

CHAPTER II

LITERATURE REVIEW

A. Perception

1. The Nature of Perception

Perception refers to the sorting out, interpretation, analysis and integration of the stimuli involving our sense organs and brain, and our behavior is essentially a reflection of how we react to and interpret stimuli from the world around us (Richardson 1996; Smith 2001).

Perception is the process of human thinking about certain phenomenon. As cited in (Sudarno 2001:3), perception is start from the sense of organ, this process is related to the acceptance of message or information by human brain. In this process, a person interact with his/her environments using five senses (vision, hearing, taste, smell and touch). People interact with the environment use these five senses, then the stimuli will be registered by brain and send them to nervous system. Furthermore this process is called as sensation, and sensation is a part of perception. In this process many factors such as feeling, needs, motivation, educational background, experiences etc are involved. Then the process is followed by a reaction to the object. Based on the explanation, it can be conclude that perception is a process of human brain about environment.

Perception consists of certain process. It start by accepting the stimulation from an object through the sense of organ, and then continues with the registers of stimuli to nervous system which is called as sensation. This

process is ended by thinking, analyzing, and interpreting in order to achieve the meaning of object. According to Walgito (2010:54), perception is a complex process, those are:

a. Physical Process

It is the process when an object makes stimuli caught by receptor; this process is called as sensation.

b. Physiological Process

It is the process of sending stimuli to the brain by sense organ.

c. Psychological Process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

2. The Basic Principles of Perception

There are many basic principles that should be known in order to know students characteristic so the communication between teachers and students will be affective. Slamento (2010: 102 – 105) explained that there are five basic principles of perception. Those are as follows:

a. Perception is relative not absolute

It means, the perception of someone is different from the others. Sometimes, it will be different even though they talk about the same things. Teacher can predict the next lesson because she/he has known the student's perception about the previous lesson.

b. Perception is selective

Perception that is given by someone or group come based on their attention. It depends on their mind or motivation about the object itself. The teacher should choose which parts need to be pressure to get more attention from the students.

c. Perception has arrangement

Perception of someone is an arrangement of an object. It can be influence by their brain, motivation, experience, and etc.

d. Perception is influenced by hope and readiness

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

e. People' perception may different although in the same condition

The different perception of students are caused by the different attitude and motivation. To get the same perception between the students, a teacher has to use the different teaching method. In the other word, there is no teaching method that will give the same perception in different students and different time.

3. Factors Affecting Perception

Walgito (1989:75) divides factors that affect one's perception into two.

Those are as follows:

a. Internal Factor

Internal factor is a factor which comes from individual, especially depend on psychological factor such as thoughts, feeling, willingness, needs, sex, motivation, attention, etc. Every human being has different characteristic and temperament which influence individual behavior, the different characteristic and temperament are also shaped by individual's family and environment.

b. External Factor

External factor is a factor which comes from outside individual, the external factors are also affected someone's perception, and stimulus is an internal factors in monitoring process. The process of stimulus will use the sense of organ or receptor such as: sight, sound, hearing etc. it can be conclude that the individual's sense organ is as a connector between individual and the object in the world.

(Cited in Istiqomah, 2009)

B. Writing Skill

1. Definition of Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things

down”. It is one of the four basic skills that are very complex and difficult to learn.

In Word reference (2010), Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patters but also the rule of writing such as high degree of organization in the development of ideas and information ad also choosing the appropriate vocabularies and sentence structure to create style which is appropriate to subject matter. Writing is productive skill for writing an indirect communication and the nature of the character is very different from that expressed by the speaking directly, therefore writing is included an ability (Tarigan (1985:5).

Based on the definitions above, the writer conclude that writing is a way to product language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen.

According to Heaton (1975:138), there are four skill necessary for writing. They are:

a. Grammatical skill

The ability to write correct sentences.

b. Stylistic skill

The ability to manipulate sentence and use language actively

c. Mechanical skill

The ability to use correctly those conversations particular to the written language. E.g. punctuation, spelling.

d. Judgment skill

The ability to write in an appropriate manner for a particular purpose with an ability to select, organize and use relevant information.

2. The Elements of Writing

Linda Butler and Jeremy Harmer stated that there are five elements of writing, they are:

a. Sentence Structure

Student first learn to identify subject and verb, then they progress through pattern of simple sentence, followed by compound sentence with *but*, *also*, *so*, complex sentence with time clause.

b. Grammar

Student focuses initially the basic part of speech and later on the structure that will most useful to them in writing the assigned paragraph for the chapter. For example; the study the verb tenses needed to about everyday life (simple present), describe on going activities (present progressive),

related past event (simple past), and write about future (will and be going to).

c. Mechanics

Student learns such basics as elementary rules for capitalization, and punctuation, title and commas.

d. Vocabulary

Student further their understanding of the parts of speech and broaden their vocabulary base, particularly in ways that will help them with the assigned writing. It is means focus at the word and sentence level, will find brief, clear explanations followed by valuable practice in the nuts of effective and accurate writing.

a. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentence are in some kind of logical order and ideas are connected by use of appropriate transition signal.

3. Process in Writing

A process is a series of steps or actions. You take these steps because you want to reach a goal (Linda Butler: 2007:45). Harmer (2007:327) state that the writing process is a least as important as the product, and even in exam writing task, the student's ability to plan (quickly) and later read back through what the have written in order to make any necessary correction is extremely important. Based on Linda, there are four steps in the writing process. They are:

a. Prewritten

The prewriting phase includes discussion of the purpose writing the theme or topic, ideas related to the word, feeling and thought.

b. Writing

The writing phase includes pausing and rereading as the writing is occurring. Interaction with other, consulting resources, talking to one self and reformulating the ideas and organization of the composition.

c. Editing

Editing is very important part of writing process. Editing is checking mistake and making correction. You can also make change to the content, the ideas and information on your writing.

d. Post writing

Petty and Jensen (1980:363-365) explains that the post writing phase encompasses all behaviors that follow the actual writing act and make include the writer solicitation of approval from other, proof reading, contemplating the product, and finally disposition.

4. Types of Writing

According to Hartono (2005: 6-7) point out that students are expected to be able to write a text based on the genres of writing. The genres in writing are:

a. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

b. Recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

c. News item text

News item text is a text which informs readers about events of the day. The events are considered newsworthy or important.

d. Procedure text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.

e. Narrative text

Narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

C. Teaching Writing

Teaching is helping someone to learn to do something, giving instruction, guiding in the study of something, provide with knowledge causing to know or understand (Brown, 1980:8). Teaching writing is not a simple task. Many teachers think that teaching writing is a difficult task. They assume that learning to write is primarily a question of grammar. But in fact, rather than grammar, the process of writing is more important. When teachers teach the students how to write step by step, students will get more benefit in writing and can develop their ability.

Harmer (2004: 41) explained 'When helping students to become better writers, teacher have a number of crucial task to perform'. Those task are:

a. Demonstrating

Demonstrating is a task of teachers to remind their students on their writing in order that their students do not deviate from the topic. Teacher must give direction to their student; they must draw about the main purpose of what their students will write during the class process. It is done in order that students write their writing in right way or they will not deviate from topic that is given or decided by teachers

b. Motivating and Provoking

Motivating and provoking are the tasks of teachers to give motivate and provoke their student when their students get lost of their word on the writing or they lose of their idea. Teachers must help students, when their students lose of words when they are writing. Teachers must provoke the students to have ideas, enthusing them to explain that writing is important, and writing is fun.

c. Supporting

Supporting is a task of teachers to support their students when they get problems on their writing. It means that teachers must help their students, when the students get difficulties. The teachers must give support them to write in class, always available (except during exam writing of course), and prepare to help students overcome the difficulties.

d. Responding

Responding is a task of teachers to respond and give reaction to their students writing result. It means teachers gives feedback to their students writing result. Besides, teachers must give suggestion in order to improve their students' ability in writing, and write how well it is going so far.

e. Evaluating

Evaluating is a task of teachers to evaluate the students' writing result. Teachers must show where students write well, and where they make mistake. Of course, teachers must give the score. It is different from responding. Teachers can use it not only to grade or to give score, but also as a learning opportunity.

