

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Nature of Perception

Perception is the process of human thinking about certain phenomenon. Mcleod (2007) said that, in order to receive information from the environment we are equipped with sense organs e.g. eye, ear, nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain. Similarly, William (1990) explained that perception defined as our recognition and interpretation of sensory information from our environment and uses that information in order to interact with our environment. Perception allows us to take the sensory information and make into something meaningful. Furthermore, it can be concluded that perception is a process by which a persons' brain arrives at meaningful interpretation of stimuli. Michener, DeLamater and Myers in Ogheneochuko Unumeri (2009) stated that social perception refers to constructing an understanding of the social world from the data we get through our senses. Thus, perception refers to the process by which we form impressions of other people's traits and personalities.

Perception is what someone think about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong 2003). It means that students have their own opinion toward something that they get from teaching learning process. Students' perceptions are students' point of view toward something that happen in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process, (Shidu 2003).

2. Factors that Influence Perception

There are several factors that act as a condition for the occurrence of a perception. As stated by Walgito (2003) perception is influenced by several factors that have been classified, including:

- a. Internal factors are factors related to physical aspects and psychological aspects.
- b. External factors are stimuli and traits that stand out in the environment behind the object and are a unity that is difficult to separate, including: the teacher, learning methods, materials, facilities and infrastructure, the environment and friends.

According to Toha (2014), the factors that influence one's perception are as follows:

- a. Internal factors: feelings, attitudes and personality of individuals, prejudices, desires or hopes, attention (focus), learning processes, physical states, psychiatric disorders, values and needs as well as interests, and motivation.
- b. External factors: family background, information obtained knowledge and needs around, intensity, size, resistance, and repetition of motion, new and familiar things or the alienation of an object.

Sree (2009) stated the factors that influence perception are of two kinds, they are internal and external. Among the internal factors the needs and desires of individuals, individual personality, and the experience of people are included.

- a. Internal factors

Among the internal factors are:

- 1) Needs and Desire; The needs and desires of people play a vital role in perception. People at different levels of needs and desire perceive the same thing differently. Power seekers are more likely to notice power related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say expectancy, motives or interest also affect people perception.

2) Personality; Personality is another internal factor that influences the perception of an individual. It need not be mentioned here that optimistic beings perceive the things in favorable terms, whereas pessimistic individual view it in negative terms. Research on the effects of individual personally on perception reveals many facts.

3) Experience; combine with knowledge, experience has a perpetual impact on the perception of an individual. “Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as a failure erodes self-confidence.”

b. External factors : listed under this sub-headed are :

1) Size: perceptual stimulus or larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection.

If a teacher has a large size in terms of physically, it will be easier for them to get students attention.

2) Intensity: this factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are

underlining or bolding or italicizing words in a written text. *“The greater the intensity of a stimulus, the more likely it will be noticed.”* So a teacher must have high intensity in terms of managing the class in order to create an orderly class.

3) Frequency: addresses the attention that accrues from the steady repetition of particular stimulus. That is, the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were. The relationship with classroom management is that a teacher must continuously direct and guide students so that students become obedient.

4) Status: The status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly influences employees than person who occupy lower rings of the organization hierarchy. A teacher must be able to confirm his status as a teacher and be able to show his influence to students.

5) Contrast: stimulus that share common features with the environment are less likely to quality for

selection by the perceiver compared to those that contrast sharply with the environment.

So based on the statements of several experts above, we can see that there are two factors that influence human perception. Internal factors are factors that come from us. While the second is external factors, this factor comes from things that come from around us. So it can be concluded that a person's perception is influenced by several factors, thus making everyone have different perceptions of an object.

B. Classroom Management

1. Definition of Classroom Management

Teaching is as an activity that teachers do in the classroom in order to transfer the knowledge to the student. To achieve good teaching process, the teachers have to do some planning such as materials that will be delivered by the teacher, how to manage the classroom and media that teachers use in the classroom. The successful of teachers in teaching is also influenced by learners' readiness. Classroom management is the term we will use to highlight all of those positive behaviors and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly

the establishment and enforcement of routines and rules as stated by Tan, Parsons, Hinson, & Sardo-Brown (2003).

Djamarah (2000) Explains that classroom management is the skill of teacher to create and look after condition learning optimal and returning it when happened trouble in course of educative interaction. It can be concluded from both opinions above that classroom management is the act of managing class by teacher to give toward individual and personal doing the activity with creative, capable and directional. Moreover, class as unit of students learning group shall need friendship and teamwork, which can make the lesson is interesting to learn, have discipline in finishing the job, effective in using studying time and the class situation has too pleased to its member. Therefore, a teacher has to be able to manage the classroom well, and the classroom management must be focused on creating the conducive of classroom to learn

2. The Aim of Classroom management

The goals of classroom management are contained in the goals of education. In general the goal of classroom management is to provide facilities for a variety of student learning activities in the social, emotional and intellectual environment in the classroom. The facilities provided must be able to make students study and

work, able to create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual development, emotional and attitude and appreciation for students (Djamarah and Zain 2010). The objective of classroom management based on Usman's cited by Setyorini (2005) is to develop students' ability to use learning tools, provide conditions that enable students to learn and work, and help students to obtain the expected results.

It is hoped that good classroom management can create proportional learning group conditions. It consists of a good classroom environment that allows students to perform according to their abilities, and available opportunities that make it possible to gradually reduce dependence on the teacher. The impact of proportional learning group conditions is that students can carry out self-activity and self-control gradually, but it clearly leads to a more mature level.

3. The approach of Classroom Management

Classroom management is a multifaceted concept and views about classroom management styles can be categorized in various ways. The creation of an optimal interaction of course depends on the approach that teachers do in the framework of classroom management so that learning becomes effective. According to Bahri (2006) the approach includes authority approach, a threat approach, a freedom approach, approach recipe,

approach lesson, socio-emotional climate approach, group process approach, and threat approach. The different classroom management approaches are classified into several types. As follow:

a. Authority approach

Authority approach is the approach where teachers control the behavior of students in the classroom.

b. Freedom approach

Permissive approach, namely the efforts of teachers to give students the freedom to perform various appropriate activities with what they want.

c. Approach recipe (cook book)

This cookbook approach is done by giving a list that can describe what must and what should not be done by the teacher in reacting all problems or situations that occur in class. In this list, it is described step by step what the teacher must do. The teacher's role is simply to follow the instructions as written in the recipe.

d. Approach lesson

This approach is based on an assumption that in planning and implementing learning, this approach will be able to prevent the emergence of behavior problems of students, and solve those problems if they cannot be prevented. This

approach encourages the teacher's behavior in teaching to prevent and stop the behavior of students who are not good. The role of the teacher is to plan and implement good lessons.

e. Behavior modification approach

Class management can be interpreted as a process to change the behavior of students from poor to good. Programs or activities that cause bad behavior. Good or positive behavior must be stimulated by giving praise or gifts that create feelings of pleasure or satisfaction. Meanwhile, the behavior that is not good in carrying out the class program must be given sanctions or penalties that will cause feelings of dissatisfaction and later the behavior will be avoided.

f. Socio-emotional approach

Class management approach based on mood and social atmosphere (socio-emotional climate approach) in the classroom as a group of individuals tends to view the clinical psychology and counseling (counseling). According to this approach class management is a process of creating a climate or emotional atmosphere and positive social relationships in the classroom.

g. Group Process Approach

This model approach requires the ability of the teacher to create momentum that can encourage groups in the class to become productive groups. In addition, this approach also requires the teacher to be able to maintain the conditions of inter-group relations so that they can strongly agree run well.

h. Threat approach

From this threat or intimidation approach, class management also as a process to control student behavior. But in controlling the behavior of students is done by providing threats, for example, banning, ridicule, satire, and force. Threats should not be carried out as agree as possible and only be applied when the class conditions are completely out of control. As long as the teacher is still able to take other approaches outside the threat, it will be better if the approach with this threat is deferred. But one thing that must be remembered, the threat approach must be carried out in the level of fairness and try not to hurt the feelings of students.

4. The Way in Managing Classroom

According to Adams (2016) research study is identified in five strategies that are most likely to be effective in classroom management, these five strategies are:

a. Rules.

Teachers and students should develop a limited set of positively stated expectations for behavior at the beginning of the school year; avoid negative statements. These expectations should be easy to understand, posted in the classroom, taught by discussion and practice, reviewed periodically, and applied transparently and equitably. Students should understand the rationale for the rules and internalize these rules. In addition, students should understand the relationship between the rules and the teacher's learning objectives and goals.

b. Routines

Routines refer to behaviors and activities that contribute to smooth classroom operations. Teachers should put their routines and procedures in writing and teach them. They should include specific guidelines for how to act in a variety of situations (e.g., arriving in the classroom, handing in homework and other assignments, working in groups, leaving the classroom to go to the restroom, getting

supplies and books, obtaining help, etc.). These routines should be taught at the beginning of each term and reviewed periodically throughout the term. Routines are enforced through reminders rather than consequences. For example, if a student does not bring a pencil to class, have loaners available for him/her to use during that class period rather than punishing the student. Teachers should demonstrate effective management of time and materials in the way they conduct their classes. In addition, they should make clear their expectations of students in this regard, especially in transition between activities. School routines for fire, tornado, evacuation, codes, and other types of school/classroom drills should be posted, reviewed frequently, and rehearsed with students.

c. Praise

Teachers should reinforce positive behavior using acknowledgment, praise, and appropriate rewards. Intangible rewards such as acknowledgment and praise should be specific and focus on the process and/or the work done, not on the student per se or on his or her character for example. “Your explanation is very clear” rather than, “You are a good student.” Rewards may be tangible. Rewards can be used for individual or group behavior and

may be phased out over time as students' behavior improves by habit

d. Misbehavior

Teachers need to determine appropriate consequences for misbehavior and apply these consequences consistently. Consequences generally follow different levels of severity, escalating to one-on-one conferences with the teacher, detentions, meetings with parents/guardians, etc.

e. Engagement

This technique is closely linked to the quality of instruction. Teachers should constantly engage students in class instruction through creating an interesting lesson that holds students' attention and/or through building in frequent opportunities for student participation. Students who are involved in the lesson generally have less inclination to act out.

5. The Advantages in Managing Classroom

Based on Karwati and Priansa (2014) in his book entitled *class management* stated that there are four benefits of class management as follows:

a. Class Planning

Planning is to make a target to be achieved in the future. In relation to class, planning is a process to think and determine carefully about the direction, goals, actions, resources, as well as the right method or technique for teachers to use in the classroom. Class planning is very important for teachers because the functions are:

- 1) Explain and detail the objectives to be achieved in class.
- 2) Establish rules that must be followed so that class goals can be achieved effectively.
- 3) Give individual responsibility to students in the class.
- 4) Observe and monitor various activities in the class to fit the state goals.

b. Class organizing

After knowing about the direction, goals, actions, resources, as well as the right method or technique to be used, then the teacher will make an organizing effort so that the plan can take place successfully. In relation to class organizing means:

- 1) Determine the resources and activities needed to achieve class goals.

- 2) Design and develop study groups that contain students with varying abilities.
- 3) Assign students or study groups in a particular task and function responsibilities.
- 4) Delegate class management authority to students.

c. Class leadership

Effective leadership in the classroom is part of the teacher's responsibility in the classroom. In this case, the teacher leads, directs, motivates, and guides students to be able to carry out effective learning and learning processes in accordance with the functions and objectives of learning. In addition, teachers must be able to provide good examples for students, so students will follow what is done by the teacher. In leadership, teachers need to maintain authority and credibility, without neglecting the ability of flexibility and adaptive to the needs of students.

d. Class control

Controlling class is not an easy matter, because in the classroom there are various kinds of students who have different characteristics. Activities in the classroom are monitored, recorded and then evaluated to detect what is lacking and can reflect on what needs to be corrected. Control is a process to ensure that actual activities are in

accordance with planned activities. The control process can involve several elements, namely:

- 1) Sets class performance standards
- 2) Provides a standard measure of class appearance
- 3) Comparing performance with standards set in the classroom.
- 4) Take corrective action when irregularities are detected that are not in accordance with the objectives of the class.

C. Relevant Previous Study

In this paper, the writer took the review from other paper which is related with my research. The review related to this research is titled “A Descriptive Analysis of Students’ Perceptions towards Teachers’ Talk in English Classroom”. It was researched by Yulianti, a bachelor of English Language Education of Tarbiyah Faculty of STAIN Salatiga, State Institute for Islamic Studies 2013. The purpose of this study was to know the students’ perception about their talk of English teacher. It includes the finding of appropriate communication in English is that suitable to for teacher in the teaching learning process. On the other hand, it can be addition to collect more data or information, especially about the psychological research. The data is collected from interview of 16 students of language program which is recorded and then transcribed. The additional data about kind of teachers talk that used by English teacher

was taken from classroom observation. Since this research explores the students' perception which come from the students' experience, qualitative approach is considered as an appropriate research design. The result of this research is presented descriptively in order to reveal the students' perception comprehensively.

The second source that the writer took was from a journal entitled "Correlation Students' Perception on English Teachers' Classroom Management toward Their English Learning Outcomes. It was researched by Ridianto who is a lecturer in the English Language Education study program ST-KIP Abdi Payakumbuh Education Foundation West Sumatra-Indonesia. The study was conducted on 45 students of the second and third years of MAN 2 Batusangkar in the academic year of 2005/2006. The purpose of this study is to find out the relationship between students' perceptions of English teacher classroom management with student learning outcomes. This study uses questionnaires and documents. The questionnaire is used to determine students' perceptions. While documents in the form of report cards are used to determine student learning outcomes. The results of data analysis show that r -count (0.346) is greater than r -table (0.288) with a significance level of 5% on degrees of freedom. Based on the research results above, it can be concluded that students' perceptions of their English teacher classroom management are significantly related to their learning outcomes.

From both references above, the researcher can conclude that knowing students' perceptions is essential. Because by knowing the students' perceptions of a teacher can determine the appropriate treatment, good activities, and appropriate approaches to students during teaching and learning activities. Similarly, researchers will find out students' perceptions on English teacher classroom management high school students.

D. Basic Assumption

Education is the process of teaching and learning, so effective learning generally occurs when a harmonious classroom atmosphere is created. Therefore, the teacher's role in managing the classroom is needed, as well as how it creates a class condition that is as comfortable as possible so that teaching and learning activities can run smoothly. A teacher must have the ability to create various activities so that classroom conditions are conducive and effective. If the teacher has the ability to control the class and create a conducive learning atmosphere it will create good perceptions from students. Perception is the experience of objects, events, or relationships obtained by concluding information and interpreting messages.