

CHAPTER II

LITERATURE REVIEW

A. Evaluation

Evaluation is the measurement and improvement of material in the activities carried out, for example comparing the different results of the activities carried out. Each type of evaluation begins with the methodical collection of data and ends with a decision based on that data. Wanzer (2021) said that evaluation itself is a sub-component of learning or intersects each other, while evaluators will be more inclined to say that learning is a sub-component of evaluation.

Basically, evaluation is an important process in an activity. Azar (as cited in Dursun, 2017) said that “Emphasized that evaluation of teaching training system is necessary for training teacher with quality and quantity as today’s required.” It can be concluded that with evaluation, it will make it easier for teachers to improve the quality and quantity needed.

Based on this understanding, evaluation can also be interpreted as a process of comparing and measuring work results. According to Scheerens *et al.* (2007) said that “Evaluation is designed to have both formative and summative elements, the former is close to the improvement perspective and the latter is close to the accountability perspective.” Formative evaluation is an evaluation that occurs as an evaluation that takes place amid the pilot stages or the implementation stage of a program. It is pointed at giving significant feedback to bolster and move forward with the implementation prepare. Summative evaluation makes up the adjustment in checking whether a program has reached in checking whether a program has come to its goals.

B. Teaching

Teaching is an activity of giving knowledge or information to a person or groups. Sequeira (2012) states that, “Teaching is a set of events, outside the learners which are designed to support internal process of learning.” According to (Hayashi & Tobin, 2015), teaching is an inherently social activity, shaped by a rich array of implicit habits, comportments, and ways of communicating. Besides that, (Goodyear, 2015) believe that teaching can be understood as any activity which is undertaken with the intention of helping somebody learn.

In every learning activity, we will find teachers. A teacher is person who imparts

knowledge to their students. Teachers are the ones who make a huge impact in the world of education. Teachers are not restricted to schools, but anyone who imparts knowledge to someone can be called a teacher. Learning activities are moreover not only learning at school, but also non-academic learning and other general abilities.

So, teaching is an activity of channeling information to others to educate. A teacher is usually called a teacher. Teachers have a significant role in the learning of their students.

C. Assistance Program

We usually find an assistance program in the world of work that called the Employee Assistance Program (EAP). EAPs were ordinarily conveyed by private “for-profit” organizations. Meadows *et al.* (2015) sited that, “EAP services predominantly comprised relationship, mental health, and trauma counseling delivered over four to five sessions through various delivery modes.”

Assistance program give administrative and calculated support to program managers and other groups. According to Indeed (2019) program assistants could assist with:

1. Create training documents and assist with the development of program materials.
2. Schedule meetings and take and distribute minutes.
3. Manage program calendars.
4. Draft contracts and budgets under supervision of management.
5. Liaise with project consultants and field office staff.
6. Keep program plans updated so that team members can have a clear view of the status of the program.
7. Maintain a program's website and social media accounts.
8. Assist with the recruitment of new team members.
9. Provide background material and other documentation for external meetings.

D. Teaching Assistance Program

Teaching assistance is a collaborative learning activity carried out by students under the guidance of teachers and supervisors in formal education units. The purpose of this program is to provide opportunities for students who have an intrigued in education to take part in learning and developing their information by becoming a teacher assistant at the school. In addition, another goal is to assist move forward the dissemination of

quality education and the relevance of essential and auxiliary education to higher education according to the advancement of science and technology.

There are several specifications for participating in a Teaching Assistance Program. According to Direktorat Jenderal Pendidikan Tinggi (2020), it is certain that students who take part in Teaching Assistance Program are students who have good quality, so they can become good teachers at the target school. Here, students are required to be active and creative in managing school activities, both academic and non-academic activities.

E. English Club

English Club is an extracurricular activity created by students and schools during the Teaching Assistance Program. Utari (2021) said that "The point of English Club held by the school is to give students a chance to improve their ability in English and give the students more time to learn English because their friends and then English Club also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem."

This program aims to improve students' basic English skills and fulfill one of the assessment indicators for the Teaching Assistance Program. In this activity, the researcher provides primary English material in vocabulary, verbs, adjectives, and examples of everyday conversation. Of course, the learning activities of the English Club are not too focused on the textbooks owned by students. Researcher provide opportunities for students to explore English outside of learning at school. Researcher also give examples to students with items or things they often encounter or things they like. It aims to make students interested and motivated to learn English.

English Club activities in MA. Al-Mujtahid is only held every Saturday after school, considering that student time at the Islamic boarding school is already hectic. However, the students seemed active and enthusiastic about participating in this activity.

Researcher make this activity an activity that is not mandatory for students to participate. The researcher believes that learning English must come from the students' intentions. However, the researcher got around this by giving students an idea of how important English is in today's life. Researcher also describe the benefits of learning English for life after school.

F. Perception

1. Definition of Perception

Perception is the main frame of human cognitive contact with the world. Essentially, all information is based on or induced from this basic shape of mindfulness. The study of perception has always had an interesting meaning for logic and science. Carterette and Friedman (1974) states that “Perception is one of understanding how the organism transforms, organizes, and structures information arising from the world in sense data or memory.” Another definition is from Nugroho (in Saifuddin, 2020), perception may be a process that begins from the utilization of the five senses in receiving a stimulus. At that point, it is organized and interpreted so that it understands what is detected. In addition, Hornby (as cited in Hardiyanti, 2016) say that perception is an idea, a belief or an image people have as a result of how to see or understand. It can be concluded that perception is reality, where we'll discover different versions of reality in life if we see things from distinctive points of view.

2. Characteristics of Perception

There are several characteristics of perception. According to Harappa (2021), we should note:

- a. It is both of subjective and objective;
- b. it is shifting, not permanent;
- c. it is selective;
- d. it is a result of past experience; and
- e. it is driven by motivations and interests.

3. Types of Perception

There are some types of perception, they are vision, touch, sound, taste, and smell. According to Cherry (2020); (a) vision is the essential human sense, (b) touch is known as haptic perception, includes a combination of somatosensory recognition of designs on the skin surface, and proprioception of hand position, and adaptation, (c) sound/hearing is the ability to perceive sound by recognizing or detecting vibrations, (d) taste (known as gustation) is the ability to see the flavor of substances counting, but not constrained to foods, and (e) smell is the method of absorbing atoms through olfactory organs, which are ingested by people through the nose.

4. Factors of Perception

Opinions and activities are ordinarily responses to something else. It may be an individual or a situation that makes us think differently. Perception may be

harmful, which can have antagonistic impacts within the working environment. One's attitudes, motivations, expectations, behavior, and interface are some of the factors affecting perception. According to Harappa (2021) there are five factors that affect perception, they are; (a) individual differences, (b) motivation, (c) organizational behavior, (d) past experiences, and (e) external factor.

5. Aspects of Perception

According to Djamarah (2011), there are four aspects of perception. They are (a) feelings happy about an activity without coercion to learn it, (b) student interest in the activity can be in the form of experiences stimulated by the activity itself, (c) attention is about getting students' attention by concentrating or activities on specific observations, and (d) students' involvement in an object causes the person to be happy to learn and feel interested in doing or working on the given learning activities.

Perceived effectiveness is experienced by the individuals towards something. It is based on the effectiveness of the use of something to their needs. According to Abdu-Raheem (2015), perceived effectiveness is one of the perceptions aspects which supports the presence of students' perception-based experiences. Additionally, other aspects of perceptions is motivation. Then perceived motivation is one of the aspects that can be felt to be the basis for giving positive perceptions. The motivation factor occurs when a person can feel an effective change in their own self, which is influenced by something. With this perceived motivation, the basis for positive perceptions will be stronger (Balbay & Kilis, 2017).

Another aspect of perception by Aunurrahman *et al.* (2019) as the journal entitled: teachers' perceptions of writing scientific papers in the Sekadau district.

Table 2.1
The Aspect of Perception

Aspects	Description	Example
Understanding	To determine the extent to which students' regarding hybrid learning method.	Judge from one's mindset towards this method. If someone already understands it will be seen from the

		actions and results.
Criticism	To find out the shortcomings that exist in the hybrid learning method.	Judging from the sensitivity, how sensitive at teachers are to what they feel, what is lacking and can finally give it criticism.
Suggestions	To make quality learning better in the future.	Judging from what someone needs, if someone needs something they want it definitely suggests getting something.

Aunurrahman, et al. 2019

With an explanation of the aspect of perception, it can be easier to know what is perception. From the explanation above, researcher choose only four aspects of perceptions: feeling, interest, attention, and involvement. That way, it is easy to know the realm.

G. Previous Related Studies

Several researchers already practice this “English Club” as an extracurricular in schools. For example, Armita (2019) study shows the student's perception toward English Club extracurricular in practicing speaking at SMA N 02 Kaur, Bengkulu. The school's English Club aims to provide students with the opportunity to advance their English proficiency and additional time to learn the language since they do not have it during regular class. This study aimed to ascertain the English Club students' speaking abilities and perceptions of the English Club's extracurricular. The result showed that the students' opinions of the English Club's extracurricular speaking practice programs are favorable. According to the results, every single student thought that the English Club helped pupils improve their speaking skills during speaking practice sessions at SMA N 02 Kaur.

A similar study shows the students' perception toward English Club extracurricular in practicing speaking the implementation of the English Club at SMKN

1 Teluk Kuantan (Marfuah, 2020). The objectives of this study were to describe the English Club's activities, identify any issues, and learn what the students thought of the club's implementation. The findings of this study showed that there were five different types of extracurricular English Club activities: games, short conversations, daily expression, translating texts, and wall magazine activities. This study also uncovered six implementation-related issues: the English Club scheduling, student interest, facility, indiscipline, limited English proficiency, and environmental conditions.

There is also Khikmiah (2010), who researched the impact of the English Club on students' speaking skills. What makes it different from previous studies is that this study was conducted at MA Al-Mujtahid. Is there a noticeable difference between students who join E-Club and those who do not? How does the description compare those two groups in terms of the five components of speaking (pronunciation, vocabulary, structure, fluency, and comprehension) This study uses a causal-comparative methodology to compare two groups to determine the impact.