CHAPTER II

LITERATURE REVIEW

A. Perception

1. The Nature of Perception

Perception is the process of human thinking about certain phenomenon. *Saul 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* explained that perception defined as our recognition and interpretation of sensory information from our environment and use 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.

Dr. Lyn Colangelo said that there are three stages of perception:

a. Selection

According to Kory Floyd, selection is the process of attending a stimulus. Which simply means your mind and body help you select certain stimuli to attend. For example, you may notice one thing negative or positive about a person but on the other they have done

something else that might not catch your attention. Research has shown that there are there characteristics that make a particular stimulus more likely to be noticed or selected. The ununusual of e person is the first stimulus that is noticed. Secondly, the more things are repeated or how frequently you are exposed to a stimulus points it out. Thirdly, the intensity of a stimulus makes it stands out or affect how we notice it. (Floyd)

b. Organization

We arrange the information that we perceive from selection. Organization of stimuli happens by way of neural processes; this stars with our sensory receptors (touch, taste, smell, sight and hearing), and is transmitted to our brains, where we organize the information we receive. Organization is ways to help you make sense out of the stimulus that you have received and understand. Now, you can be able to differentiate or see how similar to other things that you know. We have to fully gather information about a person to be able to make or have a perception about that person.

c. Interpretation

We start to interpet on the things that we perceive and organize in selection and organization. In other words, after we receive and organize, we can interpret the information, which simply means that we take the information and turn it into something that we can categories.

2. Factors that Influence Perception

Unumeri G. O. stated that the perceptual mechanism is basically affected by two factors, namely the internal and external.

a) Internal factors

Amongst the internal factors are:

1) Needs and Desires; basically the perception of relatively satisfied people differs significantly form those off frustated individuals. In the words Rao and Narayana (*op cit*: 341) "People at different levels of needs and desires perceive the same thing differently." Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

2) Personality; Individual characteristic behavior is another strong influence on what you perceive about that individual. "It is trite said that optimistic people perceive the things in favorable terms, pessimistic beings in negative terms." According to Maslow (1972: 41-53, in Rao and Narayana, *op cit*: 341), between the optimist and the pessimist exist a categoryof people who are capable of perceiving others "accurately and objectively." They sum this issue in the following outline:

1. Secure individuals tend to perceive others as warm, not cold.

2. Thoughtful individuals do not expose by expressing extreme judgment of others.

3. Persons who accept themselves and have faith their individuality perceives things favorably.

4. Self-accepting individuals perceive themselves as liked, wanted and accepted by others.

3) Experience; Combined 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 failure erodes self-confidence."

b) External Factors: listed under this sub-head 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. A straight-forward example is that a full. Page advert cathes more attention than those less than a page.

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."

3) Frequency: Addresses the attention that accrues from the steady repetition of a 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.

4) Status: The status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.

5) Contrast: Stimulus that share common features with the envirinment are less likely to quality for selection by the perceiver compared to those that contrast sharply with the environment.

B. Teaching Technique

1. The basic of Teaching Technique

Technique is one of the important elements in education area, because it is expected to assess teacher and students to achieve the education goal that appropriates with curriculum. Talking about teaching technique, our thought will be lead to certain nature of conceptualization. Harmer (2001: 78) identified the level of this conceptualization into term those are; teaching approach, teaching method, and teaching technique. Teaching approach is a conceptual theory related to the nature of language and language learning which used as the principles of language teaching (Richards, 2005: 19).

Teaching method is a series of related and progressive acts performed by the teacher and the pupils to accomplish the general and specific aims of the lesson (Lardizabal et al, 2000: 23). In relation, Anthony as cited in Richard (2005: 19) defined teaching method as an overall plan for the orderly presentation of language material. Harmer (2001: 78) argued that teaching method consists of the decision on selecting the type of activities, roles of teachers and learners, syllabus model and the kind of materials.

Moreover, Anthony as cited in Richard (2005: 19) defined teaching technique as implementation that which actually takes place in classroom. A teaching technique consists of classroom techniques, practices and behaviors observed when the method is used. After defining certain term mentioned before, it could be known that teaching approach is the concept or theory that used to teach language. Furthermore, teaching method is the plan of language teaching which consistent with the theories, whereas teaching technique is the way that used by the teachers and learners when the method is being used.

According to Lardizabal, "The technique is systematic procedure of getting the lesson across the child." It means that the way used to implement the plan that has been prepared in concentrate activities. It can be concluded that the technique is or teacher's systematically procedure or the way that is taken by teachers in the implementation of learning – process with the aim to facilitate students in achieving competencies.

However in the selection and use of techniques, a teacher must be able to know the advantages and disadvantages of the techniques that will be used and should consider the effectiveness, efficient and its relevance to the learning objectives, materials to be delivered and characteristics of the students. So that students are able to capture, understand and apply the meaning contained in the learning materials.

In this below definition of teaching according to the experts, there are:

a. According Sayful all teaching is to teach students through education and learning theory principles that are key determinants of educational success. Learning is a two-way communication process. Teaching is done by the teacher as an educator, while the study carried out by learners.

b. According to Corey, "Teaching is a process where a person deliberately managed environment to allow him to participate in behavior and special conditions or to generate a response to a particular situation.

The conclution can be drown that the teaching is a way or path taken systematically teachers in an effort to conform his behavior to the expected competencies. In addition, teachig technique has more meaning not only as a tool for communication of knowledge to students, but also as a tool to aquire the skills, attitudes, interest and values for desired. Based on this, it is understood that the process of teaching that built the real teacher aims to develop and improve creativity, thinking skills and increase students mastery of the learning material.

2. The Functions of Teaching Technique

According to Djamarah et al (2010: 72), there are some function of teaching technique, those are:

a. Technique as an extrinsic motivation

Motivation is something that makes someone to move and realize or not. Motivation divided into two kinds. Those are an intrinsic motivation (comes from inside). Therefore usage of method by the teacher in teaching process for an extrinsic motivation tool or booster that comes from outside of individual and students can build their spirit to study.

b. Technique as a way to achieve learning objective

Technique is facility for distribute material of study in order to achieve the learning objective that provided. Material of study that is taught without see on the usage of method itself will make teacher difficult to achieve learning objective. In reality, the way to teach material with communicative more gain for pupils although material is not interesting, but the teacher teach with inappropriate technique, pupils will difficult to receive the material, so the learning objective is not achieved as maximum.

c. Technique as a teaching strategy

A technique is strategy that creates a good situation for effective and efficient teaching. In generally, the function of teaching technique is giving way or the best way for implementing educational operations.

Whereas in other contexts is a means to test the technique, find and organize data that needed for the development of a scientic discipline. Therefore, in the functioning of the technique there is a general principle, that is the principle that teaching can be delivered in fun, exciting, full of encouragement and motivation an atmosphere, so that lessons or materials can easily taught by the teacher to the students.

3. Factors that Influence Teaching Technique

In fact, none of technique that is considered perfect and match with all the topics that exist in the field of study. Therefore, teachers should not be arbitrarily selecting and using teaching technique. Here are some factors that influence the selection and determination of teaching technique, among others:

a. Objectives to be achieved

The objective is the target that intended of any teaching and learning activities. Formulation of objectives will influence on selection of technique to be used and the ability of learners. Therefore, the technique is chosen must be equal with the ability that is filled into each of the students themselves.

b. Subject matter

The subject matter is the number of teaching materials that would be tauhgt by the teacher to learners. Each subject has a different material and to deal with these differences is needed a way or appropriate learning technique in order to the material that has been

taught, can be easily understood and mastered by the students, so the learning result that got was optimal.

c. Learners

Learnersas subject studied had different characteristics, both from the psycological aspect and interest, talents, habits, motivation, social situation, family environment and future expectations.

d. Situation

Situation of teaching and learning activities that created by the teacher is not always same from day to day. Therefore, in implementing learning activities a teacher process is required to create a dynamic condition, not only do the learning process in the classroom, but at a certain time the teacher should make the process of learning outside or outdoors.

e. Facilitaties

Facilities are tools that are support students studying in school. Complete or not of learning facilities can influence the selection and use of teaching technique. Comprehensive learning facility will greatly assist teachers in selecting and using the technique varied, otherwise the lack of facilities would greatly disturb the learning process, especially in the selection and use of technique.

f. Teacher

Teacher has a personality, performance style, habits and teaching experience, as well as the educational background. Teachers'

educational background is usually more skilled teacher in choosing the right technique and the implement it. While teachers are less relevant educational background, though precise in determining the method, but often encounter obstacles in applicability. So, to become a teacher at the core must have a professional life. By having a spirit of professionalism performance delivers lessons or in the learning process will be managed appropriate with the intended purpose.

4. **Teaching Technique on the English Classes**

There are several teaching technique that can be used in teaching process, however teaching technique here intended specifically as language teaching technique. Furthermore there are three kinds of English teaching technique that involved in this research. Those are:

1) Lectures technique

Lecturer technique as a technique that is very popular among teachers. Lectures technique as a way of learning used in developing the learning process through way of the lecturer (Abdul majid: 194). In addition, Lecture is essentially a way of delivering information, an explanation of a concept verbally. In teaching and learning activities in class, the teacher explains verbally the material and students listened to the teacher while noting the things that are important.

Lecture technique can be used to conduct the learning process at the time and learning conditions as follows:

a) Explaining something to the students so that they are aware of its importance.

b) Motivating students to learn something

c) Not available or little learning resource which can be used by students.

One of the criticisms of the use of the lecture technique is the tendency of concentration of teaching and learning activities for teachers. Teachers who are very active resource during the learning process, while students just listened while noting the information from the teacher. It means that the materials can be mastered by the students will be limited to what is controlled by the teacher. To reduce this weakness is suggested that teachers engage students during the learning process, for example by giving the opportunity to the students as much as possible to submit responses. In addition, teachers should also use instructional media to support the lecture delivered.

2) Discussion technique

Discussion ia a technique of learning that exposes students to a problem (Abdul Majid: 200). By using discussion technique can create learning situations that allow students actively involved in the learning process. In addition, this technique gives students the opportunity to practice using the English language in a real-process communication. During the discussion they talked, listening, reading and writing simultaneously in an integrated activity.

Discussion is essentially a conversation conducted both in the classical and groups to discuss a problem. Discussion is going on exchange of thoughts, views, opinions, and knowledge and experience among the students that lead to problem solving. The main concept in this discussion is the exchange, meaning that the discussion is prefered for the process of giving and receiving thoughts, views, opinions, and experience among participant (Chairunnisa: 39). Therefore, during the discusssion the students should be able to be a good speaker and listener. Be a good speaker means that the students is able to express thoughts, opinions and the consideration to be honest and clear. While being a good listener means that students are willing and able to listen what his friends talk about.

Discussion technique used in teaching learning English intended to:

1) Train students to identify, asses and solve a problem.

2) Train the students to understand and discuss the contents of an oral or written discourse and provide responses, as well as

3) Provide an opportunity for students to practice establish an action plan, execute and report the results together.

There are several types of discusssion which can be used in the learning process:

a) Class discussions

Class discussion is the problem-solving process undertaken by all members of the class as participants. If number of students in a class is quite latge (over 20 people). The procedure used in this type of discussion is. 1) The teacher divides the task as the implementation of discussion, for example who will be the moderator, and who will be the writer, 2) the source of the problem (teacher, students or specific experts from outside) explained to problem to be solved for 10-15 minutes, 3) students given the opportunity to respond the problems after registering on the moderator, 4) the source of the problem to give a response, 5) moderator concludes the result of discussion (Abdul Majid: 201).

b) Discussion groups

The discussion was carried out in groups whose members are not too large (10-20 people). The exercise begins with the teacher presents the problem in general, and then the problem is divided intosub-problems to be solved by each group. After completion of the discussion in the group, leader of the group presents the results of their discussion. Discussion can be carried out as well as possible, to note the following points:

a. The students have to understand the topic of discussion will be discussed.

b. The students must know the purpose of the discussion. Therefore, before the discussion held, teachers explain the purpose of the discussion that will be held.

c. All students must be actively involved in the discussions.

d. The discussion should remain on the discussion topic of discussion. Therefore, questions, contradict and responses that are not relevant to the discussion topic need not be answered.

e. In the event of deviations discussions, teachers need to realign.

3) Question and Answer technique

Question and answer technique that is a way of presenting that lesson through a variety of questions answered by the students. In this technique allows for direct communication reciprocal when the dialogue between students and teachers so that less obvious can be asked directly. This technique is quite effective if used in the delivery of English language learning materials for making more active students to think or ask the material is not yet clear. But if teachers do not master this technique so many students are passive.

4) Demonstration technique

Demonstration is a technique of teaching that presenting about material directly or how to do something for a demonstration of a specific process. Demonstration can be used in all subject. In the

implementation of demonstration teacher should already be sure that all students can pay attention to the object to be demonstrated. Before the process demonstration teacher has prepared the tools that will be used the demonstration. Teacher are required to master teaching materials and organize classes. There are several procedures of demonstration that must be done in learning are:

a. Prepare tools that will be used in learning,

b. Provide an explanation of the topic that will be demonstrated,

c. Implementation of demonstration in conjunction with the attention and imitation of the students,

d. Strengthening (discussion, question and answer, and training) on the result of demonstration,

e. Conclusion

The ability of teachers to be aware of to support the demonstration including:

1) Being able to process about the topic practiced,

2) Ability to manage a class, master the students overall,

3) Ability to use tools that are used,

4) Ability to carry out the assessment process.

The condition and capabilities of students to be considered in the implementation of demonstration are:

1) Students have the motivation, attention and interest in the topic that will be demonstrated.

2) Students understand of the purpose or intent to be demonstrated.

3) Students were able to observe the process undertaken by teachers.

4) Students were able to identify the conditions and means of articles used in the demonstration.

5) Inquiry Technique

Inquiry technique is intended that the students stimulated by tasks and find problem solving, find the source of their own and learn together in a group.

6) Study tour Technique

This technique of learning takes place outside the classroom. Students are invited to a paricular object to examine or review in order to gain direct experience of the object visited.

So in this case, various techniques can be used in learning. But how to use a variety of techniques of learning appropriate and right in order to be more effective teaching and learning activities in order to support the communication of material students learn actively and be able to understand the contents of the material presented. So therefore, the characteristics of the good use of technique, when all the learning activities can:

a) Inviting the curiosity of students

b) Challenge students to learn

c) Turn on the mental, physical and psychological students

d) Facilitate teacher

e) Developing students' creativity, and

f) To develop students' understanding of the material being studied.

C. Classroom Management

1. **Definition of Classroom Management**

Classroom management is the process of leading, directing, ordering or restrating of students in a class in a way that will lead to effective learning. Whereas, Byrne, Hattie and Fraser (2001) observed that students will perform best in a contolled atmosphere that is conducive to academic and social needs of the students. The atmosphere in classroom needs to be relaxed, free from threats and anxiety, non-competitive and thought provoking to allow students participate and enjoy the lesson. Under such atmosphere the students' interest in and attitude towards the subject taught could be enhanced. Isangedighi (2007) stated that disciplined behavior in the class is the child's ability to exercise self-control under a given classroom condition. Thus the goal of effective classroom management is to have students display appropriate behavior during class activities in order to enhance the teaching and learning process that can lead to the attainment of set objectives.

Based on definition above, we can conclude that classroom management is all the process of activities in class that can make good atmosphere and students can enjoy the lesson as well as in order to reach learning objective that provided.

2. **The Aims of Classroom Management**

According to Sudirman (in Djamarah 2006: 170) is essentially the purpose of classroom management is the provision of facilities for various learning activities, emotional, and intellectual in the classroom. The facilities provided allow students to learn and work. The creation of a social atmosphere gives satisfaction, disciplined atmosphere, intellectual, emotional, and attitude and appreciation to the students.

According Arikunto (in Djamarah 2006: 178) arguest that the purpose of classroom management is that every child in the class can work with orderly so that learning objectives can be achieved effectively and efficiently. As an indicator of a class that is orderly if:

a. Each child continue to work, not jammed, meaning that no child is stopped because not know the tasks that must be done or cannot perform the tasks given to him.

b. Each child continues to work without wasting time means that each teacher gives the tasks must be done quickly. If there are students who know, and can carry out their duties, but the child is less passionate and gain time to work, then the class is said to be orderly.

It can be concluded that the goals classroom managemenet are to provide, creating and maintaining optimal conditions in the classroom so that students can learn and work well. In addition, teachers can develop and use learning aids used in the learning process so as to assist students in achieving the desired learning outcomes.

3. **The Approach of Classroom Management**

Classroom management based approaches are classified into several types. As follow:

1) Authority Approach

Authority approach is the approach where teachers control the behavior of students in the classroom. Here the teacher's role to create and maintain classroom discipline situation.

2) Freedom and permissive approach

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

3) Approach recipe (cook book)

This approach is done by giving a list of which can describe what should and what should not be done by the teacher reacts to all problems or situations that occur in the classroom. In the list that is described step by step what to do by teachers, the role of the teacher is to follow the instructions as written in the recipe.

4) Approach lesson

This approach explains that in the planning and implementation will prevent the emergence of students behavior problems and solve the problem if not prevented. And stop the behavior of students who are less well. The role of the teacher to plan and implement a good lesson.

5) Behavior Modification Approach

True to its name, management class is defined as a process to change the behavior of the students. The teacher's role is to develop students' behavior is good, and prevent poor behavior. Approach to good behavior or positive must be stimulated by giving praise or gifts that give rise to feeling of pleasure or satisfaction. In contrast to poor behavior in carrying out classroom program sanctioned or penalties that could result in feeling of dessatisfaction and in turn behavior will be avoided.

6) Socio Emotional Climate Approach

This approach as a group of individuals tends to view clinical and counseling psychology (counseling). Socio-emotional approach to the maximum will be reached when the relationship between the personal (and healthy interpersonal skills developed in the classroom). These relationship include the relationship between teachers and pupils or students' relationships with their students. In this case, teacher is the key to the formation of the personal relationship. And their role is to create healthy personal relationships.

7) The process skill Approach

Skill process approach is an approach that emphasizes learning in the process, activity and creativity of learners in acquiring the knowledge, skill, values, and attitudes and applies it in everyday life.

8) Threat Approach

Approach threat is a process to control the behavior of students. But in controling the behavior of students is done by providing threat, Mass, prohibit, ridicule, satire, and force.

Approach to classroom management is essential to the creator of the classroom atmosphere conductive and for improving the quality of learning. Classroom management is the duty and responsibility of teachers to empower all the potential that exists in the class fot the sake of continuity of the learning process.

4. Principles of Classroom Management

The basic principles that minimize the incidence of problems or disturbances in classroom management, *First,* teachers should be warm and enthusiastic students. By (1) asked what news before starting the lesson, this method can build a deep impression on students that they payed. (2) Provide time and opportunity for students to express the problems they face. (3) pray for them. That is when the teacher pray about it at the time established a strong emotional connection between them. Clarify the prayer, so that students undestand that prayer. (4) It is not

stingy to pay tribute to them. (5) As always trying to help pupils. (6) Often make sharing to students and value the opinions of students.

Second, the teacher must always provide a challenge. The use of the words, actions or materials that challenge will increase students' passion for learning, thus reducing the possibility of the emergence of deviant behavior.

Third, the teacher must be able to be flexible. Dexterity behavior of teachers to change their teaching strategy can prevent the disturbances of students and create a climate of effective teaching and learning.

Fourth, given the emphasis on the positive things. The ideal classes when the teacher always concentrates on the positive things that has done by students prefer personal approach when it comes to dealing with students who act negatively. This makes the learning environment in the classroom are well preserved.

Fifth, improve the self-discipline. Development of self-discipline is the ultimate goal of classroom management. For that teachers should always help the students to carry out self-discipline. Development of self-discipline is the ultimate goal of classroom management. For that teachers should always help the students to carry out self-discipline. And teachers should be an example or role model of self-control and execution of responsibilities.

5. Aspect of Classroom Management

Management of aspect needs to be considered class or activity that must be taken in the management of the class is as follow:

1) Physical condition, includes: The space in which the process of learning, seating arrangements, ventilation and lighting settings, storage settings goods.

2) Socio-emotional condition, including the type of leadership, the attitude of teachers, voice teachers, fostering good relations (report cards).

3) Operational relationship. Routine organizational activities carries out both at the classroom and school level will be able to prevent the problem of classroom management. The regular activities include: change of hours of lessons, the teacher was unable to attend, a problem among students, flag ceremonies and other activities.

6. Effective of Classroom Management

A teacher is required to manage the class properly so that the process is effective. The indicator of an effective classroom management in learning English are: 1) The teacher is able to organize the students, the teacher is able to master the class, 2) adequate facilities and infrastructure, 3) the teacher uses a variety of methods: 4) fun learning environment, 5) established good relationship between teachers and students.

While the effort that teachers can do in order to remain effective condition *first*, to know factors that can support the creation of favorable conditions in the learning process. *Second*, predict problem that will arise in the classroom that can interfere with learning in the classroom climate. *Third*, to master a variety of approaches to classroom management and to know also when and where the approach used for the problem.