

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about perception, advantages and the advantages of using first language

A. Perception

1. Definition of Perception

Perception is the thoughts, personal point of view, understanding, knowledge or values that influence behaviors (Edwards, 1989). It means that students have their own opinion toward something that get from teaching learning process and how they react toward it. According to Mussen (1973) defines perception as the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch. It is same with the statement of Cherry (n.d) that perception involves human's five senses, there are hear, smell, taste, touch, and sight.

Moreover, Kumar (2010) explains the concept of perception in perspective of philosophy, psychology, and the cognitive sciences that "perception is the process of attaining awareness or understanding of sensory information". Furthermore, he also defines that perception is the process of selection, organization, and interpretation of stimuli by someone to be a coherent and meaningful picture of the world. In other words, by passing perceptual process, people can interpret their idea

meaningfully based on what they see, hear, taste, smell, and touch. In addition, Walgito (2001) states that perception which is begun by the process of feeling, of measuring something which is also the process of accepting stimuli by individuals through sense organs or it is also called sensory process. Besides, he also mentions that perception is defined as an integrated process in every individual to the received stimuli. Therefore, it can be concluded that perception is the process of stimuli receiving from someone through sensory receptors and producing it to become a meaningful thing either idea or picture of something.

2. Factors that Affect Perception

According to Harnad (1987), there are two aspects of perception. The first aspect is cognitive. This aspect emphasizes on understanding and making sense of things. It includes reasoning, arguments, logic and perception. Cognitive aspect can be examined by seeing the results of how emotion, experience, and intelligence contribute to the understanding and responses. Meanwhile, the second aspect is psychology aspect. Harnad (1987) also mentions that in psychology aspect, it only focuses on the relation of experience that influences stimulation, and then the result of it affects the perception itself. In addition, Handini (2014) says that those aspects have role in determining and affecting someone's perception.

There are also some factors that influence someone's perception; it includes internal and external factors. For internal factor, the perception

of an individual will be influenced by psychological factors of someone, thought, feeling, motivation, and attention. On the other hand, for the external factor it is influenced by outside factors such as stimulus, environment, culture, and belief (Walgito, 2001). It is in line with the statement of Sobur (2003), which argues that there are two factors that influence someone's perception. There are internal and external factors. Internal factors include psychological needs, personal background, experience, personality, attitude and personal belief, and self-acceptance. Furthermore, for external factors, he argues that it includes intensity, size, contrast, movement, repetition, intimacy, and novelty.

a. Internal Factors that Affect Perception

1. Psychological needs

Human's psychological needs affect the perception of human itself. Normally, there are something such as "seem" (which actually does not exist) because of psychological needs. Example, someone thirsty can see the water everywhere, usually it occurs in desert. The point is someone that lost what they need sometimes see what they need.

2. Personal background

The personal background of someone affects the perception of what they choose. Someone with certain background looks for other people with the same background. Example, someone with education

background more following people with the same educational background if he enters an organization and meet them.

3. Experience

Similar with the background, experience factor also affect human perception throuhgt what they have done. Experience prepare someone to look for people, things and phenomenon that might be similar to his personal experience. Someone with bad experience in working with certain types of people will be selecting these people with different perceptions. Example, someone who has a bad experience with people that has certain mother language will quickly recognize the people who belong to that group, and they quickly attracted attention because of the unattractive perception, that also applies to pleasant experiences.

4. Personality

Personality also affects perception. Introverts may be attracted to people who are similar or totally different. Various factors in personality affect human perception.

5. Attitude and personal believe

People who have a certain attitude towards female employees or employees with certain mother tongue are likely to see little things that others do not notice.

6. Self acceptance

Self acceptance is an important trait that influences human perception. People who are more sincere accept the reality of themselves will be more appropriate to absorb things than they who are less sincere to accept the reality of themselves.

b. External Factors that Affect Perception

1. Intensity

Normally, more intensive stimuli get many responses rather than less intense stimuli. Example, brighter lights are more noticeable than dim light

2. Size

Usually, something bigger will be more interesting than something smaller. It also applies to the size of the sound, such as a student will be more interested with a loud teacher's voice than weak sound.

3. Contrast

Contrast is something different than normal, when people listen to a certain sound and the sound suddenly changes, it will attract the attention of listeners.

4. Movement

Something that moves will be more interesting than something that is not moving. Most of the advertisements are shown at night often use this principle with illusion of motion through a well-lit lighting arrangement.

5. Repetition

Normally, repetition draws more attention than something that is shown once. Example, advertisers who often show their products makes someone remember those products than advertisers who rarely show their products.

6. Intimacy

Intimacy or familiar will be more interesting. Especially if certain things are not expected in certain cases. Example, in a foreign country which there are not people from our country, we will be interested soon if we see people from our country.

7. Novelty

This factor looks contrary with the intimacy factor, but something new also attracts attention. If someone is already familiar with something, and something new is coming, then he is realising of the changes.

3. Perception Related to Language Learning

Perception is the process by which the sounds of language are heard, assimilated and understood. Experiments in color perception and language acquisition have proved that different cultures relate to certain colors differently. Color perception of water, sky and fire may all be interpreted with very personal image associations. Advanced research studies in cognitive neuroscience show that what your eyes see and

what your brain interprets of that sight are entirely two different things. The phonetic and psycholinguistic research tries to understand how language learners recognize speech language, and how they use it for spoken language. There is knowledge based on perception and derived from perception. George Berkley (n.d.) pioneered the idea that our ideas lead our perception. "The Native Realism" theory establishes that "there are real physical objects outside of us and we establish contact with them through perception and action". According to Allot (2001) there are perception related to language learning.

a. Word-Based Perception

The native language affects a person's study of a second language. That test proved that even though word-based perception is highly enhanced in a second language learner, there may be a drawback in internalizing the overall comprehension of a second language.

b. Categorical Perception

There are differences in perceptual differentiation. We are more prone to notice differences between categories than sub-categories.

c. Infant Speech Perception

Infants begin to recognize very small differences between speech sounds and they learn it early in life. That is the reason why adult learners of a second language can not get the kind of fluency that a young native speaker.

d. Sensory and Auditory Perception

The nature of our sensory perceptions and their relation to reality can be dealt with successfully in a language learning atmosphere. Music and sound give an impact on the ear and the brain and the cognition of rhythm, melody and structure gets embedded in the learner's memory.

e. Visual Perception

People perceive things that they see differently. Goals, wishes, sex, race and gender are perceived as sub-categories in visual perception. Studies in visual perception look at how you can look at beautiful faces, scenery and things and change our stress levels. It even deals with the notion whether we would grow up differently if we live in Asia or in America. Visual perception becomes a factor in learning concepts of different cultures and traditions.

B. Advantages and Disadvantages of using First Language in the classroom

1. Advantages of using first language in the classroom

There are many different opinions on the use first language in English classroom. Some people think that the use of first language in English classroom can help the learner and it effective for the students to learn English better. The first advantage is first language as the communication means that the use of first language in the classroom

would control the communication teacher and students. Kim and Petraki (2009) believed that first language may enhance language learning. According to them, students might have a better understanding toward what they were supposed to learn. Eldridge (1996) argued that code switching between first language and second language should be used for explaining things (Harmer, 2001). Pursuant to his research demonstrated in code switching process, students tended to use first language when working on a task in class, especially when one of student was explaining something to others friends.

Furthermore, Tang (2002) also argued that first language is used in classroom to help students understand second language. Like in perception of Miles (2004), first language does not hinder the students to learn English but it could be instrument to communicate in the classroom and help them learn English.

In the classroom, the use first language also could be used as relationship among teacher and student. By using first language, the students would be more comfortable to discuss the lesson with their teacher. Some teachers admit to use first language for this purpose so that their students would have motivation to learn English. Those statements have agreement from Chavez. Chavez (2002) claimed “the students prefer using both first language and second language because the classroom is not real context for second language social culture” (as cited in AL-Nofaie (2010)). In consonance with him, students would use

second language if they meet native English or when in the situation real context social culture.

First language could be used to explain the words that are hard to understand. According to Al-Nofaire (2010), first language could be used in English learning to explain the meaning of a new word and giving class instruction, especially those which were difficult to explain. Based on the Kim and Petrakis' observation (2009), the result of their research showed that from teachers' and students' perception to explain grammatical role, they prefer to use first language than second language. In agreement with them, when the teacher taught English, they preferred to use first language to explain things that are hard to understand.

Another studies show the advantages of teachers' first language in classroom for students:

- a) The use of first language can be used as "Learner's shelter"

The first advantage of using first language are that it can be used as learner's shelter. Zacharias (2003) declared that the students' first language can be metaphorically described as "a shelter" that is using the students' first language by teachers in teaching English learning process will create a less threatening atmosphere. The use of first language in the English classroom by the teachers creates a better teaching learning environment. Meyer (2000) stated that a language anxiety comes when the students have communication anxiety. Teachers' use first language is comforting the language anxiety around

the students. Besides decreasing the language anxiety, first language also builds self confidence for the students. The use of first language by the teachers in English classroom encourages students to learn English. It also helps students to understand the expression used by the teachers, they can use the expression with great confidence.

b) The use of first language can clarify and communicate grammar points

Storch and Wigglesworth (2003) explained that students can get benefit from teachers' use of first language to clarify an unfamiliar vocabulary and communicate grammar points especially when teacher delivered it using first language in the teaching process. Sulistyowati (2006) explained about Grammar Translation Method (GTM) that GTM as a standard methodology theorizes that students acquire a foreign language by learning and explaining grammar rules as the basis for drills of exercises in translating from the target language to the mother tongue. They make it clear that teaching using first language makes learners able to understand the grammar point well by practicing and discussing the structure or pattern. Each of them will get some information that they did not understand before.

c) The use of first language can be a translation technique to avoid misleading

First language here can be looked like a translation technique. Translating the contents into first language can avoid misleadingly. The term of translation is one way to cover the misleading. Moreover, the translation technique is the most preferable learning strategies to use in

most places. This is probably because first language translation is usually clear, short and familiar, qualities that are very important in effective definitions. In addition students' translation, in first language can assist in the comprehension and memorization of second language vocabulary (Swain and Lapkin, 2000). The first language translation makes it easier, clearer for students for understanding the content

d) The use of first language is saving time

The interference of using first language by the teachers can help students to use valuable class time efficiently. For the students, teachers who teach using first language can help them find a new word in the target language. In relation with students' communication, teachers' use of first language can help students to use the limited time efficiently with productive or communicative activities (Atkinson, 1992 in Miles 2004). It means that, students get the goal of learning the target language in minimum time. It is not a matter of measuring the time only. It is about how the teachers created the easier way to help students reach the target language in minimum or limited time

2. Disadvantages of using first language in the classroom

Although there are many advantages using first language, using first language in the classroom also have disadvantages. The disadvantages are the reason, why teachers and students should use English in English learning. Just as Krashen (1985) suggested, the entire lesson as much as possible should be learned in English. Halliwell and Jones (1991)

supported that to achieve success in English learning, the students should be encouraged to practice in speaking and understanding in English (as cited in Al-Noifae, 2010). They also added the reason was because the students could understand the message even when they did not know the exact meaning of words or structure. They did not need to understand all the words they heard as long as they were able to understand the message. Phillipson (1992) stated if this idea that the English lesson should be taught in English in order to maximize exposure, and thereby learning, is perhaps the key concept which monolingual supporters have based their approach on. From this statement, he believes that the focus on English can enhance the students' habit of use English in English learning.

According to Krashen (1985), first language should not be used in the classroom because it would not be maximal to English learning. Pursuant to him, the use of first language in English classroom might have negative effects to the English language learners. Such negative effects were also mentioned by Howatt (1984) and Littlewood (1984). Howatt (1984) mentioned that if the students were given freedom of the use first language, it might cause a negative effect of English. The negative effect was that it might create a tendency to speak using first language rather than using English. This is because the students might feel more comfortable using their first language rather than English. Howatt believes that limitation to the use of first language is important so that the goals of teaching English to the students might be achieved.

Another negative effect, as stated by Littlewood (1984) was the negative transfer caused by miss translation of first language use. Since the words and grammatical forms in English were different from their first language, the students might have a negative transfer of the words and grammatical forms. Littlewood (1984) also pointed out that in order to arrive at the correct rule for generating correct words and sentences, the students might need to attend to their English input which the teacher taught them. They might have to form appropriate patterns to correct their mistakes by remembering word orders and classifying the words to their correct functions like adjectives, nouns, verbs, etc.

Another studies show the disadvantages of using first language in classroom for students:

- a) The use of first language becomes interference

The main disadvantages of teaching a foreign language in the first language are the first language becomes interference. The word order of the first language sounds like a barrier for the learner. As stated by Zacharias (2003), first language can be seen as a barrier to English exposure. One reason for this is the idea that the use of first language by teachers would limit opportunities for exposure to second language. The more teachers use first language in class, the fewer students would not get the English exposure

- b) The use of first language can limit opportunities for students to learn English

Compared to a country that uses English as a second language, Indonesia are still considered English as foreign language. English is not used in daily communication. That is why, teachers tend to use first language that will cause limited opportunities for students to learn English. According to Bowen (2004) teachers' use of first language was a bad thing that will cause students' limited exposure of English. It is limited only in classroom situation that doesn't encourage the students to try hard to exercise their competence.

- c) The use of first language can be a failure of the maximum use English

The use of first language by the teachers can be a failure of the maximum use English. Atkinson (1987) as quoted by Miles (2004) explained that the use of first language by teachers can oversimplify differences between two languages, create laziness among students and a failure to maximize English. When the teacher using first language in the learning process, the students will be accustomed to using first language and always wait for the translations. Students will prefer to use first language in any situation and ignore the target language directly since the teacher uses first language in English learning process.

- d) The use of first language can make students become unaware of the essential use of English as the target language

According to Fillmore (1983), the students who are used to hearing their teachers' use first language will tend to ignore the target language. Automatically, when the students have been accustomed to using first language, their awareness of the importance to use English as the target language will decrease. Especially for the low motivated students, this situation will only make them less and less motivated.

C. Review of Previous Study

The researcher found some previous studies in Indonesia. First, Rike (2014) in her thesis entitled "Students' Preception toward Teacher' Use of Bahasa Indonesia in English Learning Classroom" which conducted in Mater Alma Junior High School. Rike uses quantitative for her research, and data collected by questionnaire instrument. She adjusts the questionnaire form AL-NOFAIE in Novitas Royal Research and Youth Language (2010), and she translates into Bahasa Indonesia version. The questionnaire consist of 15 statments and she used closed-ended questionnaire. In her thesis students prefer the use of Bahasa Indonesia in teaching English, because they feel afraid when they make mistake in using English and they have a better understanding on grammar points.

Second thesis is conducted in SMA Laboratorium UKSW and SMKN 1 Salatiga by Ludvi (2015) entitled "Students' Preception toward The Use of L1 (Indonesia) in English Classroom," in her thesis, she uses qualitative research and use questionnaire instrument for data collecting. She chooses open-ended and close-ended questionnaire instrument. Using

SPSS for analyze data and describing method for describe the result of SPSS. The result of research is most of students in both schools have a negative feeling when they use Bahasa Indonesia very frequent. They feel the use of Bahasa Indonesia too often can disturb English learning process and hinder students to enhance English optimally.

Reviewing Rike (2014) and Ludvi (2015), both of them use of questionnaire instrument to collect the data, but the methodologi of research in their research is very different, Rike (2014) uses quantitative while Ludvi (2015) uses qualitative method. Based on that issue the researcher focus on how the students perceive the use of first language in English learning classroom at SMAN I Rejotangan by using interview instrument where is the researcher can understand non verbal aspects