

CHAPTER II

LITERATURE REVIEW

In this chapter researcher described several theories which are strengthened by several sources that support the researcher's theory.

2.1 Students perceptions

Students' perceptions refer to the way students understand and interpret information, experience or situation to encounter in the educational environment. This includes how students see the world, learn, and respond environment. Students' perceptions can influence behaviour, motivation to learn, and students' ability to overcome academic challenges. Students' perceptions can influence by various factors such as family background, culture, previous experience. In this case educator plays an important role in assisting the process of forming students' perceptions because students' perceptions can use as an evaluation tool to develop the quality of learning. (Syauqi et al., 2020). In the process of assisting the formation of students' perceptions educator can facilitate by taking several approaches. Educator creates conditions for the development and formation of students' perceptions in this process, and at the same time carry out management and direction functions.

2.2 Process of Perceptions

Process of perceptions is a natural process by humans and the other creatures such as animals and plants to receive organize and interpret sensory information from the environment naturally. The perceptions process includes receiving sensory information from the five senses such as sight, touch, and taste. Once this sensory information is received, the brain organizes and interprets it to form an understanding of the world around it. The result of the perceptions process is an individual understanding something. It is the way an individual sees and responds around world. The social world emerges from the perceptions of each individual. (Prior et al., 2022). Perceptions can vary between individuals due

to the influence of factors such as personal experiences and background can influence how individual interpret sensory information. This means that each individual who experiences the same thing can has different perceptions of that experience.

2.3 Paired Learning

Paired learning or collaborative learning is an approach where student work together in paired or small group to achieve certain learning goals. A simple activity that can be interpreted as the involvement of two or more authors in the production a text. (Storch Noemy, 2018). Students' perceptions of paired learning can vary depending on various factors such as previous experience, individual preferences, and the quality of paired learning implementation. Some of the perceptions that students have regarding paired learning include, some students see paired learning as an opportunity to work together with classmates which can develop students understanding and skill, students feel more involved in learning because students actively participate in discussion and sharing ideas besides that paired learning can strength than social relationships among students. But there are also some negative impacts that students are not aware in the paired learning process. Such as some students feel dependent on their partner and feel unable to cope with the task alone, conflict or incompatibility between partners can disrupt learning and can create discomfort and what is even worse when some students feel has lost control over learning because students depend on peers. In this case is important for educator to consider students' perceptions of paired learning and try to create supportive environment and pay attention to appropriate learning methods and strategies. Learner style is characteristics that are taken into account, especially in choosing the most appropriate learning methods, technique and strategies. (Cimermanová, 2018). This can include selecting appropriate partners, providing clear guidance and facilitating affective communication between partner and group. In addition, it is important to provide a learning approach so students with different preference can feel comfortable in paired learning.

2.4 Problem Learning in Writing Class

Writing is a communication medium that aims enable humans to understand the message. Writing is the one of the main skills in communication which is considered an active skill. (Seyoum et al., 2022). Writing skill enable a person to communicate clearly and effectively. Writing is a process of human interconnection. (Sarwat et al., 2021). Learning to write is usually taught to early childhood. In the writing class, there are several learning problems that arise at various levels of education from children to adults. Writing learning problems refer to the difficulties or obstacles experienced by an individual in understanding and remembering the structure or grammar that has been taught such as placing quotation marks, placing capital letters at the beginning of sentence, placing hyphens or constructing sentence that do not match the pattern other than that. Early identification and appropriate support from educator and parents are very important to help individual overcome obstacles in learning to write. Writing skill can develop if student's interests are recognized and when students are faced with situations where students can produce authentic written work. (Abdulwahed Ahmed Ismail, 2011)

