Chapter Two

Review of related literature

This chapter discusses the theories related with the students' perception about theteachers' teachingmethods, understanding ofthe methods used, the relationship between teaching methods used and the success of the learning process, the benefits and the weaknesses of each method and criteria of good teaching method.

Student's Perception

Perception

In Jhon. M. Echols dictionary, perception means experience, observation, stimulation and sensing. Perception is experiences of objects, events or relationships obtained by inferring information and interpret the message. According to Leavit (in Sobur, 2003) perception in the narrow sense is sight, it is how someone sees something. While, in the broadest sense, perception is the view, it is how someone looks or interprets something. According to Wittig (1977) perception is the process by which a person interprets sensory stimuli.

From some definitions, it can be concluded that the perception is the result of someone's observation about something in the surrounding environment through the senses. Perception is obtained by summarizing the information from someone and interpreting it or by seeing and observing by our self about a phenomenon, so that a person can give positive or negative feedback about the information. So, basically perception is something that relates with someone and their environment through the

senses. After someone sees or observes some objects in their environment, then the brain begin to process the results of sensing. So, there arises the meaning of that object. In this study the researcher wanted to know about the students' perception the teacher's teaching styles.

The Terms of Perception

According to Sunaryo (2004) the terms of the perception was as follows: The existence of the object perceived, their attention is the first step as a preparation for the holding the perception, The existence of sensory organs/receptor that is a means to receive a stimulus, Sensory nerves as a tool to continue the stimulus to the brain, then as a tool to organize the response.

Factors Affecting the Student Perceptions on Teachers in Teaching and Learning Activities.

The factors that affect the student perception about the teachers in teaching and learning activities according to Walgito (2004) are:

Intelligence. Intelligence is skill in facing and adjusting to new situations quickly and effectively, learning an abstract concept effectively, knowing the relationship and learning quickly. **Attention.** Attention is the highest activity of soul. The soul will be focused on an object or set of objects. To get a good learning outcome, the student must have a high attention to the materials studied. **Interest.** Interest is "persisting tendency to pay attention to and enjoy same activity or

content". So, the interest is a great tendency to pay attention and remembering some events. Interest is very influential for the student perceptions in the Learning Process. **Talent.** Talent is the ability to learn, and talent is greatly affected in student perceptions on teachers teaching and learning process. Because, if the students learn a lesson that according to his talent, the results of their study is good. **Motivation.** Motivation is the desire or impulse. In the study there is another thing to be considered by the teacher. And what thing could encourage or motivate the students in their learning so that they can learn well. **Maturity/ readiness.** Maturity is a level or phase in the growth of a person. So before the learning process begins, the student must have preparations, when they are ready then learning will be more successful.

Student's Perception.

Students is a subject that has a number of activities to do, including the activities of hearing, seeing, observing, questioning, doing, discussing or solving the problems, demonstrating, depicting or describing and trying something. The activities are conducted by students under the direction and guidance from the teacher. Learning activities is strongly influenced by the activities of teachers or teaching methods used by teachers. In the teaching and learning activities, students receive stimulation in the form of information such as course materials provided by the teacher to the student with a particular method. Students will give a meaning to the stimulus, a process of giving meaning by the student named student perception.

Teaching Methodology

In general, human wants to be successful, achieving what he wants. People go to work and try to use a particular way to achieve these goals by using away. This way is called a method. In (Merriam Dictionary–Webster) **Method: 1.** a procedure or process for attaining an object: as a (1) : a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art (2) : a systematic plan followed in presenting material for instruction b (1) : a way, technique, or process of or for doing something (2) : a body of skills or techniques. While according to Harmuni (2009) method is procedure used to reach the particular purpose. Related to learning method, method is ways of presents the learning materials for learners to achieve the learning objectives that have been set. Method can be interpreted as a systematic way used to achieve the goal. Alipadie (1984) said, way or teaching method as a means of achieving goals, need knowledge of the end in itself. This is the reason, why a clear formulation is an essential requirement before teachers identify and chose a good teaching method.

The Relationship between Teaching Methods Used and the Success of the Learning Process.

Sudjana (1997) suggested that the teaching method is away that teachers used to make a contact with students during the course of teaching. Teaching method can be said as a tool to create teaching and learning process.

As expressed by Alipadie (1984), Method of teaching that use a various types of techniques and done appropriately and attentively by the teacher, will add the students' learning interest and will enhance the value of the student learning outcomes. Therefore the relationship between teaching method and the success of learning process is highly related.

Based on the description, it can be concluded that the teaching method is a method used in implementing the learning activities in the classroom in order to create an effective learning conditions, especially in delivering the subject matter in learning process.

Several Things That To Be Attention in Choosing Method of Teaching

According to Zuhairini (2000) in choosing a method of teaching a teacher should pay attention to several things, namely:

First, suitability of teaching methods used with the learner's ability. Second, teacher's ability in using teaching method. Third, Suitability of teaching methods used with the available facilities. Fourth, the suitability of teaching methods used with environmental education.

Kind of Teaching Method.

Learning and teaching are complex activity. So, to encourage the success of the teacher in teaching and learning, teachers should understand and master the teaching methods and the steps in the implementation, because each learning method used by the teacher is related to the learning objectives to be achieved. There are

several methods that can be used in teaching and learning of English language, namely: Lecture Method, Questions & Answers Method, Discussion Method, Assignment Method, and puzzles method, presentation method, and discussion method.

Traditional Teaching Method

One of the methods that are still valid and widely used by teachers is the traditional teaching methods (conventional). In the traditional teaching pattern, teachers play a major role in determining the content and the methods of teaching, including in assessing the students' progress. The teacher is the only source of learning for students.

According to Djamarah (2005), the conventional method of learning or traditional learning methods is called lecturing method, it is because this method has always been used as a means of oral communication between teachers and students in the learning process. Traditional methods are usually marked with lectures, accompanied by an explanation, and the division of tasks and exercises. The pattern of traditional teaching methods in teaching foreign language will focus on writing skills. Listening and speaking skills are only occasional.

Characteristics of Traditional Teaching Methodology

The characteristic of traditional method is that the Student is passive recipient of information, where the students only receive knowledge from the teacher. The other is that the students always do Individual learning because they just listen and

receive the material from the teacher. Teacher is centered and the student jus pay attention to the teacher and the last the Interaction among students is less. Teacher is the determinant of learning process, and a good behavior based on extrinsic motivation.

Advantages and disadvantages of traditional teaching method

Ahmadi (2005) said that the advantages of traditional teaching method are : get a variety of information that is not easily found anywhere else, convey the information quickly, generating the interest for information, teach students how to learn best by listening, easy to use in teaching and learning process.

And disadvantage of traditional teaching method are : Not all students can learn well by listening, difficulty to keep the students stay interested in what was studied, the students do not know what the purpose that they learn on that day, the emphasis only on completion of the task, low Memory and absorbance and quickly disappear because they are just only memorizing.

Lecturing Method

A lecture is a talk or verbal presentation given by a lecturer, trainer, or speaker to an audience. With all the advancement of training systems and computer technology, lecturing method is still a backbone widely used in teaching and training at higher level of education. This method is economical, can be used for a large number of students, material can be covered in a structured manner, and the teacher has a great control of time and material. A study conducted by Benson, L., Schroeder,

P., Lantz, C., and Bird, M (n.d.) provides evidence that students may place greater emphasis on lecture material than on textbooks. Davis (1993) suggested that Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content.

According to Suryosubroto (1997), the lecturing method is the application and oral communication by the teacher to class. This is in line with the opinion of Sagala (2003), that the lecturing method is a form of interaction, implementation and oral communication from the teacher to the learner.

Based on expert opinion above, it can be concluded that the lecturing method is that the teacher understand the conditions and situation of the students in the class, where the teacher is in the lecturing method must be active. Each student only acts as a listener and notes the important point's taught by the teacher.

The characteristic of lecturing method

Characteristic of lecturing method are : first, lecturing method cannot give the opportunity for discussion so the absorption of the knowledge is less. Second, lecturing method does not give an opportunity to develop the courage in arguing. Third, lecture method is not suitable for small children.

Advantages and Disadvantages of Lecturing Method.

Advantages and disadvantages of lecturing method as quoted from Bonwell (1991) as the original author. The advantages of lecturing method are: Lecturing method can provide large amounts of information. Lecturing method can be presented to a large audience. Lecturing method can model how the professionals work through questions or discipline problems. Lecturing method allows the maximum classes control for the convenience of learning. Lecturing method presents little risk to the students about the fault of references. Lecturing method is attractive to those who learn by listening.

Disadvantages of the lecture are: In lecturing method students are often passive because they are not intellectually engage with the material. Student's attention decreased rapidly after15-25 minutes. The information tends to be forgotten quickly when students are passive. Lecturing method assumes that all students learn at the same pace and same level of understanding. Lecturing method are not suitable for teaching materials that require a high thinking like application, analysis, synthesis, or evaluation. Lectures require effective speakers.Lectures emphasize learning by listening, which is a disadvantage for students who have other learning styles.

ACTIVE LEARNING METHOD (NON TRADITIONAL)

As suggested on McCormack and Jones (1998), active learning is anything that students do in a classroom other than merely passively listening to a lecturer's lecture. This includes everything from listening practices that help students to absorb

what they hear, to short writing exercises in which students react to the material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems.

According to Mathews (2004), Active learning is an activity that engages students in doing something besides listening to a lecture. Students may be involved in communicating with one another, or writing, reading, and reflecting individually. In this approach students may also be actively involved by means of discovering, processing, and applying information. Active learning "derives from two basic assumptions: (a) that learning is by nature an active endeavor and (b) that different people learn in different ways" In active learning, students are involved in varieties of active learning approaches such as cooperative/collaborative learning, inquiry learning, problem-based learning, discovery learning and projects within and out of the classroom.

Silberman (2006) suggested that active learning is one of methods that can be used to increase student activity. Active learning accommodates all of students needs, because the students are directly involved in the learning process. When the learning activity is active, students will try anything. Students want the answer ofaquestion, searching forinformationtosolve aproblem, or finding a wayto do an assignment.

Background of Active Learning

Active learning method basically is not a new idea at all. The idea of"active learning" has been around since the time of Socrates and became one of the main

concerns among the progressive educators like John Dewey which considers that naturally, learning is an active process. There are several aspects that support the development of the concept of learning "active learning". One of the aspects is the teachings of Confucius in China over 2400 years ago, which stated that: I hear, I forget; I see, I remember; and I do, I understand. For the purpose of learning in the classroom, Silberman (2006) modify and extend it in three simple statements above into what is called the" understanding of active learning, as follows: 'What I hear, I forget; What I see, I remember a little; What I hear, see and ask questions about or discuss with someone else, I begin to Understand; What I hear, see, discuss, and do, I acquire knowledge and skill; What I teach to another, I master''.

From the quotation above, Silberman's (2006) indicate how important the development model of "active learning" in the learning process, in order to achieve the instructional goals effectively and efficiently. Through the activity of listening, listening, asking, discussing, and applying the knowledge is gained.

Characteristic of Active Learning

Active learning/learner-centered approaches placed students at the centre of the teaching-learning process and it can be identified by at least some of these characteristics: first, students are involved in more than just listening and taking notes. They participate in a variety of class activities, and often interact with one another (in discussing, reading, presenting and sharing their writing). Second, students are involved in higher-order thinking skills (including analysis, synthesis,

and evaluation). Third, students reflect on their learning and their learning processes; fourth, greater emphasis is placed on students' exploration of their own attitudes and values. Fifth, less emphasis is placed on transmitting information but more on developing students' skills.

Models of Active Learning Strategyin Teaching and Learning Process,

Debate. Actually a variation on the panel discussion, formal debates, provides an efficient structure for class presentations when the subject matter is easily divided into opposing views or pro/con considerations. The instructor assigns students to debate teams, gives each team a position to defend, and asks the teams to present arguments in support of their position. First, one team presents its arguments. The opposing team then has an opportunity to rebut the arguments, and, time permitting, the original presenters respond to the rebuttal. This format is particularly well suited to courses that stress the development of argumentation skills in addition to the mastery of content.

Role Playing. In role playing, students act out a situation or incident. By doing, they gain a better understanding of the concepts and theories being discussed in class. Role-playing exercises can range from thought experiments for individuals (for example, "What would you do if a Nazi came to your door, and you were hiding a Jewish family in the attic?") to complex group interactions. Depending on the time and resources available, role playing might take the form of a play. For example, students studying ancient philosophy might recreate the trial of Socrates.

Panel Discussion. Panel discussions are particularly useful as a way to include the entire class when students give class presentations or reports. The instructor assigns student groups to research a topic and prepare a panel presentation on it (this technique may readily be combined with the jigsaw method outlined below). Each panelist then makes a very short presentation before the floor is opened to questions from the audience. The key to this method's success is to choose topics carefully and to give students sufficient direction to ensure that they are well prepared for their presentations. Instructors may also want to prepare the classroom audience by assigning students various roles. For example, if students are presenting the results of their research into a medical ethics problem such as euthanasia, some of the other students might take on the roles of clergy, patients'-rights advocates, hospital officials, and so forth.

Games. For example, a game that simulates social inequalities and forces students to "live" at a lower socioeconomic position will dramatize aspects of social and political reality that cannot be transmitted via lecture Or in classes in which it is essential to build on a set of facts, the use of crossword puzzles, Jeopardy TM-like games, and the like can be a highly effective way to review material before proceeding further.

Jigsaw Group Projects. In jigsaw projects, each member of a cooperative-learning group becomes "specialized," mastering a discrete part of the subject matter required to complete the project. He or she thereby possesses knowledge critical to

the rest of the group. There are generally four stages in the jigsaw process Clarke, (1994); Marcus, (1998). First, the instructor organizes students into heterogeneous home groups (if the instructor has assigned students to base groups during the term, the base group may constitute the home group for a given project). Each member of the home group is assigned or chooses a part of the subject matter to be explored. For example, if the project requires applying several moral theories to a case study, each student in the home group is assigned to become an expert on a particular moral theory. In the second stage, students re-form into focus groups centered on their selected topics. In our hypothetical example, several students from different home groups who were designated as experts on Kant's moral theory would group together to explore, clarify, and write down the main ideas of that theory. In the third stage, these focus groups disband, and the original groups re-form. The home groups now include an "expert" on each moral theory subtopic. The experts report their findings to the rest of their home group, and the group discusses the issues in depth. The fourth and final stage of the project requires the group to apply this information. In the example above, each group could determine the moral status of an action portrayed in a case study according to the various moral theories they have mastered.

GROUP DISCUSSION METHOD

Samani (2012) stated that the discussion is the exchange of ideas (sharing of opinion) between two or more people with the aim to obtain an agreement on something or a problem. It can be concluded, that the discussion is a learning method.

In their discussion there is conversation between the individual and other, formed into a group, and faced by a problem so they can exchange the ideas to get a problems solving together.

According to Sunjana (2011), the group is a collection of people in a limited number. Each member is interconnected and interdependent, and their activities are based on the rules or norms that adhered together. So, a group is a collection of people that have planned and created a specific purpose.

Mulyasa (2010) stated that the group discussion is a regular process and involves a group of people to interact, face to face, to draw or get a conclusion and solve the problems.

Suryosubroto (1997) stated that the group discussion is a conversation by some people who joined in a group or exchanging opinions about some problems or finding a solution together to get the answers and the truth of the matter. It can be deduced that the group discussion method is a method that is applied by the teachers to teach in the classroom in a way, teachers give a problem and the students look for the solutions together in a group. In this activity, students are demanded to think critically in solving problems.

Kinds of Discussions

According to Sanjaya (2006), kinds of group discussion include:

Class discussion. It is also called a group discussion. It is a problem-solving process performed by all members of class as participants. The procedure used is

First; the teacher divides the task as the implementation of discussion, who will be the moderator and author. Second, the source of the problem (teacher, student, or certain experts from outside) explained the problem that must be solved for 10-15 minutes. Third, students are given the opportunity to respond the problem after signing on the moderator. Fourth, the source of the problem gives a responds, and fifth, the moderator concludes the discussion. **Small Group Discussion**. It is done by dividing the students into groups. The members of each group are between 3-5people. The implementation begins with the teacher presenting the problem in general, and then the problem is divided into sub problems that must be solved by each small group. Done in small group discussions, the leader of group presents the results of the discussion. **Symposium.** It is a method of teaching to discuss an issue seen from various view points based on expertise. Symposium is conducted to give extensive knowledge to the students. After the presenter gives his views on the issues discussed, the symposium concluded with the reading conclusion of the work by the drafting team predetermined. **Panel Discussion.** It is the discussion of a matter of a few panelists, usually consisting of 4-5 people in front of an audience. The panel discussion is different from other kinds of discussions. In the panel discussion audience is not directly involved, but only act as observers of the panelist who are conducting the discussion. This method is considered less effective. Therefore, panel discussion needs to be combined with other methods, for example by the method of

assignment. Students are asked to formulate the results of the discussion in the discussion.

Steps in Group Discussion Method

Steps in a group discussion method are:

First step. Teacher uses the existing problems, discuses it and gives a briefing as needed about the way to solve the problem. The most important thing is that the problem must be formulated clearly to be understood well by each student. **Second step**. The students discuss in groups and the member of each group is actively participating in the discussion. **Third step**. Each group reported the results of the discussion, and all students will respond to the results of the discussion. (Other groups). **Fourth step**. At the end of the discussion the students record the results of the discussion and the teacher collects the results of the discussion from each group.

**Advantages and Disadvantages of Group Discussion Method.**

The advantages of Group Discussion method by Djamarah(2005) are: Encourage the students to think critically, Cause a sense of willingness and ability the cooperation among the learners, Encourage the student to bring his opinion freely, To familiarize the students to listen the others opinions, A deeper understanding of the material.

The advantages of Group Discussion method are : It takes a longer time especially if the room is not arranged properly, participants received a limited information, the discussion can be controlled by people who like to talk (active) members, while others are just silent (passive).

Conceptual Framework

Based on the review study, the researcher develops a conceptual frame work about the students' perception of effectiveness's on the lecturing method and group discussion method in English classroom. In the process of learning and teaching, teaching methods have a role as a means to convey the essence and content of the subject matter. To an educator, teaching methods greatly affect the achievement of learning objectives. By mastering many methods of teaching, the teacher can apply various methods for the convenience and suitability for the purpose of learning maximally. To get the proper and effective method for use in a particular class, the students' perception is needed as the main focus of the method it self. By knowing students' perceptions about the effectiveness of the methods used by teachers in the classroom teaching, teachers will know and understand what the proper method is take use in a particular class. It will be easier for the teacher in presenting the material in the future.

According to the statement above the conceptual framework can be described as below;
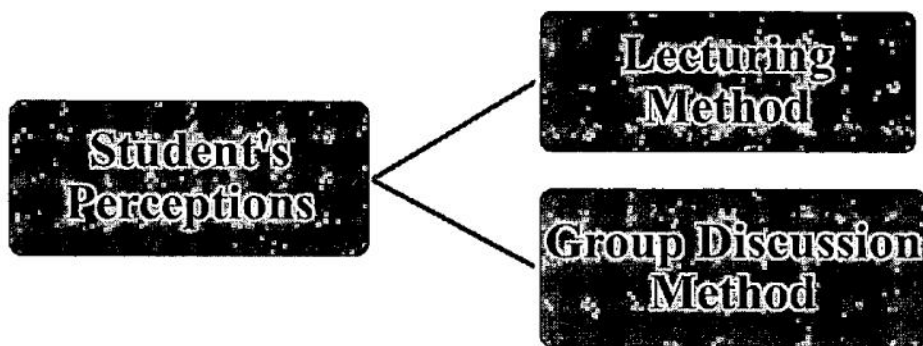
From the description of the conceptual frame work, the researcher thinks that the perception of the students also contributed significantly to the selection of effective teaching methods. Therefore, it can be assumed that there is a significant relationship between students' perceptions and the effectiveness of teaching methods because they are both related.