

CHAPTER II

LITERATURE REVIEW

This chapter consists of discussions related the topics of this study includes; Perception, English Language Skills Subject in English Department, Technology in Language Skills Teaching, and the Role of Technology in English Skills Subject.

2.1 Perception

Perception is the brain's process of organizing and interpreting sensory information to give it meaning (Santrock J. W., 2005). Based on Mather, 2006 May, 2007 Perception—making “sense” of what our senses tell us—is the active process of organizing this stimulus input and giving it meaning (Passer & Smith, 2009). The brain uses past experience (information previously extracted) as a basis for making educated guesses, or interpretations, about the state of the outside world (Santrock J. W., 2005).

Perception refers to opinions, attitudes, views and beliefs towards a phenomenon and the knowledge or sets of belief about something shape our expectations and hence what we perceive (Bett & Sigilai, 2013). According to Schiffman (1990), perception involves the physiological processing and integration of sensory data (Bett & Sigilai, 2013). Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment (Langton, Robbins, & Judge, 2009).

Based on Passer & Smith (2009) to create our perceptions, the brain carries out two different kinds of processing functions. In *bottom-up processing*, the system takes in individual elements of the stimulus and then combines them into a unified perception. Your visual system operates in a bottom-up fashion as you read. Its feature detectors analyze the elements in each letter of every word and then recombine them into your visual perception of the letters and words. In *top-down processing*, sensory information is interpreted in light of existing knowledge, concepts, ideas, and expectations. Top-down processing is occurring as you interpret the words and sentences constructed by the bottom-up process.

In the book of Sensation and Perception (Matlin & Foley, 1992) the perceptions are reasonably accurate mirror of the real world for three reasons, there are stimuli are rich information, human sensory systems are effective in gathering information, and concepts help shape our perceptions.

Perception seems to provide us with experience of a reality that is integrated and complete when, for example, we look around us, watch televisions, talk or eat. Perception brings meaning, so perception produces an interpretation of the world. Because perception is an active and creative process, the same input may be perceived in different ways at different times by different people. Then, lecturers' perception is the process of lecturers in conceiving, understanding, and expecting.

2.2 English Language Skill Subjects in English Department

English language skills are the development of the main parts of the language which are speaking, listening, reading, and writing. In English language skills the students are usually taught the skill in the language learning process. There are two types of the skills in general; major language skills and micro language skills. Skills are the building blocks and effective elements of language teaching and learning process (Oommen, 2012). For effective communication in any language, we need these four skills (Oommen, 2012). Four skills which are speaking, writing, listening, reading is included as major skill. The natural way of learning our first language begins with listening, then speaking, after that reading, and finally writing (Oommen, 2012).

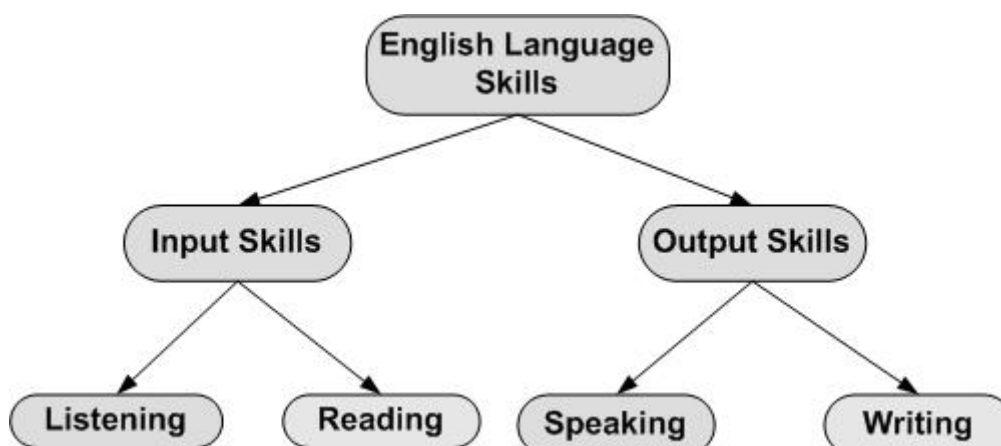
Brown (2001) stated that human naturally has two skills performance forms, productive (oral and written) and receptive (auditory and reading). . Harmer (1999, 16) makes the following definition with respect to language skills: “Speaking and writing involve language production, and are therefore, often referred to as *productive skills*”. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as *receptive skills* (Kecira & Shllaku, 2014).

The change of curriculum that happened to University in Indonesia in 2012 as adaption in *Kerangka Kualifikasi Nasional Indonesia (KKNI)* is produced by DIKTI that influences English Department in State University of Jakarta to make the change in the subjects’ skill in English Department, State University of Jakarta. Whereas, for the last four years, the skill’ subject was thought as

separately, such as Reading, Listening, Writing, Speaking and Grammar which are merged as integrated skill. In English Department, State University of Jakarta, there are eleven subjects in integrated skill forms, there are English for Interpersonal Communication, English for Social Communication, English for Business Communication, English for Academic Communication, English in Academic Discourse, English in Social Discourse, English in Business Discourse, English in Literary Works, Grammar for Academic Communication, Grammar for Business Communication, and Grammar for Interpersonal and Social Communication has been teaching since 2013.

The implementation of those eleven subjects are hoped as the subjects of language skills which are contain macro skills (reading, listening, writing, speaking) and the micro skills (grammar, pragmatic, phonetic, etc) can make the students rapidly gain a true picture of the richness and complexity of the English Language as employed for communication (Oxford, 2001). Moreover, integrated language skill in learning process is making English becomes a real means of interaction and sharing among people and allows teachers to track students' progress in multiple skills at the same time (Oxford, 2001).

Each language subject or area has different educational tools that are likely suited with it. The use of several technical tools has a significant effect on the learning process of each area of the language (Sharma, 2009). English language skills are classified as input skills and output skills as shown in schema 2.2.



Schema 2.1: Classification of English language skills

2.3 Technology in Teaching Language Skills

The use of technology in English language classroom is useful for both teachers and students. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic dictionary, reading and writing programs, and different learning packages to assist teacher to enhance their English language courses. Brinton (2001) said that there are two kinds of technology in language teaching, technical and nontechnical technology.

Technical technology can be classify into some media like record player, audiotape player, recorder, radio, television, video player, film projector, slide projector, computer, multimedia lab, overhead projector, etc. Otherwise, nontechnical technologies which include blackboards, whiteboards, magnet boards, flashcard, wall charts, board games, pictures, photos, cartoons, line

drawing, puppets, etc. Teacher has to consider in selecting technology that will be used in ELT process, whether it is practical to be used in classroom.

In the following sections are the uses of technology in teaching English language skills.

2.3.1 Technology for Teaching Listening

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). There are several technical ways for improving the listening capability of the student, they are computer using, broadcasting, CD-player using and Tape-Recording (Nomass, 2013).

2.3.2 Technology for Teaching Reading

Reading is the process of understanding a written text by the student. It is an important input skill which depends on the vocabulary and background knowledge of the student in the second language (Constantinescu, 2007). During the reading process, the English language student can improve his vocabulary and terms, acquire new information and ideas, and enhance his knowledge.

Several methods can be utilized to improve the reading ability of the student through the use of technology such as computer reading-based programs. Computers can raise the interest of reading for students because by using computer it is simple and easy to understand text (Nomass, 2013). Computers can perform several tasks simultaneously and run programs at a very high speed. So, students can increase their interaction with texts, search what they needs, and

enhance their abilities to read texts they would not be able to read (Ybarra & Green, 2003). In other words, computer can provides features to support needs of students in enhancing reading ability.

2.3.3 Technology for Teaching Speaking

At present, teacher can utilize programs for teaching speaking by using computer to help students improving their speaking capability such as vocabulary and pronunciation abilities. According to Nomass (2013) technology can be inserted into learning English language speaking in several forms such as Artificial intelligence computer programs which can be a very useful tool for improving the speaking capability and Internet Voice Chatting which is beneficial to the learner to interact or practice with native language speaker.

2.3.4 Technology for Teaching Writing

As cited by Nomass (2013) teachers can do some technical ways by using technology for improving students' writing skill such as document writing which practice students to be capable in editing (underlining, bolding, italicizing, etc.) written text and grammar or spelling and writing E-mail which can make students to respond messages based on the type of the messages. Singhal (1997) has same perception about the using of E-mail to improve writing skill; students can use E-mails to learn how to respond to the incoming messages using some formal statements and meaningful language.

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of

grammar and vocabulary. Therefore, teachers have responsibility to lead and give instruction in order to make their students capable in writing.

2.4 The Role of Technology in English Skill Subjects

The role of technology in the classrooms is to support the new teaching paradigm. Before technology is used in the classroom teachers are focusing attention upon their students. When technology is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning.

Taiwo (2009) has described educational technology are both tools for teaching and ways for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, this educational technology will determine more than anything else the quality of our educational effort.

Romiszowski (1998) has grouped the roles of technology into two, in the first technology are used as instructional aids, here technology are used to enhance or enrich the teacher's presentation or lectures, and secondly, technology are used as instructional systems that are used to promote individualization of Instruction in both conventional and non-conventional setting. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students' learning (Lam, 2000).

Smeets (2005) believed ICT provides opportunities to access an abundance of information using multiple information resources and viewing information

from multiple perspectives, thus fostering the authenticity of learning environments. Moreover, the use of educational technology in teaching provides better interaction with students, better reception of information because the students receive knowledge visual, auditory and kinesthetic way. Teachers use technology because it motivates students and offers a different mode of presentation.

According to Brinton (2001) technology in language teaching is a tool for language ELT, whatever the approach, language teacher seem to agree that technology can enhance language teaching. As cited by Hussain and Safdar (2008) by using information technologies students can decide about their studies, learning time, place and resources in a better way. Students can work in more supportive environments, seek help from teachers and fellows, and share their learning experiences and ideas in productive way.

Successful technology adoption in teachers' classrooms is depends upon school administrators providing an individualized, differentiated process of training and implementation (Gray, 2001). Teachers must see how technology fits within their localized classroom setting (Stein, Smith, & Silver, 1999). Before teachers can successfully introduce technology in ELT activity, teachers have to take a prior step. Teachers must be in some cases to stop lecturing, and start allowing the kids to learn by themselves (Prensky, 2008).

As the multimedia technology becomes more available, it seems appropriate that the language teachers should integrate it into the lesson such as language skill subjects. The students are surrounded by technology and this

technology can provide interesting and new approaches to language teaching. In this way, the teachers of English can take full advantage of technology to teach English in the non-native speaking countries. According to Pun (2013), there are some important advantages of the use of multimedia technology; Pun mentioned that multimedia technology can (1) motivates students to learn English, develops students' communicative competence, widens students' knowledge about the culture of English, improves teaching efficiency, enhances interaction among students and between teachers and students, creates a conducive teaching environment in the classrooms, and provides opportunities for English teaching outside the classrooms.

On the other hand, Brinton (2001) stated that there are several reasons regarding media technology as important tool in language teaching; Brinton said media can be an important motivator in the language teaching process, content and meaning provider for students, guide, provider of way for addressing the needs of both visual and auditory students, students helper to call up existing schemata. So teachers should take advantages of the media usage in teaching process to motivate them and their students and make class environment more interested. Also, teachers should pay attention in choosing appropriate media for students need.

Moreover, it is important for teachers to think that the technology is easy to use. Teachers have to look into students' characteristics (auditory, visual or both of them) before deciding to use a sort of technology. Teachers have to use media that make students eager to study and will be motivated during the

language teaching process. The last consideration in choosing the technology is the relevancy with the language teaching activities. In other words, technology is used to involve students more integrally in the learning process and to facilitate language learning by making it more authentic, and has meaningful process. Among other things, an educational technology motivates students to work independently where the student is more motivated to return to learning and working because modern technical equipment is widely available at any given moment.