

## **CHAPTER II**

### **THE REVIEW OF RELATED LITERATURE**

This chapter is presented to highlight some theories functioning the basic of the research. The first part includes of definition of preception and the factors that affect of preceptions. Second, definition about native English teacher and non-native English teacher. Third, includes about teaching English and also previous studies. Fourth, includes about information of kinesthetic class. The explanation of each literature is explained briefly as follows :

#### **A. Perception**

##### **1. Definition of Perception**

Perception is the thoughts, personal poin of view, understanding, knowledge or values that influence behaviors (Edwards, 1989). Perception also describes one's ultimate experience of the world and the process whereby sensory stimulation is translated into organized experienced (Lindsay and Norman, 1997). Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Perception can be defined as a process by which individuals organize & interpret their sensory impression in order to give meaning to their environment (Stephen, 1989). An analysis of these definitions reveal that:

- a. Perception is the interpretation of the meaning of sensation.
- b. Sensations are the constituents as raw materials of perception.

c. Whereas sensation is the first or at least the first conscious response born out of the stimuli, perception is the second response of the stimuli after sensation.

d. Perception refers to what is immediately experienced by an individual & it is a way in which the stimuli are interpreted.

e. Perception is a mental activity which acquaints us with situations by giving us direct knowledge of it.

f. Perception screens out that which an individual does not find relevant & involves not only the reception of physical stimuli but also the interpretation that an individual gives to the sensation he receive.

g. Perception is the direct response to the sensation & only an indirect response to the physical stimulus.

h. Individual actions, emotions, thoughts, feelings of ultimately his behaviour are set of in motion by a perception of his surrounding (Kumar, 1995:161). All individual do not view the world in the same perspective. People see things differently & there are radical difference in which way people think & react. Differences in perceptions should, not, however, lead to the misleading conception that the perceived world is a chaotic one (Kumar, 1995:163). It is rather an orderly world, in which perceiver discuss an interpretative meaning from the perceived object. It may be true that the some object may look clear & meaningless to one person, but it may be more meaningful, genuine or real to the one who perceives it to be so. Perception is thus formed in some orderly manner & can be studied systematically by the manager.

Although, perception can be defined as our experience stimuli. Hamacheck (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them peoples' perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own view (Hamschek 1995:199).

Peoples' preconceived view also influence the way in which information is processed (Munchinky, 20016:217). These views assist people to process large amount data. If information does not fit with peoples' preconceived views, that is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tend to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived view.

In teaching and learning process perception is important to know how far understanding of the learner or the students. Jacob etal (2004:231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different

## **2. Factors that Affect Perception**

The way individuals view the world around them greatly influence what they focus on and what they ignore (Hamacheck 1995:200). The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen 2003:6). Viljoen (2003:6) refers description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individuals are exposed to a range of different stimuli, they will be attracted to the familiar rather than unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching English differently due to factors such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli.

Perception and the resultant behavior are greatly influenced by a considerable number of factors. They affect how we interpret and assign meanings to the stimuli which we encounter and which are bombarded on our senses. These factors (Marston Bates, 2005) include such influences as:

a. **Our Mental Set:** Mental set refers to the tendency of each individual to have a conditioned pattern reaction in certain way to a given stimulus. Most of our mental set comes about through a wide variety of past experiences and prejudices developed from them. An individual (perceiver) in appraising other people, have an inherent tendency to respond either favorably or unfavorably. Thus, mental set plays an integral role in perceptual selectivity. People's own characteristics and predisposition (mental sets) greatly influence the characteristics which they are likely to see in others. They select only those aspects to which they find match with their characteristics.

b. **First Impression:** - It is a normal human tendency to evaluate others on the basis of their first impression. Since first impression evaluation is not always based on sufficient information it may not be true reflection of people being perceived. Even though, people continue to evaluate on the basis of first impression, though possibility of its being correct is remote. However, this can be overcome by more frequent interaction, but the erasing of first impression evaluation is not that easy. Love at first sight is an ample proof of the first impression evaluation.

c. **Past Experiences:** Previous experiences condition most of us in relation to any given situation. We only need to think a minute of the many times we have wished and we could do something over. Next time when we encounter a similar situation, our past experiences and reactions to it influence our course of action which we take in the new situation. For example, if the previous boss is friendly, generous and fair to his subordinates, the subordinates are most likely to assume

that his new boss will also be friendly, generous and fair to them. Because of the past experience, attributes belonging to the significant other are perceived in the new person whether or not they are appropriate to this new person.

d. Expectations: Studies have proved that people tend to see that which they expect to see or expected to be. It is a well established fact that the student will achieve more in school according to the levels he feels his teacher expects of him than according to his actual mental ability.

e. Social and Psychological Needs: Our self-image and the degree to which we feel a need for recognition, reassurance, security, achievements and social acceptance affect the way we perceive something and the way we react. A person may feel compelled to laugh at a joke that does not seem funny to him if his boss is telling it and he is expecting for a raise. The way we talk, dress and act indicates a great deal about us.

f. Status & Group Factors: This is to a large extent inter-related with the preceding factors. People's social class and back-ground cause them to see a situation differently, and an individual tends to be influenced by the shared feelings of the group to which he belongs or to which he wants to belong.

g. Interest: The degree to which something interests us or is important to us will sharpen our perception of it and influence a positive or negative reaction.

h. Mood: This is simply the way we wake up feelings on any given day or time. It is the part of a dominant personality pattern that affects the way we perceive any situation or set of stimuli. Special factors affecting Perception: Besides the basic factors which affect perception, there are certain special factors

which greatly influence this selectivity. These are broadly classified under two major heads.

External factors (Marson Bates, 2005): Perception is a selective process. As we cannot assimilate all of the information coming in, we select a certain amount of information from the total outside information some of the factors are :

a. Intensity: Intensity has to do with the strength of a stimulus, for example, the loudness of sounds or brightness of colors. More attention is usually gained as intensity increases. As with size, however, doubling the intensity of a stimulus does not double the attention given to it. There is only a fractional increase in attention.

b. Position is one of the most interesting determinants of sensory perception. When a written language runs left to right down the page, as English does, the upper half of a page gets more attention than the lower half, the left-hand side more than the right. However, languages with different movement such as Arabic or Japanese, give perceptual emphasis to other portions of page. Isolation centering a small object in a virtually blank page draws the eye to it immediately. One television advertisement for an antacid began with a tiny rotating white sphere in a dark space – a dramatic use of the isolation principle.

c. Movement: A moving object receives great attention than an object that is standing still. Advertisers affectively use the principle of “movement” by displaying an object which incorporates moving parts eg roving billboards.”

d. Repetition: Repetition of stimuli increases sensitivity & alertness to the object. A stimulus that is repeated has a better chance of catching us during one of the periods when our attention to task is waning, Advertisers most frequently use repetition principal by flashing the same advertisers again and again” on a regular basis catch the attention of prospective customers. This principle is also referred to as the principle of frequency.

e. Familiarity & novelty: This states that if a stimulus in the one that is either familiar or novel to the perceiver it can serve as a battle attention getter. New objects in a familiar situation or familiar objects in a new setting are bound to draw more attention to the perceiver. Internal Factors: These are basically related to the psychological make-up of an individual and include.

f. Personality: The Personality of an individual is an internal factor which greatly influences the perceived behavior. Optimistic people perceive things in favorable terms while pessimistic people perceive in negative terms. Maslow argues that between these two extremes there exists a category of people who can see things more objectively and accurately. Levitt reported on a senior executive whose biggest problem with young managers was their tendency to avoid making unpleasant decisions. The young managers paid no heed to disciplining people, to digging through boring and repetitive records, or to writing unpleasant letters. Obviously, the reason was that these unpleasant activities were not compatible with the personalities of those young managers, rather than those older executives because their personality make-up had made them accustomed, over the years. Similarly, a person who has a pleasant personality can strike a better sales deal.



Research on the effects of an individual personality on perception has revealed interesting facts.

g. Learning : Learning is another psychological cognitive factor which have its bearing on perception and probably plays the biggest role in developing perceptual set.

h. Motivation : Our needs play a significant role in perceptual selectivity unreal things often look real because of deprived needs.

So, in this research preceptions of the students is an important role, as data collected from student tutors in order to determine how their perceived and experienced classroom and clinical evaluation in teaching English between native and non-native English teacher.

## **B. Attitude**

An attitude can be defined as a psychological tendency to view a particular object or behaviour with a degree of favour or disfavour (Albarracin, 2005). Attitude are generally understood to be formed through a process of individual subjective evaluation ( involving a rational assessment of costs and benefit), but also influenced by affective and emotional responses and related beliefs. Attitudes are defined as being specific to an object or behaviour while beliefs are more generic, relating to a wider worldview, and tend to be more stable.

Jung (1971) expresses several attitudes within the broad definition readiness of the psyche to act or react in a certain way. He argues that attitudes very often come in pairs, one conscious and the other unconscious. Similarly, Ajzen & Fishbein (1977) states that attitudes are held with respect to some aspect

of the individual's world, such as another person, a physical object, a behavior, or a policy. Therefore, the way a person reacts to his surroundings is called his attitude. Baron & Byrne (1984) define attitudes as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups. An attitude is not passive, but rather it exerts a dynamic influence on behavior.

Allport (1935) expresses that an attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. It is a tendency to respond to some object or situation. According to Malhotra(2005), an attitude is a summary evaluation of an object or thought. Attitude is the affect for or against a psychological object (Thurstone 1931). The object or phenomenon can be anything a person discriminates or holds in mind and may include people, products, and organizations(Bohner, G. and Wanke 2002).

### **C. Performance**

Performance is result or success level of a person as a whole during a given period in implementing tasks if compared to various possibilities, such as work results, target or goal or criteria have been determined first and have been agreed together (Rivai, 2005). Performance is the preparedness of a person or people group to do an activity and complete it correspond to their responsibility with the result as they expect. Performance is result or success level of a person as a whole during a given period in implementing tasks if compared to various possibilities, such as work results, target or goal or criteria have been determined

first and have been agreed together (Rivai, 2005). Performance is the preparedness of a person or people group to do an activity and complete it correspond to their responsibility with the result as they expect.

Teacher performance is as a work result, according to quality and quantity that can be achieved by an employee in conducting duty consistent with the responsibility assigned to him or her. Operationally, performance variable is measured by using three indicators (Davis, 2005) namely: Work result quality, Work time punctuality, and Work result quantity.

#### **D. Level of Performance**

As the adage goes, is a “journey not a destination.” The location in the journey is labeled as “level of performance.” Each level characterizes the effectiveness or quality of a performance (Don Elger, 2000). As a lawyer improves her level of performance, she can conduct legal research faster, more thoroughly, and more in-depth. As an academic department improves its level of performance, the members of the department are able to produce more effective student learning, more effective research, and a more effective culture. As a manager advances his level of performances, he is able to organize people and resources more effectively and to get higher quality results in a shorter time. As a teacher advances his levels of performance, he is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for larger classes while spending less time doing this. As an actor

improves his level of performance, he is able to learn parts quicker, play more varied roles, and produce an deeper and more meaningful impact on audiences.

#### **F. Definitions of Native English Teacher**

Talking about English language learning, we must not forget to talk about the teacher. There are two kinds of teacher, native English speaker teacher and non-native English speaker teacher. Before clarifies the definition of native English speaker teacher we have to know about who is native speaker first. Native speaker here is a person who has an English as their mother tongue like as L1 as their language to communicate with others. According to Medgyes (2001) stated that “when we defined about who a native speakers, it is traditionally defined as someone who speaks English as his or her native language, also called mother tongue, first language, or L1”.

In addition, bloomfield states that, “the first language a human being learn to speak is his native language, he is a native speaker of this language” (Bloomfield, 1933). Another definition of native speaker from the *Longman Dictionary of Applied Linguistics* is, “a person considered as a speaker of his or her native language”. A native language is then defined as “the language that a person acquires early in childhood because it is spoken in the family and or it is the language of the country where her or she is living” (McKay 2002).

Mahboob (2009) also concludes that native English as seen as “White people” who are born and raised in inner circles countries, such as the United States, United Kingdom, Australia, and Canada. It could mean that people who can be called as native speakers are the persons of Caucasian Race. Furthermore,

people of other races, who belong to the outer circle (Singapore, India, Philippine) and Expanding Circle countries (China, Japan, Korea) are not native speaker.

According to McKay (2002) argues that people's native language can change when a shifting of "group identify" happened to those people. Besides that, there is also a chance of being "the native speaker of another language". According to Stevens (1982) a native speaker of English is one who has aquired English during infancy and childhood.

In addition Harmer (1991) adds that native speakers are people who are supposed to provide correct pronunciation, idiomatic utterance, as well as providing the baility of acceptable language. Based on the context above, native apeakers have communicative communicative competence since English is their mother tongue and they can thus use it more spontaneously and with greater level of naturalization in considerable situations.

In this research, the term native English speakers refer to people who speak English and achieve the proficiency of English since childhood as their native language or inherited language or acquire it trough a learning process. In this case, it is important that people still use the language fluently, although they do not speak it as their first language (Bloomfiels, 1993 as cited in Lee, 2005). Additionally, Davies (2003) adds a more appropriate stance and argues that "narativeness" is characterized by certain elements (Stem, 1983):

1. Acquiring the language during childhood
2. Ability to understand and accurately produce idiomatic forms of the language.

3. Understanding how standard forms of the language differ from the variant that they themselves speak.
4. Competent production and comprehension of fluent, spontaneous discourse.

According to Davies (2003) native speakers acquire English when they are childhood so they understand English well, including grammar and pronunciation. So, from the definition above we can conclude that native English speaker teachers are who teach using English as their native language in teaching English as foreign language.

#### **G. Definition of Non-Native English Teacher**

Non- native English teacher here are teachers who come from non-native English speaking countries, so English is a second or foreign language for them. According to Medgyes (2001) defined non-native English teacher as a teachers for whom English is the second or foreign language, who work in an EFL environment, whose students are monolingual group of learners and who speak the same native language as his or her students. So, we can say that non-native English speaker teacher are teachers who teach using English as their second or foreign language.

According to Davis (2003) suggest that the definition of “native speaker” and “non-native speaker” is controversial and tends to be circular. Philipson (1992) argues that non-native English teacher are better equipped to teach L2 to other adults than those who had learned it as their L1 as children because non-native English teacher had learned their second language as adults.

Kramersch (1997) believes that non-native teacher should refrain from pursuing nativeness and should rather concentrate on finding their own voices as non-native in order to contribute with their language learning experiences and their multicultural backgrounds. Liu (1999) assert that it is undeniable that the English learning experiences of non-native teacher are helpful for learners. O'Neill (1991) also argues that non-native teacher have an enormous advantage: that they have actually learned the target language as foreigners and have direct insight into and experience of the process involved for other non-native speakers.

Non-native speakers often have difficulties in teaching English, pronunciation and speaking (Medgyes, 1992). Commonly, teachers teach pronunciation by using radio, video, cassette recorder, etc. The problems of the teacher when teaching pronunciation to the students is that first, many features of pronunciation are difficult to teach. Second, some of the teachers seem to struggle to learn phonemic alphabet. Medgyes also adds that the native speaker teachers are people who have achieved a high degree of proficiency in the learners' mother tongue. It means that they learn English since childhood and also use English since childhood and also use English as their mother tongue. It is easy for them to pronounce the word in English. A similar finding in both studies have a correlation between Lasagabaster and Sierra (2002). They mention that students prefer native speakers in the areas of pronunciation, speaking, vocabulary, culture and civilization.

## **H. Review Previous Studies**

Previous study is the result of research from the reseacher before. This study covers about native or non-native English speaker teacher in teaching English as foreign language and how is students' preception being taught by native and non-native English speaker teacher. Here, to get and provide the originality of her reseach, the reseacher wants to present the previous research that deals especially about native or non-native English teacher in teaching and learning and students' preception toward both of them.

The first previous study is done by Tjokrokanoko (2013) in the "EFL Secondary Students' Preception Toward Native and Non-Native English Speaking Teachers" from English education program, Widya Mandala Catholic University Surabaya. In her study, she present study examined the secondary students's preception towards NESTs and NNESTs in some English course in Surabaya. Secondary students were choosen, because they are biggest population in that course. To get informations she used quistionare. Then, to analyze in her study by using descriptive analysis (mean, mode, and standard deviation) and inferential analysis (independent sample t-test). In her study she present that most secondary students preceived both teacher gorups equally, except for cultural knowledge of English speaking countries.

Second previous study is from Febyantika (2014) in the "Students' Preception Toward Native English Speaker and Non-Native English Speaker Teacher in Transactional Speaking Class" from English Department, Satya Wacana Christian University. In her study the data of her study were collected



through a questionnaire which consists of eight items related to the issues of native and non-native English speaker teacher, their speaking ability, knowledge of culture, and their ability in teaching and learning English. Then, the finding shows that students refer native English speaker teacher to teach them in the speaking area, such as pronunciation. Students also think that they prefer non-native English speaker teacher to teach English grammar. Non-native English speaker teachers are also able to help students overcome their difficulties in learning English.

Another previous study from Murtiana (2015). This research applied quantitative approach with a survey design. A set of questionnaire was used as an instrument for her research to identify and measure the attitudes of the participants toward the given topic. The result of the research is they generally believe that having native speaker is important to help them successful in learning English. In addition, they said native speaker is also able to increase students' motivation and make students become more interested in learning English.

Both of the previous study above, they have similar aspect in their research, both of the researcher above focus on teaching speaking skill in some institutions. Perception toward native and non-native English speaker teacher in teaching English that be analyzed. So, it is proven that the researcher can be analyzed students' perception toward native and non-native English speaker teacher in teaching English.