

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

People have different perception on an object. It can be positive or negative ways. Perception is the process of human thinking about certain phenomenon or objects. Slameto (2010: 102) stated that perception is automatically related to the certain nature of human being, which his or her psychological features. Perception is a process which starts from the five senses of organ. That is a process related to the acceptance of information by human brain that is said that during the process a person continually interacts which his or her environment.

According to Sawarno (2010: 86) perception is the interpretation of focusing on particular objects. Perception itself happens when the individual get stimulus outside with other organs assistance, then it goes to brain. There is a thinking process inside brain, and finally it becomes a kinds of understanding. This kind of understanding can also be called perception.

From the explanation above it can be concluded that perception is a process which start from the vision to form a

response that occurs in person which comes from external and internal factors.

2. Factors that Influence Perception

There are several factors that influence the students' perceptions in TLP. Sahal (2011: 40) argued that students' perceptions in learning English were influenced by internal and external factors. In addition, Slameto (2010: 54-72) suggested the factors that influence the students' perceptions into two following categories, those are:

a. Internal Factors

Internal factor is a factor which comes from an individual. This factor is divided into two factors. Those are physical factors and psychological factors.

1) Physical factors

a) Health factors

Health means that the people are in good conditions in which the body is 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.

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 one of 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 must 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 desires 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 a 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 behaviour 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 factors

It is a factor coming from outside of an individual. There are several external 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 Factors

a) Teaching Method

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

b) Curriculum

Curriculum is a description of the activities and meaningful situations through which the language items 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) The Teacher

Teacher as a facilitator is a decisive factor for success of teaching and learning process, because a teacher mostly decides what is actually done in the classroom.

The decisions 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 teachers do not create a good learning atmosphere.

3. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. Perception consists of certain process. It is started by accepting the stimulation from an object through the sense of organ, furthermore, this process is ended by thinking, analyzing, and interpreting in order to achieve

the meeting of object, in relation with the process of perception.

Walgito (2010: 54) explained that are perception is a complex process, those are:

a. Physical Process

Perception emerges because of the response to the stimulus or the object. The first step of perception is sensation. All of the sensation enter through humans' sense. Sensation will influence stimulus.

b. Physiological Process

The stimulus will be transferred by nerve to brain, and the brain will process. It is the process of sending stimuli to the brain by sense organ. In this process, human being recognizes the stimulus.

c. Interpretation

Stimulus enters into the brain and it interprets what the individual sees, hears, feels, etc. In this process, individual realize what is received by their brain and get meaningful interpretation of the stimuli.

4. Basic Principles of Perception

For the teacher, knowing and implementing basic principles of perception is very important. According to Slameto as cited in Rizky (2015: 10) there are many basic principles that should be known by English teachers in order to know students

characteristics so the communication between teachers and students will be effective, those are:

a. Perception is relative not absolute

It means that perception of someone or group is different from one to another. The perception sometime can be different even they talk about the same things. The teacher can predict students' perception for next lesson because the teacher has been know this from previous lesson that being taught.

b. Perception is selective

Human just pay attention with some stimulation from many stimulation in his environment. It means that perception which accepted will be depend on what is they have been learned. Based on the principle, the teacher must choose the part that need to be pressure to get more attention from the students.

c. Perception has arrangement

It means that perception of someone is an arrangement about an object. It is influenced by their brain, motivation, experience, and etc. For example, someone maybe will have negative perception toward English lesson because of their bad experience before related to English itself. In other words, the arrangement of the object can influence toward the perception about that object. People receive the stimulus not with randomly. They will receive it in the form of relations or group.

If the stimulation coming is uncompleted, they will complete it until the relations or groups can be clear.

For the teacher, this principle show that the lesson should be deliver in good order. If the subject matter is not composed well, students will compose it by themselves in a relationship of a group that can be understood by the students and it can be different from the teacher. The result is a misinterpretation or misunderstanding.

d. Perception is influenced by hope and readiness

In the lesson, the teacher can prepare students for the next lesson by showing the sequence of event in the first lesson. The differences of this perception can be traced to their individual differences, personality differences, attitudes differences, or differences of motivation. For the teacher its means, to be obtained the perception of other classes that have been give a similar subject matter, teacher must use a different method.

e. Perception of someone or groups can be different although in the same situation

For the teacher, this principle means that the perception can be more or less the same with the perception shared by other classes with the same subject matter that have been taught.

5. Students' Perceptions

Students' perception is the process of preferential treatment of students toward information they get from an object, in this research was teacher teaching techniques. Through observations with their sense, students can interpret the observed object.

It is important to understand students' perceptions of how they perceive teacher teaching techniques in classroom. Those perceptions affect students' willingness to participate actively in teaching learning process.

B. Teaching Techniques

1. The Nature of Teaching Techniques

Technique is one of the important part in teaching a material. Technique is a way of teacher to make the students understand about something outside and inside the classroom. According to Tahir (2012: 11) technique is a tactic or a way of learning undertaken by teachers in implementing the teaching and learning activities in order to obtain optimal results. According to Anisa (2015: 13) technique is or teacher's systematically procedure or the way that is taken by teachers in the implementation of learning process with the aim to facilitate students in achieving competencies.

Talking about teaching technique, our thought will be lead to certain nature of conceptualization. Anthony as cited in Richards (2005) identified the level of this conceptualization into term those are; teaching approach, teaching method, and teaching technique. Teaching approach is a conceptual theory related to the nature of language and language learning which used as the principles of language teaching.

According to Anthony as cited in Richards (2005) Teaching method is the plan of language teaching which is consistent with the theories. Meanwhile all activities that take place in a language class are techniques. Moreover, Anthony as cited in Richards (2005) defined teaching as implementation which actually takes place in classroom. A teaching technique consists of classroom techniques, practices and behaviors observed when the method is used. After defining certain term mentioned before, it could be known the teaching approach is the concept or theory that used to teach language. Furthermore, teaching method is the plan of language teaching which consistent with the theories, whereas teaching technique is the way that used by teachers and learners when the method is being used.

Teaching technique has more meaning not only as a tool for communication of knowledge to students, but also as a tool to acquire the skills, attitudes, interest and values for desired. Based on

this, it is understood that the process of teaching that built the real teacher aims to develop and improve creativity, thinking skills and increase students mastery of the learning material. However in the selection and use of techniques, a teacher should be able know the advantages and disadvantages of the techniques that will be used and should consider the effectiveness, efficient and its relevance to the learning objectives, materials to be delivered and characteristics of the students. So that students are able to capture, understand and apply the meaning contained in the learning materials.

2. The Functions of Teaching Techniques

There are some functions of teaching technique according to Djamarah et al (2010: 72), those are:

a. Technique as an extrinsic motivation

Motivation is something that makes someone to move and realize or not. Motivaton divided into two kinds. Those are an intrinsic and extrinsic motivation. The intrinsic motivation is comes from inside, meanwhile the extrinsic motivation is comes from outside. Therefore usage of method by the teacher in teaching learning process for an exrinsic motivation tool or booster that comes from outside of individual and students can build thei spirit to study.

b. Technique as a way to achieve learning objective

Technique is a way for distribute material of study in order to achieve the learning objective that provided. Teacher who choose see on the usage of method in teaching materials will difficult to achieve learning objective. In reality, the way to teach material with communicative more gain for students although material is not interesting, but if the teacher teach with inappropriate technique, students will difficult to receive the materials, so the learning objective is not achieved as maximum.

c. Technique as a teaching strategy

A technique is strategy that creates good situation for effective and efficient teaching. In generally, the function of teaching technique is giving way or the best way for implementing educational operations. Whereas in other contexts is a means to test the technique, find and organize data that needed for the development of a scientific discipline. Therefore, in the functioning of the technique there is a general principle, that is principle that teaching can be delivered in fun, exciting, full of encouragement and motivation an atmosphere, so that lessons or materials can easily taught by the teacher to the students.

3. Factors that Influence Teaching Techniques

Actually none of technique that is considered perfect and match with all the topics that exist in the field of study. However

teacher should not be arbitrary selecting and using teaching technique. According to Anisa (2015: 16) there are some factors that influence the selection and determination of teaching technique such as:

a. Objectives to be achieved

The objective is the target that of any teaching and learning activities. Formulation of objectives will influence on selection of technique to be used and the ability of learners. Therefore, the technique is chosen must be equal with the ability that is filled into each of the students themselves.

b. Subject matter

The subject matter is the number of teaching materials that would be taught by the teacher to students. Each subject has different material, so it is needed a way or appropriate teaching technique in order to make students understand and mastered the materials well.

c. Learners

Learners as subject studied had different characteristics , both from the psychological aspect and interest, talents, habits, motivation, social situation, family environment and future expectations.

d. Situation

Situation of teaching and learning activities that created by the teacher is not always same from day to day. However, in implementing learning activities a teacher process is required to create a dynamic condition, not only do the learning process in the classroom, but at a certain time the teacher should make the learning process outside.

e. Facilities

Facilities are tools that are support students studying in school. Comprehensive learning facility will greatly assist teachers in selecting and using the technique varied, otherwise the lack of facilities would greatly disturb the learning process, especially in the selection and use of technique.

f. Teacher

Each teacher has different personality, performance style, habits, teaching experience and the educational background. Teacher who has good educational background is usuallt more skilled in choosing the right technique and the implement it. While teacher who has less relevant educational background, though precise in determining the method, often encounter obstacles in applicability. So, to become a teacher at the core must have a professional life. By having a spirit of professionalism performance delivers lessons or in the learning process will be managed appropriate with the intended purpose.

C. Teaching Techniques on the English Classes

According to Aqib (2013) there are two kinds of teaching, conventional and contextual teaching and learning. Conventional teaching or teacher-centered learning focus on the teacher, learners or students learn passively in an often silent classroom. In classroom activities the teacher is the information giver.

Meanwhile in contextual teaching and learning the teacher is the facilitator, the teacher providing opportunities for students to apply skills and construct their own knowledge. Classroom environment in contextual teaching and learning resembles an active workplace with various activities and levels of sound depending on the kind of work being done. According to Aqib (2013: 9) there are some models in Contextual teaching and learning such as direct instruction and cooperative learning.

1) Direct Instruction

Arends cited in Fathurrohman (2015: 168) The direct instruction model was specifically designed to promote student learning of procedural knowledge and declarative knowledge that is well structuree and can be taught in a step-by-step fashion. Direct instruction has five steps: establishing set, explanation and/or demonstration, guided practice, feedback, and extended practice. A direct instruction lesson requires careful orchestration

by the teacher and a learning environment that businesslike and task-oriented.

2) Cooperative Learning

Cooperative learning is teaching process that is designed to help students interact and cooperate in collective way through structured assignments to achieve learning objectives. According to Slavin cited in Fathurrohman (2015: 45) Cooperative learning refer to a variety of teaching methods in which students work in small group to help one another learn academic content. Cooperative learning developed into many techniques, such as:

a) Think-pair-share

Think-pair-share is a simple, low risk cooperative group activity in which students can share and reflect on their ideas or answers with a partner before sharing with the large group. It can be used as a quick assessment tool to determine if students understand the basic concepts before moving on. There are three steps in think-pair-share :

(1) Think

Teacher poses a problem (question, statement, picture, song, video, illustration, dialogue etc.) and let the students think of the solution by themselves. The students' activities cover: naming, mentioning, describing, defining, remembering.

(2) Pair

Students work with their partner and compile their answers. Pair work focuses on compiling the answers from both students. Pair work which focuses on an agreement between the two students is called *The Power of Two*. Pair work which let the students practice the language through illustration, demonstration and simulation is called *Practice Rehearsal Pairs*.

(3) Share

The pairs share their answers to other ones.

b) Group Investigation

In group investigation, students form interest groups within which to plan and implement an investigation and synthesize the findings into a group presentation for the class. The teacher's general role is to make the students aware of resources that may be helpful while carrying out the investigation. There are some steps in group investigation:

- (1) Teacher divides students in several groups heterogeneously.
- (2) Teacher explains learning objectives and what should the students do.
- (3) Each group has different tasks.

- (4) Each member of the group identifies one material in those pieces on which she/he will focus her/his attention.
- (5) The group gathers to compile information into a culminating presentation of what they have learned.
- (6) Each group presents their work.
- (7) Teacher as facilitator offers daily feedback on the work and progress of each group.

D. Relevant Previous Research

Anisa in 2015 conducted a research entitled Students Perception of Teachers' Teaching Technique and Classroom Management in Secondary School English Classes towards VII grade students of three Junior High Schools of Purwokerto. Questionnaire was used to collect the data. The questionnaire was used to know students' responses of teachers' teaching technique and classroom management. The results indicated that the students perceived around 86.45% students said that teachers help the students to learn how to read and write English well. More than 69.72% students perceived that three teachers are able to master the material. Around 50.52% students said that teachers keep the classroom neat. Around 57.29% said that teachers used the appropriate pace when explain the lesson. Then, 42.18% students perceived that teachers have creativity in using teaching discussion as teaching technique.

E. Basic Assumption

Students and teachers are the main and the most important resource in teaching and learning process. Teachers and students should have good relationship to achieve the learning achievement. Students will be more understood the material given by teacher, if the teachers have good and appropriate teaching techniques in teaching learning process.

One of the ways to know the quality of teacher's teaching is by students perception. Students' perception is the process of preferential treatment of students toward information they get from an object, in this research was teacher's teaching techniques. So, it is important to know students' perceptions toward teacher's teaching techniques in classroom.

This study was conducted in SMA Muhammadiyah 1 Sokaraja. The English teacher used some techniques in teaching learning process such as direct instruction, think pair share and group investigation. This study was based on seeking the perceptions of students' at SMA Muhammadiyah 1 Sokaraja on their teacher's teaching techniques. This is very important not only for facilitating students' responses but also for improving teacher competence in teaching English. By knowing what students' perceptions are teacher can modify their teaching technique based on students' needs.