

Chapter Two

Literature Review

This chapter discussed about some literature related some information to support study investigation. The discussion in this chapter was presented as Literature Review, Review of Related Studies and Conceptual Framework.

Definition of Perception

In daily activities, people might express their manner and action related to what their perceived from the environment. Zadeh, Wang and Kubica (2010) mentioned that “perception deals with some psychological processes that are required to organize, interpret and give meaning to the output of sense organs” (p.519). It means that perception is some of the psychological processes in the accessing the information from the source, and delivers it to the brain to establish the response of sense.

Basically, people perception obtained from what they see, hear, and feel from the object in the environment. Robbins and Judge (2013) in their book about Organizational Behavior defined that “perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment” (p.166). In that, Rakhmat (2007) in *Psikologi Komunikasi* also stated that perception is experience about some object, phenomenon or something which is gained by gathering the information and expressing the result. Then, perception is a feedback to the environment related to what people get from the environment by expressing it in various expressions.

People perception about something is might affecting their behavior to the environment, regarding how the environment gives perceptual about them. In this, Carl Rogers in Rakhmat (2007) stated that an individual acts in the environment according to the perception about her/him and individual reacts related to the reality and appropriate as perceived and conceived. Besides, Sternberg and Sternberg (2012) also said that “the environment supplies us with all the information we need for perception” (p.97). Thus, people perception comes from what happening in the environment and it will affect their feeling and thinking. Therefore, in this study students’ perception was needed as the source of information. Their perception was revealed to understand about their opinion, feeling and thinking, because it was possible that each of students might have different perceptions.

Thus, a group of students may be having found same experience, but, each one has different understanding, assumption and response on it. Such as von Müller (1982) in Rahman and Sommer (2008) said “One only sees what one already knows and understands” (p.1061&1063). In other words, to take the perceptual more accurately, it was used more than one source of information from students’ perception.

Based on the definitions stated by some scientists above, it was concluded that perception is the process of judgment about something and the outcome result may influence the way of someone feeling and thinking. In this study the researcher concerned to reveal students’ perception related to some factors that will be discussing below.

Factors Influencing Perception

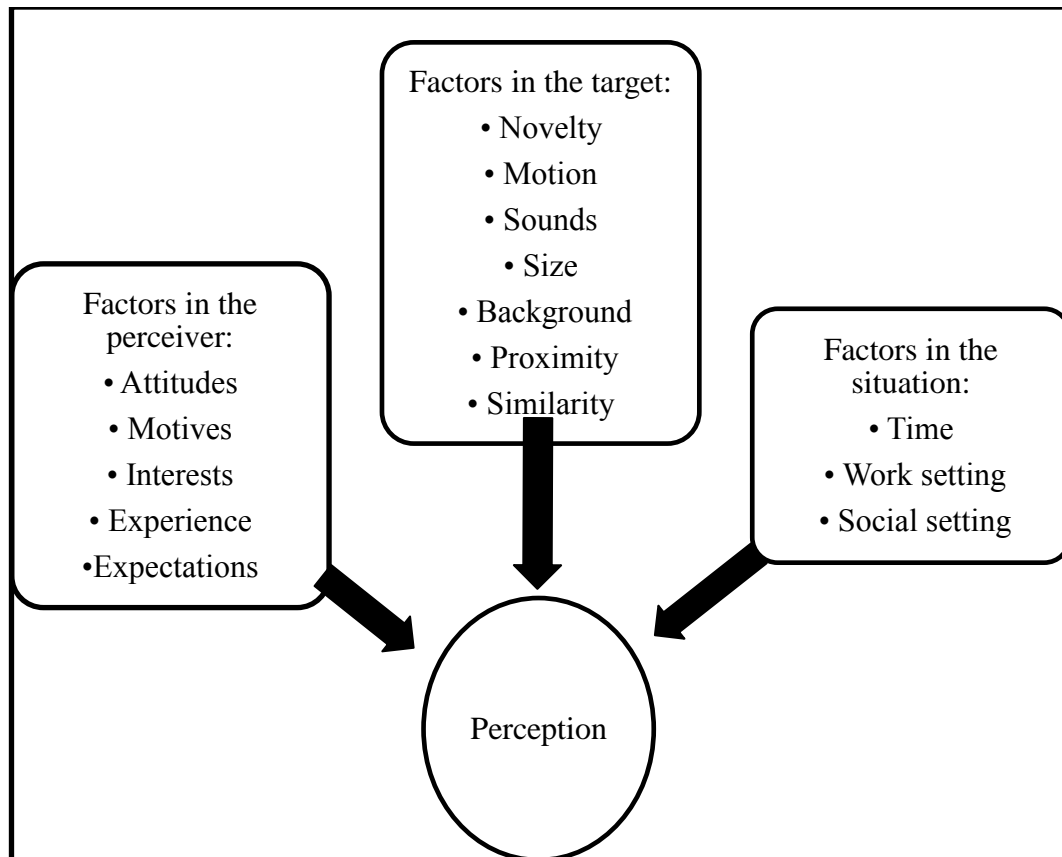


Figure 1. Factors Influencing Perception (Robbins & Judge, 2013)

According to Robbins and Judge (2013) the factors that may be influencing perception include three areas: factors in the perceiver, factors in the target, and factors in the situation. Each of these areas has its own scope. First, the factors in the perceiver include Attitudes, Motives, Interests, Experience, and Expectations. Second, factors in the target encompass Novelty, Motion, Sounds, Size, Background, Proximity, and Similarity. The last is the scope of factors in the situation, which includes Time, Work setting, and Social setting. By knowing the factors, it eases the researcher to investigate

students' perceptions on English Learning and the researcher can research her study about students' perception deeply.

In other words, there are many factors that may influence students' perception. From three factors of perception the researcher did the study from the factors in the perceiver attitude. Which mean this study of perception was related on students' attitudes, motives, interests, experience, and expectations. In the factor of attitudes are including students' perception regarding to their component of emotion, performance and action. Motives might be relevant with the reason or desire that causing perception. Then, the interests was related to the curiosity or an affection that effecting the perception. While, experiences and expectations were correlating with their response, opinion and feeling that create their perceptions. In addition, these terminations were based on the researcher needs and enable scope to do the investigation about students' perception.

English Lesson in Indonesian School

In Indonesia, the students are taught English lesson starting from the elementary school, junior and senior high school until university. It was shown that how "English has become increasingly important as a first foreign language in Indonesia" (Mattarima & Hamdan, 2011, p.101). English lesson in SMK is categorized as compulsory subject in group A (Ministry of Education and Culture Regulation number 70, 2013). Thus, English lesson based on Indonesian Ministry of Education and Culture (Ministerial Decree number 60, 2014) is categorized as the curricular program that intended to develop students' attitude, knowledge and

skills competences, and to reinforce students' capability of the existences in the community of national and international.

The Component of English Lesson

English lesson provides the teaching learning process and the material used in the classroom. These two components are sustaining each other. It means that the successful of English lesson result depending on teaching learning process and the material used in the classroom.

Teaching learning process. In delivering process of EFL there are some components that may influence the English Lesson. According to Riyana (2003), the components of teaching learning process are including curriculum, method, teacher and learner.

Curriculum. In the process of Language teaching learning an English teacher follows some obligations from the government which is named as curriculum. Related to Hass (1987) in Altaieb (2013) argued that a curriculum is a planning to arrange the past and present professional practice, that including the experiences of learners have in an education course, and it is purposed for gaining the extensive goals and particular objectives. "It means that curriculum consists of several branches that related to the goals, methods and outcomes of teaching learning process" (Levefer, 2009, p.110).

Besides, "the attained curriculum, however, is what students have learned, their experiences and attitudes about learning" (Levefer, 2009, p.110). Then, curriculum is made to provide some educational management in teaching learning activities in order teacher and student can perform their roles as effective as

possible. Therefore, English has some significant roles. According to Focho (2010) in his study about Student perceptions of English as developmental tool in Cameroon, there are four roles of English:

Academic success. English used as a tool to support student in English Learning competence skill program to master the four basic of language skill into expert level. According to Richard (2015) argued that students use English to achieve their international appearances, and it is purposed to gain higher education through English. In addition, the role of English Lesson for students, especially VHS students is expected as the basic of personal academic development to support them to reach higher education in the future.

International job opportunities. For improving students' work career development in the future, English Lesson has important role on it. However, today, most of companies require the rookies of employee have mastering English. According to Surjono and Susila (2013), they stated that student should mastering English skills to face the competition of work in the international employment which requires high personal quality and ability of English. It means that if the students have mastering their expertise together with English skills it will ease them to reach their work career success in the future.

International communication. Since English is spreading as international language, most of foreign visit the across country. In pursuance of Richard (2015), said that English interpreter is provided for the visitors of tourism in the foreign country, and generally English knowledge is prepared by the international traveler before going abroad. It means that English become widely taught and used around

the world, because many people realize that they need to know and to learn about English especially for communication across the countries.

Global education. English is international language that used as the global education, and it is purposed to raise people intercultural or global understanding. Such as Trimnell (2005) in Tochon (2009) stated that English has cross-cultural capability to establish trust and understanding. It means that English used as global education to develop students' global understanding in order they can build up trust between global relationships in the future. Beside, English has the role to prepare student to do international trade, such as having economic partnership, diplomacy, promote peace and some international activities.

Method. Method is a tool to help teacher and student to have good result in pedagogical activities. Adediwura and Tayo (2007) in Etuk, Afangideh and Uya (2013) mentioned that methods in an applying design in teaching/learning process for making clear the matter. Then, it is facilitating teacher and student to have an effective result at the end of pedagogical activities. Thus, teachers facilitate the students to teach them how they could learn the best by themselves and guide the students to have the best learning strategies for their learning process (Chang, 2010). Then, "students should consider what kind of methods they felt they learn most from" (Hadjerrouit, 2015, p.204). Moreover, teaching method used might influence students' interest in teaching learning process. Nunn (1996) in Varda, Retrum and Kuenzi (2012) argued that students participation could affected by teaching method used in the classroom and students learning outcome as well.

Besides, Umoren (2001) in Etuk, et al. (2013) suggested that the method used by teacher in teaching learning process is influencing teacher capability in delivering knowledge. Moreover, related to the effectiveness of teaching method used, Imsen (2009) in Hadjerrouit (2015) explained that the justifying on whether or not the teaching method good is not easy to measure, because it affected by many factors, such as teachers' standard evaluation, learning methods applied, students' characteristics, tools, society, environment, and culture. However, Ogden (2004) in Hadjerrouit (2015) also stated that teaching methods should be custom with the material taught, context, the characteristics, interest or need of teacher and students. Furthermore, if teaching method used is focused by the teacher only on sharing and transmission knowledge, he/she might arrange to maximize the delivering material and minimize time and effort. As a result, both interest and understanding of students may get lost (Ganyaupfu,2013).

Teacher. In education world, teacher is the most important profession that used to determine whether or not the education success. Senge (2000) in Zombwe (2009) mentioned that teacher is the professional in supplying knowledge, skills and values to the learners for preparing them to face the challenges and sustaining them to associate well in the society. It means that teacher is a person who has mastering the knowledge, skills and values through educating, training and enhancing her/his personal quality. Teacher has the roles as the deliverer, the adviser, the developer and the manager in teaching learning activities.

A teacher has some duties that should doing by her/him. According to Zombwe (2009) some responsibilities of teacher are as the resource of knowledge,

facilitator, maintain the discipline, creative researcher, role model in good behavior, mentor and an evaluator. It is important for each teacher to know her/his responsibilities, because a teacher will be more encouraging and motivating if she/he knows what are their duties in teaching learning process.

Wilson and Peterson (2006), stated that teachers consider the learning goals, the subject matter, and select pedagogical strategies for the student in learning. It means that the teacher has the role as the teaching subject, who thinks over the goals, the pedagogical strategies and delivers the subject material. And the students as the learning subject as the receiver and the measurement of teaching learning goals success.

In teaching process, the teacher becomes the source of knowledge, the deliverer of the material and the facilitator in the classroom. According to Ball and Forzani (2009) the work of teaching includes planning, maintaining, creating explaining, assessing, giving a solution and evaluating. It means that teacher has to plan and maintain the material, learning activity and prepare it as good as possible. Teacher also might create opportunities for students to learn and express their opinion in order to create their critically thinking. Beside, in teaching, teacher also has a duty to explain the material and has the mission to assess student understanding about the explained material. The last, teacher should give the solution or feedbacks on students assessing result, and evaluate what the missing point and what should be increase from teaching learning process.

Learner. Learner also known as student is the term to name the perceiver of knowledge who attends pedagogical program in the school or classroom. It has

the most important role in the learning process, such as the measurement to determine whether or not the lesson goal successfully done. According to Kolb (as cited in Felder & Brent, 2005), he stated that there are four characters of students; extraverts or introverts, sensors or intuitors, thinkers or feeler, and judger or perceiver. In that, there are several characters of students that might found by the teacher in the class. They have different way for receiving, understanding and expressing their learning style, but, each of students have the same destination that to learn the knowledge and to perform their expertise skills both hard and soft skills. However, “learner differences as resources to be used, not obstacles to be confronted” (Wilson & Peterson, 2006, p.2).

Marton and Booth (1997) in Fry, Ketteridge and Marshall (2009) mentioned that “learning is about how we perceive and understand the world, about making meaning” (p.8). Then, in the learning process students as learner have the role as the acquirer of material, and by learning process students will be automatically increasing from passive to be active. Such as Wilson and Peterson (2006) in their study research stated, “Learning as a process of active engagement” (p.2). Besides, Bransford, Brown, and Cocking (as cited in Wilson & Peterson, 2006) also argued “the mind changes through use; that is, learning changes the structure of the brain” (p.3). Since, in teaching learning process the students learn and receive about what, why and how the knowledge created, and their mind will automatically engage from passive to be active. Based on *Pedagogy and Practice: Teaching and Learning in Secondary Schools* (2004) learners roles are organizing their learning activity, solving their learning problem, realizing when they need to

ask help and questions, reading and gathering information, taking a note, sharing ideas one another, evaluating their work and planning what to do.

Besides that, in teaching learning process students not only learn about knowledge, but also about the interaction and attitude in and out of the classroom. Such as Elias (2011) said that in the process of learning learners could associate with the teachers, the lesson material and with one another. It means in English Lesson the learners are also learning about behavior, attitude and values to interact with the teacher, environment or each other in the form of formal contexts. In order they can use it as the provision to be practice in the community.

English materials. In the classroom, the materials of the lesson are used as the central ideas and the main concept of the knowledge of teaching learning process. The chosen of English materials should have the benefit for improving student language skill both written and spoken. And it should be design to give the student opportunity to express the input of English material as daily communication use.

Material used. The English teacher usually uses the handbook or textbook as the guide to engage the teaching learning process. Teachers use textbook as the main matter because of textbook supplied advantages (Diniah, 2013). While, related to the advantage of textbook, it is arranged to develop students' language skills and it is provided as text-based learning in the form oral and written context, and English language is settled as the main communication (Ministry of Education and Culture, 2014). Thus, Harmer (2007) as cited in Diniah (2013) mentioned that the textbook used in teaching learning process might give benefit

for both teachers and students. Furthermore, the textbook should include the clear explanation in order to help student for understanding the new material, such as adding the illustration picture and the list of the new vocabularies. In order the student might get easier to understand the material and their actively and critically thinking will be automatically increasing. Such as Kitao and Kitao (1997) mentioned that English material content should be useful, meaningful and interesting for students. Howard and Major (2004) stated that the appropriate material should be contextualized, stimulate interaction, encourage learner to develop learning skills and strategies, offer opportunities for intergrated language use, attractive, have appropriate instruction and flexible.

Material source. The use of English material could be from some sources that are compatible with the need of student cognitive and proficiency level. It should relevant with student age, grade, and what students need to learn in their level. Crandall (as cited in Richard, 2013) stated that language lesson include the use of authentic and adapted materials that are compatible with the comprehension and language capability level of the learner, and accessible through the activities. The design of English textbook materials should be interesting for the learners, so that, they can enjoy the process of teaching learning in during the lesson. Then, the material content also should be useful, such as can supporting and increasing the student to learn English.

Media. In delivering material process, the teacher also might uses the media such as video, audio, newspaper, magazine and some learning material. According to Sudiran (2015) said that “both manual and electronic media are very

important to help students gain the learning experience” (p.685). Related to the learning media Surjono and Susila (2013) also stated that English learning media should include the example and model of English material and it can be in the form of audio, video, text and animation. Thus, the media for delivering material also should accessible through the teaching learning process, especially if the material is taken from internet, magazine, YouTube, etc. The teacher should prepare the material as good as possible before doing the activities if she/he wants to give the material from the adapted source. Through the media used in English lesson, the material could be presented clearly, adding students interest, giving them experiences as a reality and they could understand the materials easily (Sudiran, 2015).

In conclusion, the design of English material used should be create as beneficially for the both teacher and students. The material should be appropriate with the culture and current Standard English. The material should be made as interesting as possible, meaningful and useful for increasing student interest. The last, language material can be adapted from other source such as internet, television, magazine and some other source which relevant with the lesson.

English and Vocational School

Vocational School has the aims to prepare learners competencies by using practical activities, which is the learners directly participate the material in the field based on their occupation. In order to fulfill the performance in international standard, English subject is chosen as one of the main subject for vocational

school learning material. Therefore, English has important role for Vocational School students to increase their career development in the future.

Definition of Vocational School. Vocational school is a school that concerns the learners for mastering their skills related to their term. Based on the Indonesian Constitution number 2 (1989) about Indonesian Education System, vocational school is an education that promotes the students for ready to work after graduated related to students' expertise terms. The definition of vocational school was revealed more specific in Indonesian Government Regulation number 29 (1990), it was mentioned that vocational high school is an education that concerns to develop students' expertise skills. Besides, Lucas, Spencer and Claxton (2012) said that "vocational education is about enabling people to learn how to do things to a standard set by experts from the occupation into which they are progressing" (p.37). It means that the learning outcomes of vocational school are the students can mastery their expertise and increase their learning skills well.

According to Lévesque and Hudson (2003), they mentioned that Vocational High School education encompasses three sub curricula. First, specific labor market preparation or occupational education consists of courses that teach skills and knowledge required in a particular occupation or set of related occupations. Second, general labor market preparation, includes the general employment skills such as basic typewriting or keyboarding, introductory technology, career preparation and general work experience courses. The last, Family and consumer sciences education, consists of courses intended to prepare students for family and consumer roles outside of the paid labor market.

Ideally, vocational school education is divided into some terms; it is expected to have a certain quality graduated. Related to this statement, Smith (as cited in Lucas, et.all., 2012) argued that the important outcome of vocational education are to have the experience of internship and to develop of awareness to learn for increasing the expertise ability. It means in the process of material giving, vocational student are trained to work in the employment directly. It is hopefully that the fresh graduated students of vocational school prepared to work in job.

In addition, SMK or Vocational School in Indonesia concerns to teach the students for mastering the technique skill and prepare the students for ready to work. As Triyono (2015) said that, “vocational education in Indonesia is an education that promotes mastery of skills in certain skills that graduates are prepared to work in jobs” (p.54). It means that Vocational School or SMK in Indonesia is designed the learning to improve students technique and work skill and purposed to have professional graduated students.

English for Vocational school. English is one of the compulsory subjects in Indonesian Vocational High School (VHS) or *Sekolah Menengah Kejuruan* (SMK). In Curriculum 2013 the English Lesson material is provided by the government to create students attitude and language skills of English as L2, and it is also designed to increase students’ ability in English. Ministry of Education (2014) stated that the aims of English Lesson for SMK are to develop students’ attitudes, knowledge, and communicative skills using active communication both receptive and productive.

Therefore, related to the curriculum 2013 (The Regulation of Ministry of Education and Culture number 70, 2013) English lesson in SMK is intended twice a week and it is engaged forty-five minutes for each meeting. Thus, in each semester there are approximately thirty-six meetings for English lesson. Besides, the learning subject in SMK is including two parts, there are; compulsory subject (nine lessons) and vocational subject (one lesson). In the curriculum system of SMK, the students are applied to choose their own vocational subject that compatible with their interest. Moreover, the chosen subject system by students is the special right for students of SMK or vocational school.

On the other hand, Rini (2014) mentioned that since both teacher and students are occupied by the goal of passing national examination, the curriculum replacement did not obtain much distinction in real practice teaching and learning. It means that English Lesson that actually intended to enhance students' English language mastery for their education necessary, only used as the material to pass National Exam. It was caused the English material that was taught, did not have the influence in their mind after graduated, and some of students necessary should take some course of English to develop their career needed.

Review of Related Studies

This research was conducted to reveal students' perceptions on English lesson at SMK Muhammadiyah Gamping. The research of perception focused on students' perception on English lesson at SMK or VHS that revealed to investigate students' need, opinion, feel and think about English Lesson. The review of related study might not solid about students' perception on English

Lesson but the researcher purposed to reveal a few examples from the studies related to students' perceptions on learning second language.

Bas and Gezegin (2015) investigated students' metaphorical perceptions of English learning process. Their study aimed to investigate the underlying conceptualizations of a group of first-year students in an EFL setting in regard to their language learning process. The metaphors found might be categorized in ten different groups: task, journey, period of life, progress, competition, enjoyable activity, torture, unending process, engraving process, and nurturing process. The results of the study indicated that students considered language learning to be an effortful and continuous process which requires support. The findings of the study could be applied in language classrooms to gain better understand on how students viewing of language learning, and to tried new ways to change their negative attitudes.

Ustunel and Samur (2010) in their study investigated about examining the relationship between two year vocational school students' beliefs about language learning and their academic success. The study aimed to examine the relationship between one year prep school students' beliefs about language learning and some variables such as gender roles, high school attended, department enrolled, compulsory prep school taken, and academic success. The data have been collected by Beliefs from 248 students about Language Learning, questionnaire, who attended Sitki Koçman Foreign Language School at Mugla University in Turkey; batch 2007-2008.SPSS 14 is used for data analysis. The results of this study show that there is no significant difference in students' beliefs about

language learning according to gender, high school and success variables while there are significant differences according to compulsory prep school and department.

Sary (2015), revealed her study about students' perception of English learning difficulties and strategies. Her study aimed to know students perception of the difficulties they encounter in learning English as a foreign language, also the reasons underlying these difficulties, and strategies they use in accomplishing their linguistic tasks. Two questionnaires used to distribute 45 new students of international ICT business class, Telkom University Bandung Indonesia. The results showed that the 98% of respondents said that they have problem in English especially grammar. It was due to their lack of knowledge of the English linguistic rules, and they made use of various strategies; social and affective strategies mainly.

Conceptual Framework

As discussed above, English lesson at SMK or vocational school presented many important roles. However, in fact English lesson is still become a problem for some school in Indonesia. In the study observation of English lesson at SMK there were two groups of student; interest and less interest. Some of students of might be perceived that English lesson is interesting lesson to learn, but there were also students that perceived it as difficult lesson to acquire. That was why some students are seemed not really interest to do English lesson activity. Therefore, the benefit of English had not spreading yet to the students, especially at SMK Muhammadiyah Gamping. Most of the learners only got little benefit

from this language lesson. This case made the teaching learning process less effective and the material delivered become less advantage.

In fact, English teaching and learning process could not be separated with the material use in the class. The good material chosen and preparation could create interested teaching learning process. Such as Kitao and Kitao (1997) good material should be useful, meaningful and interesting for students. The good material designed in the classroom able to support the teaching learning process being more effectively. Then the researcher expected to know whether or not it is relevant with student perception and whether or not student interest related to it.

The study perception on teaching learning process was related to the teacher and learner duties. Ball and Forzani (2009) mentioned teacher as the source of knowledge, deliverer material and facilitator, while student as the receiver, active participant, understanding and expressing (Booth as cited in Fry et.al, 2009). These two aspects point were expected to reveal student perception whether or not the activities in the classroom influence their interested/uninterested based on student perception.

In this study, the researcher investigated student perception on English lesson. The study of English lesson was related to student perceptual on teaching learning process and material use. This chapter presented some theoretical framework which revealed to support the answer of the research questions answer about students perception on teaching learning process and material use of English lesson at SMK Muhammadiyah Gamping Yogyakarta.

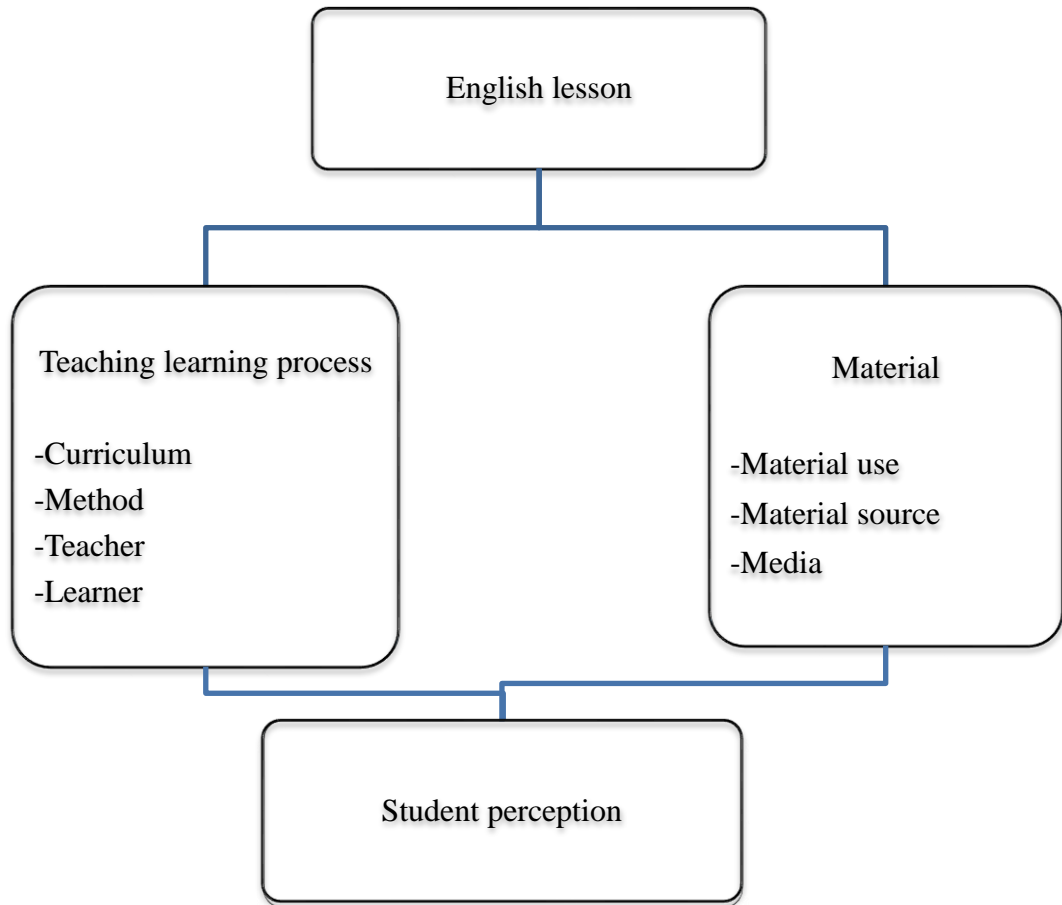


Figure 2. Conceptual Framework