

CHAPTER II LITERATURE REVIEW

A. Students' Perception

This part covers 5 points which relate to students perceptions, they are the idea of perception, factor affecting perception, process of perception, basic principle of perception and student perception.

1. Definition of Perception

Perception is the way people notice thing, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornbu, 2006: 1079). Based on Schmitz (2009), perception is the process of selecting, organizing and interpreting information. Further, A Adediwura and Bada Tayo show the process of having perception as follows:

That every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory) (Adediwura & Tayo, 2007: 165-166)

From this point of view, it could be inferred that perception cannot be done in emptiness. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception (A Adediwura and Bada Tayo, 2007: 166)

Students' perception according to McGoldrick and Caffrey (2009, cited in Akande, 2009:32), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and reactions that inventory for data collection will measure (Allport, 1976; Glover et al., 1990 cited in A Adediwura and Bada Tayo, 2007:165)

2. Factor Affecting Perception

Everyone has different tendency in seeing same thing. The difference can be affected by many factors, including the internal and external factors (Walgito, 2001: 103).

a. Internal factors

Internal factor comes from an individually, especially depend on psychological factor such as: thought, feeling, willingness, needs, sex,

attention and motivation. Every human being has different characteristics and temperaments also shaped by individuals' family and individuals' environment.

b. External factors

This factor comes outside of an individual, the external factors are also affected someone's perception, stimulus is an internal factor in monitoring process. The process of stimulus will through the sense of organ or receptor such as: sight, sounds, hearing, etc. It can be concluded that the individuals' sense organ is a connector between individual and the object in the world.

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. It's done through five senses. Walgito (2001: 53) stated the following steps show the process of perception:

a. Stimulus

Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through humans' senses. Sensation will influence the stimulus.

b. Registration

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

c. Interpretation

Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process.

Relation in this study is the perception given by the students as a result of stimuli that given by teacher in the practices.

4. Basic Principle of Perception

For the teacher, knowing and implementing basic principles of perception is very important. 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 perceptions of someone or group is different from others. The perception sometimes will be different even though they talk about the same things. The teacher can predict students' perception better in the next lesson by knowing this from previous lesson being taught.

b. Perception is selective

It means that perception that is given by someone or group come their attention. It depends on their brain or motivation about the object. In this case, the teacher should choose what practice 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.

d. Perception is influenced by hope and readiness

Hope and readiness of a person will determinate which messages will be selected for admission, laid out, and how the message will be interpreted.

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

For the 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 matter being taught (Slameto, 2010: 102-105).

5. Students' perception

Students are the main and the most important resource in the teaching and learning process. Students' can learn from teachers, while teachers cannot teach without students (Danim, 2010: 1). Absolutely, all of the learning process always begins with perception.

Students' perception is the process of preferential treatment of students' toward information they get from an object, in this study is teachers' practices.

B. English Classroom Activities

This sub-chapter comprises the definition of english classroom arctivities, it also convers the type of english classroom activity.

1. Definition

Activity by Brown (2000: 129)activity may refer to virtually anything that learners do in the classroom. More specifically, when we refer to a classroom activity, we usually refer to a reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher, with a particular objective. Activities include role-plays, drills, games, peer-editing, small-group information-gap exercises, and much more.

Therefore, we can conclude classroom activities are activities designed or deployed by the teacher to bring about, or create the conditions for learning.

There are two kinds of classroom activities:

A. TCL (Teacher Centered Learning) Classroom

a) Definition

Teacher Centered Learning also called Conventional/ Traditional Teaching Method. TCL is a teaching method where the teacher is actively involved in teaching while the learners are in passive, receptive mode listening as the teacher teaches. In Conventional teaching method, teacher is first resource and center in an active role and students in a passive, receptive role. Students only get information from the teacher and this method when they tell students about something and then students retell. In short, the traditional teacher view that is the teacher that causes learning to occur (Novak, 1998).

In Teacher Centered Classroom, control is primary importance and “*authority is transmitted hierarchically*” (Dollard & Christensen, 1996, p. 3), meaning the teacher exerts control over the student and there’s no room for student’s personal growth because the teacher role is to be primary information giver and primary evaluator.

b) Characteristics of Teacher Centered Learning

In Teacher Centered Learning (TCL) the writer conclude that in this activities the teacher is one and only resources for the

student, all of knowledge is transmitted by the teacher to students and it makes them are more passively in learning activity. The teacher not open a democracy atmosphere on learning process and all of the rules and discipline comes from the teacher, such as makes rewards are mostly extrinsic and students are allowed in limited responsibilities. In this method all of the management classroom comes from the teacher and few students are the teacher's helpers.

Lynch (2010) describes, the traditional teacher-led or administer-centered learning are used more frequently than student-led learning. A student is viewed as learner, who passively receives information and teacher's role is information provider or evaluator to monitor learners to get the right answer. The problem is that it never let students use their potential, so the main focus is getting the learners to perform well on state-mandated tests rather than catering to students' need. This method is unsuccessful because the knowledge of students is judged based on their performance in the final exam scores.

c) Example of Teacher Centered Learning Activities

1. Self Directed Learning

Knowles (1975) defines Self Directed Learning as:

The process in which individuals take initiatives, with or without help of others, in diagnosing their learning needs, formulating learning goals, identifying human and mental resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes. (p.18)

In Self Directed Learning, students being a proactive and reactive learner, they choose their learning strategies and evaluating learning outcomes. As the autonomous learner, the student more likely to be invested in their learning and more likely to be successful in their language learning experience.

2. Collaborative Learning

The Collaborative Learning method makes the students depend on each other in their pursuit of knowledge and makes the learning process more meaningful and interesting. In the Collaborative Learning students work in group, it makes they will not feel alone, isolated from the rest and supports the other.

According to Dillenbourg (1999), Collaborative Learning is a situation in which two or more people learn or attempt to learn something together.

3. Research Based Learning

Poonpan (2001) said Research based Learning is a system of instruction which used an authentic learning, problem solving, cooperative learning, hands on, and inquiry discovery approach, guided by a constructivist philosophy.

Research Based Learning is a learning models that can provide opportunities for the student to learn and build a knowledge from methods of the research such as; finding information, formulating hypothesis, collecting data, analyzing, making a conclusions and the report.

B. SCL (Student Centered Learning) Classroom

a) Definition

Student Centered Learning (SCL) is one of the learning approach that are very popular among education practitioners in the world. SCL is believed to be very effective in improving the learning outcomes optimally. As we know, learning is an activity of acquiring new knowledge as the more student knowledge acquired, it means their chances of improving their attitudes, behaviors and quality will be greater.

Brown (2008) claimed Student-centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests.

So we can conclude Student Centered Learning moves student from passive researchers and receivers of information to active participants in their own discovery process. What students learn, how they learn it and how their learning is assessed are all driven by each individual student needs and abilities.

b) Characteristics of Student Centered Learning

In Student Centered Learning (SCL) the writer conclude that in the activities students are required to actively work on the task and discuss it with the lecturer as the facilitator. Students learn from one another, not only from teacher. They also learn to work with one another. The student are encouraged to reflect on their own learning, share their insights with their peers, and apply new learning to real-life, authentic experiences. Collaborative learning emphasizes students self governance of their interactions,

allowing them to make decisions about with whom they work and how (Pedersen and Liu, 2003)

With the active students, the creativity of students will be nurtured. Such conditions will encourage lecturers to always develop and adapt their course materials with the development of Science and Technology. Thus teachers are no longer the primary source of learning, but rather as "learning partners". The teacher needs to carefully monitor activities and give constant feedback (Darling-Hammond & Bransfor, 2005)

In SCL the activity can be done with a lot of discussion with their group, and then the students dare to express their opinions, learn their self-management and solve their problems by self and not afraid of with the lecturer.

c) Examples of Student Centered Learning Activities

1. Self-Directed Learning

Holec (1981) defined learner autonomy as “the learner’s capacity to take control over their own learning”.

Self Directed Learning describes the learner process by which the student initiatives, with or without the facilitator, because in this method they will be diagnosing their learning needs, formulating the goal, and identifying the

resources of the material. In Self Directed Learning, students choose their learning strategies and evaluating learning outcomes by self.

2. Cooperative Learning

Cooperative Learning is the key to deal with children with various abilities and diverse area of intelligences. This learning method lets the students search and find out the best path to learn given subjects by themselves. In this class, students are free to express what they have in mind to complete the tasks given during the lesson.

Cooperative Learning promote among students the ability and the inclination to work together beyond the classroom by making cooperation not just part of the how of learning but also part of the contents (Jacobs 1997; Sapon-Shevin and Schniewind 1991 in McCafferty et al., 2005 :17)

3. Problem Based Learning

Problem Based Learning is an approach that involves no teaching process; students learn by solving problems that are carefully constructed by the teacher according to the course syllabus assigned to them. In this method, the teacher facilitates the process by putting the students in

groups scheduling presentations and then preparing evaluation forms for the students to evaluate themselves and their peers in addition to teacher evaluation.

Boud and Feletti (1997) claimed in the Problem Based Learning, the problem comes first, and an essential element of this approach, is that content is introduced in the context of complex problems that imitate the real life.

4. Collaborative Learning

Collaborative Learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.

In collaborative classroom, the lecture does not disappear but it lives alongside other processes that are based on student discussion and active work with the course material.

Swain (1997, 2000) describes Collaborative Learning as one of the important and most effective means by which learning can take place, and a focus on the mutual exploration of a subject by means of social interaction with peers and between learners and teachers has experience a long story.

5. Small Group Discussion (SGD)

Small Group Discussion is a democratic place that is allows students to announce a topic or idea and allows everyone to contribute many ideas for others to discuss and reflect upon.

Bellon, Bellon and Blank (1992) believe participants in small group discussion concentrate better on the topic at hand due to the support of their peers and individual motivation.

Socially, SGD builds a sense of cohesion and trust with others. Discussion group are an area in which differences in opinion, race, gender, participations should be accepted and celebrated. Group discussion will end in acceptance of different opinions, respect for well-supported beliefs, and improved problem solving skills. It means, SGD helps the participants build their inter-personal skills and confidence about offering individual opinions in a group atmosphere.

6. Role-Play and Simulation

Role-play and simulations are forms of experiential learning (Russell & Shepherd, 2010).

Role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose the participants must accomplish.

Simulations usually involve a more complex structure and often larger groups where the entire group is working through in imaginary situations as a social unit, the object of which is to solve some specific problem.

