CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the result of reviewing some relevant theories related to the topic of the study covering English grammar as a language aspect including definition of perception, learning English, learning grammar, learning media, and previous study.

A. Perception

1. Definition of Perception

Perception is our recognition and interpretation of sensory information. Perception also includes how we respond the information. According to Jacobs et al (2004:231) refers to perception as one of the most important elements in effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Meanwhile according to Slameto (2010) stated that perception is the process involving the entry of messages or information into the human brain. It is stressed in the process of entry the message into the brain human. Other opinion by Sugihartono that perception is the ability of the brain in translates stimulus or process in translating stimulus into the tool human sense. Summering from several experts mention that the perception is the result from stimulus which is

given to people, the researcher takes students as the subject for the stimulus. Students also can give perception as the parts of the school through discussion and lesson experienced, especially past experiences about their studying process. Students' percept on what they see, hear, and touch during in school or course. In this case, the perceptions are received from the process in learning itself.

Besides, according to Kreitner & Kinicki (2008:183), perception is a cognitive process that enables us to interpret and understand our surroundings. While George & Jones (2005:105) said that perception is the process by which individual select, organize, and interpret the input from our senses to give meaning and order to the world around us. It means perception is a cognitive process by which the individuals select, organize, and interpret the environment.

Schechter argued (2018) perceptions are interpreted as organization, identification, and interpretation of sensations related to people's feelings towards their experiences. Experience is the main aspect to understand the people's perception because perception is a feeling response. In this research, the feeling and the perception associated with experience of learning. Therefore to understand student perceptions, the researcher focuses on student perceptions of students' learning by using New Concept.

The students' perception helps the teacher to see something or decided something from the point of view of students. Furthermore, the students' perception is useful to regulate the new strategy in the scope of school and course. Learning strategies are any sets of operations, steps, plans, routines used by the

learner to facilitate the obtaining storage, retrieval and use of information (While,Wenden& Rubin: 1987:19). Besides, Su Stated in her research about an English program in Taiwan used the students' perception to decide the changing of the learning method.

In teaching and learning process perception is important to know how far understanding of the learner or the students. Moreover, student perceptions are the main aspect to measure learning outcomes and indicators of class influence. In Van Petegen's research, student perceptions are important in measuring learning outcomes. Based on these considerations, the researcher agree that students' perception is the main aspect of the language learning process, not only for evaluation but also for the aim of increasing understanding

Based on the theories above, the students' perception defined as the students' feeling in the experience of learning. In this research, the students' experience of learning refers to the learning experience in using New Concept as in learning grammar. According to Catherine in Rosa there are two kinds of perception, the first is positive perception and the second is negative perception. Positive perception is the perception that present the positive response about something, or it show the agreement about something, while negative perception is the perception that present the negative response or it show the disagreement about something.

The theory of perception is used to see the students respond to the activity. Moreover, the factors in perceptions are also used as a theory that guides the

researcher developing the research. It is also an important role to the teacher as data collection to determine how the students' perceived and experienced classroom and evaluation in learning English. In this case, the researcher want to know how the students' perception in learning English grammar independently.

2. Factors that Affect Perception

There are the factors that affect and contribute to determine the perception. According to Sobur (2003) there are two factors that affect the selection of perception; the factors consist of internal factor and external factor. The internal factor includes maturity/growth, intelligence, interest, exercise and study habits, personal motivation, and concept self. While external factor includes, learning approach, conditions family, teachers and how to teach, that opportunity available and social motivation.

In addition, Muhibbin Shah (2006:144) stated that students achievement is influenced by three factors namely, internal factor which is the condition about spiritual and physical and external factor which is the condition about the students' environment. Internal factor includes two aspect, they are physiological (The perfect physique will make it easier for students to follow the learning process compared to students who have physical limitations) and psychological (intelligence, motivation, talent, attitude, interest). Besides, the external factor includes family, school, and society)

Jeny (2012) stated that the factors that affect perception are divided into internal and external factor. She said that internal factor which affects the perception are essentially physiological, attention, interest, need for one direction, experience, mood. External factors that influence perception are characteristics of the environment and the objects seen in it. Elements that can change a person's perspective on their surroundings and affect how a person feels and receives them. While external factors that influence perceptions are the size and placement of the stimulus, the color of the objects, the uniqueness and contrast of the stimulus, intensity, motion.

Then, based on Toha (2003), the factors that affect perception are internal factor include feelings, attitudes and individual characteristics, prejudice, wish or wish, concern (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation. While external factor includes background family, information obtained knowledge and needs around, intensity, measure, opposites, repetition of motion, new things and familiar or an unfamiliar object.

Thus, from the description above the researcher concludes that the factors that affect perception are internal and external factor. Internal factor is attributes of the academic discipline that is the intellectual core of the school subject-its knowledge structure, typical ways of knowing, unique contents, how to present it to uniformed learners (Iluz& Rich, 2009, p.42).According to Hamacheck (1995:200) that the way individuals perceive the world around them greatly

influences what they focus on and what they ignore. It concludes that the factor that influences perception is internal factors. Internal factor consists of two general groups, physiological and psychological.

a. Physiological

There are two kinds of physiological condition. The first is general physiology condition. This condition affects students learning process. Students who have good condition will have good learning capacity or they can increase their learning capacity. While, students who do not have good condition or they are in bad health condition have weak physic, so their sensory and motorist nerve become weak. As the result, students who are in poor condition will find the difficulties in learning because they become tired soon, dizzy, sleepy, less concentration, and lazy to study. Soemanto (1990:121) said that learning needs healthy condition, people who are sick because of certain disease and exhaustion will not learn effectively.

The second is particular physiology condition, it relates to the function of five senses in learning process especially sight and hearing, and also another physical defect will disturb students concentration in learning process.

b. Psychological

Psychological factor consist of intelligence, talent, interest, motivation

1   Intelligence

Intelligence is people ability to think and act in order and also handle master the environment effectively. This factor has big influence for students' learning achievement. If students' intelligence is low, they do not get help from teacher and parents and their effort in learning will get a bad result.

2   Talent

Talent is potency or basic skill which is brought since we born. Every people have different talent. Someone will be easier to learn something based on their talent. If someone learns about a subject that contrary with their talent, they will desperate soon. It shown by the students who always disturb in learning process or making something crowded.

3   Interest

Interest is something accepted without compulsion and useful for us. Students who do not have interest to a subject will appear difficulties in learning. Interest comes from students' learning needed become support for them to do learning process. Students' interest can be observed from students' way in follow learning process, their note or activity in the class.

4   Motivation

According to Purwanto (2007:69), motivation is everything which pushes someone to do something. Motivation makes someone to get good achievement which becomes their goal and their participation in a project.

While internal factor which affects perception, Nichols (2007) stated that perception is the faculty through which we form conceptions and beliefs about physical bodies in the environment through the use of the sense organs.

Thus, the researcher defines that perception is also affected by external factor, which is physical bodies. Physical body of learning itself such as the way in learning, the method of learning and media of learning for the students which makes the sense in students' thought.

External factor can be divided into three factors based on the description; they are family factor, school factor, and community factor

1) Family

Parental education, economic status, home, relationship of parents, words and guidance of parents can affect learning achievement. Thus, it can be concluded that family factor is affect perception of students in learning include how parents educate, relationship among family's members, etc.

2) School

School or course is a place where direct students learn in classroom alongside the existing facility to the school building. School factors include the teachers, teaching methods, curriculum, and students' relationship with students, school discipline, lesson and school time, learning standards, state building, learning method and assignment.

3) Community

Community is external factor which also affect students' perception. Community factor discusses about students activity in society, mass media, friends hang out, etc.

In addition, the perception of students in learning is important; it can help students in their learning process in finding strategies, methods, and styles as a solution in problem. So, the students feel comfortable in learning.

B. Learning English

Schunk (2012:3) stated that learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experiences. Whereas, Harmer (2007:47) defined that learning is a conscious process where separate items from the language are studied and practiced in turn. Thus, person can be said that learning if they make a change in their daily life for the experiences through interaction with the environment (Hamdani, 2011). In addition, Harold (2011) gave the limit that learning is to observe, to read, to initiate, to try something, to listen, and to follow direction.

From the explanations which explained above, it concludes that learning English is a conscious and active process of getting English knowledge and skills, such as reading, observing, listening, imitating which bring to change someone behavior.

C. Learning Grammar

a. Definition of English Grammar

English grammar is a set of formula or pattern that describes how words and phrases can be arranged to build sentences. The grammar of English included all rules in English which can be arranged to form English sentences (Cowan, 2008). It plays an important role in English sentence. According to Ba'dulu (1997:7), grammar is a structure of language forms or a verb phrase used to express a time relationship. That information related to time, it takes that grammar is language structure which expresses the time.

Grammar is an important aspect for forming words and building English sentences. It is rules for forming words and making sentences. Grammar is model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. Grammar is the most important aspects to communicate with other people, because grammar can show our meaning in communication. So, other people can understand our message. Grammar is a structure in English. According to Harmer (2001), grammar is as a way of people to transforms word formation. All languages have grammar, and each language have its own grammar.

In addition, Wilcox and Karen (2004:23) have stated that grammar is a system of rules which allows the users of the language in question to create meaning, by using meaningful words and by constructing larger sentences.

However, grammar is often associated with the traditional forms of instruction in which knowledge is transmitted in a one way process from the teacher.

On the other hand, CelceMurina (2001:256) said that teaching grammar means enabling students to use linguistic forms accurately, meaningfully, and appropriately. In other words, the teaching of grammar in EFL classes must be focused on form, meaning, and the use of language and a different focus would result in a different learning activity.

b. Strategies in Learning Grammar

According to Oxford (1990), there are six major learning strategies; cognitive, memory, compensatory, metacognitive, affective and social.

1. Cognitive

In this learning strategy, the students acquire knowledge about language. The examples are analyzing, guessing, inductive, and deductive reasoning, rearranging the information and taking notes of the information.

2. Memory

In this learning strategy focuses on how students remember language, memory strategy helps students to connect a newly knowledge with what they have already learned and known. It is useful for remembering knowledge in a systematic way. For examples, remembering sounds, body movement, a particular point in a blackboard, book, note or page.

3. Compensatory

In this learning strategy is used if there is a gap in language learning and the gap is changed by another which has the same purpose. Guessing the meaning or main idea while listening and reading are the examples.

4. Metacognitive

In this learning strategy focuses how students manage their learning process. It helps the students to handle particular language tasks. Selecting resources to solve these particular tasks also come under this learning strategy.

5. Affective

In this learning strategy focuses on students' feeling in language learning. The students can identify their feeling like anger, unhappiness, anxiety, motivation, and other feelings.

6. Social

In this learning strategy focuses on how students involve learning by interaction with others, the social strategy is an integral part of communicative language learning.

D. Learning Media

1. Definition of Learning Media

Learning media can easily be understood as media which is used in context of learning. According to experts cited in Asyhar (2011), there are various definitions given about the learning media:

a. Gagne stated that media are various components of a learning environment which helps to learn.

b. Briggs defined that media are the message which can stimulate the students to learn.

c. Schraman stated that media are the messenger technology which can be utilized for learning purposes.

d. Gerlach & Ely defined that learning media has a very wide coverage. It included human, material or study that constructs a condition, making students able to gain knowledge, skills or attitude. In educational part, learning media is one of the strategies to deliver the material concept.

Based on definitions above, it concludes that learning media is something that can convey or distribute message from planning, resulting in environment learning, and making the learning process efficient and effective.

2. Types of Learning Media

a. Textbooks

Textbooks are the source in learning beside the teacher explanation in the classroom. In additional, it can be the media in learning English lesson provided in the books.

b. Other Media

According to Arif, et.al (2003), there are some types of media commonly used in teaching and learning activities:

1. Graphics Media

Graphic media is media that represent the message through visual communication symbol. Some types of graphic media include:

a. Image / photos

b. Diagram

c. Chart

d. Graph

2. Audio Media

Audio media is related to the sense of hearing. Messages are delivered by using additive symbol, either verbal or non-verbal. There are several types of audio media such as radio, tape recorder, language laboratories, and LPs.

3. Silent Projection Media (SPM)

Silent Projection Media have similarities with the graphic media in the sense of presenting knowledge in a visual way. The differences between SPM and graphic media is graphic media can directly interact with the corresponding media message. Besides, in the project media, the message must be projected with the projector toll to make it visible to the target. It is sometimes presented by visual. For instances, the use of power point, video explainer, etc.

E. Previous Studies

Previous study is the result of research from previous researches. The first previous study is by Ima (2007) entitled *Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11 Makassar*. This research aimed at finding the encouragement of weblog as an interactional media in teaching and learning Basic English grammar for the first grade of Senior High School 11 Makassar. In her research, she used a Research and Development (R&D) method. This research only measured the validity of the weblog. The result indicated that weblog was valid where the weblog was evaluated by three experts. The average validity of media reached 4.32 and categorized as a valid media.

Different from the first previous study, the second previous study is from Muna (2019) entitled *"Students' Perception and Motivation in Learning English*

through Designing Inforaphic (A Descriptive Qualitative Study of English Education Department of IAIN Salatiga in Academic Year 2018/2019". This research focused on perceptions concerning learning English in English department at IAIN Salatiga. There were 32 students studying English participated in their study. This research used qualitative approach and descriptive as type of research. She used questionnaire and interview to collect the data. It was presented descriptively in order to reveal the students' perception and motivation comprehensively.

While, the third previous study is from Anisa (2019) entitled Measuring *The Effectiveness of "Kampung Inggris Languange Center" YouTube Channel in Teaching Grammar at SMA Muhammadiyah 1 Ponorogo.* This research applied quasi-experimental design of quantitative research. The population was tenth grade students of SMA 1 Muhammadiyah and the sampling of this research was cluster random sampling. The sample was class X MIPA 2 as experimental class and class X MIPA 4 as control class. Both of them consist of 28 students. This research used test and document in collecting the data and t-test used SPSS version 24 to analyze the data.

Comparing with the study that researcher conducted, Ima (2007) focused on encouragement of weblog in teaching and learning English grammar. Besides, the researcher focuses on students' perception in learning English grammar. Secondly, the study was from Muna (2019). The focus of this study was same with what the researcher conducted. But, she used qualitative approach and

descriptive research method. Her sample also was from University students. And the study was from Anisa (2019). This research used quantitative research design by using quasi-experimental research design While, researcher conducted this study uses quantitative approach with survey as the research design and takes sample from students of Basic English Course (BEC) Pare-Kediri.

All of the previous studies are the inspiration for the researcher to conduct this study by the title **"Students' Perception in Learning Grammar by Using New Concept English by LG Alexander at BEC Pare-Kediri".** The researcher only focuses on students' perception at BEC Pare-Kediri who has studied English by using New Concept English. In contrast to previous studies, this study studies English Grammar by using New Concept English by LG Alexander. Besides that, the researcher used the questionnaire and interview instead of observation. The design of this study is using survey research design.