

CHAPTER II

THEORITICAL REVIEW

This chapter presents a theoretical review related to learning using technology. By including MALL learning theory, EFL classroom, wordup application studies, and student perceptions.

2.1. English as a Foreign Language Classroom

The word "teaching" is derived from this one, claims Peter Jarvis (1990:653). The International Adult Dictionary and continuing education that teaches the following meanings provide explanations for several terms: 1) the process of presenting; learning from others' shared innate information, abilities, attitudes, or values (often referred to as didactic instruction); and 2) method To assist pupils in learning by doing, pose questions. Catechism (also known as the Socratic teachings), (3) Creation situations and learning chances that provide pupils the chance to perform this learning (also known as facilitative teaching), and (4) in Skinner's sense. The objective of this lesson is to find chances for reinforcement. Today, it is not only crucial but also necessary to teach English.

Students need to be taught English effectively. There are 300 million native English speakers spread across all continents. More than 250 million individuals who speak English as a second language utilize it for daily tasks, making it a widely used language. However, many sovereign countries still use English as their primary language today thanks to the historical adoption of English to indigenous peoples. There are other countries across the world where English as a Foreign Language (EFL).

By teaching social life, Geoffrey Broughton (2001: 6) implies that. Although English is frequently taught in schools as a foreign language, it is not very essential on a global scale or in Indonesia. English is therefore only present in formal settings like classrooms or institutions. English is studied and taught in English as a Foreign Language (EFL) classes in schools, but the language itself has little significance on a global or everyday level.

Learning English as a foreign language, according to Michael West, is the process of expressing ideas rather than emotions. He has a native language for expressing feelings. Generally speaking, overseas students tend to place less importance on dense words and things, but they occasionally do. As a result, countless numbers of English language students may have strong reasons for studying a second language when they are exposed to such circumstances.

Based on explanation above English as a foreign language (EFL) classes in the school. Language practice takes place in the educational setting of the classroom. English is really

frequently used outside of the classroom for instruction. Since they have no acquaintances who speak English, they seldom ever practice it outside of the classroom. Due to the lack of real-world practice opportunities, it is challenging for pupils to use the language outside of the classroom. Due to the fact that it might enhance their ability to learn and communicate, EFL teachers should provide their pupils the chance to practice the language in the classroom.

2.1.1. English Teaching Development in Indonesia

English must be improved because it is becoming a global language. English teachers in Indonesia face problems in teaching. They must improve students' communication skills, but also prepare them for the National Examination. Because many factors influence the success or failure of English language teaching, it is almost impossible to achieve both goals at once. To improve student outcomes, teachers play an important role in the teaching and learning process. However, there are many factors that influence their success (Rivkin, Hanushek, & Kain, 2000; Sanders & Rivers, 1996). Language teaching is "a multidimensional process, and teachers must pay sufficient attention to all students' skills such as: reading, writing, listening, and speaking" (Derakshan, 2015, 103). Students' English learning depends on the teacher's readiness to carry out teaching and learning activities, which is supported by the teacher's knowledge and skills, attitudes and practices. To be successful in teaching practice in the classroom, teachers must have strong abilities and professionalism.

In reality, English teachers in Indonesia still lack teaching skills. According to Hidayah and Marhaeni (2016), researchers who conducted research in Ende Regency, East Nusa Tenggara Province, several subjects in schools are taught by those who do not have the necessary competencies due to a shortage of teachers. A science teacher, for example, teaches English in class. This shows that the teacher does not have enough knowledge about English teaching methods and strategies. In addition, teacher expertise, language proficiency, and training can be a challenge in the English language teaching process because these elements can increase teacher self-confidence (Emery, 2012). Yulia (2013) did study in Yogyakarta Province. He discovered that instructors were more comfortable speaking Indonesian than English. According to Sullivan (2011), oral competency in the target language of instructors is a key component of successful teaching and student learning. In other words, the only language experience pupils acquire in EFL is from classes and instructor explanations. According to Hamied (as reported in Alwasliyah, 2013), only 35% of English instructors in Indonesia satisfy the academic standards to teach this language. In summary, improved teacher quality and English teaching abilities are required.

2.1.2. English Teaching in EFL Context

As was previously said, Indonesia does not speak English. According to Oxford and Shearin (1994), foreign languages are only taught in formal education settings. In other words, pupils may not have many opportunity to learn a language outside of the classroom since language is not used as a method of communication in everyday life.

However, English education in Indonesia tends to follow native speaker norms. According to the majority of teachers, language teaching will be more effective if students are exposed to the target culture. Therefore, they are committed to teaching English using learning materials originating from the target language. A teacher must understand what, how, and why learning affects students, said Derakhshan (2015). Practical English education tends to have unrealistic expectations about what students can achieve. Therefore, ELT practices in Indonesia in particular and other developing countries need to be reviewed.

They focus on three contextual elements that have recently resulted in changes to ELT methods in EFL nations, particularly Indonesia. English can be used in three different contexts: as a first language (ENL), a second language (ESL), or a foreign language (EFL). While English in the EFL environment typically adheres to the norms employed by ENL speakers, English in ENL/ESL is typically utilized as a method of international communication. However, as Indonesian EFL education must take into account the diversity of students who speak 742 regional languages, information about cultural values in learning content may also be incorporated to learning resources regarding local topic.

Teaching English involves more than simply passing down the four language abilities; it also entails knowing the right teaching strategies to inspire and enthuse students to learn and use English. Despite the fact that English is an international language, Yulia (2013) noted that pupils are becoming more motivated to study the language because English education is one of the prerequisites for the national test in Indonesia, Indonesia plays a significant role. For several reasons, including keeping up with the times, education, picking up new skills, getting a better career, and expanding their prospects in life, students do not view English as being an essential component of their lives.

2.1.3. Juridical English Teaching in Indonesia

Schools in Indonesia have been required to implement the 2013 Curriculum starting in the 2013/2014 academic year (Minister of Education and Culture Regulation No. 81 A, 2013). In the 2013 curriculum, the Ministry of Education changed the content standards. One of the changes in the 2013 curriculum is limiting topics, reducing teaching hours in secondary

schools, and eliminating English as a subject in elementary schools. The 2013 curriculum places fewer hours of English in the classroom compared to the previous curriculum. This creates a big challenge for teachers and students to exert more effort to achieve learning goals in a very short time. It is clear that a limited number of hours per week will reduce students' opportunities to learn English, and teachers will not have the ability to study all the material in the syllabus (Rahayu, 2016). The government, through the Ministry of Education and Culture, provides textbooks in English for teachers and students. According to Romero (2007), place-based education is a good idea because it allows teachers to use existing local resources to help students use knowledge in real situations. To take advantage of the e-books launched by the government for secondary schools, technology is needed. However, many educators still face difficulties in using learning technology, which is considered the weakest area for improvement. These technologies should be incorporated into EFL pre-service and in-service training (Alwasiwah, 2013). In addition, the curriculum is often changed from time to time by the Indonesian government. This has an impact on the resources used to teach English. For example, older schools continue to use outdated printed books that do not comply with curriculum standards (Febriana et al., 2018).

The final decision was issued in a circular letter from the Minister of Education regarding *Merdeka Belajar* or *Kurikulum Merdeka*. This decision changed the previous curriculum due to the fact that Indonesian people still lack English language skills (Budiharso, 2019; Wulyani et al., 2019) and because literature encourages stakeholders to participate in accelerating English (Renandya et al., 2018). In the last two years, the newest program, MBKM (*Merdeka Belajar- Kampus Merdeka*), has been started. According to official documents from the Ministry of Education and Culture (Directorate General of Higher Education, 2020), MBKM includes eight main programs. These include internships, teaching assistance, student exchanges, research, humanitarian projects, entrepreneurial activities, independent studies, and thematic community service programs.

2.1.4. Teaching English in Junior High School

English is technically an elective subject in elementary school and a topic that is required to be studied in junior high school. According to Biswas (2018), proficient instructors, communicative learning materials, finances, infrastructure, and management facilities are all necessary for efficient English language learning at all levels, from elementary to tertiary. In certain places, English is not offered as an elective subject in elementary schools. According to Febriana et al. (2018), kids in junior high schools are studying English for the first time since

Indonesian rural primary schools do not provide English classes. Both teachers and students will encounter difficulties since pupils must begin with a fundamental understanding of English.

However, English is a required subject in high school, and the government has established requirements for national exams. It's possible that teachers and students won't develop the needed competences in the allotted period. However, many students who reside in cities already speak the language well. They begin studying English at the elementary level even in elementary.

Indonesian students consider English as a foreign language and conceptually difficult to learn. One reason is because they will be confused by their new language because they spoke in their mother tongue before. Students tend to transfer their native language habits to the new language they learn. It is easy to understand why students face problems such as vocabulary, structure, spelling, pronunciation and other problems when considering the differences between two languages. The middle and high school years for boys and girls between the ages of 10 and 18 are the transition from childhood to adulthood. Teenage life is not surprisingly so complicated and mysterious. This business is difficult to develop. Teenagers are torn apart by different things and moments of doubt. as stated in Harmer (2001: 39) that adolescence is a period of searching for identity, search becomes a big challenge for people at this age. Friends and classmates have to create an identity.

The fact that the characteristics of middle school students do not necessarily apply to every teenage boy or girl makes diagnosing teenagers more difficult. Because each person's character is so diverse, these teenagers can also cause discipline problems and disrupt class. They are bored and happy so they look for challenges.

However, as Ur states in Harmer (2001:43), teenagers are actually the best language learners. Teenagers have extraordinary learning capacities, extraordinary creativity, passionate commitment to things that interest them, and high levels of classmate solidarity. As a result, they have different characteristics. To be good teachers and meet their students' needs in the teaching and learning process, they must be able to use these qualities and explore their potential in a supportive and constructive way.

From explanation above that the primary goals in language learning and instruction must be both instructors and students. They must also be components that aid in the classroom learning process.

2.1.5. Language Learning in the Classroom

Classroom communication refers to the interchange of ideas, sentiments, or thoughts between two or more individuals when a lesson is being taught or learned. Because individuals use language in a variety of circumstances to "negotiate" or simply express their views, transmit ideas from one mind to another and vice versa, communication skills highlight the significance of communication. Since the beginning of language learning, the classroom has offered interactive skills. According to Rivers (1987) in Brown (1994: 159), through the interaction of ideas, students can improve their language skills by engaging in problem-solving activities or dialogue journals, listening to or reading native language materials, or even the outcomes of conversations between friends. Students may apply all they have learned and processed in language to real-world interactions.

This statement defines language learning as the use of language by instructors and students to communicate with one another while learning. In this instance, the primary emphasis of language acquisition is speaking. One of the tenets of language education holds that spoken language should be prioritized and expressed in spoken language methods. Byrne (1999) argues in favor of this idea. Many individuals find the classroom to be a pleasant setting for imparting knowledge and practicing teaching techniques, but as language instructors, our primary responsibility is to help students improve their capacity to use language for a variety of communicative tasks.

Based on the explanation above researchers have found that children need to be ready for learning in a classroom because students interact with one another, which can be risky. children need to acquire spoken language before they can write the spoken forms required for speaking.

2.1.6. Teacher's Role in Teaching English

According to Harmer (2002), teachers must play various roles while teaching in class. This means more than just playing one role before teaching students class manners. This is because if teachers continue to accompany or accompany students in their performance actions and class assignments, it can help reduce the burden that students bear. Students must be involved in almost all classroom communication processes, from planning to evaluation, because students are the source of information in the entire teaching and learning process.

Cameron (2001) offers a broad overview of schooling. He stressed that teaching is a process that enables pupils to learn and apply what they have learned. As a result, during the teaching and learning process, teachers must be able to assist students in understanding teachings. According to Holtrop (1997), the teacher's roles include exhibiting, listening, empowering, and lecturing. Demonstrations assist students in grasping more of the concepts and knowledge that the teacher want to transmit in class. Although teachers remain the focal

point of action and information disseminators, students can better comprehend what they need to know and leverage existing knowledge. Students retain more of what they see and hear, even if they touch, smell, or taste something. One of the most crucial roles of a teacher is to listen. Doing activities like that are frequently unconnected to the lecturer's work. Listening is vital for teacher-student cooperation (practicing not just assessing), evaluation of learning (testing students' knowledge and appropriate degrees of difficulty), and providing students a sense of ownership over classroom activities. It also assists pupils to express and comprehend the learning process.

In addition, The teaching and learning process has two different teacher constitutions, according to Chaudron (1988): (a) Teacher-centered: People should only talk when they have something to say; and (b) Student-centered: People should say anything they want to say. This kind of engagement is governed by the teacher's speech regulations. There are many interactions in the classroom because teachers behave differently. When a teacher talks, he centralizes himself and inhibits the pupils' freedom of expression. When teachers allow students to speak, ask questions, accept ideas, and participate in class activities, they are being student-centered. The teacher's role includes giving speeches. The traditional definition of a teacher is someone who imparts information through talking, narrating, feeding, distributing, covering material, and instructing a group of students in a certain subject. Students do nothing as the teacher speaks. A chalkboard, a podium, and lined tables are provided for the teacher's duty. However, lecturers are efficient at quickly giving interaction guidelines, context, manuals, or other relevant information. This applies before group projects, exercises, or in-class assignments.

The researcher draws the conclusion that the instructor plays a crucial role in encouraging student engagement in the classroom since there can be no learning taking place in a setting without it. Positive interactions will lead to outcomes. In order to improve student accomplishment in language acquisition, the message was successfully delivered and successful interpersonal interactions between instructors and students were established. The role of the teacher is crucial in systematic and cooperative activities that call for the interchange of ideas or messages and the use of verbal and nonverbal instruments for meaning negotiation, including learning through technology.

2.2. Mobile Assisted Language Learning

Foreign language teachers now have a variety of alternatives to support their teaching efforts thanks to mobile phones. Stockwell (2013) explored the integration of mobile technologies into language learning, a field known as Mobile-Assisted Language Learning (MALL). The concept

MALL has emerged in language education as a subset of its progenitor, computer-assisted language learning (CALL). According to a research, MALL supported the idea of omnipresent higher education learning in Korea. They discovered that as when students had their phones with them, they were motivated to learn anywhere and at any time. They had access to educational resources via their cell phone, (Lee, 2013). With the capability to access languages educational materials and connect with classmates and teachers at any time and location, MALL has developed to help learners' language learning. Due to its flexible learning options, MALL is also a good option for professionals and learners who are busy yet still want to learn new languages. A broad variety of mobile language learning apps have appeared on the market, ranging from a quick tutorial to an entire course, as a result of the expansion of distribution methods. You may allow different teaching english apps by adding them to your mobile phone, (Traxler, 2005). Students who really are digital natives are still the key players in foreign language classes, and thus it is important to take them into consideration while marketing MALL. Students are comfortable with gadgets and all of their features since they use them on a daily basis to satisfy their needs, unlike their professors who are digital immigrants (Prensky 2001). Students' perceptions of mobile device incorporation into classroom activities were described in a research. Students thought using mobile devices in the classroom was a good idea (Thomas & Munoz 2016).

2.2.1. Mobile Learning (M. Learning)

The term "mobile" refers to technologies that are portable and individual, such as a laptop or a mobile phone. Early attempts to describe mobile learning emphasized technology, using terms like "any education offering in which the sole or dominating technology are portable or palmtop devices" as their definition (Traxler, 2005). According to Crompton (2013, p. 4), "learning in numerous contexts, including social and information exchanges, using personal electronic devices" is what mobile learning is. Mobility is no longer viewed as a barrier to learning because there are many gadgets that enable students to access knowledge at any time and anywhere. Before the advent of smart mobile devices, laptops were traditionally thought of as mobile learning tools since they provided features similar to home computers but were too cumbersome for students to carry around while studying. With the advent of modern computing devices like smartphones and tablets, the idea of learning at any moment and anywhere is now a reality. These mobile technologies provide specific chances for expanding learning options that fit learners' requirements and lifestyles, particularly for individuals who value education on the go. Mobile learning is comparable to ubiquitous learning when done with the right mobile devices since it shares many of the same traits, including permanence, accessibility,

immediacy, interaction, and the placement of educational activities. (Ogata & Yano, 2005). Technology's mobility was defined as the ease with which compact, portable smart mobile devices may be carried. Due to the portability of mobile devices, it was also feasible to see students switching between devices while they were studying, such as from a computer to a mobile and then to a device. When teaching was being done inside different social groups, there was movement in the social environment. The numerous learning subjects that were chosen by students based on their own interests and curiosities were referred to as "mobility in conceptual space." The last component, learning distributed through time, concentrated on learning as a process that involved interactions and reinforcements among a range of learning events across both formal and informal settings.

2.2.2.Smartphone

A smartphone is a machine that can make calls, carry out several computer tasks, including the capacity to receive and send emails and do online searches. It also has functionality seen in media players, Global positioning devices, and personal digital assistants (PDAs). Smartphone users may access the Internet through a variety of networks. (Aram, et. al, 2012).

In general, many smartphone models support various operating systems (OS). The os in cellphones makes it possible for applications to function. The phone's operating system enables the application to function. For instance, Apple iPhones utilize iOS, BlackBerry smartphones use BlackBerry OS, while other smartphone brands including Samsung, Lenovo, Oppo, and Asus use Google's Android operating system. A sort of computer software called an application (App) is created especially for smartphones and other mobile devices like tablet PCs. Since they can call, text, email, record videos, send pictures, check social media, play games, and watch movies all on one compact device, smartphones have overtaken other ICT devices as the most popular among teenagers. According to Kaku (2011), cellphones now have more advanced technology than what NASA did during the moon landing in 1969.

In the education field, smartphones as learning media go through several stages of needs analysis. Smartphones have a good structure, have advantages in use as learning media. Smartphones have computerized functions, sending messages and connected access to various internet users (Nugraha, 2017). In the smartphone developed a learning application. The application is designed according to the needs of students in learning that can facilitate students' creative thinking skills. The ability to think creatively is an important factor in solving various learning problems, especially in English. Creative thinking is a process where students can think quickly, with direction, reason, and reflection, to produce an effective solution. Creative thinking is a high-level ability (high-order thinking skill), namely a thinking process that

requires several stages in solving a problem. The use of this smartphone also makes students think creatively. By getting used to thinking behavior that is trained by paying attention to different points of view, providing imagination to students, expressing new possibilities, opening a different point of view, and finding unexpected ideas (Fitriana, Ikhsan, and Munzir, 2016; Suripah and Sthephani, 2017). Learning to use a smartphone also makes students involved in the modern teaching and learning process. There are many applications that can be downloaded on students' smartphones to learn English, such as Duolingo, Quizlet, Elsa Speak, Memrise, etc. These applications can help students learn English.

2.2.3. Media in Teaching

Any communication or information is considered media. The expression, which has a Latin origin, is used to describe anything that sends knowledge from one source to another, including teachers, charts, written materials, television, and movies. If they provide information for instructional objectives, they are regarded as educational media. Information and messages may be spread through media. The ability to utilize the media as a tool to transmit messages or information from an originator to a recipient may be inferred from the understanding presented above. In this instance, the instructor is the sender and the student is the recipient. The teaching and learning processes can benefit from the use of media to transmit knowledge. There are three categories of instruction and materials, according to Patel (2008): Visual aids: (1) Blackboards : flannel boards, and soft boards are examples of boards. (2) Diagrams, maps, images, and sketches. (3) Working Modal and Statistic. (4) Transparencies, a slide projector, an episcope, and a film strip. In Audio aids include the following: (1) audio cassette player.(2) radio.(3) audio visual cassette player.(4) video compact disc player.(5) television. (6)film projector.

Based on the explanation above, we can conclude that there are two Kinds of media in teaching, namely audio and visual. Researchers use the WordUp application, which is included in visual media.

2.2.4. The Role of MALL in Teaching English

These days, using mobile phones for learning is increasingly common due to its portability and great mobility. Moreover, when smart phones and the network are joined, education may be expanded beyond the school and learning can take place anywhere. Also, rather of learning from textbooks, students may study in a real-world setting. (Godwin, 2011). Learners may communicate with educators more rapidly by using social media sites like Facebook or Twitter to ask questions or engage. Mobile app designs at first weren't intended to be instructive. But,

with the right design, apps may serve as a teaching tool for instructors and increase the range of options for students (Wang, 2017). The benefits of employing technology for language instruction are aligned with the design goals of the vocabulary learning application, which are to increase student engagement, monitor learning progress, and revisit what has been taught (Alhadiah, 2020). Berliani (2021) added that kids had extremely good opinions of the educational apps made for smartphones and were able to study using them. Also, the researchers discovered that smartphones are excellent tools for learning vocabulary since they may capture students' attention and open up new learning possibilities. The usage of the mobile-based intellectual vocabulary application boosted learners' vocabulary and demonstrated the potential utility of mobile apps.

From the explanation above, it can be concluded that technology is very important in the teaching and learning process. The role of technology makes it easier for students to understand certain lessons, assist teachers in improving students' cognitive skills. Educational problems that arise at this time include equality of opportunity to obtain education, relevance and efficiency of education, and improving the quality of education. A serious problem that is still felt in education ranging from elementary education to higher education is quality. Of course, this can be solved through an educational technology approach, especially in learning English. With Thus the problem-solving efforts in the educational technology approach is to use learning resources. Thus, corresponds to the mareffortchanging the term from educational technology to technology learning. application of scientific knowledge in learning so that learning objectives can be achieved effectively and efficiently, which is not only limited to tools and goods or hardware but also software and brainware.

2.3. WordUp application

The WordUp application is one of the media that can be used as a support in learning English. In this application there are many platforms that can be used in learning. This application can be used to learn reading, listening, speaking, pronunciation, writing, and vocabulary. Downloading WordUp is accessible via <http://www.wordupapp.com>, which connects users to the Microsoft Store for Windows devices, Google Play for Android devices, and the App Store for iOS devices.



Figure 2.1. First Screen of WordUp application

Students are first prompted by this application with questions about their age, approximate level of language skill, and preferred accent. Additionally, it offers the students a placement exam to determine where on the 25,000-word list their vocabulary proficiency lies. They will take a similar exam each day to find new terms from the 1,000 words suited for their level after taking the test and setting a reminder for their daily vocabulary practice. Because it offers students not only the English definition of the term and real-world examples of how to use it in English, but also word translation in L1 students, WordUp has a lot to offer English as a foreign language (EFL) speakers worldwide.

WordUp supports as many languages as L1 learners, enabling learners with lesser language skill to use the same vocabulary if necessary (Nushi, et al, 2021). Another benefit of this program is the range of real-world examples it provides, which makes learning enjoyable for students with diverse preferences and learning preferences.

2.3.1. Features in the WordUp Application

According to Nushi (2021), the WordUp application offers the following characteristics:

1. Allows the program to select a vocabulary level at a certain level.
2. Has a talent tree with multiple lessons that players can complete to unlock the next skill.

There are 10 to 15 exercises of various types in each session.

3. When a user adds a friend to their list, the leaderboard will activate.

4. Has a large vocabulary, including idioms and phrases.
5. Use spaced repetition in your daily review, where words are repeated in games and challenges.
6. A difficult quiz depends on the ability of the user.
7. Features a store where users can use the Lingot coin to get extra abilities and benefits like freezing or changing the way the WordUp application looks.

2.3.2. The Way of Operating the WordUp Application

Nushi (2021) added that the steps for operating the WordUp Application in learning are as follows:

- a) The teacher must introduce the WordUp application before adding students.

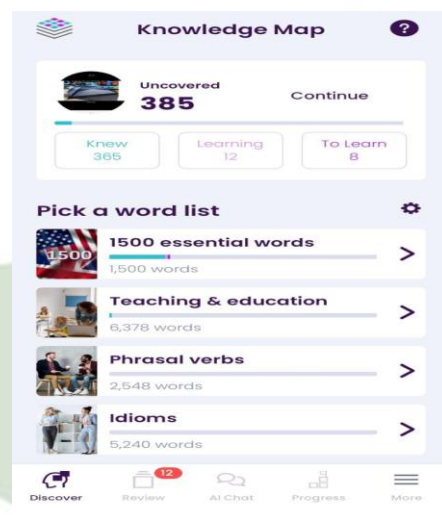


Figure. 2.2 Items in WordUp app

- b) To teach vocabulary to children, the teacher teaches a certain theme in class, such as verbs or nouns.
- c) Next, the instructor asks students to look for terms in the text that contain elements related to vocabulary.

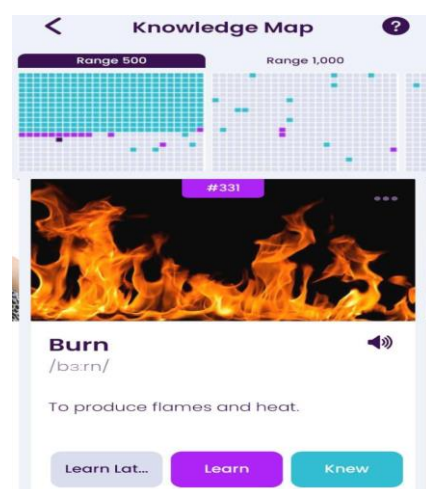


Figure. 2.3. Vocabulary in WordUp app

- d) After that, the instructor assesses the students.
- e) The instructor can identify terms that children do not understand.
- f) The instructor must instruct students about the value of language.
- g) Words are taught to children in appropriate contexts.
- h) WordUp has several uses that everyone can benefit from.

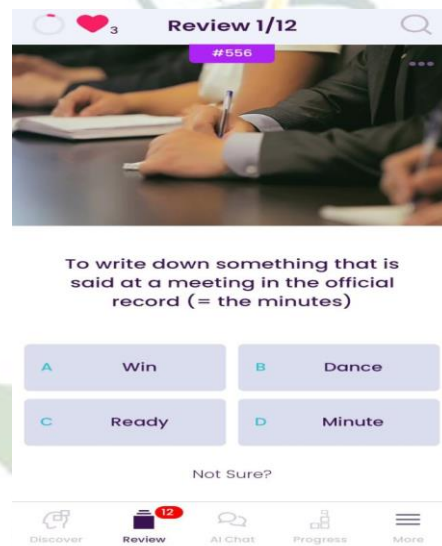


Figure 2.4. Assessment in WordUp app

2.3.3. Advantages and Disadvantages of WordUp Application

The WordUp application is an application that can be used for learning English. This application is used to assist teachers in providing learning to students. Therefore, this application is highly recommended for learning because it has several advantages. There are advantages, as follows:

- a) Improve English skills
- b) Enrich the vocabulary in English
- c) Strengthen English pronunciation according to the context.
- d) Improve the quality of intellectual conversation.

Although the WordUp application has advantages, this application still has disadvantages as well. WordUp application has a computerized sound system. This sound makes it difficult for listeners to understand the original sound. so students are not introduced to how language actually sounds. WordUp does not allow people to communicate with any native speakers. It can be understood that learning to listen should be accompanied by a teacher.

From the explanation above it can be concluded that the WordUp application has advantages and disadvantages in use. the advantage is that it can improve English language skills while the disadvantage is that it must be accompanied by a teacher.

2.4. Students' Perception

People engage in a process known as perception while recognizing items in their environment. Perception is defined as an individual function in object recognition. Each person's perception is unique since it also refers to how they felt about a certain item or event, which they subsequently came to through the knowledge they learned. Perception is said to have its origins in the Latin word "perceptio, percipio," which means "to receive, gather, catch with the intellect or the senses, as well as the act or taking control." The act of becoming aware of one's surroundings via physical contact to demonstrate one's capacity to understand it, according to Sari (2020), is referred to as perception. While the Longman Dictionary of Contemporary English defines perception in general terms as: a) the way an individual thinks about an object and their notions of what it looks like, and b) the way a person attends towards something using their sense of sight, hearing, etc. c) A person's innate capacity for concentration and fast comprehension (Yuanda, 2020).

Considering perception allows us to understand the different types of phenomena that exist in our environment, it is one of the specific cognitive concepts. Different people see a thing differently. It may be in a good or bad way. Perception is inextricably linked to a person's personality type and certain aspects of his or her personality. The process of perception is initiated by the sense organ. According to this process of information acceptance by the human brain, a person is always interacting with his or her surroundings (Slameto, 2010: 102). While Mulyana (2007: 179) claimed that perception is an inside procedure that allows us to select, arrange, and analyze environmental inputs, those processes can also affect our behavior.

Another viewpoint asserts that perception is a technique that begins with sensing, in which a person gets the stimuli via their senses (Walgito, 2004). Tahir (2014) further contends that perception is a technique that gives an item in the surrounding meaning. Tewal et al(2017)

added that everyone experiences the world differently since different people may see the same thing but interpret and comprehend it in varied contexts, including expectation. Our perception of the world is largely shaped by our expectations (De Lange, 2018). It means that expectation can influence perception.

From the explanation above it can be seen that perception is a process that begins with vision and leads to a reaction that happens in a human and is caused by both internal and external elements and is received through their senses.

2.4.1. Factors Affecting Perception

Perception is a person's point of view in understanding something, everyone is different in understanding something. in understanding a certain information, and this is caused by factors that influence perception. According to Pérez et al (2020). There are 2 factors that influence someone perception :

a. Internal Factors

Utilizing psychological elements including ideas, emotions, sexuality, attitude, attention, and desire, internal factors originate from within one's own self. Therefore, each individual's family and surroundings help to shape their unique traits and personalities.

b. External Factors

External forces are those that originate from sources other than the self. Individual's perception will be impacted by these elements. Stimulus has a role in the control process inside. The stimulus process will link with the brain or receptors like vision, hearing, and sound, among others. As a result, the connection between a person and the things they meet in this world is made by their reason function.

When both are impacted by contextual elements like time, conditions of employment, and social circumstances, internal and external process parameters become intertwined. Each individual forms a perspective from the three, which is demonstrated in their conduct and results in a variety of perceptions (Robbins, 2007).

2.4.2. Perception Process

When a communication or piece of information reaches the human brain, the process is called perceiving. Human beings maintain constant connections with their surroundings through

sense. The five senses are used. According to Walgito (2001: 53), the following phases demonstrate the perception process:

a. Stimulation

The reaction to the stimuli leads to awareness. Sensation is the initial stage in perceiving. Human senses allow for the entry of all sensations. The stimuli will be influenced by feeling.

b. Enrollment

Nerves will transmit the input to the brain. The mind will then analyze it after that. The human being perceives the stimuli throughout this procedure.

c. Interpretation

A complex procedure will be used to interpret, evaluate, and provide meaning to stimuli that reach the brain. In this study, the relationship refers to the interpretation that the cognitive - developmental of the stimuli that the educator had initially provided in the form of questions.

2.4.3 Perceptions of Students

The primary and most significant resource in the teaching and learning process is the learner. Instructors may educate students, but students cannot benefit from teachers (Danim, 2010: 1). Perception is the starting point for any learning process.

In this study, instructors' classroom questions are the object under examination. Students' perception is the process of treating data they obtain from an object with preference. Students can understand the thing witnessed by using their senses to record observations.