

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition

There are various definitions about perception. According to Jaenne (2009: 270) it means “a way to response or to think mentally toward information or event”. Meanwhile according to Gibson (Organisasi dan Managemen Perilaku, Structure: 1989) perception is cognitive process by individual to interpret and understand their environment. Cognitive deals with recognition, Bimo Walgito (2005: 98). The activities of cognitive deals with perception, memory, thinking, and problem solving (Morgan 1984, as cited in Bimo Walgito, 2005: 99).

While according to Elizabeth A. (2005: 7) “the most general meaning of the term perception is sensory processing. The sense organs transduce physical energy from the outside world, which is encoded and delivered to the brain via sensory neurons for interpretation by the perceptual system”. Furthermore, according to Richard and Schimdt, they (2010: 427) state that perception is defined as the recognition and understanding of events, objects and stimuli through the use of senses (sight, hearing, touch, etc.) In addition Sarwono (1995: 48) states that perception is the result of human interaction with the object which causes perception by the individual to the object.

To make it clear, it is necessary to know the definition of stimulus and sensory. Stimulus is a word often used in biology something that causes a reaction in an organ or cell, and sensory describes something related to sensation, something that you feel with your physical senses. Here, stimuli can be said as “ object or spesifict event which influence someone’s process in learning or someone’s behavior and for response is spesifict action that someone show” (Jeanne, 2009: 269). So the stimulus is something which mostly come from the outside of the organism or individu. Human will receive stimulus from the environment, but this doesn’t mean that the stimulus only come from the environment (outside the organism or individu), it can come from the individual itself (Bimo Walgito, 2005: 98).

To conclude, it can be said that perception is the result of an individual’s cognitive process toward environment after interpreting it using their own human body or physical senses; eyes, brain, etc, in order to be able to judge something.

2. The process of perception

When people give their perception, there is a process before it happen. Kotler (2000) explains “perception as a process when people select, organize and interpret information to create a picture in a whole meaning”. Perception only happens when people recognize and understand

the environment (events, objects and stimuli) through the use of senses (sight, hearing, touch, etc.) in order to be able to judge something.

In everyday life, human use their senses to interact with the environment. They can see, touch, smell, hear and taste the external world surrounding them through interactions that usually occur with an initial contact between them and their environment. The object in environment will create or cause a stimulus occur, then the stimulus will be received by human's senses. After that, they will get information which will be processed in their brain (such as interpreting and understanding it) and that information will be influenced by some factors that they have such as: their knowledge, motivation, intelligence etc, and finally they can produce their perception (result).

To make it easy to understand, take an example: when a student learn grammar, he or she will experience some process by using his/her senses such as listening to the teacher's explanation, involves (sees, feels, etc) in the process (activities) from the beginning until it's over. He may or may not understand grammar which is also influenced by his/her motivation, intelligence, interest etc. This may result in his/her perception about grammar whether it is important, easy, difficult, etc.

In the end, people can give their perception when they experienced something by themselves through some cognitive process used human's senses to give information. After they know their perception they will be able to judge something. In other words, the function of perception is to establish judgement about something.

3. Factors that influence someone's perception.

There are some factors which influences someone's perception. Factors affecting perception are factors that influence perception relate to the perceiver, perceived and situation. All these factors are two kinds: Internal (endogeneous) factors and External (exogeneous) factors according to Slameto.

a. Internal factors

According to Slameto internal factors are factors which influence someone's perception from the individual itself. Those are:

1) Physical factors

a) Health factors

Health means condition of a person's body or mind: be in good or poor (Victoria, 2011: 205). Learning process (stimulus) will be disturbed if someone suffers from disease. If someone get sick, he or she will process the stimulus differently with the health one.

b) Physical defect

Physical defect is something which cause our body in an uncompleted condition. This defect can distrub the people (students) to receive the stimulus. For example: blind, deaf, dumb, etc. In other word, when someone has physical defect, it means she/he can't accept the stimuli in complete. As stated before that stimulus mostly come from the environment or

outside the individu. So it will decrease their information (stimulus) that influence their perception. So perception will be different.

2) Psychological Factors

a) Intelligence

The definition of Intelligence according to Amit Shekar (Psychology for IAS:1) is the ability to abstract thought, understanding, communication, reasoning, learning, planning, emotional intelligence, and problem solving.

Meanwhile, Ifa Hanifah Misbach (2008) asserted that there are three types of intelligences, namely: (1) Intellegent Quotient (IQ) is the ability to think rational deals with cognitive aspect. (2) Emotional Quotient (EQ) is the ability to control and use emotion, also self control, motivation, empaty, social qualification, team work, and adaptation. (3) The last, Spiritual Quotient (SQ) is the ability which has purpose or function to make IQ and EQ efectively.

People have different quality of intelligence. As Bimo Walgito states that every individual has different intelligence (2005: 216). The intelligence of individual with each other is different qualitatively (2005: 217). So it will affect in their

perception. Therefore, people may have different perception toward the same object.

b) Attention

Attention is another important factor which involves the process of making (causing) or effecting perception. It's a process when individual focus or concentrate from all of activities to an object or some objects (Bimo walgito, 2005: 110). It has important role to make perception, this is the first steps to make readiness in order to create perception. If the object is far away from human attention, the object will get different impression. It's centralization of all human activities toward object (Bimo Walgito, 2005: 101).

c) Interest

Hilgard in Slameto (2010: 57) defines interest as persisting tendency to pay attention and enjoy some activities. Interest has big influence too in perception. When someone has big interest in something he or she will do anything to get it. For instance, she or he will focus, anjoy, has good spirit, etc in learning something which is interesting.

d) Aptitude

According to John and Shadily (2005: 36) aptitude is a talent, intelligence, and proficiency. Aptitude deals with the ability to learn, it will develop after they learn and practice a

certain skill. If the aptitude is high, the ability to get the stimulus will also high. Therefore, the level of every person's aptitude will make their the perception different.

e) Motive

The meaning of motive as Adedeji Tella (2007:150) said, it is a factor that influences the learning objective which determine the direction of an individual's behavior toward a goal. Motive is a word come from Latin "*Movere*" which means move (Braca, 1965). In that case, motive can be interpreted as strength inside individual which encourages or become the force for someone to do something (Bimo Walgito, 2005: 240). When someone has good motive in learning, she/he may have good attention, focus etc, in order achive his/her motive. It also influence the perception's process.

f) Readiness

Readiness means that someone is willing to do something (Diane Cranz, 2007). Readiness deals with preparadness to respond or react toward something. Every person's rediness is different, it's based on theirs maturity. It means, when a person getting older, she/he has many experiences so they will prepare anything which is needed to support her/him. Their readiness also based on condition and situation. Furthermore if they have readiness to get stimulus they will give better perception.

b. External factors**According Slameto**

External Factor influence someone's perception, it's part of environment's characteristic and objects in it. These elements can change someone's view toward their environment and influence how people feel and accept it. These factors are:

1) Family factor

Family is the first place for children to get education. Family condition, parents' affection, cultural background, and economic matter can influence children's motivation to get stimulus. Family is a social unit in any society and it is the source of early stimulation and experience for them (Collins, 2007). Their family influences them at the most earliest possible time of their life at a time when their mind are most receptive.

When the children's family has good background, education status etc, it will really help them to have better accomodation in receiving everything in the environment. "Family background variables, parental characteristics and attributes as well as how parents view the importance of education and what they actually do in terms of helping and guiding their children are all important factors in the child's success in the school system" said McIntosh (2008).

For example, when the students have good educated mother, their mother will teach or educate them better than an unducated mother. In other word, when a mother has good education, the children will receive better learning not only in the formal education but also in their home. A mother is the best place for the children when they need more information.

2) School factor

a) Teaching method

Method is the decision at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented, (Ricards, 2006: 19). It all about the decision that influence the stimulus (learning process) which will be achieved by the students. In fact, there is no best teaching method but the use of varied teaching method will increase sudents' motivation to learn (achieve stimulus) better.

b) Curriculum

There are some definitions of curriculum. Firstly, curriculum is a description of the activities and the meaningful situations through which the language items be introduced and practiced, (Finocchiaro, 1974: 37).

Secondly, according to Candlin (1984: 31) curriculum is concerned with making general statements about language learning, learning purpose, experience, evaluation, and the role and relationships of teachers and learners. Syllabuses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation (narrower definition).

The last, Nunan (1993: 8) also agrees with Candlin and proposes that 'Curriculum' is concerned with planning, implementation, evaluation, management, and administration of education programs. 'Syllabus', on the other hand, focuses more narrowly on the selection and grading of content (Nunan: 1993:8).

Based on the definitions, curriculum may have big influence too to the students to get stimulus in order to produce perception.

c) The teacher

The role of the teacher in the class is very significant. The teacher is the agent who influences in succeeding or not for the students to get the stimulus in order to make perception. In other word, she/he is the one who delivers the stimulus and decides how the stimulus will be received by the students.

d) Relationship

Creating a good relationship between teacher and students will give positive effect among the students in receiving stimulus and produce perception. The stimulus here is the learning process done by the teacher. Building good relationship is needed to make the students enjoy and feel safe in the learning process which influence their motivation and interest in receiving the stimulus.

e) School atmosphere

Creating comfortable atmosphere is important. Eventhough the effect will not they feel directly, but when students come to the school, they feel the school atmosphere is good and comfortable then they will think positive about the school. It will influence them but not intensively because there are other factors which has strong influence than it, such as from the teacher and the activities in the class.

4. Indicators of students' perception toward grammar

There are some indicators which influence the students' perception concerning grammar such as:

- | | |
|-------------|----------------------------|
| a) Internal | b) External |
| 1) Mind | 1) Physical |
| 2) Mental | 2) Facility |
| 3) Feeling | 3) Condition and Situation |
| 4) Attitude | |

5. A principle guidance to make questionnaire

a) The indicators and it's aspect

No.	Factors	Indicators	Aspect
1.	Internal	Mind	Focus, attention, interest, understanding, and achievement
2.		Mental	Bravery, motivation, spirit, and readiness
3.		Feeling	Happiness and enjoyment
4.		Attitude	Presence, the sitting choice, the activeness and diligence
5.	External	Physical	Preparation
6.		Facility	Grammar book and grammar note
7.		Condition and Situation	Relationship and the status of English grammar.

b) The number and it's aspect

Question no.	Aspect	Question no.	Aspect
1	Status of grammar	11	Grammar book
2	The relationship	12	Activeness
3	Understanding	13	Readiness
4	Motivation	14	Diligence
5	Enjoyment	15	Grammar note
6	Interest	16	Achievement
7	Focus	17	Happiness
8	Attention	18	Presence
9	Bravery	19	Spirit
10	Preparation	20	Sitting choice

c) The score and the criteria of each response

No.	Option	Score	Result
1.	A	4	Very positive
2.	B	3	Positive
3.	C	2	Negative
4.	D	1	Very Negative

d) Result

No.	Option	Score	Total Q/S	Total Score	Result	Score criteria
1.	A	4	20	80	Very positive	61-80
2.	B	3	20	60	Positive	41-60
3.	C	2	20	40	Negative	21-40
4.	D	1	20	20	Very negative	0-20

B. Grammar**1. The Definition**

The term “Grammar” is defined in many ways. According to Brown (2001: 362) “grammar is the system of rule governing the arrangement and relationship of words in a sentence”. We can’t imagine if there is no system in controlling language, the meaning will be wrong or different with the expectation. Since, “Grammar is the essence of language” (Samira and Faizah, 2015: 112). Therefore, when someone talk with their own free rule, the arrangement of the words are in a mess, the meaning will be difficult to be grasped by the listeners.

Moreover, according to Eve Carmichae (P. 1) “Grammar is partly the study of what forms (or structures) are possible in the language”. Thus a grammar is a description of the rules that govern how a language’s sentences are formed. Furthermore according to Victoria Bull (2008:193) grammar means “rules to form words and make sentences”. So, grammar deals with many kind of words and sentences. The word can be noun,

adjective, adverb and so on and for sentences, there are positive, negative and question form.

It can be concluded that Grammar is a rule concerning the relationship and the correctness of words in the sentence. Using grammar will make the words' arrangement in a sentence producing clear meaning. So, grammar keeps people from misunderstood while expressing thoughts and ideas.

2. The Importance of grammar

After knowing the definition we can see the function and the importance of grammar. Grammar is very important because the grammatical concepts will influence the meaning of the ideas that will be received by the others. Harmer (1991: 22) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures. "Learning grammar rules helps us to make our communication coherent and logical", Padma (2015: 447).

In fact, language can be produced or received by someone and the language can be in any form, so that the existence of grammar is needed. "Whenever any person speaks or write, he or she uses grammar in one way or another because each language and dialect has its own set of unwritten rules that determine how it is spoken or written" (McWhorter, 1998) as cited in Samira & Faizah (2015: 112).

Also, when people used good grammar it will be considered that he or she has good intelligence and education. Since “Good grammar says that you are well-enough educated to be able to speak clearly, and more importantly, that you care enough about the subject of your message that you are willing to take the time to make it readable” (Eve Carmichael, P. 1-2). Finally, the existence of grammar is crucial.

C. Hypothesis

According to Arikunto (2005: 234) descriptive research is not intended to test hypothesis, but it just describe “the way it is” about a variable, phenomenon or condition. So, usually descriptive research is not intended to examine a hypothesis.

