

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is the process of human understanding about someone or something. According to Jaenne (2009: 270) perception means “a way to response or think mentally toward information or event”. Meanwhile, Walgito (2014:87) asserts that perception is starts from the sense of organ. This process is related to the acceptance of message or information by human brain. In the process, a person interacts with his/her environment using five senses. Those are vision, hearing, taste, sniffing, and touch. In the other hand, in the research, perception is based on internal factors such as need, suitability, knowledge, and experiences to understand and conceptualize phenomenon and reality in our surroundings.

While according to Perception according to Pride and Ferrel in Fadila and Lestari (2013: 45) perception is all the process of selecting, organizing and interpreting information input, sensations received through vision, feeling, hearing, smell and touch to produce meaning.. Furthermore, Richard and Schimdt (2010: 425) state that perception is defined as the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). In addition Robbins and Jugde (2013) perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning

to their environment. It means that in this research the researcher do the investigation about English teachers' recognition and understanding or interpret their sensory impressions on the necessity of learning grammar to improve students' speaking skill.

To make it clear, it is necessary to know the definition of stimulus and sensory. Stimulus is a word often used in biology referring to something that causes a reaction in an organ or cell, and sensory describe something related to sensation, something that you feel with your physical senses. According to Jeanne (2009: 269), stimuli can be said as "object or specific event which influences someone's process in learning or someone's behavior and for response is specific action that someone show". So the stimulus is something which mostly comes from the outside of the organism or individual. Human will receive stimulus from environment, but this does not mean that the stimulus only comes from the environment (outside the organism or individual), it can come from the individual itself (Walgito in Sari 2016:11)

To conclude, it can be said that perception is the result of an individual's cognitive process toward environment after interpreting it using their own human body or physical senses; eyes, brain, etc, in order to be able to judge something. So, one person has different experience with other person, means that every human has their own perception to show their expression about their environment.

2. The process of perception

Perception consists of certain process. It starts by accepting the stimulation from an object through the sense of organ, and then continues with the registers of stimuli to nervous system which is called as sensation. 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 (2014:91) explained that perception is a complex process and those areas follows:

a. Physical Process

It is the process when an object arouses stimuli caught by receptor. This process called as sensation.

b. Physiological Process

It is the process of sending stimuli to the brain by sense organ.

c. Psychological Process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

3. Factors of Perception

According to Slameto (2010:54) there are two factors that influence one's perception:

a. Internal Factors

Internal factor is a factor which comes from an individual. It depends on psychological factors such as; thoughts, feeling, willingness, need, sex, attention, and motivation. Every human being has different characteristic and temperament shaped by individuals' family and

environment. It is a factor which comes from internal insides; this factor is divided into two factors. Those are physical factor and psychological factor.

b. External Factors

External factor is a factor coming from outside of an individual. The external factors are also affected someone's perception, and stimulus is an internal factor in monitoring process. The process off stimulus will through the sense of organ or receptor such as; sight, sounds, hearing, etc. it could be conclude that individual's sense organ is as a connector between individual and object in the world.

4. Positive and Negative Perceptions

Positive perception is a personal judgment about certain object positively or as expected about certain object. Meanwhile, a negative perception is a personal judgment about certain object negatively, not as expected about certain object. Further, (Robbins, 2009:14) said that positive perception comes from the individual satisfaction about certain object that becomes she/he source perception, then individual knowledge, the individual experience of the object perceived. Otherwise, negative perception comes from the individual dissatisfaction about certain object that becomes she/he source perception, the individual ignorant, the lack of experience of the object perceived.

5. Principle of Perception

In relation with the definition of perception, Slameto (2010:103-105) has divided the principles of perception into four, those are as follows;

a. Perception is relative not absolute

In relation to the relative perception, the first stimulus will give bigger impact than next stimulus. Based on this fact, a teacher can predict the next lesson because she/he has known the teachers' previous perception from the previous lesson.

b. Perception is selective

A person's ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the thing that has the most attractive thing. Based on this principle, a teacher has to determine to select which materials that should be taught to the teachers.

c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relation/group. It shows that the teacher has to arrange his/her planning to teach the materials based on his/her group.

d. Perception is influenced by hope and readiness

Hope and readiness of a person will determine which message will be selected for admission, laid out, and how the message will be interpreted. So that, the teacher should be taught by determining the materials which have message based on his/her interpretation.

- e. People's perception may different although in the same condition

The different perception may different although in the same condition.

The different perceptions of teachers are caused by their knowledge and experience.

B. Grammar

1. Definition of Grammar

The term "Grammar" is defined in many ways. According to Cahyono and Widiati (2011:87) "Grammar is considered the most important as it serves as the foundation for more advanced language learning. Making analogue of language learning as the building of house, grammar serves to be the foundation of the house". We cannot imagine if there is no foundation or system in learning language, the meaning will be wrong or different with the expectation. Since, "grammar is the essence of language" (Samira and Faizah, 2015:112). Therefore, when someone talks with his/her own free rule, the arrangements of the words will be in a mess, the meaning will be difficult to be grasped by the listeners.

Moreover, according to Thornburry in Tandikombong and friends (2016:5) "Grammar is partly the study of what forms (or structures) which are possible in the language". Thus a grammar is a description of the rules that govern how a language's sentences are formed. Furthermore, according to Dalil (2013:5) grammar means "the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language". So, grammar deals with many kinds of words

and sentences. The word can be noun, adjective, adverb, and etc. and for sentences, there are positive, negative, and question form.

It can be concluded that Grammar is a rule concerning the relationship and the correctness of words in the sentence. Using grammar will make the words' arrangement in a sentence producing clear meaning. So, grammar keeps people from misunderstood while expressing thoughts and ideas.

2. The Importance of Grammar

After knowing the definition of the grammar, we can see the function and the importance of grammar. Grammar is very important because the grammatical concepts will influence the meaning of ideas that will be received by the others. According to Greenbaum and Nelson in Purbowandhani (2015:7) said that grammar is a central component of language that mediates the system of sounds or written symbol and the system of meaning. By having good understanding on grammatical concepts, learners can avoid the use of incorrect structures. "Learning grammar rules help us to make our communication coherent and logical", (Padma 2015:447).

In fact, language can be produced or received by someone and the language can be in any form, so that the existence of grammar is needed. "Whenever any person speaks or writes, he or she uses grammar in one way or another because each language and dialect has its own set of

unwritten rules that determine how it is spoken or written” (McWhorter, 1998 as cited in Samira & Faizeh 2015:112).

Also, when people used good grammar it will be considered that he or she has good intelligence and education. Since “Good grammar says that you are well-enough educated to be able to speak clearly, and more importantly, that you care enough about the subject of your message that you are willing to take the time to make it readable” (Carmichael in Sari 2016:19). Finally, the existences of grammar are crucial.

C. Speaking Skill

1. The Nature of Speaking

There are four skills for students should be master at the end of their learning process. There are listening, speaking, reading, and writing. Speaking is a language skill through which someone can express ideas or information to other people. According to Oxford, speaking is demanding in that it requires production of language knowledge under severe time pressures. It therefore requires a lot of practice.

The single most important aspect of learning the language is mastering speaking. Speaking can be described as the ability of students to express their ideas. By learning speaking, people generally, and students can learn or improve their ability related to mastery of vocabulary, grammar, and pronunciation. Speaking is a tool of communication and the important factor in learning and teaching language. Beside, speaking is the activity of presenting thought or ideas in spoken language. According to

Nunan in Yuriza (2014:8) cited that Longman stated that speaking is defined as to be able to talk in particular language. Additionally, Richard and Renandy as cited in Yuriza (2014:8) said that “speaking skill is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.” Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written).

Based on the definition above, it can be concluded that, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

2. Function of Speaking

Speaking is not only pronouncing the word but also communicating something to the listeners' mind. In detail, Brown and Yule in Richards states some functions of speaking, those are speaking as interaction, speaking as transaction and speaking as performance (1990:2-4).

a. Speaking as interaction

Normally, it is by “conversation” and desired by interaction which serves a primarily social function. Some of skills involved in using “speaking as interaction” are opening and closing conversation, making small talk, interrupting, and reacting to others.

b. Speaking as transaction

This type of speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Some of skills involved in using “speaking for transaction” are describing something, asking question, confirming information, clarifying understanding, etc.

c. Speaking as performance

This refers to public speaking that is talk which transmits information before an audience such as morning talks, public announcements, and speeches.

3. Types of Speaking

There are some types of speaking categorization. The first category is based on the number of speaker, speaking could be categorized into monologue and dialogue. Monologue is a speaking activity in which there is only one speaker. For example, delivering speech or reporting some news is monologue. Meanwhile, a speaking activity in which there were two people interacting or talking to each other is classified as dialogue. However, dialogue is more communicative than monologue because it allows each speaker to negotiate and conform meaning being conveyed in the conversation. Nunan (1993:18) classifies speaking activities based on the function of speaking. They are divided into transactional, interpersonal and expressive language. By having transactional language, the speaker

can transfer goods and services to the hearer. Besides, by using interpersonal language, the main focus of speaker is to socialize. Lastly, the focus of expressive language is to secure goods and services the wheel of social life.

In conclusion, types of oral language into two in figure. The main categories are monologue and dialogue. Monologue that involves only one speaker can be subdivided into planned monologues (can be in the form of speeches and other prewritten material) and unplanned monologues (can be in the form of impromptu lectures and long “stories” in conversation). Dialogue that involve two or more speakers can be subdivided into interpersonal (maintain social relations) and transactional (exchange of information).

4. Elements of Speaking Skill

Heaton in Rahman (2011:18) divided the elements of speaking ability into three parts:

a. Accuracy

Pronunciation maybe heavily influenced by native language but should be generally intelligible. No confusing errors of grammar or vocabulary. Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar, and word choice so could be understood. There are three components accuracy: pronunciation, vocabulary, and grammar.

1) According to Webster Dictionary (2003) pronunciation is the way in which is pronounced, the spelling of words in accordance with their

usual pronunciation. Pronunciation teaching deals with recognition or understanding the flow of speech and production of words.

2) Vocabulary is total number of words which (with rules for combining them) make up a language (Hornby, 1974:959). It consists of content of words; noun, verb, adjectives, adverb, and function words such as preposition, conjunction, article, and pronoun.

3) Grammar is one of the major language components. Yule (1994) states that grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language. The 2006 curriculum (school-level curriculum) emphasizes the importance of grammar mastery because the language product is hoped to be acceptable. It means that the language student's use should be grammatical. Students are expected to speak structurally and meaningfully.

b. Fluency

The speaker may often have to search for a way to say. Contribution maybe limited to one or two simple utterance. Brown (2001) stated that fluency is the ability to use a language spontaneously and confidently and without undue pauses a hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The teachers have to guide the students to develop and to master it to be fluent in speaking. The target is the students can speak spontaneously

by using right language. The students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression. They have to speak naturally without any hesitation in mastering of grammar, vocabulary, and pronunciation in communication at the same time. Besides that, it can make the listener easy to catch and understand their meaning.

c. Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker already done by listener. Clark (1977:43) states that comprehensibility has two common senses. In its narrow sense, it denotes the interpretation the meaning and utilizes the speech act conveyed. In other words, if there are two people want to make communication to each other, they have to be speaking because they have different information. The activity of speaking or communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it.

D. Previous Research

In this research, there are two relevant researches which support this research. First, an article from Tran-Hoang-Thu (2005) entitled: *Teachers' Perception about Grammar Teaching*. This research aimed to determine the English teachers' perception about grammar teaching at an English language school in San Diego, California, the United States of America. In his thesis,

the researcher used survey as the method and administered the questionnaire to the participants. It is the mixed research design because he used qualitative and quantitative data. He took 11 ESL teachers in that school as the participants, five are females and six are males. The instrument which used is questionnaire for two sections, biographical data and main data. The biographical data included their age, gender, length of ESL teaching experience, and their degrees. While the main data was include their level of agreement. Then, the result of this research is the study found that ESL teachers in the sample believe that formal study of the grammar is crucial of importance to language learning. The respondents tend to believe that studying and practicing grammar in the classroom help improve students' communicative ability most quickly.

The second research was conducted by Sopin (2015) with his journal titled *Students' Perceptions of Grammar Teaching and Learning in English Language Classrooms in Libya*. The research discussed about the students' perceptions of grammar teaching and learning English at Misurata University. The aim of this research was to find out more information about form-focused grammar teaching and learning, and advocate what the previous researcher found before but the studies have rarely looked into the learners' beliefs regarding grammar teaching in language classroom. So it made the writer want to observe this research more. The participants of this research were 15 English students who already done their secondary education in Misurata University and they had studied three courses in grammar, one course each in

semester from 1st to 3rd semester. All of them speak Libyan Arabic as their first language. Then, the instrument that the researcher used was interview which consisted of 7 questions. Those questions were meant to find out whether the students believed that grammar was important in language learning, whether teachers should teach explicitly or implicitly for which skills (i.e. reading, writing etc) grammar instruction was helpful, and whether teachers should correct students' mistakes in writing and/or speaking. Finally the result, based on the interviews, all of the participant strongly stated that grammar instruction was very important for a person to learn English. They said that if someone did not know the grammar clearly, they can't organize the sentences. So they would speak in wrong way. Moreover, the interview result there was no English speaking in Libya either inside or outside of classroom; they needed more practice in speaking.

According to both previous studies, those contribute much to this study since they provided about how the teachers' and students' perception on grammar whether in teaching or learning English. In the research that I have described, almost of them only used questionnaire only and interview only. However, in my research I will use questionnaire as the first instrument but if the result is not enough as the data, I will use interview as my second way to collect the data validly. So, there are different ways in collecting the data between the previous research and myresearch. From those research I had got many information which are the grammar is very important. It also makes me want to do this research to update the information sources on learning

grammar perception especially for improving students' speaking skillin
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