

CHAPTER II

LITERATURE REVIEW

A. Perception

Perception is the ability to understand or notice something easily and the way that you notice or understand something using one of your senses. According to Schmitz (2009), the definition of perception is the process of selecting, organizing, and interpreting information. Perception constitutes the process used by people to manage and interpret the impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative ways. Through the perception, people can create relationship with environment. This relationship is done through their five senses like vision, hearing, taste, smell, and touch.

Koentjaningrat as cited in Sahal (2010: 7) explained that perception is the realization of the human brain process and it appears as a view about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc are involved. Then the process is followed by a process by which a person's brain arrives at a meaningful interpretation of stimuli. After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ. This research, perception means that giving the opinion or message about something happened.

Perception consists of certain process. It is started by accepting the simulation from an object through the sense of organ and then continues with the registers of stimuli to the nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing and interpreting in order to achieve the meeting of the object, in relation to the process of perception. Walgito (2004: 90) explained that perception is complex process, those are, as follows :

1. Physical Process

It is the process when an object is used stimuli caught by the receptor, this process is called sensation.

2. Physiological Process

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

3. Psychological Process

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

There are two kinds of perception, external perception is perception due to the stimulation that comes from the outside individual, and self-perception is perception whose stimulation is from within an individual. By perception, an individual can be aware and can understand the situation of environment around of it or even the condition about the self-individual condition. (Walgito, 2004:24), and he also divided the factors that affect one's perception into two :

a. Internal Factors

Internal factors are factors which come from an individual, depend on psycholological factors such as thoughts, feelings, willingness, needs, sex, motivation, and attention. Every human being has different characteristic and temperament is also shaped by individuals' family and individuals' environment.

b. External Factors

External factors are factors which come from the outside individual. The external factors are affected by someone's perception. The process of stimulus will through the sense organ or receptor such as sight, sounds, hearing, and etc. It can be concluded that an individual's sense organ is a connector between individual the object in the world.

B. Media

Media are generally defined as the means by which information is conveyed from one place to another. In the past century, various forms of media have been used to convey instruction and to support learning. Examples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio, and television), and the newer "electronic" instructional media (computers, interactive video, and multimedia systems). All instruction requires the selection and use of at least one medium to deliver instruction. Many alternative media

and mixtures of media may be chosen for any given learning goal and a group of students.

So here there are several definitions of Media that delivered by experts; According to Briggs (1977) argues that learning may be a suggests that of physical media to offer content/learning materials inclusive of books, movies, videos. According to Bakri (2011:3) media is the plural form of medium, which derives from Latin word *medius* that has meaning “middle”. In Bahasa, medium means “between or interval”. The meaning of media aimed at something that delivers information (message) between message sender and receiver. Teaching media based on Arsyad (2009:4) is a media that bring instructional purpose of messages or information of learning. Media is a means of expressing message and information. Heinich, et al in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media. In this research, teaching media means all tools which may be used by the teacher to deliver teaching material to students in the teaching-learning process to reach certain learning goals. Media is an agent or mediator to give the source of information to the recipient information.

Media is suitable to be used to the teaching-learning process, because it will be more attractive towards the students. Media is one of the important and as an example tool to be used in the teaching-learning

process. Giving the concrete things in the teaching-learning process is not easy, because the students will have misunderstanding about what the teacher wants. Here, media is used to be an example as concrete things to be given to the students. Therefore, the role of media is very important in the teaching-learning process. According to Sanjaya (2012:70-72) said the benefit of learning media, such as ;

1. Catching the object, here means that the important events or rare object can be immortalized with photos, films or recorded through video. Then, that events can be saved and be used if it is needed.
2. Manipulating the situation/event or a certain object, through the learning media, the teacher can give the material which is abstract to be concrete, so the students will more understand and lose the verbalism. On the other hand, learning media can also help the teacher to show the object which is too big and too small to be shown in classroom.
3. Increasing the passion and students' motivation in their study, the use of media can increase the students' motivation in their study until the students' attention to the material can be added.

C. Digital Storytelling

Digital storytelling is explored as a method of engaging students in the development of media literacy and cultural competency. Digital storytelling was introduced in the course as pedagogy for engaging students with technology to develop cultural competency. The data were collected

from an end of semester survey. Results found that the use of digital storytelling enhanced the learning environment through greater student engagement around technology and diversity issues.

According to (Center for Digital Storytelling, 2011; Rossiter & Garcia, 2010; Skouge & Rao, 2009) digital stories are generally defined as short, first-person video-narrative created by combining digital media including recorded voice/audio, still and moving images/video clips, and music or other sounds to tell a story. Digital storytelling can thus facilitate a constructivist approach for teaching and learning. It can be a helpful educational tool, as it provides a vehicle for combining digital media with innovative teaching and learning practices. Apart from building on learners' technology skills, digital storytelling encourages additional educational outcomes (Dakich [2008]). It enhances learners' motivation and helps teachers in building constructivist learning environments that encourage creative problem solving based on collaboration and peer-to-peer communication. In addition, digital storytelling can be used to facilitate integrated approaches to curriculum development, and engage learners in higher order thinking and deep learning (Dakich [2008]).

The benefits from digital storytelling are :

1. Increase Information Retention

Studies show that students retain up to 80% of information when they have a chance to see, hear, and interact with it. Our digital students need

to receive information in multiple formats - digital presentations are the solution.

2. Creative Outlet Real World Skills

Digital media applications are widely used in business, education, and entertainment.

3. Classroom Management by following some very simple teaching

strategies, this technology can assist the teacher with classroom management. If students are engaged, they don't have time to create disruptions. This is beneficial to other students, as well as the teacher.

Conclusion benefits of digital storytelling in the classroom include increased Retention of Information, Increased Student Engagement, A Creative Outlet, Participation in real World Skills, and better classroom management. Technology is the way to keep students engaged in their learning. When students are motivated to learn, they are more likely to be successful in their academics and are less likely to become dropouts.

D. Previous Study

The researcher has their own style to write their ideas, to collect the data, to generate their findings, and to draw the conclusion. The researcher found out some researchers that relates to the topic. It derived from education journal and thesis. The research comes from Najat Smeda, Eva Dakich and Nalin Sharda with the journal titled *The effectiveness of digital storytelling in the classrooms: a comprehensive study* (2014: 6) in their

thesis they discussed about digital story telling in this modern era which use of new technologies in educational systems has increased worldwide as digital cameras, personal computers, scanners, and easy-to-use software have become available to educators to harness the digital world.

The impact of new technologies in educational contexts has been mostly positive as new technologies have given educators the opportunity to enhance their knowledge, skills, and therefore enhance the standard of education. Researchers have found that student engagement, achievement and motivation are enhanced through integration of such technologies. However, education systems still face many challenges: one of these challenges is how to enhance student engagement to provide better educational outcomes. It has become increasingly important to use innovative pedagogical models to engage learners. Digital storytelling is one of the innovative pedagogical approaches that can engage students in deep and meaningful learning. This research project aimed to create a constructivist learning environment with digital storytelling. The research investigated the pedagogical aspects of digital storytelling and the impact of digital storytelling on student learning when teachers and students use digital stories. A multi-site case study was conducted in one Australian school at primary and secondary levels. In selected classrooms, students and teachers had the opportunity to engage in innovative learning experiences based on digital storytelling. In order to enhance the reliability and validity of the research, multiple methods of data collection and analysis were used. Data was collected with qualitative and quantitative methods.

An evaluation rubric was used to collect quantitative data, while interviews and observation were used to collect qualitative data. Data collection was guided by a mixed methods research design in order to evaluate if and how digital storytelling enhances teaching and learning outcomes. The findings from this study suggest that digital storytelling is a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments. It is a meaningful approach for creating a constructivist learning environment based on novel principles of teaching and learning. Thus, this approach has the potential to enhance student engagement and provide better educational outcomes for learners.

