

CHAPTER II

LITERATURE REVIEW

A. Perceptions

1. Definition of Perception

“Perception is a general view of an object based on sensory perception and meaning by the human mind” (Paksi, Sari, and Somawati, 2023). Azizah (2022) also said that perception is an individual's reaction to an object in their environment. Perception is an individual's ability to recognize, interpret, and organize environmental input, influenced by their focus while observing objects (Affandi et al., 2020). Perception can also be defined as a response obtained through the senses related to experiences, events, and objects that produce information (Maharani et al., 2021).

“Teacher perceptions refer to the cognitive, emotional, and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment” (Demirdağ and Efe, 2023). Teacher perceptions are an essential aspect of their professional identity and practice (Fives and Gill, 2015). A teacher's perception is the reaction of a professional educator to their experiences in educating, teaching, guiding, directing, training, assessing, and evaluating students, shaped by the educator's beliefs and feelings (Maba, 2017). These are included in the perceptions of their roles, responsibilities, and the educational environment.

2. Types of Perception

According to Noviska, et al. (2021), there are two types of perception namely positive perception and negative perception. This is also defined by Irwanto (1994), “If viewed from an individual's perspective, after perceiving interactions with objects that are perceived, the results of the perception can be divided into two” as follows:

a. Positive Perception

Positive perception is a perception that describes all knowledge and responses that are in harmony with the object being perceived. Thus, it can be said that being in harmony with the object being perceived here implies that teachers tend to recognize more advantages in utilizing real object media in EFL classroom.

Furthermore, here are some advantages of using real object media in EFL classroom according to Arsyad (2013; 9):

- 1) Facilitate the learning process and improve learning outcomes
- 2) Increase student motivation
- 3) Overcome the limitations of the senses, space and time
- 4) Provide a similar experience as in the environment

b. Negative Perception

Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object of being perceived. In contrast to positive perception, that is not in harmony with the object of being perceived here implies that teachers tend to recognize more disadvantages in utilizing real object media in EFL classroom.

Moreover, here are some disadvantages of using real object media in EFL classroom according to Sumantri and Permana (2001):

- 1) Requires additional education budget
- 2) Requires adequate space
- 3) If the learning media is difficult to find, it can hinder the learning process
- 4) Both teachers and students must be able to use these learning media

3. Process of Perception

Qiong (2017) also said that perception consists of several processes include:

a. Selection

The first stage in perception is selection. At this stage, people can change environmental stimuli into meaningful experiences. Sometimes, this can prevent people from understanding all the information they receive. Therefore, they will select their attention on important situations.

b. Organization

The second stage is organization. At this stage, people need to organize external information in a specific way to find meaningful patterns. This stage involves categorizing objects, enabling people to create a coherent understanding of general knowledge about objects and their characteristics.

c. Interpretation

The last stage is interpretation. This stage involves the process of attaching meaning to the selected stimuli. After categorizing these stimuli into structural and stable patterns, the people can interpret and understand these patterns.

4. The Importance of Teachers' Perception

“Teachers are one of the most important personnel in the educational system that are in the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational principles and theories” (Dani, 2022). Thus, teacher perceptions have a vital and significant impact on teaching practices, decision-making, classroom management and student outcomes (Demirdağ and Efe, 2023). Because of this, understanding teacher perceptions is important for developing a supportive and effective educational system.

Likewise, the effect of teacher perceptions according to Wadmare, et al. (2022):

- a. Teachers' perceptions affect teachers' decision-making regarding pedagogy and instructional practice.
- b. Teachers' perceptions influence their expectations of students' performance, which has shown to have a strong self-fulfilling prophecy effect.

B. Real Object Media

This chapter will discuss the definition of real object media, examples of real object media in English class, and advantages and disadvantages of using real object media.

1. Definition of Real Object Media

Real object media refers to actual objects from everyday life that are used in the classroom to enhance learning and make lessons more engaging and meaningful. "Real object media are basically objects that are used so that learning activities take place in an environment that is very similar to actual conditions" (Sungkono, 2007). Real object media can be living objects or inanimate objects. Real object media is also included in the form of three-dimension media that can be touched and held by students (Marpanaji, 2018).

Meanwhile, Hadi (2018) said that real object media refers to the practice of using real and tangible things in the classroom to help students connect with English on different levels. This is also supported by Sari (2020), real object media is a tool used in learning that involves senses, namely sight, hearing, touch, and can make the students learn enthusiastically. This shows that real object media is a thing that students can see, hear or touch and provide direct experience. With this, the effectiveness of the learning

process can be achieved because students enjoy it and it becomes memorable for them.

2. Types of Real Object Media

According to Novita (2018:3), real object media is divided into three types, namely:

a. Unmodified Real Objects.

Real objects that are as original without any modification, unless moved from their original location. These objects have the characteristics of objects that can be used in normal sizes and can be known by their real names.

b. Modified Real Objects

For examples such as miniatures, cutaways and mock-ups.

c. Specimen (Sample)

Often defined as a sample of an object in the same group or category. A sample is sometimes unmodified and is usually part of the environment. Samples used in learning are usually packaged in bottles, boxes and so on.

3. The Implementation of Real Object Media in EFL Classroom

In an English class, real object media particularly can be used to teach vocabulary, an idea or concept, grammatical notions, culture, or even to develop communicative competence by presenting real-life situations and contexts in which students will have to communicate effectively (Himbu & Ana, 2022). According to Himbu and Ana (2022), here are some examples of real object media that can be used in an English class:

a. Food Items

Bringing in various fruits, vegetables, or packaged foods to teach vocabulary. For example, it can support the students practice monologue about procedure text, describing tastes and textures.

b. Clothing

For example, describing what people are wearing or practicing asking and giving opinions.

c. Maps and Travel Brochures

Students can plan trips, describe routes, and discuss travel experiences. For example, when teaching a recount text about students' experience of the trip.

d. Household Items

For example, it can support the teacher or students about learning daily routines and what are you doing material.

e. Photographs and Postcards

Descriptive language, storytelling, and cultural context. Using images as prompts for writing assignments, discussions, or creative storytelling activities.

f. Toys and Games

For example, using simple toys and board games to engage students in interactive activities while teaching and learning activities related to play, rules, and instructions.

C. EFL Classroom

1. Definition of EFL Classroom

At this time, teaching English is not only important but a need. English needs to be taught effectively to students. There are 300 million native English speakers spread across every continent, and over 250 million people use English as a second language for daily communication. The introduction of English to indigenous populations has resulted in many independent states where English is still commonly used. In other parts of the world, English is learned as a Foreign Language (EFL).

In Indonesia, our country, the existence of English is only limited in the classroom or school. An English as a Foreign Language (EFL) classroom

refers to a set of classes in a school where English is studied and taught, but the language does not play any national or daily role (Mentari, 2021). In addition, according to Wright (2010), English as a Foreign Language (EFL) involves learning and using English as an additional language in a country where English is not the primary language.

D. Previous Studies

There are some relevant studies about English teachers' perception of the use of real object media in EFL classroom. The first research was conducted by Manangkari, Hente, and Ningsih (2022). This study aimed to find out the teachers' perception towards the use of realia in teaching speaking. It was descriptive qualitative research using questionnaire and interview to collect the data of three English teachers' from SMP Negeri 6 Palu as the respondents. The result showed that those teachers have positive perception toward the use of realia in teaching speaking. The examples of realia that they use in teaching speaking such as clock, plants, toys, and objects in the class or out the class. They believed that the use of realia in teaching speaking gave many benefits such as making class more active and making the teachers easier in teaching speaking.

The second research was carried out by Wiyati and Marlina (2021). They describe the kind of visual learning aids used by teachers and teachers' perception towards the use of visual learning aids in EFL classroom. This study has similarities with the first study in the form of an instrument to collect the data which are questionnaire and interview, also the total of English teachers as the respondents. But this study was conducted at a secondary school located in Soreang, Bandung regency. The findings showed that the teachers used several visual learning aids in their teaching and learning process including real objects. Furthermore, the teachers also have a positive perception of 53.33% towards the use of visual learning aids in EFL classroom.

Last, the study from Silvani (2018). The researcher investigated the English teachers' perception toward the use of authentic materials in teaching English at school. There are three purposes of this research: 1) analyzing the evolving information regarding the use of authentic materials in teaching English at school; 2) investigate why the English teachers use authentic materials in teaching English; and 3) find out significant information on any challenges of using authentic materials in teaching English. This study employed a qualitative method with used interview and observation.

As well as the two studies before, there are three English teachers as participants in this study but the location was conducted at SMAN 1 Tapaktuan. The result showed that the English teachers have a positive perception toward the use of authentic materials in teaching English. All of the teachers had used authentic materials in their teaching. While the reasons are due to the materials being real and interesting materials that could increase students' interest, motivation, and enthusiasm in learning English.

Based on the three previous studies above, there are some differences with this research. Those are the research method, total of sample, instrument, and location. Those all studies used descriptive qualitative methods meanwhile this research used descriptive quantitative research. So, the research results obtained can be general information. The total sample of this research also has more than three English teachers because the instrument just uses questionnaire. At this time, the researcher also chooses the location at Sidareja sub-district.