CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents some reviews of relevant theories and studies these are about perception, personality competence, native speaker and non-native speaker English teacher, and previous research related to this research.

A. Perception

1. Definition of perception

Jacob 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 effect the different senses.

Hamachek (1995:199) defines perception is how individuals experience stimuli by the sensory receptors, from the world around them. what is experinced conciously is not always the same as what is experinced auditorily, visually and tactically. People's perception is affected by the way in which they view the world around them. Therefore individual interpretation of sensory stimuli will be affected by their own views.

Perception is one of the most important element for understanding individual differences because how people perceived a situation determines how people behave. The term ''perception'' viewed as an understanding of

the world constructed from information obtained by means of the senses (Shaver in Johnson 1994:476).

Perception is part of that personal dimension that makes people see situations differently as well as shapes their attitude in terms of their environment. As stated by Kearney (1984:41) individuals or groups experience stimuli from the outside world to which they ascribe meaning. Although, in many instances these stimuli are experienced similarly, they may often be interpreted differently.

According to Munchinsky, Kriek and Schreuder (2006:217), people's preconcieved views also influnce the way in which information is processed. These views assist people to process large amounts of data. If information does not fit with people's preconcieved views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tent to remain consistent. It is only when something extraordinary happens that people might reflect on their preconcieved views.

Based on some of definition above, it can be conclude that perception is a person's view of other people or things around us through the sense apparatus of sight, hearing and other senses that the information is in the process instinctively and that perception is influenced by the way they perceive the world around them.

1. Theory of Perception

There are many different definitions, theory about perception from some expert from many resources. High-quality teachers are thought and expected not only to raise test scores but also to provide emotionally supportive environments that contribute to students' social and emotional development, manage classroom behaviors, deliver accurate content, and support critical thinking (Pianta & Hamre, 2009).

However, a substantial body of evidence indicates that student learning is multidimensional, with many factors beyond their core academic knowledge as important contributors to both short and long term success. For example, psychologists find that emotion and personality influence the quality of one's thinking (Baron, 1982).

From other researcher that the perception also affected by English proficiency. It is one of persoality competence of teacher. English ability, especially oral proficiency, affected the self-evaluation of the non-native ESL or EFL teachers. Teachers with poor self-evaluations taught in environments where the opportunity to use English was limited. By contrast, teachers with higher self-evaluations had more experience living in English-speaking countries and taught better. Other studies have also observed the effects of English proficiency (Chacon, 2002; Shin, 2001). These studies have demonstrated the effects of language proficiency on teacher efficacy and teaching methodology. Language teachers with higher levels of

language proficiency used more interactive and communication-orientated activities in classrooms.

According to James J. Gibson (2012:155) there are three theory of perception that is perception as direct perception, perception-in-action, evolutionary psychology (EP) and perception. This research discuss about perception as direct perception.

Perception as direct perception that stimulus is an important element in perception and what is received is information. A different type of theory is the perceptual ecology approach of James J. Gibson. Gibson rejected the assumption of a poverty of stimulus by rejecting the notion that perception is based upon sensations – instead, he investigated what information is actually presented to the perceptual systems. His theory "assumes the existence of stable, unbounded, and permanent stimulus-information in the ambient optic array. And it supposes that the visual system can explore and detect this information. The theory is information-based, not sensation-based." He and the psychologists who work within this paradigm detailed how the world could be specified to a mobile, exploring organism via the lawful projection of information about the world into energy arrays. "Specification" would be a 1:1 mapping of some aspect of the world into a perceptual array; given such a mapping, no enrichment is required and perception is direct perception.

2. Types of Perception

There are many different types of perceptions according to experts who are the benchmarks of the researchers. In this research types of perception following of James J. Gibson. Types of perception there are five that is vision, social, speech, social touch and other senses. The visis or vision is the most important human senses. Light is received by both eyes and focused in such a way that it is then passed to the retina according to the direction of the source of the light then passes it to the brain for processing and it called information.

Social perception is others of types of perception. Social perception is part of the perception that allows people to understand individuals and groups in their social world, so it is part of social cognition. Besides social perception is perception type there is speech perception that is not less important in perception. Perception in speech is a process in a language that is heard, interpreted and understood that contain words and use information obtained to understand spoken language.

According to James J. Gibson (2012), that Social touch is another type of perception. Social touch is a perception formed when receiving touch from other individuals. Information received from other individuals is received and processed in a manner different from the touch information received from interaction with other objects. Other senses allow the human body to various perceptions such as gravity, body balance, the position of

the part of the body and even for urine and stool removal, as well as the sensations felt in the esophagus and lungs.

B. Personality Competence

1. Definition of personality

Personality is defined as the characteristic set of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors. According to Judith Rich Hariss (1995) the hariss's group socialization theory postulates that an individual's peer groups, rather than parental figures, are the primary influence of personality and behavior in adulthood. Intra- and intergroup processes, not dyadic relationships such as parent-child relationships are responsible for the transmission of culture and for environmental modification of children's personality characteristics. Thus, this theory points at the peer group representing the environmental influence on a child's personality rather than the parental style or home environment

2. Definition of Personality Competence

Teacher's competence on large scale which must be owned in accordance with no 14 law of 2005 includes the competence of pedagogic personality and professional obtained by the profession education. In no 14 law of 2005 it is explained that competence is the set of knowledge, skills, and behavior which must be owned, perceived, and mastered by a teacher in undertaking her/his professional duty. The personality competence among four kinds of competence a tecaher must have, for compared with pedagogic

professional, and social, the personality competence is the most important. But it does not mean three other kinds are unimportant, and the solicitation of three other competnce depends on yhe personality.

The learning process involves three competencies that is pedagogic, professional and social. But there are still many personality competencies to be met by professional teachers and strongly support the works of their profession as a teacher. Such properties are among aothers adaptability. Adaptability in instruction it means that easy to adapt to claas situation. As a teacher able to able adapt and organize the class into an atmosphere that is ready to be used as a learning process. Besides adaptability there is other characteristic of the teacher that is humor. It is a humorous teacher can evoke a fresh learning atmosphere. Sometimes when students meet serious teacher they are afraid and finally unable to concentrate on the lessons conveyed by the teacher

Teacher who cares about his students will be liked by his students and it becomes a good relationship between teachers and students. Besides care to student emphaty is important that is the capacity to understand or feel what another person is experiencing them. The teacher ability must to understand and share the feelings of another especially their teacher. Then teacher have the nature of encouraging students to hard workes. One of duty of teacher is as motivator for students. Teacher give motivate to students in all aspect especially give motivate the students to hard workes in their academic.

Then, the differnces betwen personality and personality competence is it lies in a person's ability to control, regulate or process his personality. This is a personal competence of personal competence, namely with regard to the personal ability of self-understanding, self-acceptance, self-direction and self-realization (Surya, 2003:138 in Hamidi and Indrastuti, 2012). Then Komara (2007) states That is, personal competence includes steady, noble, wise and wise, dignified, stable, mature, honest, an example for students. and community, to evaluate their performance objectively, and develop themselves independently and sustainably.

C. Native speaker and non-native speaker English teacher

1. Definition of native speaker and non-native speaker English teacher

Native speaker user of English is someone who has learned English as first language in childhood. That means being a native speaker of a language is a biodevelopmental fact which cannot be changed afterwards in life through training or learning (Cook, 1999). Non-native speakers of a language, on the other hand, are people who have learned this particular language as second or third language, but have a different language as native language. Even with lifelong practice an non-native speaker can never become one's native language. So, in this chapter disscus about teacher native speaker and non-native speaker that teacher native speaker is someone who has learned English as first language in childhood and she/he teach in classroom. Otherwise, teacher non-native speaker is

someone use English as second or third language and she/he teach in classroom.

D. **Previous Study**

There are some studies related to the student perception on the personality toward teacher native and non-native speaker. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this research is different from the previous ones. The following explanations are the high ligths of some previous studies related to the student perception on the personality competence of native speaker and non-native speaker.

The previous study in this research is written by Abdul Rozak (2014). This study was conducted to describe students' perceptions of NEST and NNEST in terms of teaching attitudes and teaching performances in SMKN 1 Kemlagi using qualitative descriptive research. Questionnaires were used to collect each student's perceptions of attitudes and performances of NEST and NNEST while interviews were used to collect students' perceptions in more detail. The results of the research indicate that the students' perception is in line with the research done by Medgyes (1992) in general. However, the researchers found some differences in teaching attitudes and teaching performances with research done by Medgyes (1992) and Floyd (2007) in terms of the practice of grammar, vocabulary teaching and their discipline about time management. In this case, the researcher concludes that student

perception can also be used as teacher's consideration to develop her method to not only make learning process fun, but also achieve learning objectives.

The second is research conducted by Diah (2015), this study aimed to find out the perception of class X MIA I for non-native speaker English teachers and native speaker English teachers. From the research result obtained English teacher and non-native speaker of English native speaker teachers give a good impression for students. The class X MIA I SMA Muhammadiyah I Southeast Pontianak has a positive perception on teachers non-native speaker English speakers and teacher of English native speaker.

Third, the research by Feisal Aziez (2015), this decriptive research aimed at exploring students' perception and excpectation on native English teacher in teaching and learning process in two subject namely Speaking 1 and Writing 1 at the Departement of English Language Education in Muhammadiyah University of Purwokerto. The data in this study was collected by using questionnaires and interview. Overall, 40 first year students who took the aforementioned subjects participated in this research. This reseacrh reveals that, in general the current native English teacher has met the expectations of the students. However, the students believe that the number of the native English teacher at the University is insufficient and they also believe that the current native English teacher does not give them enough assignment.

According to research above, this research adapted some of the previous studies. It has some similarities and differences with this research.

The similarities are it has technique of research design, data collection method with quetionnaires. The differences are the sample of the study, subject and the place of the study. In previous study above the research held in Senior High School but in this research held in Junior High School. Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.