

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theory of Perception

##### 1. Definition Of Perception

Many people believe that perception is an abstract thing is hard to define, but it does not mean that perception can not be defined. We can see the definition of perception from some experts. According to the Huffman, perception is the process of selecting, organizing and interpreting sensory information<sup>1</sup>. Santrock describes perception as the interpretation of what is sensed<sup>2</sup>. Moskowitz and Orgel argued that perception is global response to a stimulus or a set of stimuli<sup>3</sup>. From those definitions, perception can be viewed as the response to stimulus. Then, these responses will be interpreted as meaningful information about stimuli.

According to Akande “perception is the cognitive impression that is formed of “reality” which in turn influences the individual’s actions and behavior towards that object”<sup>4</sup>. This means that someone can receive something as a good or bad perception depends on what they feel in facing the object. Not

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<sup>1</sup> Karen Huffman, *Psychology in Action*, 9<sup>th</sup> ed, (Canada: John Wiley & Sons, Inc, 2010), 128.

<sup>2</sup>John Santrock, *Life Span Development*, 13<sup>th</sup> Ed, ( New York: McGraw-Hill Companies,2011) , 132.

<sup>3</sup> Moskowitz, Merle J, & Arthur L. Orgel, *General Psychology*, (Boston: Houghton Mifflin Company, 1969), 158.

<sup>4</sup> Samson Oyenyi Akande, “Knowledge, Perception, and Attitudes of Library Personnel towards Preservation of Information Resources in Nigerian Federal University Libraries”. *Library Philosophy and Practice* (November, 2009), 2.

every person can have exactly the same perception about particular things, even though the object is the same. It is because people percept something based on their feeling of subjectivity and their experience in the past. It is supported by Mouly who said that two persons looking at the same phenomenon may see very different things<sup>5</sup>. there is a connection between perception and experience. Perception and experience related to one another. This condition shows that perception occurs as our response in learning or experiencing our environment.

## 2. Students' Perception

Adediwura and Bada Tayo show the process of having perception as follows:

every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call reaction. From this it is clear that perception is reaction elicited when an impression is perceived from without after making connection with other materials in consciousness (memory)<sup>6</sup>.

From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual

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<sup>5</sup> George J. Mouly, *Psychology for Effective Teaching*, 3<sup>rd</sup> ed., ( New York: Holt Rinehart and Winston, Inc., 1973), 93.

<sup>6</sup> A. Adediwura and Bada Tayo, "Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools", *Educational Research and Review*, Vol. 2 (7), (July, 2007), 165-166.

attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception. As Alagbau stated quoted by Akande that perception follows factors, as past experiences, present experiences, personality and motivation, as crucial to understanding how people perceive events<sup>7</sup>.

In part of education, students' perception includes on how students' understanding in facing some experiences, especially past experiences about their studying process. Specifically and psychologically, learner perception on what they see, hear and touch during in school. On the other hand, it can psychologically claim that perception activity of students involves their cognitive impression that is formed by "process of study".

McGoldrick and Caffrey stated students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class<sup>8</sup>. Students' perception of teaching and learning is absolutely dependent on the fact that they have been taught in the class and how they experience it. In this research, students' perception refers to the what students experience about oral corrective feedback in the class.

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<sup>7</sup> Samson Oyeniya Akande, *Library Philosophy and Practice*, 2.

<sup>8</sup> Samson Oyeniya Akande, *Library Philosophy and Practice*, 32.

### 3. Factors Influencing Perception

In organizations theory, Gibson et al provides a perceptual process in the form of diagram, and there are six factors influencing someones' perception<sup>9</sup>.

#### a. Stereotype

The first factor is stereotype. Stereotype is a set of thinking in particular group that is generalized to all members of the group. It indicates that people have set some knowledge in their mind, although they do not know whether it is true or not.

#### b. Selectivity

Gibson et al says that people tend to ignore information or cues that might make them feel discomfort. It means perception is based on something that we want to choose. People will take stimuli that they want but most of the stimuli that they take are positive for them. People have various interests, so they may select what is important or relevant to fulfilling their needs. This is why people perceive things differently.

#### c. Self- concept

The way people see themselves in the form of self-concept will affect their perception about something in their environment. When one person is successful in knowing his/her self-concept, the perception about something can be seen accurately. The students' self-concepts are often

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<sup>9</sup> James L. Gibson, John M Ivancevich, and James H Donnelly, *Organizations*, 5<sup>th</sup> ed., (Texas : Bussiness Publications, Inc., 1985), 61-68.

performed in their attitudes based on the stimuli which may result as the feeling of likes and dislikes about certain thing.

d. Situation

People tend to work quickly when they do not have much time. Due to time limitation, people pay less attention to the factors, which might affect the outcomes. People become careless in doing their activities. They make decision about certain thing without further understanding or their perception towards the problem.

e. Need

Perceptions are significantly influenced by needs and desires. they will eat what they want to eat, they will see what they want to see, and they will do what they want to do. For example, in choosing the teaching technique, the teachers' purpose of choosing technique is to get the most comfortable one based on the learners' needs and expectation. Both needs and expectation influence people in forming perception.

f. Emotion

Emotion can influence someone in forming perception. Gibson et al state that strong emotions often warp perceptions. Perception formed through experiencing a particular thing can influence the perception which will be formed in the future. A student who joins a class may have perception on it. His perception on the learning is good because the teacher can make him understand the material. Moreover, the teacher is kind. Because of it, the student will not be doubtful to recommend the teacher to his friends.

## B. Grammar Learning and Retention

### 1. Definition of grammar

Grammar is the collection of words that an individual knows.<sup>10</sup>

Grammar has essential role to express the idea in using the receptive (listening and reading) and the productive (speaking and writing) skills. According to Schneider, Healy, and Bourne, learning grammar included three skills that are grammar acquisition, grammar retention, and grammar transfer.<sup>11</sup>

The ability to keep grammar that has been owned and recalled it after a long time to use in language contexts is known as grammar retention. Grammar retention is an important component in learning English as a foreign language. Learning grammar is not easy because when learners trying to learn a foreign language, most of them have the same complaint, such as they feel that they are not good at memorizing. Learning grammar can be daunting for learners. In The ability to keep grammar that has been owned and recalled it after a long time to

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<sup>10</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (North America: McGraw-Hill, 2005), p. 121.

<sup>11</sup>Vivian I. Schneider, Alice F. Healy, and Lyle E. Bourne, Jr., What is Learned under Difficult Conditions is Hard to Forget: Contextual Interference Effects in Foreign Grammar Acquisition, Retention, and Transfer, *Journal of Memory and Language*, Vol. 46, (University of Colorado, 2002), p. 419.

use in language contexts is known as grammar retention. Grammar retention is an important component in learning English as a foreign language. Learning grammar is not easy because when learners trying to learn a foreign language, most of them have the same complaint, such as they feel that they are not good at memorizing. Learning grammar can be daunting for learners. In grammar learning, language learners have a tough problem remembering the large amounts of grammar. Then, there is a question appeared about how the memory works? Memory works with three following systems which are a shortterm memory, working memory, and long-term memory.<sup>12</sup>

Scott Thornbury stated that a prosperous grammar learning concerns more than simply clenching some words into your memory for a few seconds, but how long the words are staying in your memory. A case which baffles the language learners is the fact that they cannot recall the grammar items they have memorized. Waring stated in Davoudi that one of the most complex problems with grammar learning which the learners are faced with is that what they study today will be disremembered on the next day. In order to have grammar retention, learners

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<sup>12</sup>Scott Thornbury, *How to Teach Grammar*, (Essex: Longman, 2002), p. 23.

have to make a conscious effort on the part of the learner to link the word with meaning.

## **2. Technology and Teaching Grammar**

Retrieving grammar is hard because the learners have limited grammar knowledge and the teacher teach grammar without meaningful way. The possible answer to the issue is implementing teaching grammar learning strategies for grammar retention. The use of grammar learning strategies is the best way, if the learner wants to learn new grammar items easily and for a longer period of time. One of the strategy is using technology.

Technology is increasingly being used in the classroom for instruction. As schools move forward into the digital age it is appropriate that educators incorporate technology into their classrooms wherever possible. This includes grammar instruction. Technology allows students to improve their literacy skills, use grammar strategies, and increase their content knowledge. Students who do not have a clear understanding of the grammar terms that they read in the science classroom may have difficulty with content.<sup>13</sup>

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<sup>13</sup> Young, E. (2005). The Language of Science, The language of students: Bridging the gap with engaged learning grammar strategies. *Science Activities*, 42(2), 12-17.



By using grammar strategies that include inquiry, teachers can help students make better connections between the grammar words that they read and their real-world definitions. The use of technology significantly increased student grammar scores from pretest to posttest. The study of forty students suggests that the students who received grammar instruction with technology scored significantly better than the control group which received grammar instruction through traditional paper-pencil and textbook methods.<sup>14</sup> There are many varieties of technology to use, and it is reasonable for teachers to use online media applications as technology-based instructional strategies in the classroom.<sup>15</sup> Technology can be flexible enough to differentiate instruction based on student need and interest.

### **3. Gamification**

Gamification is an educational approach to motivate students to learn by using video game design and game elements in learning environments. Gamification, broadly defined is the

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<sup>14</sup>Huang, S. (2015; 2014). Mixed-method research on learning grammar through technology reveals grammar growth in second-grade students. *Reading Psychology, 36*(1), 1-30. doi: 10.1080/02702711.2013.808723

<sup>15</sup>Hung, H., & Yuen, S. C. (2010). Educational use of social networking technology in higher education. *Teaching in Higher Education, 15*(6), 703-714.

process of defining the elements which comprise games that make those games fun and motivate player to continue playing, and using those same elements in a non-games context to influence behaviour.<sup>16</sup> In other word gamification is the introduction of game elements in a non – game situation. This is a relatively new term that was created from the use of interactive games for teaching in the classroom. There are two forms of gamification, structural with no subject matter changes, and the altered content method that adds subject matter. Furthermore, Using games in class can promote independent learning, collaborative learning, and problem solving. While the use of video games to teach grammar is new, there is research to support that it is a useful instrument to increase student grammar.

### **C. Kahoot Games Application**

#### **1. Definition of Kahoot**

Kahoot is a game-based learning platform. The game is free for both teachers and students, and simply requires a multimedia tool to participate.<sup>17</sup> A smartphone, laptop, or Chromebook works

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<sup>16</sup>Sebastian Deterding, Dan Dixon, Rilla Khaled, Lennart Nacke, From game design elements to gamefulness: Defining Gamification, (New York: International MindTrek Conference, 2011), p. 9-15.

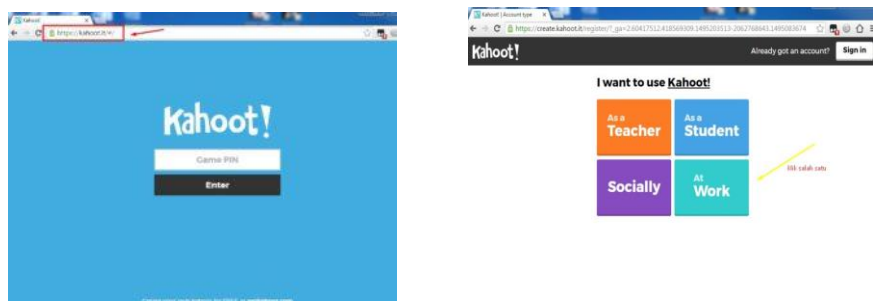
<sup>17</sup>Siegle, D, Technology: Learning can be fun and games. *Gifted Child Today*, (2015), vol. 38(3), p. 192.

for running the Kahoot website. Teachers can create quizzes using multiple choice questions presented in a game-based format to students. The quizzes contain questions that have up to four possible choices, and questions can obtain various multimedia contents such as pictures or videos. The students join the game via a specific generated game code and are able to create their own nicknames to be displayed on the game screen. If a name is inappropriate for school use the teacher can simply click on the name and the student is kicked out of the game.

Kahoot is a relatively new online tool and as a result there is limited research on the effect of Kahoot in the classroom, and a lack of evidence for its effectiveness as a tool to teach content grammar. Kahoot does fall into the category of an online game, and, there are, however, numerous studies about the effectiveness of using other online games to teach content grammar.<sup>18</sup> Online games usually have a point based scoring system that flows through the game from beginning to end.

### Picture 1.1

#### Kahoot's First Page From Pc and Mobile Phone



<sup>18</sup> Huang, S, *Op. Cit.*, p. 1-30.

## **2. The Advantages and Disadvantages of Using Kahoot Games Application**

In using Kahoot Games application, there are several advantages and disadvantages. To make the learning process can run smoothly, a good teacher needs to pay attention to this. The advantages and disadvantages of using Kahoot Games Application are as follows:

### **a. Advantages**

Kahoot has several advantages why teacher should try to use it in classroom. They are :

- 1) The First this application is free to use. So, teachers and students can use this application at any time without having to think about the costs that must be paid.
- 2) The second, user friendly. We can start the quiz by using a video to engage the students.
- 3) The last are instan feedback and an opportunity to clarify key language points.

### **b. Disadvantages**

The disadvantages are 'Kahoot' requires :

- 1) The first, All students to have their phones with them order in to participate fully. Sharing a phone is less effective.
- 2) The Second, we must have a good wifi connection to use it.
- 3) The last, we must use a projector to display the game to all students.

### 3. Teaching Grammar Through Kahoot Game

The procedures on using Kahoot game to teach grammar are:<sup>19</sup>

1. Create Kahoot game
  - a. Prepare the grammar questions
  - b. Open site at [www.Kahoot.com](http://www.Kahoot.com)
  - c. Choose which one the user of Kahoot. There are as teacher, as students, socially, and at work. And now choose as a teacher
  - d. Log in and click one of play demo game, create Kahoot, and host Kahoot. Then click create Kahoot.
  - e. After click create Kahoot, fill Kahoot summary at Setting such as add title, description, tags, and cover image.
  - f. Create the learning game by adding questions, answers and image then click done.
2. Play Kahoot game
  - a. Click play top lay the questions
  - b. Choose host live or create challenge, and we choose host live
  - c. Then choose classic and team mode, we choose classic
  - d. Then appear a pin then students have to enter the pin
  - e. Enter students' nickname
  - f. Then students' have to answer the question but the questions are in teacher screen and students just click the color in their smart phone or PC

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<sup>19</sup> Sumarso, *Pembimbingan Guru Membuat Kuis Online Kahoot Dengan Combro*, (Yogyakarta:DEEPUBLISH,2019)12-29