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 perception and the factors that affect of perceptions. Second, definition about native English teacher and non-native English teacher. Third, includes about teaching English and also previous studies. The explanation of each literature is explained briefly as follows:

A. Perception

1. Definition of perception

Perception is our recognition and interpretation of sensory information. Perception also includes ho we respond to the information. According to Jacobs et al (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 senses.

However, perception can be defined as our experience stimuli. Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. People's 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 views (Hamschek 1995:199).

People's preconceived views also influence the way in which information is processed (Munchinky, 2006:217). These views assist people to process large amount data. If information does not fit with people's preconceived views, that is usaully 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 views.

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

In this research study,my definition of term of perception is based on the following definitions from the literature :

1. Perception is the thoughts, personal poin of view, understanding, knowledge or values that influence behaviors (Edwards,1989)

2. Perception describes one's ultimate experience of the world and the process whereby sensory stimulation is translated into organized experienced (Lindsay & Norman, 1977).

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) refrers description of these individual internal components as prepatory set, orientation, intensity of motives and familirity 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 individual are exposed to a range of different stimuli, they will be attrated to the familiar rather than unfamiliar. The factors that affect perception were impotant 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 factor such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli.

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

B. 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 languange to comunicate with others. According to Medgyes (2001) stated that " when we defined about who a native speakeris , it is traditionally defined as someone who speaks English as his or her native language, also called mother tongue, first language, or L1".

In addittion, Bloomfield states that, "the first language a human being learns 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. Furthemore,

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 Mc Kay (2002) argues that people's native language can change when a shifting of "group indentify" 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 og 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 pronounciation, idiomatic utterance, as well as providing the ability of acceptable language. Based on the context above, native speakers have communicative competence since English is their mother tongue and they can thus use it more spontaneosly 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 through 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 (Bloomfield, 1993 as cited in Lee, 2005).

Additionally, Davies (2003,) adds a more appropriate stance and argues that "nativeness"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 themsleves speak.

4. Competent production and comprehension of fluent, sponteous discourse.

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

C. Definition of Non-Native English Teacher

Non- native English teacher here are teachers who come from non-English speaking countries, so English is a second of foreign language for them. According to Medgyes (2001) defined Non- Native English Teacher as a teachers for whom English is the second or foreing 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) argued that non-native english teacher are better equipped to teach L2 to other adults than those who had learned it as their l1as children becuase Non-native English teacher had learned their second language as adults.

Kramsch (1997) believes that non-native teacher should refrain from pursuing nativeness and should rather concentrate on finding their own voices as non- natives 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 one enormous asvantage: 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".

Nonnative speakers often have difficulties in teaching English, pronounciation and speaking (Medges, 1992). Commonly, teacher teach pronounciation by using radio, video, cassette recorder, etc. The problems of the teacher when teaches pronounciation to the students is that first, many features of pronounciation are difficult to teach. Second, some of the teachers seem to stuggle to learn phonemic alphabet. Medges 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 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 pronounciation, speaking, vocabulary, culture and civilization/

D.   Teaching English

1) Definition of Teaching English

Teaching English is process to teach the learner for transfering knowledge and guiding information about English as their foreign language in teaching and learning activities in the classroom. According to Brown (2000, 19), teaching cannot be defined apart from learning.he sated that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. Furthermore, Brown (2000,19) also mentioned that the teacher's understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. They are as follows :

a. Definition of Teaching Styles

Teaching style is actions that define the behavior of the teacher and learner for the purpose of accomplishing objectives in subject matter and behavior. This could refer to teaching method or teaching strategy (Ashworth 1998, 120).

b. Definition of Approach

According to Richard and Rodgers (2001, 15) stated that Approach is set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Anthony (1963) stated that approach is a set of assumptions dealing with the nature of language, learning, and teaching.

According to Brown (2000, 61) stated they are several approach concerns within a CLT framework. They are as follows :

1. Learner- Centered Instruction

This term applies to curricula as well as to specific techniques. It can be contrasted with teacher − centered, and has received various recent interpretations. Learner-centered instruction includes :

- Techniques that focus on or account for learners' needs, styles, and goals.
- Techniques that give some control to the student (group work or strategy training)
- Techniques that allow for student creativity and innovation.
- Techniques that enhance a student's sense of competence and self-worth.

2. Cooperative and Collaborative Learning

Cooperative learning is more structured, more prescriptive to teachers about classroom, more directive to students about how to work together in groups (Oxford 1997:443).

3. Interactive Learning

Interactive learning is practicing oral communication throught the give and take and spontancity of actual conversations (Brown 2000:63).

4. Conten-Based Instruction

According to Brown (2000, 64) stated that this approach refers to the concurrent study of language and subject matter, with the form and sequence of language presentation directed by content material.

5. Task-Based Instruction

Task-based instruction is a perspective that you use in the classroom in terms of a number of important pedagogical purposes.

c. Definition of Methods

Method is procedural of the teacher in teaching and learning. Richard and Rodgers (2001, 15) Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all which is based upon, the selected approach.

They are several methods, they are as follows:

1. Grammar Translation Method

According to Larsen (2000, 14) The Grammar Translation Method is not new. This method was used for the purpose of helping students read and appreciate foreign language literature. Larsen (2000,14) also stated that this method students would became more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.

2. Direct Method

Larsen (2000,20) stated that the direct method has one very basic rules; no translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language throught the use of demonstration and visual aid.

3. Audiolingual Method

Richard and Rodgers (2001, 31) stated that Audio-lingua methodology owed its exsistence to the behaviorist model of learning. Using stimulus-response-reinforcement model, it attempted throught a continuos process of such positive reinforcement, to engender good habits in language learners.

4. Total Physical Response

Richard and Rodgers (2001, 42) stated that Total physical response is a language teaching method built around the coordination of speech and action; it attempts to teach language throught physical (motor) activity.

5. Silent Way

The silent way is one of the methods in teaching and learning that the teacher should be silent as much as possible in the classroom but the the learner should be encouraged to produce as much language as possible (Richard and Rodgers) 2001: 46.

6. Suggestopedia

Richard and Rodgers (2001, 56) stated that Suggestopedia is a specific set of learning recommendations derived from suggestology. The most conspicuous characteristics of suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

7. Cooperative Language Leaching

Richard and Rodgers (2001, 102) stated that Cooperative Learning is an approach to teacing that makes maximum use of cooperative activities involving pairs and small groups of leaners in the classroom.

d. Definition of Teaching Technique

According to Anthony (1963) discussed and defined the term, the language teaching literature widely accepted technique as a superodinate term to refer to various activities that either teahers or learners perform in the classroom. In order words, techniques include all task and activities.

Language teaching is not easily categorized into methods and trends. Instead, each teacher is called on to develop a sound overall approach to various language classrooms (Brown, 2000, 26).This approach is a principled basis upon which the teacher can choose particular designs and teachniques for teaching a foreign language in particular context.

As the teacher we have to set overarching of goals, organized content, and develop a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. Here, teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals of teaching and learning process. The teacher have to consider about approach, methods, and teachniques in the classroom activities.

E. Previous Studies

Previous study is the result of reasearch from the researcher before. This study covers about native or non-native English speaker teacher in teaching english as foreign language and how is student's perception being taught by native and non-native english speaker teacher. Here, to get and provide the originality of

her research, the reasearcher wants to present the previous research that deals especially about native or non native english teacher in teaching and learning and student's perception toward both of them.

The first previous study is done by Tjokrokanoko (2013) in the " EFL Secondary Students' Perceptions 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 student's perceptions towards NESTs and NNESTs in some English course in Surabaya. Secondary students were choosen, because they are biggest population in that course. To get the 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 groups equally, except for cultural knowledge of English speaking countries.

Another study is from Febyantika (2014) in the " Student's Perceptions Towards Native English Speaker and Non-Native English Speaker Teachers in Transactional Speaking Class" from English Department, Satya Wacana Christian University. In her study the data of her study were collected throught a quistionare 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 prefer native English speaker teacher to teach them in the speaking area, such as pronounciation. Students also think that they prefer non native English speaker

teachers to teach English grammar. Non-native English speaker teachers are also able to help the students overcome their difficulties in learning English.

Both of the previous study above, they have similar aspect in ther research, both of the researcher above focus on teaching speaking skill in some institutions. However both of the researcher above, they wants to investigate student's 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 student's perception toward native and non- native english speaker teacher in teaching english.