

Chapter Two

Review of Literature

Theories on Perception

Young (1956) identifies perceptions as activities of sensing, integrating and valuing to physical objects or social objects, thus sensing depends on physical stimulus and social stimulus around the observer. The sensing process gathered from environment will be collected with former experiences. Walgito (2003) states that perception is psychological process and the results of sensing and the last process of conscious to form thinking process. Sunaryo (2004) explains that perception is end process of observation, initiated by the sensing process, then transmitted to the brain and the individual is aware of something that is perceived. Furthermore, Gibson, et al (1996) in the book of *Organizational Behavior and Management Structure*; provides a definition of perception, as a cognitive process that is used by individuals to interpret and understand the world around it. Gibson also explained that the perception is the process of giving meaning to the environment by the individual. Therefore, each individual gives meaning to stimulate differently, even though has the same object. The way people look at the situation is often more important than the situation itself. The same notion put forward by Robbins (2007) that, same perception can be regarded as a process in which individuals organize and interpret their sensory impressions in order to give meaning to their environment because individual behavior are often based on their perception of reality, not reality itself. Kotler (2014) describes the process of how one's perception to select, organize and interpret information inputs to create an overall picture that is meaningful. Mangkunagara (in Arindita, 2002) argues that perception is a process of giving meaning or significance to the environment. In this case the object of perception included interpretations, receipt of a stimulus (input), the organization of the stimulus, and the interpretation of the stimulus that has been organized by influencing the behavior and attitude

formation. Robbins (2007) also describe perception in relation to the environment, which is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

According to explanantions mentioned above, perception can be described as a sensing process. Sensing process commenced with stimulus received by individuals' sense organs, then intepreted by this individu so that they can be understanding the meaning. In the learning process, stimulus is given by the instructors to the learner. The stimulus provided by the instructors have diverse forms. one of the stimulus that will be discussed in this research is the teaching materials.

Theories of Teaching Materials

Muhaimin (2008) stated that teaching materials are all kind of forms of materials that are used to help teachers or instructors in implementing learning activities. Meanwhile, according to Majid (2007), teaching materials are all kinds of materials, information, tools and text are to help teachers or instructors in carrying out the teaching and learning activities. Materials can be written or unwritten material. Majid (2007) added that teaching materials or curriculum (curriculum material) are the content or the curriculum that must be understood by students in order to achieve the objectives of the curriculum.

According to the National Centre for Competency Based Training (2007), the notion of teaching materials are all forms of materials used to help the teacher or instructor in implementing the learning process. Intended materials can be written and unwritten. The views of other experts say that the teaching material is a set of systematically arranged material, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. According to Panen stated in Prastowo (2011) revealed that the teaching

materials are materials or materials arranged in a systematic lessons, which are issued by teachers and learners in the learning process.

According to Chomsin and Jasmadi (2008), teaching materials is a set of facilities containing learning materials, methods, limitations, and how to evaluate systematically designed and attractive in order to achieve the expected goals of achieving competence and sub competence in all its complexity. Subjects or teaching materials are materials packaged as a material to be presented in the learning process. Teaching materials are the form of presentation that contains a description of the facts and principles, the norms relating to the rules, values and attitudes, as well as a set of actions or motor skills. Thus, the teaching material basically contains about knowledge, values, attitudes, actions and skills that contains the messages, information, and illustrations in the form of facts, concepts, principles, and processes related to a particular subject are directed to achieve learning objectives.

According to the Directorate of High School (2008), the notion of teaching materials are all kinds of material used to assist teachers in conducting teaching and learning activities. Material in question can be written material or materials are notwritten. Basedon these definitions, it can be concludedthat theteaching materialis a learning component that is used by the teacheras learning materials for students and assist teachers in conducting teaching and learning activities in the classroom.

According Koesnandar(2008), the type of instructional materials by subject consists of two types, among others: (a) teaching materials purposely designed for learning, such as books, handouts, worksheets and modules; (b) teaching materials were not designed but can be used to study, for example, clippings, newspapers, films, advertisements or news. Koesnandar also stated that in term of its function, the teaching materials design consists of three groups: presentation materials, reference materials, and self-learning materials.

Based on the technology used, Directorate of High School(2008) grouped teaching materials into four categories of teaching materials, namely printed teaching materials (printed), among others, handouts, books, modules, student activity sheets, brochures, leaflets, wall chart, photo or image,and model. Audio teaching materials are, among others, cassette, radio, phonograph records, compact discs and audio. Audio-visual teaching materials are video compact discs, and movies. Interactive multimedia teaching materials (interactive teaching material) such as CAI(Computer Assisted Instruction), compact disc(CD) multimedia interactive learning and web-based teaching material (web-based learning material).

Development of teaching materials should be based on the analysis of the needs of students. There are a number of reasons why it is necessary to develop teaching materials, as mentioned by the Directorate of High School (2008: 8-9) as follows.

1. Availability of materials as demanded by the curriculum, it means learning materials should be developed according to the curriculum
2. Characteristics of the target, meaning that teaching materials developed can be tailored to the characteristics of the students as targets, these characteristics include environmental, social, cultural, geographical and developmental stages of students
3. Development of teaching materials should be able to answer or solve problems or learning difficulties.

Thus, the development of teaching materials in schools need to pay attention to students' characteristics and needs of students according to the curriculum, which requires the participation and activation of students more in the learning. Development of student activity sheet into one alternative teaching materials that will be useful for students to master certain competencies, because student activity sheet can help students add information about the materials studied systematically through learning activities.

Gurung (2011) reports that research on textbooks typically falls into three categories. First, it examines the content of books, generally documenting extensive similarity between topics covered in introductory texts. Second, there is research that looks at the effectiveness of the pedagogical aids provided by the textbooks including how students use those aids. Finally, there is research which assesses how instructors rate and select textbooks. According to the further explanations mentioned above, learning materials become the stimulus for the students. And this paper will explore more about the stimulus given by the learning materials compare with the student's perceptions gained from learning materials.

UNESCO underlines the important of learning materials on their published modules. It states that besides teacher qualifications and school facilities, another important determinant of quality of education is the teaching and learning materials. **It is essential for quality materials to be made available to the teachers and students in adequate quantities to support the teaching and learning processes. Furthermore, UNESCO explains that** ideally, every student in every class should possess his/her own copy of the textbooks required by the school for each grade and each subject. The textbooks may be new or previously used by other students. Textbooks may be provided by the school, their parents, friends or other bodies such as NGOs. **The percentage of students who do not have the textbooks they need for their classes is an important indicator that may be calculated from data in the school records. Learning materials usually become main source in the learning process. It contains objectives and guidance for both teacher and student during learning process, eventhough teacher has additional book for help them teaching. This book contains with learning objectives that has been set by authorities. For example, language institutions in European have frameworks to maintain and unite the curriculum and setting objectives needed. This Common European Framework of**

Reference for Languages (CEFR) becomes guidelines used to describe achievements of learners of foreign languages across Europe and other countries. This framework has been widely accepted by international institutions.

Gafur (1994) explained that some of the principles that need to be considered in the preparation of teaching materials or learning materials among others include the principles of relevance, consistency and adequacy. The third application of these principles described as follows:

1. The principle of relevance, meaning linkages. Learning materials should be relevant with the achievement of Passing Standard (*Standar Kelulusan/SK*) and Basic Competency (*Kompetensi Dasar*). The easiest way is to ask questions about the basic competencies that must be mastered by students. With this basic principles, the teacher will know whether the material to be taught as the material about facts, concepts, principles, procedures, attitudes aspect or aspects of the psychomotor so that in turn the teacher avoid mistakes in the selection of the type of material that is not relevant to the achievement of SK and KD.
2. The principle of consistency, it means constancy. This means that there is conformity whether in quantity or number between competences and teaching materials. If the basic competencies that want to be taught include all four language skills, the material chosen/developed also includes all of fourth of it.
3. The principle of sufficiency, meaning that the material being taught should be sufficient to help the students master their basic competencies taught. The material should not be too little, and should not be too much. If too little to be of less help achieve SK and KD. Conversely, if too much would be a waste of time and energy that does not need to learn it. Development of teaching materials let attention to the principles of learning. Among the learning principles are:

- a. Ranging from easy to difficult to understand, from concrete to abstract understanding. Students will be easier to understand a particular concept when starting from a simple explanation or something concrete, something tangible in their environment. For example to explain the concept of the market, then students are invited to talk about the markets that are in place they live. After that, we can bring them to talk about the various types of other markets.
- b. Repetition will strengthen the understanding. In learning, repetition is necessary so that students better understand a concept. Although the same meaning, something that repeated information, it will be mark in the memory of the student. Positive feedback will provide reinforcement to the students' understanding.
- c. Positive feedback will provide reinforcement to the students' understanding. Often we take lightly to provide the modest respond on students' work. Whereas respond given by the teacher to the students will be strengthening on students. The words of a teacher as a 'yes, true' or, 'yes you are smart' or, 'it is true, but it would be better if it like this ...' will give rise to confidence in the students that he had answered or doing something right. Instead, respond negatively will discourage students. Do not forget to give positive feedback to the student's work.
- d. High motivation to learn is one of the critical success factors. A student who has a high motivation to learn will be more successful in learning. It is one of the tasks of teachers in implementing the learning is to give encouragement (motivation) to make students want to learn. Many ways to provide motivation, among others, by giving praise, by giving hope, by becoming clear objectives and benefits, by giving examples, or saying something that makes students enjoy learning, and others.
- e. Achieve goals like climbing stairs, step by step, will eventually reach a certain height. Learning is a process of gradual and sustained. To achieve a high standard of

competence, needs to be made between the objectives. Like stairs, the width of the stairs we go the more difficult, but also stairs that are too small too easy to pass through. To that end, the teacher needs to prepare rung fitting learning objectives, according to the characteristics of students. In teaching materials, these stairs are formulated in the form of indicators of competence.

- f. Knowing the results achieved will encourage the students to continue to achieve the goal. In the process of learning, the teacher is like a tour guide. Thus, all participants can reach the destination safely. In the study, each child will achieve these goals at their own pace, but they all will be up to the goal albeit with different time durations. These are some of the principles of mastery learning.

(National Center for Vocational Education Research Ltd / National Center for Competency Based Training in the Ministry of National Education, 2007: 3). The material contained in teaching materials students are expected to be studied as a means to achieve a standard of competence and basic competences. The material refers to the cognitive, affective and psychomotor. From the above understanding that teaching materials to function properly it must be characterized by the following features:

- a) Raises interest in reading
- b) Written and designed for students
- c) Explaining the instructional objectives
- d) Compiled by flexible learning patterns
- e) Structure based on the needs of students and the final competence to be achieved.
- f) Provide opportunities for students to practice
- g) Accommodate the difficulties students
- h) Provide summary
- i) Communicative writing style and semi-formal

- j) Density based on the needs of students
- k) Packed to the instructional process
- l) Have a mechanism to gather feedback from students
- m) Explains how to study the teaching material.

From the literature review above, we can elaborate concept to form the conceptual framework. The students' perceptions on teaching materials are formed by their orientation to studying and their context of learning. The three main causes of student perception can be described as the relevance, consistency, and sufficiency. All of these elements will be presented on the questionnaire given to the respondents.

Review of the Previous Research

Literature shows that there are a lot of studies regarding the teaching materials evaluation. A number of researchers have applied different methods to evaluate the teaching materials. Yildirim (2006) in his research titled *High School Textbook in Turkey from Teachers' and Students' Perspectives: The Case of History Textbook* focused on how teachers and students assess high school history textbooks in terms of their physical appearance, illustrations, content, language, flow, questions, and impact on student thinking and interest. This research concluded that conformity and centralized curriculum and the approval process by the Ministry of National Education are not sufficient in providing schools with quality textbooks.

Evaluation of The EFL Textbook "Four Corners" From The Perspectives of Students by Masoomah Hanafiyeh and Mansour Koosha (2014). Hanafiyeh and Koosha in their work, conducted research about the strength and the weakness of the textbook and the effectiveness of the textbook. Their research concluded that according to student perspective, the

textbooks was effective in terms of selection and organization of contain features, but the students did not aware with of the organization and grading of the materials.

Pujiastuti (2013) with her research titled Analisis Kualitas Buku Pelajaran Bahasa Indonesia Untuk Kelas Tinggi Yang Digunakan SD Negeri 2 Center Curup Tahun Ajaran 2012/2013 that described the quality of Indonesian textbook used in elementary school grade 5th and 6th according to content, language, presentation, graphics and readability criteria. This research concluded that not all of the textbook used by 5th and 6th grader for learning Indonesian had match the criteria.