaching learning process. Therefore each teacher that will teach is expected to choose a good method, because whether bad or good teaching methods that will apply in teaching learning process is appropriate with
the material. There are six characteristics of good teaching methods
(Pupuh Fathurrohman & M. Sobry Sutikno, 2007:56)

2.4.1. Flexible and have appropriateness with the characteristic of
students.

2.4.2. Functional to unite theory with practice and delivering students to
practical students’ abilities.

2.4.3. It doesn’t reduce the material, otherwise develop the material.

2.4.4. Giving flexibility to students to express opinions.

2.4.5. The teacher able to put their self in right position and honorable
in the whole learning process.

Ahmadi & Prastya (2005: 53) stated that the use of a teaching methods
should consider the following of seven points:

2.4.6. The method used can increase students’ motivation, interests or
passion of students learning.

2.4.7. The method used can ensure the development of activities
students’ personality.

2.4.8. The method used can give students an opportunity to realize their
masterpiece.

2.4.9. The method used can stimulate students’ desire to learn more
explore and innovative.

2.4.10. The method can educate students in learning with their own
techniques and how to acquire knowledge through individual
effort.
2.4.11. The method used can negate the presentation of nature verbally and change it with real situation and purposed.

2.4.12. The method used can develop values and attitudes that are expected in the habit how to work well in daily life.

Based on theory above that a methods that will be used in teaching and learning process can be said either if the method could develop the potential of the learner.

2.5. **The Factors of Teaching Method**

In teaching learning process, teaching methods are needed by the teacher and their use varies according to the purpose to be achieved after the teaching end. A teacher will not able to do his/her duty if he/she does not master any teaching methods that formulated and revealed by psychology and education experts. (Syaiful Bahri Djamarah, 2006: 46). Teaching methods are very important to be used to make teaching learning process seems fun and does not make the students bored and the students can get the point of the material easily. Due to each methods has its weaknesses and advantages, therefore the task of the teacher is to choose the right teaching method in his/her learning process. (Sunhaji, 2009: 40)

According to Jamil Suprihatiningrum (2016: 281), to choose the right teaching method in lesson plan there are some factors that should be consider, such as:

2.5.1. **The appropriateness Teaching Method with Learning Goal**
Teaching method is a way to achieve learning goals. The objectives must be clearly known and formulated before determining or choosing teaching methods. For example if the learning method is related to students’ cognitive, the teaching method used must be different from the learning objectives that related to psychomotor.

2.5.2. The appropriateness Teaching Method with Material

Each learning material is different with each subject, for example if the subject is mathematics that is use logic and if the subject is physical education which need more practical. Therefore the teaching methods used must be appropriate with the subject.

2.5.3. The appropriateness Teaching Method with Teacher’s Ability

A teacher is required to master all teaching methods. However, at certain times the ability of the teacher is limited, for example in a state of illness, the limited allocation of learning time, or a classroom situation that is not possible. Therefore the teacher is demanded to be smart in anticipating by using a method that is appropriate to his ability.

2.5.4. The appropriateness Teaching Method with Student’s Condition

The condition of students relates to their age, life background, students’ condition and level of thinking ability.
Students who have a high level of thinking, they will be able to following any method.

2.5.5. The appropriateness Teaching Method with Facilities and Sources

The sources and facilities in each school is different in terms of quality and quantity. Schools with complete resources and facilities will easily to determine the teaching method to be used. In other hand if the schools with incomplete sources and facilities the teacher should choose the teaching method that appropriate with the situation.

2.5.6. The appropriateness Teaching Method with Situation and Condition of Learning Process

This situation can be related to the place where learning is conducted, whether in urban that use various teaching methods, or in countryside with remote locations that teaching method cannot be used certainly.

2.6. Kinds of Teaching Method

Learning process activities must be done systematically and structured through various courses using effective learning methods. Learning method make teachers easier to deliver the material to the students. There are some teaching methods can be used by teacher those are Small Group Discussion, Role-Play Simulation, Discovery Learning, Cooperative Learning, Collaborative Learning, Project Based Learning,
Problem Based Learning, Self-Directed Learning, and Contextual Instruction. (Dikti, 2014: 58).

2.6.1. Small Group Discussion

In this method, the students divided into some groups that consist of 2 until 5 students to discuss the material which is given by the teacher or from their self. With the activity from small groups, students will learn about good listener, teamwork, and give some feedback or opinion. The activities this method those are generated ideas, concluding important point, review the topic in the previous study, and solve the problem (Dikti, 2014: 58).

2.6.2. Role-play Simulation

In most Role-play Simulation the learner practices taking the role of someone else. Spontaneity in role playing is a major goal, and too much briefing of characters is discouraged. Role playing is also called socio-drama. Socio-drama situation always involves more than one person and are focused on problems that are relevant to the classroom group (Jones and Bartlett: 163).

Simulation is learning a model that brings real life situation into the classroom. This learning method use a simulation that teacher give students some character then they have to act as their character. (Dikti, 2014: 59).
2.6.3. Discovery Learning (DL)

DL is learning method that focuses on the utilization of availability of information, whether given by the teacher or from their-self to construct knowledge by independent learning. (Dikti, 2014: 560).

2.6.4. Self-Directed Learning (SDL)

Knowles (1990, cited in Jaqueling Hewitt-Taylor 2001: 497) stated that the main elements of SDL as students identifying their own goals, learning resources, and methods of learning, and being involved in the evaluation of their learning.

The teacher's role in this is seen as facilitating learning and engaging in a process of mutual inquiry with students rather than transmitting specific knowledge. Self-directed learning is learning process which is used as students’ initiative. In this case teacher as a facilitator, give direction, guidance, and confirm the students’ progression about their learning outcomes. This method is to make students have their responsibility about their study. (Dikti, 2014: 60).

2.6.5. Cooperative Learning (CL)

Felder & Brent (2007, cited in Jake M. Laguador 2014: 46) stated that the term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members
be held individually accountable for the complete content of the assignment or project.

Cooperative Learning is learning method that the teacher makes some groups to solve the problem or some cases and follow the teacher’s rules. This method is a collaboration between teacher-centered learning and student-centered learning. (Dikti, 2014: 60).

2.6.6. Collaborative Learning (CbL)

Collaborative Learning is learning method that emphasizes in students’ teamwork which based on students consensus built by their group. Tasks or case are from the teacher and it has an open-ended characteristic, but the member of groups based on their interest. (Dikti, 2014: 61).

2.6.7. Contextual Instruction (CI)

Contextual Instruction is learning method which helps the teacher to relate the content of course with students’ real life and encourage students to make connections between the knowledge possessed by its application in their lives every day. Contextual instruction is a concept of study which helps the teacher to correlate material and the real situation. Contextual instruction help students apply the knowledge they have in their daily life. The instruction occurs naturally. The strategy of the study is more important than the result of the study. (Dikti, 2014: 61).
2.6.8. Project-Based Learning (PjBL)

Project-Based Learning is learning method that systematic by involving students in learning about their skill through complex assignment and project work. (Dikti, 2014: 62). Project-based learning is a kind of learning strategies that gives chance to the teacher to manage the learning in the class by involving project work. (Wena, 2009: 144).

Project work includes complex assignments based on the challenging questions and problems that require students to design, solve the problem, make a decision, do an investigation, and give chance to the students to work autonomously. The aim is to make the students have the independence in solving the task given. (Dikti, 2014: 58).

2.6.9. Problem-Based Learning/Inquiry (PBL/I)

Problem-Based Learning is learning method by utilizing student problems and students have to do searching the information to solve problems. In this learning method is to make students active in communicating and have critical thinking in the learning process. (Dikti, 2014: 62).

Problem Based Learning model is one of the three models of learning related to the scientific approach. According to Mathews (2007, cited in International Journal of Language and Literature), in
Problem Based Learning the teachers acts as a coach or facilitator of the activities which are carried out the students.

On the other hand, Kadir (2013, cited in International Journal of Language and Literature) Problem Based Learning is a model that is suitable for pedagogic activities. This is because students are required to be active in communicating pedagogical activities. From both theories, Problem Based Learning is the model that is used to make students active in learning and have critical thinking in the learning process.

2.7. Advantages of Teaching Methods

In choosing teaching methods, the teachers hoped to choose teaching methods based on the material that can make students active and enthusiasm to join the teaching learning. Santinah (2016: 17) stated that concept of modern teaching requires students to creative, responsive, and active in seek, discover, choose, analyze, conclude, and report their study. This teaching methods can be done well if the teachers able to develop an effective teaching methods.

2.7.1. Self-directed Learning (SDL)

In Mardziah Hayati Abdullah article’s stated that the benefits of SDL are best described in terms of the type of learners it develops. Self – directed Learning make the students more awareness of their responsibility in making teaching learning meaningful (Garisson, 1997). Morrow, et al. (1993) observe that with proper planning and
implementation, self-directed learning can encourage students to develop their own rules and leadership patterns.

2.7.2. Collaborative Learning (CL)

Anne Gleeson, et.al stated that Collaborative Learning method makes interacting in small groups in the classroom would give students practice in communication and interpersonal skills useful in their future careers. In the other hand, she added that collaborative learning have some advantages those are, social benefits, learning benefits, and development benefits for future careers (Anne Gleson, et al: 3).

2.7.3. Small Group Discussion

Linda Martine stated that in Small Group Discussion, there are some advantages of using this method those are

2.7.3.1. Small Group Discussion make the students braver to explain their idea and increase talking time with their friends in group.

2.7.3.2. Small Group Discussion make the students’ expression more real in English conversations.

2.7.3.3. Small Group Discussion make the atmosphere of the classroom better and make a positive in teaching learning.

2.7.3.4. Small Group Discussion are more fun and the students can enjoy the teaching learning process.
2.7.4. Contextual Instruction/ Contextual Teaching Learning

Bettye P. Smith (2010: 25) stated there are three benefits of Contextual Teaching Learning, those are as follows:

2.7.4.1. Students are more responsive when using their knowledge and skills in real-world situations;

2.7.4.2. Students are more likely to engage in their own learning if it applies directly to their lives as family members, citizens, and present/future workers; and

2.7.4.3. Parents, students, and community members can all use and relate to these ideas.

2.7.5. Problem-Based Learning

Dindin Abdul Muiz Lidinillah stated that there some advantages of implementing Problem-Based Learning, those are:

2.7.5.1. Students are motivated to have problem solving skills in real situations

2.7.5.2. Students learning difficulties can be overcome through group working in peer teaching.

2.7.5.3. Students can use a resources of study through library, internet, interview, and observation.

2.7.5.4. Students can increase their communication in discussion with their group or present their material to their friends.
2.7.6. Project-Based Learning

Teachers find many advantages to PBL. They believe that it enables them to teach skills beyond the content, making learning more personalized and more varied, and it enables them to teach academic content more effectively (Ravitz, 2008, cited in Suha Tamim and Michael M. Grant: 452). In addition, they believe PjBL to build students’ creative thinking skills as they acquire a deeper level of learning and understanding of the subject-matter (Suha Tamim and Michael M. Grant: 452).

Teaching learning process can make students more interesting based on teachers teaching method that they can make students’ critical thinking skills deeper and more understanding in comprehend the materials. Their critical thinking abilities, their presentation skills, their communication skills, and their ability to work effectively on a team are also enhanced (Suha Tamim and Michael M. Grant: 452). Students in the teaching learning in their projects are situated in real-life situation. The students can practice in real-life situation based on their project that given by teacher.

2.7.7. Discovery Learning

Joyce A. Castranova stated that the important advantage of the discovery learning method is it is make students more motivated. Discovery learning gives students to seek information that convince their curiosity. It provides the opportunity for students to explore their
desires and consequently creates a more engaging learning environment. Simply put, discovery learning makes learning fun (Schank & Cleary, 1994, cited in Joyce A. Castranova). This method make teaching learning fun that students can more explore based on their curiosity and they can dig deeper to get more information.

2.7.8. Cooperative Learning

The benefit of cooperative learning is that it allows students to experience working with others toward a common goal. Students increased their ability to use mathematics in their social interactions. Some of the short-term outcomes include increased learning, memory, and critical thinking (Whicker, Bol, and Nunnary 1997, cited in Angela L.E. Walmsley and Joe Muniz, 2003: 113). This method can increase the students’ critical thinking and communication skills that they work in group and share their ideas to their friends and they can discuss together.

2.7.9. Role-Play Simulation

This approach has two benefits. First, practice facilitates skill acquisition, second, applying skills toward achieving a specific goal provides a context in which those skills are useful (Som Naidu, PhD; Albert IP; and Roni Linser, 2000: 192). Role-playing activities help introduce student to “real-world” situations. The results demonstrated that the activity increased the students understanding of the topics of the project, fostered their awareness about the topic
and enhanced their academic skills and abilities (Oberle, 2004, cited in Elizabeth Ann Graves, 2008: 7-8).

This method is useful to make the students more understand what the teacher’s material and increase their abilities in catching the material. Overall role-playing is an effective teaching method and should be used to help actively engage students in their learning.

2.8. Relevant Previous Study

To support this study there is a relevant study with researchers’ thesis study. The study was discussed almost same theme. The study was written by Anabessa Bekele Nora. The title was Methods of Teaching and their Implications for Quality of Student Learning at Samara University. The purpose of this study was to assess methods of teaching and their implications for quality of students learning.

The writer were collected data from questionnaires and interview from the total population 2579 students, 516 students were randomly selected. The questionnaires were piloted and checked for their reliability. Documents were also analyzed to supplement the data. The data obtained through the questionnaires were analyzed using mean. The information obtained through open-ended questionnaires and the interview were qualitatively analyzed to supplement the quantitative data. From the data were collected by the writer, the data showed that the teachers’ methods of teaching average mean values 3.53 revealed they have high level of agreement.
2.9. Basic Assumption

Method is a way to deliver material in creative, efficient and effective. Method is important to support teaching and learning process in the classroom. Therefore, teachers have to use interesting methods. In student-based teaching methods, hopefully teachers choose teaching methods that appropriate with material and it is possible to make teaching learning process conducive and fun learning.