

CHAPTER II

THEORETICAL REVIEW

A. Perception

1. The Definition of Perception

Dealing with perception, it will show the nature of someone psychology feature. Many experts have each definition about perception. According to Orgel in Walgito (2010: 100), perception is an integrated process within individual to the stimulus that is received by itself. Meanwhile, Davidoff in Walgito (2010: 100) says by having perception, the individuals will be aware to the situation and the condition that surrounds them. On the other hand, Davidoff (1981), in Walgito (2010:100), states that because perception is an activity that is integrated within the individual, so what is in the individual will actively participate in perception. Based on the explanation above, perception can be expressed through the feeling, thinking ability, and experiences of the individual itself.

2. Factors Affecting Perception

Everyone has different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factor.

Slameto (2010: 54), divides factors that influence the students' perception into two those are:

a. Internal factors

Internal factor is a factor which comes from inside students. All of the factors include in psychological factor. The explanation of each factor can be seen as follow:

a) Intelligence

J.P. Chaplin as cited in Slameto (2010:55), defines intelligence into three categories, (1) The ability to meet and adapt to novel situation quickly and effectively, (2) The ability to utilize abstract concept effectively, (3) The ability to grasp relationships and to learn quickly.

Intelligence has a very big influence in learning. At the same situation, students who have high intelligence will be easy in understanding the contents of the material while the low intelligence's students will find the difficulty in understand them.

b) Attention

Attention is an important factor that supports teaching and learning process. This process will be effective if the students have a good attention during the learning process. In order to get good attention, teacher has to design teaching materials as effective as possible. Teacher also has to be closer to the students so they will understand the material well. An interesting material will make students feel interested having new information.

c) Interest

According to Hilgard in Slameto (2010: 57), interest is persisting tendency to pay attention to and enjoy some activity or content. Interest has big influence in teaching and learning process, because when students have lack of interest in learning English, they will lose their desire to study, for that reason the teacher should be delivering such kind of activity related to the teaching materials based on the students' interest.

d) Aptitude

According to Hilgard in Slameto (2010: 57), aptitude is the capacity to learn. With other definitions, aptitude is the ability to learn. It will develop after they learn and practice certain skill. If teaching material suitable with students' aptitude they will motivate to study hard.

e) Motive

According to James Drever in Slameto (2010: 58), motive is an effective factor which operates in determining the direction of an individual's behavior towards a goal, consciously.

Making students have a good understanding in learning English need many exercises. Students will be easy in understanding the material given by teacher.

b. External factors

It is a factor coming from outside of an individual. There are several external factors which influence the students to learn. Those are:

1) Family factor

Family is the first place for children to get education. Family condition, parents' affection, and cultural background can influence the students' motivation to learn.

2) School factor

The school factors influencing the students to learning are:

a) Relationship between teacher and students

Teaching learning process happened between teacher and students. This process is also influenced by the relationship that exist within the process itself. So, the way student learning is influenced by their relationship.

In a good relationship, students will be liked their teacher and also like the lesson taught. So, they will study hard. Whereas, if the students do not like the teacher, they will not like the lesson taught. So, they will not get a good achievement from learning process.

b) Relationship between students

Creating a good relationship between students will give positive effect among students in learning phase.

B. Motivation

1. The Definition of Motivation

The term of motivation is usually related to the human behavior. The motivation has drawn the psychologists' attention. The education psychologists try to investigate the motivation to be applied in the education field. By using the motivation in education and teaching, it is hoped has the satisfy result. The extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardner:1985).

Motivation is the internal power that causes us to act or to do something where that acts are directed to the certain goal that will be reached. Related to Frandsen in Simanjuntak (1983:50), motivation is the internal condition arouse sustain, direct and determine the intensity of learning effort. It also defines as the set satisfying or unsatisfying consequences of goal.

The motivation also can be said as the reason to act in reaching a certain goal, it may be a main purpose why someone will act or do something. As woodworth said in Simanjuntak (1983:50), motivation is a set of predisposes of the individual of certain activity and for seeking certain goal.

There are various kinds of motivational theories that already described above, this one theory to explain the motivation of students developed by Maslow (1943,1970) in Slameto. Maslow believes that human behavior is awakened and directed by a particular need. This need is shared by maslow into six categories, are as follows:

1. Physiological

This is the most basic human need, including the need for food, clothing, shelter, which is essential for survival.

2. Security

This is certainty needs and environmental circumstances can be foreseen uncertainty, injustice, vulnerability, will cause anxiety and fear in self.

3. Love

This is the need for affection and relationships with others

4. Reward

It is a necessity of feeling useful, important, appreciated, admired, and respected by others. This is indirectly a necessity of concern.

5. Self-actualization

It is a human need to fully develop them, realize their potential

6. Know and understand

This is a human need to satisfy curiosity, to gain knowledge, to get information, and to understand something

From the description above, the writer can conclude that motivation is an important factor that students need to have, because it is internal drives that can encourage the students to study achieve their goal.

2. The Types of Motivation

Motivation is the activation of goal-oriented behavior. The term is generally used for humans, but theoretically, it can also be used to describe the causes for animal behavior as well.

Deci and Ryan (2004), defined that motivation are classified as intrinsic and extrinsic motivation based on the degree of self-determination:

a. Intrinsic Motivation

Intrinsic motivation, deriving from within the person or from activity itself, positively affects behavior, performance and well-being (Ryan & Deci, 2000). Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, challenging, or they feel what they are learning significant. Intrinsic motivation comes from rewards inherent to ask or activity itself - the enjoyment of a puzzle or the love of playing. The intrinsic motivation makes someone active in their activities without being influenced by others.

b. Extrinsic Motivation

Extrinsic motivation comes into play when a student is compelled to do something or an act a certain way because of factors external to them (like money or good graders).

The extrinsic motivation makes someone active in his activities because influence of others. Gardner in Carreira (2004), identified two main types of extrinsic motivation, they are:

1) Instrumental Motivation

It is to desire of the students to master English as an instrumental purposes such as to get a job, rewards, to pass the exam, etc. it also refers to learners' desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career.

2) Integrative Motivation

Integrative motivation refers to a students' desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community.

This motive is attached by the culture of target language community and in the strong form of the integrative motivation. They wish to be integrated himself into that culture form of such motivation would make the students desire to know well about the culture of target language community. It can be realized as a longing to live abroad, understanding foreign culture, visiting many countries and other.

3. The Importance of Motivation in Learning English

Motivation is a particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs

qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in learning English has several effects on how students learn and how they behave towards subject matter. It can direct behavior toward particular goals and lead to increase effort and energy. The motivation also can increase initiation of, and persistence in activities. Besides that it can be able to enhance cognitive processing and determine what consequences are reinforcing. In addition lead to improve performance.

When the students are not always internally motivated, they sometimes need situated motivation, which is found in environmental condition that the teacher creates. Skimmer (2004: 337), states that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes, and other cognitive behavior, students are directed by what happen in the environment external to them. But it also should be considered whenever the students intrinsically motivated; they need to be supported to reinforce their intrinsic motivation to learn English furthermore.

Sardiman (2002), says that there are many effects that are important for teaching:

a. Motivation energize learners

It causes them to become active, involved and concerned. Motivation sustains effort and kept them going.

- b. Motivation is goal directed

It directs people to complete a task, to make direction

- c. Motivation is selective

Motivation selects what activity should be undertaken and motivation also establishes how to determine the activity do.

- d. Motivation patterns learners behavior

It organizes activities this efficiency to effort and it make planning or to know the activity do.

C. Reward

1. The Definition of Reward

According to Sadirman, reward is one form of learning motivation that can be given by the teacher. Giving a reward is automatically also having an impact and functioning as reinforcement for students to be motivated to repeat a good or positive previous actions has been done. In learning theory behaviorism known as the stimulus and response, behavior means human controlled by rewards and reinforcement (Reinforcement of the environment) that is why in learning activities reward as a stimulus to strengthen the response.

2. Principles of Giving Reward

In giving a reward, there are several principles in delivering reward are as follows:

- a. Reward given relating to the responsibility of the students.

- b. Just give a simple rewards to the students
- c. Reward is given directly after the students have been succeeded in doing a task and behave based on the social agreement.

In general, the form of reward is words of praise, giving confidence, smiles and clapping the back, something that is material (scholarships, charter of appreciation).

3. Purpose of Giving Reward

According to Hamid, purpose of giving reward that is as follows:

- a. Giving a spirit and stimulate children's learning, especially for children who are lazy.
- b. Encourage the children to always do something better.
- c. Add an activities or enthusiasm of the students in learning.

So, the purpose of rewards means that the students more diligent to correct and maintain their achievement.

4. Forms of reward

Rewards as one method of learning that has some form of the material and non-material. According to Usman, reinforcement is all forms of response whether verbal or non-verbal behavior which is a modified of teachers to student that aims to provide information or feedback to the recipient for their actions as an act of encouragement or correction. It is also similar with the opinions Ibn Miskawaih, reward is a gift of the material and non-material or verbal and non-verbal with the aim to motivate and improve the repetition of the wrong

behavior. The definition of basic skills by Usman, is dividing the application of rewards consists of several components, including:

a. Verbal reward (praise)

- 1) The words: nice, great, very good, and others.
- 2) Sentence: good job, I am proud of you, I am happy with the results of your work.

b. Reward Non Verbal:

- 1) Reward in the form of gestures and body movements, among others: a smile, a thumbs fingers, applause and others.
- 2) Reward by approaching, the teacher approached the students for showing care; this can be implemented by way of a teacher standing beside students, heading towards the students, sitting close to a student or group of students, walking beside the student. Teachers can figure out how long it is near a person or group of students, because if too long will lead to an uncomfortable atmosphere in the classroom.
- 3) Reward by means of a touch, a teacher can express consent and respect for the student, such as pat or shake hands.
- 4) Reward in the form of symbols or objects, reward these symbols may be letters for services or certificates. While the form of the object can be illustrated cards, school equipment, pins, and so forth.
- 5) Fun activity. Teachers can use the activities or tasks that favored by students. For example, a student who showed progress in music lessons

was appointed to be the leader of the school choir or allowed to use the instruments at the free hours.

5. Terms of Reward

In giving and determining rewards, ideally teachers should use the principle of justice to one student with other students to avoid jealousy. According Arikunto, there are some things that must be considered by teachers before giving rewards to the students, are as follows:

- a. The rewards should be appropriated to the condition and the aspects that show the students' achievement.
- b. Rewards should be given immediately after the students implemented a good behavior.
- c. The rewards should be given according to the conditions of the students.
- d. The rewards that should be given directly to the students
- e. The rewards should be closely related to the achievements of the students.
- f. The rewards must be replaced or have variation.
- g. The rewards should be easy to achieve.
- h. The rewards must be personal.
- i. Social rewards must be immediately given.
- j. Do not give reward before students do.
- k. When submitting the reward, it should be accompanied by a detailed explanation of the reason why the students received the reward.

After knowing some opinions of educational experts above, it can be concluded that reward is also very important but there is also a negative impact, for that a teacher should tell students that doing good is not because expect a compliment or reward, then a teacher must always remember the requirements of reward as described above.

D. Basic Assumption

Motivation is a particular interest to educational psychologists because of the crucial role it plays in student learning. Students will be easy in understanding the material given by teacher, if the students have motivation and interest in learning. Because when students have lack of interest in learning English, they will lose their desire to study, for that reason the teacher should be delivering such kind of activity related to the teaching materials based on the students' interest.

One of the ways to motivate students in learning English is by giving reward. Reward is something that is given to the students for a work well. In general, the form of reward is words of praise, giving confidence, giving a chance, smile expressions and clapping the back, something that is material (scholarships, charter of appreciation), or small things such as candy, food, book, etc. Reward is given directly after the students have been succeeded in doing a task and behave based on the social agreement.

The responses of students about teacher's reward will be good. By giving reward students will be well-motivated if they know that their teacher give reward to

their work. They will work well and compete with other students in order to get the highest score in a class. The use of reward aims to enable students to get the lesson and enjoyable classroom activity to encourage students' motivation and interest. But there is also a negative impact, for that a teacher should tell students that doing good is not because expect a compliment or reward, however doing something to motivate yourself is good.

