

CHAPTER II

LITERATURE REVIEW

A. Perception

1. The Definition of Perception

Perception is a thinking process by a human about certain phenomenon. As cited in Walgito (2010: 87) perception is started from the sense of organ. In this process, a person interacts with his/ her environment using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment by using those senses to receive the stimuli. Then, then stimuli will be registered by brain and then it will be sent to the nervous system. Furthermore, perception is a process of human thinking after they get sensation about certain phenomenon.

2. The Factor of Perception

According to Slameto (2010: 54) there are two factors that influence someone's perception, those are as follows:

a. Internal factor

Internal factor is a factor which comes from an individual. It depends on psychological factors such as, thoughts, feeling, willingness, need, and attention. Every human has different characteristic which is formed by individual's family and environment.

b. External factor

External factor is a factor which comes from outside of an individual. The external factors are also affected by someone's

perception and stimulus is an internal factor in monitoring process. The process of stimulus will pass through the sense of receptor such as: sight, sounds, hearing. In the end, it can be concluded that individual's sense of organ is a connector between individual and object in the world.

3. The Principle of Perception

According to Slameto (2010: 103-105) there are some basic principles of perception. Those are as follows:

a. Perception is relative and not absolute

In relation with the relative of perception, the first stimulus will give bigger impact than the next one. For the example, the teacher can predict the next lesson because she/he has known the students' perception about the previous lesson.

b. Perception is selective

An individual's ability to catch a stimulus is restrictive because human brain only catch stimulus based on the most attractive thing. It means that the stimulus which is received depend on what we have learned. Based on the principle, a teacher has to determine to select which materials that should be thought to the students.

c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form or region/ groups. Based on this principle, in teaching teachers have to arrange it in a good order.

d. Perception is influenced by hope and readiness

Hope and readiness of individual will determine which the message will be selected for admission, and then how the message will be interpreted. For example, teacher can prepare students for the next lesson by showing the steps of the learning activity that students do.

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

The different perception can be explored in the differences individually, behavior, attitude, and motivation. For teacher, this principle means that the perception could be more or less the same with the perception shared by other classes with the same subject being taught. For getting the same perception between the students, teachers should use the different teaching method. In other word, there is no teaching method that will give the same perception among students.

B. Grammar

1. The Definition of Grammar

Grammar according to Nunan (2005: 2) is a description of language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition it seems that grammar plays an important role in combining units of languages to form sentences. The sentences are acceptable if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must for learners to have good grammar. It should be admitted that good mastery in grammar will enable

people to express information, feelings, and ideas in their thought to others easily. In other word, communication failure will happen if people do not master the grammar. From that statement, we know that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

Grammar is part of language that has an important role in learning English. Harmer in Nunan (2005: 2) states Grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentences.

From the definitions above, it can be concluded that grammar is a set of rules which shows how to produce correct sentences. By knowing grammar, the English learners can understand the meaning of the message correctly and can use grammar well in listening, speaking, reading and writing.

2. The Importance of Grammar

Learning grammar is very important to support the learners' competence in mastering English. Grammar can help the learners to understand a language by knowing the form, position, function, and the meaning of the words. By understanding the grammar, the learner will have easier time to master a language. Learning a language without

learning grammar can create some form of misunderstanding about the language itself.

Grammar is an important aspect for the learners because it affects the other skills performance in English, namely, listening, reading, speaking, and writing. The learners can comprehend the sentence if they master the grammar. According to Baehaqi (2005:1) if students do not master grammar, it is impossible for them to know and comprehend words that have different form. Mastering grammar helps the learners to understand every word when they are reading as well as listening, speaking and writing.

From the explanation above, it can be concluded that grammar is crucial in a communication, because the use of good grammar will help to transfer the correct information. Conversely, the use of incorrect grammar can trigger misunderstanding in a communication process because the information being spoken is not delivered in the correct way, and thus, can render the conversation to become meaningless

C. Teaching

1. Definition of Teaching

According to Slameto (2003: 32) teaching is an activity to try to help, guide someone to get, change or expand of skill, attitude, ideas, appreciations and knowledge. Teaching is the guidance of learning. This

definition shows that the students are the component active in the learning process, while the teacher just a guide.

Teaching is an activity to deliver knowledge from teacher to the learners. So, from that activity the learners are able to accept, give a respond, and know the material which is learned. Moreover, teaching is also about showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing the knowledge, and also causing to know.

From the explanation above, it can be concluded that teaching is the interactions between teacher and learners. The teacher is as a part of classroom activities that acted as the informer, director, and facilitator for the learners. All the teaching activities are centered on the students in order to create a better learning situation.

2. The Approaches in Teaching Grammar

The appropriate approaches are needed for teaching grammar in high school especially in vocational high school. According to Thornbury (1999: 29) there are two main approaches in teaching grammar as follows:

a. Deductive Approach

Deductive approach is an approach of teaching that is started by some rule presentations from the certain material and the followed by examples in which the rules is applied. In deductive approach the teacher presents the grammar rule and then gives students exercises in which they apply the rule (Nunan, 2005: 15).

b. Inductive Approach

Inductive approach is an approach of teaching that is started by some examples from rules that are concluded. According to Thornbury there are three basic principles, a teacher provides clear definitions and explanations of a certain grammar point. The next step is to provide examples of sentences where the grammar point is usually used, as a means of presenting the students with the most frequent usage of a rule in a certain context. Then students practice the rule providing their own examples at the end of a lesson (Thornbury, 1999: 54-55).

3. Teaching Grammar

As cited Nunan in Widiyani (2017: 7) there are three views on how to teach grammar. Those are as follows:

- a. Teaching grammar requires the formal explanation of grammar rules. While learners who receive a great deal of grammatical explanation will end up knowing quite a lot about the language to communication effect.
- b. Teaching grammar is basically a matter of providing learners with practice in mastering common grammatical pattern through a process of analogy rather than explanation. The learner may become fluent in the structure they have been taught, but may not be able to use them appropriately in genuine communication outside the class room.
- c. Teaching grammar is a matter of giving students opportunity to use English in a variety of realistic situations.

Based on the explanation, it can be concluded that the students get a chance to learn grammar with unconventional method in order to master grammar well and can apply in the outside classroom. The main goal of grammar in grammar teaching is to enable learners to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately according to the situation.

D. Basic Assumption

Grammar has big part in language learning. Without knowing grammar, the students will be difficult to express their ideas and understand what people convey. When it comes to teach grammar in vocational high school, the teacher should create effective, meaningful, and understandable teaching. They should know some differences individual for each student such as, characteristic, condition and situation. Based on the explanation above, the researcher expects that English teachers have positive perceptions toward grammar teaching because of some reasons. The first, English teachers consider that teaching grammar is important to be taught in the classroom, in order to make the students' communication improved. Second, the teachers implement inductive approach in grammar teaching because they assume that by giving some examples using concrete thing it helps the students easier to understand the use of grammar itself. Afterward, the researcher expects that the teachers give correction if their students do mistakes. Fourth, to improve

the students' grammar knowledge the teacher's explanation in teaching will be followed up by exercises. The last, by having grammar mastery the teachers will be very confident in teaching grammar. Based on the explanation, the researcher believes that English language teachers will have positive perception in grammar teaching.

