

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition

Perception has very various definitions since there are many ideas coming from experts. Perception is the interpretation of focusing on particular objects (Sarwono, 2010:86). It means that object is needed to create perception, but it does not mean that the perception will happen in simple way as the individuals only look at the object and then give perception. Perception itself happens when the individual gets stimulus outside with other organs assistance, then it goes to brain, There is a thinking process inside brain, and finally it becomes a kind of understanding. This kinds of understanding can also be called as perception (Sarwono, 2010:86). There is another thing needed in conducting perception beside objects. Person receives the stimulus by using sensory because the process of perception happens when the person organizes and interprets the impression through their sensory. It gives meaning to their environment. Mostly, perceptions are able to change behavior and reality. It can be also said that perception is the process when person evaluates or judges particular objects.

Perception is the interpretation of stimulus accepted by organisms or human' sensory device, so it becomes meanings that create some integrated activity among them. The respondent as the impact from perception can be taken by individual in various ways and it depends on them. According to Branca, Woodworth, and Marquis (Walgito, 2010:100), stated that sense organs take important role in perception. Those five sense of organs are sight, hear, smell taste, and touch. It can be said that every individuals' sensing device can give 5 perceptions in five different ways. From the previous statement, it can be drawn a conclusion that each individual at least can have five kinds of perception. Sense organs take important role in perception as it can give sensation. Sensation is the stimulant from outside which entered to nerve system (Sarwono), 2010:93). Sarwono argued that most all of the things in this world are brought in nerve system like sight, touch, hear, taste, and smell. According to Sarwono in his book entitled "*Pengantar Psikologi Umum*" gives an example when someone eat a chocolate candy. After eating the candy, he said that the candy has smooth texture, interesting colour, and sweet taste. He thought that the candy is the most delicious candy ever then he said "it must be an expensive candy" , that is called a perception.

2. Factors of Perception

There are three elements which give the important role in perception and influence the perception. (Walgito, 2010:103)

1. Internal

This includes; thought, feeling, attitude, personality, focus, interest, motivation physical and psychological condition.

2. External

This includes; family's background, information, knowledge that got from environment and familiar object. The external factor gives big effort in influencing people's perception because a human-being is a social creature that has to live together and help each other in social environment.

It is not a common phenomenon when people tend to see, feel and think something but in the other ways which have impact in giving various perception. Based on the previous explanation about those two factors of perception that mention by (Walgito, 2010 & Robbins and Judge, 2007) . It can be concluded that those factors can be divided into three simpler aspects :

a. Knowledge

The perception from the person who has more knowledge is different from the person who has less knowledge in interpreting an object.

b. Experience

A person who has various experiences will think wiser in giving perception to an object than the one who has not more experience. This experience can be achieved in their daily life.

c. Point of view

Perception is related to people's point of view in seeing, feeling, and thinking some objects in different ways by using their own sense.

Those three factors distinguish the perception of each person in giving judgment to some objects. So when people have perception about one object, the result of their perception may be different from one person to another. When someone gives a good perception to one object, it does not assure that he has the same perception with someone else.

3. The Process of Perception

Perception does not happen directly without any process but it has very unique process. The first process is physical process where stimulus is received by receptors. The second process is physiology process where the receptors continue the stimulus to brain. The last one is psychological process where the brain as the core of consciousness interprets what people see, hear, feel, etc (Walgito, 2010:102). When students join the class, they will be ready to get any stimulus from their teacher's performance that can be seen or heard. The situation is like when a teacher delivers the teaching learning process well

and the students feel satisfied, they will give positive perception to their teacher, but if the teacher does not deliver the materials well, it means that the students have negative perception to the teacher.

B. English Teacher Quality

1. Good English Teacher

The definition of quality of teachers is the level of quality of an educator in providing education and learning to students in order to meet their authority and responsibility either at school or outside of school. A good teacher can often fix the shortcomings curriculum, materials or resources that they use for their teaching. In describing the skills of English teachers, is allowing teachers to compare whether they are trained or not and if they have not experienced or inexperienced. The training refers to the ownership of professional qualifications in teaching English; whereas the experience refers to the classroom experience. One way to start the set objectives and priorities of a good English teacher is to consider the quality of language teachers succeed. Some experts have made a complete list of criteria for good teachers, and they are all different in different ways of presentation.

Brown (2001: 429-430) offers a list of characteristics of good language teaching as a combination of several sources that are not published. The list below is expected to be used as a checking teacher itself to determine the number of positions further professional development, to prioritize the

position, and stating specific objectives to be achieved. List the characteristics of good language teaching include technical knowledge, pedagogical skills, personal skills, and personal qualities as described below.

a. Technical Knowledge

Technical knowledge must be owned by an English teacher is as follows.

1. understanding the system of phonology, grammar, and discourse in English,
2. holding the basic principles of learning and teaching English in a comprehensive manner,
3. having competence in speaking, writing, listening, and reading English fluently,
4. knowing in learning English through experience,
5. understanding the close relationship between language and culture,
6. following the developments through regular reading and attending meeting / workshop.

b. Pedagogical skills

Pedagogical skills that must be owned by an English teacher are as follows:

1. having a good idea, informative approach to language teaching,
2. understanding and using a variety of techniques extensively,
3. designing and implementing lesson plans efficiently,
4. capturing the linguistic needs of students effectively,
5. providing feedback to the maximum on the students,

6. generating interaction, cooperation, and teamwork in the classroom,
7. using the principles of the ideal of classroom management,
8. using an effective presentation skills, obviously,
9. adapting the book, audio-visual, and other mechanical tools creatively,
10. creating material in an innovative new type if necessary,
11. using motivational techniques, purely, interactive towards effective test.

c. Personal skills

Personal skills that must be owned by an English teacher are as follow:

1. knowing the cross-cultural differences and the cultural traditions of the students,
2. showing enthusiasm, warmth, reports, and appropriate humor,
3. appreciating the opinions and abilities of students,
4. getting patient in working with students who have less of skills,
5. offering the opportunity to students with high ability who are expected,
6. working together in harmony and freely with peers (fellow teacher),
7. getting opportunities to share opinions, ideas, and techniques with colleagues.

d. Personal qualities

Personal qualities that should be possessed by a teacher of English are as follows:

1. creating a curious thinking in trying a new way of teaching,
2. developing short-term goals and long-term for further professional development,
3. creating and demonstrating high ethical and moral standards.

Patricia Miller (2012:36-38) stated that there are ten characteristics that teacher should acquire. The first characteristic is that a teacher should be passionate about the subject that he or she teaches, since students can easily see through a teacher who is indifferent. The second characteristic is that a teacher should be creative, instead of working with the same English book every week. Miller (2012) stated that the teachers should not be afraid to vary the work methods and try new things. The third characteristic is that the teacher should use humor more frequently in class, because that creates an easy-going environment for students and they feel like it is more fun to learn when the teacher uses humor. However, the teacher should be careful if they use a lot of humor, since it can be interpreted as being unreliable. The fourth characteristic is to be able challenge the students. A student that is good in English often wants to be challenged so he or she can evolve and not lose motivation and engagement. The fifth characteristic is that a teacher should always support and encourage the student, especially when the student

experiences difficulties and setbacks along the way. The sixth characteristic is the teacher should show the students that he or she cares about the students' background, interest and hobby. The seventh characteristic is an English teacher who knows grammar well and that can help students in need, they want to rely on the teacher and that the teacher can help the student whenever it is needed. The eighth characteristic is that a teacher should have time for the students after the lessons as well, if they have any questions or if they want to talk to the teacher. The ninth characteristic is that the teacher has to be fair and respectful towards the students regardless the sex. Some students in Miller's (2012) study stated that teachers often treat boys and girls differently. The tenth and last important characteristic is that a teacher should possess is to not become personal and to leave private matters outside the class room.

2. Qualified and Professional Teacher

To be a qualified teacher, the teacher must have the academic quality and competence as well as having the ability to realize the goal of national education (Kunandar, 2011: 54). According to Permendiknas No.16 2007, there are four competencies that must be mastered to become a qualified teacher and professional. The fourth of these competencies are as follows:

a. Pedagogical Competence

Pedagogical competence is competence related to learning management capabilities. This is in accordance with National Education Standards in the elucidation of Article 28 paragraph (3) item a, pointed out that the competence of pedagogic is the ability to manage learning of learners that includes; understanding the students, designing and implementing the learning material, evaluating the learning outcomes and developing the students understanding to actualize their potential (Mulyasa, 2009: 75). Teachers should understand learners well so that teachers can implement learning well and can achieve the learning objectives. Learners have different capabilities; it should be understood by the teacher. This capability makes the difference teachers cannot just use one method or theory of learning for all students. Teachers must master a variety of methods or theories of learning that suits the character and abilities of students. This is in accordance with the opinion of Mulyasa (2009: 79) which shows that every student is different, there are at least four things that must be understood teachers from the students, the level of intelligence, creativity, physical disability and cognitive development.

Another part of the pedagogic competence as important is the learning design. The learning design is the work done in determining how teacher learning activities will be conducted. According Mulyasa (2009: 100) the design includes three activities, namely the identification of

needs, formulation of basic competence and preparation of learning programs. The learning design that had been developed then embodied in the implementation of learning. Learning is an interaction between the student and the teacher, resulting in a change in the students.

Based on the explanation above, it can be concluded that there are several things that must be owned by a teacher related to pedagogical competence as follows:

1. Determining learning strategies that will be achieved.
2. Managing the classroom well.
3. Designing and using effective learning methods.
4. Conducting evaluation of learning outcomes and analyzing the result of the evaluation.

b. Professional Competence

Professional competence is the basic capabilities that must be owned by a teacher. Professional competence includes the ability to master knowledge that allows teacher to guide students well. This knowledge is not only limited to the material to be taught, but also knowledge about the world of education. According to Marselus R. Payong (2011: 45) that takes the source of Permendiknas No.16 2007 explains that the professional competence of teachers should be able to master the material, structure, concepts, and scientific mindset line with the subject of teaching. The development of learning materials is also

important that all teachers should do to meet the quality of professional competence. The purpose of the development of the material is that the material being studied students becomes meaningful to them, so that the material learned not only to understand but also internalized and implemented by the students. Marselus R. Payong (2011: 44) states that one of the points in the professional competence of teachers should be able to take advantage of information and communication technology. This means that teachers must be able to constantly develop their ability not only in teaching but also in using the latest technology. The goal is that teachers can take advantage of technology advances to make teaching and learning more effective and efficient.

Based on the explanation above, it can be concluded that there are several things that must be owned by a teacher related to professional competence, the teachers should be able to:

1. develop teaching ability in delivering the material;
2. master the learning material, structure, concept and mindset scientific support of teaching subjects;
3. develop learning material and media;
4. utilize technology of information and communication to develop the teaching learning process.

c. Personal Competence

The teacher who has an important role in shaping the personality of students, is demanded to have personal competence. Personal competence is the ability of teachers to be role models and good models for students. Kunandar (2011: 56) also argues that personal competence is the attitude of teachers' spirit of Pancasila that promotes the culture of Indonesia. The opinion indicates that teachers should have a good personality, so it can be an example for their students.

In the National Standards Article 28 paragraph (3) point b in Mulyasa (2009: 117), that explains that personal competence as follows:

1. Steady, stable and mature

Teachers in implementing the learning activities sometimes got into trouble, namely in the form of conditions that provoke the teacher. Emotional stability of teachers is needed in this regard. Teachers irritability tend to make students fear that interest and the interest of students in learning activities become less. According Mulyasa (2009: 121), teacher anger can be revealed in the form of words, expression and may be in the form of corporal punishment.

2. Disciplined, wise and dignified

Education not only makes students have knowledge, but also has good character. Discipline is one of the important attitudes to be formed in education. The students' discipline should starts from

teachers who are disciplined, wise and dignified. The discipline shown the teacher will give an example to the students, so that students are expected to imitate the teacher demonstrated discipline.

3. Being a role model and noble

The teacher is a role model for the students. This means that all that is in itself a teacher like behavior, habits, and words should be able to provide a good example for students. Moral value is a necessity that must be possessed by the teacher because the teacher is a role model student at school.

Based on the explanation above, it can be concluded that there are several things that must be owned by the teachers related to personal competence as follows:

- a.) Having passion and pride with their profession as a teacher.
- b.) Controlling their emotional stability well.
- c.) Appreciating students' opinion.
- d.) Helping students to solve their problems in learning the material
- e.) Implementing moral value in society.

d. Social Competence

In the Permendiknas No.16 2007 stated that social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow teachers, parents and the surrounding community. A similar opinion was also described by

Kunandar (2011: 56) which states that social competence is the ability associated with forms of social participation of a teacher in daily life in the community where he works both formal and informal.

Kunandar (2011: 77) quoting from the Direktorat Ketenagaan Dirjen Dikti dan Direktorat Profesi Pendidik Ditjen PMPTK Depdiknas, there are several things that must owned by teacher in social competence as follows:

1. Communicating effectively with students
2. Communicating effectively with fellow teachers
3. Communicating effectively with parents of students

