

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is the process of assessing something. According to Shambodo (2020) perception is a process that occurs in a person's observation of another person or an object. Perception is a person's tendency toward something relatively. Individual perception of something will be different based on the perception of each person (Nugraha 2015). Perception is the experience of objects and events obtained by inferring information and interpreting messages. Perception gives meaning to sensory stimuli (Jalaluddin, 2007; p.51).

Perception also relates to how one sees a particular object differently by using the senses, then attempt to interpret it. According to Walgito (2004), perception is a process that initially goes through the sensing process, namely the process of receiving a stimulus by the individual through the senses or called the sensory process. The stimulus will go through the following process, namely the perception process. Perception relates to understanding the problem. Perception is a psychological ability to process information received through the sense organs (Akande, 2009).

So, it can conclude from the understanding of perception above that perception is a process of interpreting something that is received

through the human senses. They can select, organize, and translate information to create a meaningful picture. Therefore, each individual has a different perception of something.

2. Factors Affecting Perceptions

There are factors that influence the occurrence of a perception. According to Sobur (2003) there are two factors that influence the selection of perception. The first is an internal factor related to oneself. These factors consist of psychological needs, background, experience, personality, general attitudes and beliefs, and self-acceptance. The second is the external factor which is usually done for the visual perception of the goods. These factors include intensity, size, contrast, movement, repetition, familiarity, and something new. While Walgito (2004), stated that the factors that influence perception are as follows:

1) Perceived object

The object causes a stimulus that hits the sense organs or receptors. Stimuli can come from outside the individual or from within the individual.

2) The sense organs, nerves, and the central nervous system

The sense organs or receptors are tools for receiving stimuli. In addition, there must be sensory nerves as a tool to transmit the stimulus received by the receptor to the central nervous system, namely the brain as the center of consciousness.

3) Attention

Attention is the concentration or concentration of all individual activities aimed at something or a group of objects.

Everyone has a different perception of something, depending on the factors that influence it. These factors can be from within the individual or from outside the individual. The conditions for perception to occur are the object or stimulus that is perceived, the senses and nerves as well as the central nervous system, and attention.

3. Students' Perception

Students' perception is the process of a student assessing several things through senses. According to Asrori (2020), perception is the process of translating all information obtained from the environment, either through sight, hearing, appreciation, and feeling. Hafrizal et al. (2021) claimed students' perception is a psychological process to respond, understand, or want to understand specific objects after receiving stimulants from the outside.

Thus, students' perception is a process when students interpret and provide responses and impressions to stimuli. Including responses and impressions of the characteristics of effective English teachers. Students' perceptions of teacher characteristics can vary depending on the assessment of each student.

B. Characteristics English Language Teachers

Characteristics are traits that everyone has, and they have different characteristics. Teachers also have different characteristics. Teachers are professional educators who assist students in learning at school. Their main

task is to teach, guide, and assess students. According to Muhlison (2014), teachers are educational facilitators in the process of transferring knowledge and skills to their students. Teachers are people who bring values, attitudes, aspirations, motivation, knowledge, and skills into the classroom (Stronge 2018). (2018), claimed characteristics are the personality of a teacher who can be said to be successful in teaching.

English Language Teachers not only master the language in depth but also should have suitable characteristics to support their profession. There are twelve Characteristics of an English Language Teacher according to (Walker, 2008):

1) Prepared

The teachers come on time and come to class ready to teach. They involve students in learning so that students do not feel bored and sleepy

2) Positive

Effective teachers are optimistic about teaching and students. They always give praise and recognition to each student and see the positive side of every situation

3) Hold High Expectations

Teachers do not limit students and help students to be more confident

4) Creative

Teachers have many creative ways of teaching and use technology effectively in the classroom

5) Fair

Teachers are fair in treating and assessing students. Provide equal opportunities and rights. Can understand that not all students learn in the same way and at the same time

6) Display a Personal Touch

Establish a close relationship with each student personally

7) Cultivated a Sense of Belonging

Teachers can make students feel welcome and comfortable in the classroom.

8) Compassionate

Teachers pay attention to the personal problems of each student and give affection to all students.

9) Have a Sense of Humor

Teachers make the class fun and do not take everything seriously

10) Respect Students

Teachers protect student privacy. When giving advice, speak privately. Avoid anything that can embarrass students.

11) Forgiving

Teachers can forgive students' mistakes and don't hold grudges against students

12) Admit Mistakes

Teachers consciously apologize when they make mistakes.

As teachers, they don't just provide subject matter. However, more than that, they must also educate, guide, and assess students. In addition, the characteristics of teachers are also needed in teaching. Students will be more helpful in learning if the teacher has good characteristics.

C. Effective English Language Teachers

Effective teachers are the teacher who is successful in teaching. They are responsible for helping students' learning process. According to Walker (2008), effective teachers are the most successful teachers in helping students learn. Effective teachers engage students in learning, such as debating, discussing, researching, writing, evaluating, experimenting, writing papers, watching demonstrations, and practicing skills (Darling-Hammond & Baratz-Snowden, 2007). Effective teachers are teachers who are well prepared for everything that will be given to students. According to Lupascu, Pânisoar & Pânisoar (2014), effective teachers are teachers who do things right. They plan their lesson, prepare the learning environment, conduct proper lesson introductions, ask questions, and use instructional media material.

In addition to having teaching skills and being able to manage classrooms, teachers must also have a good personality. Effective teachers demonstrate personality traits such as adaptability, agreeableness, caring, collegiality, enthusiasm, fairness, friendliness, good humor, high expectations, honesty, patience, respectfulness, and responsibility (Gao & Liu, 2013).

Effective teachers must have competences. Competence is the mastery of aspects of skills, knowledge, and work attitudes in a job. Competence relates to knowledge, skills, and attitudes that can be utilized in the context of real performance (Mulder, 2014). Thus, the competencies possessed by teachers will show their quality. The purpose of teacher competency standards is to get effective teachers who can improve the quality of the learning process. According to Regulation no. 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph (1), there are four competencies that every teacher must possess, including pedagogic competence, professional competence obtained through professional education, social competence, and personality competence. The following is an explanation of the four competencies:

1. Pedagogical Competence

Pedagogical knowledge is in-depth knowledge about how to teach in the classroom to achieve learning goals (Candra, Soepriyanto, & Praherdhianto, 2020). According to Kultsum (2013), in pedagogical knowledge, teachers can develop learning curricula and mention teaching principles. Teachers also need to understand the objectives of teaching and what strategies are possible for implementing the subject in the classroom. Pedagogical knowledge is also the ability of teachers to choose appropriate learning experiences and learning objectives and develop indicators and assessment instruments. Pedagogic competence is the teacher's expertise in developing curricula, using various learning

models, mastering learning, utilizing IT, evaluating learning, understanding students, and developing students' potential in the learning process in school activities (Pahrudin, Martono, & Murtini, 2016).

2. Personality Competence

Personality competence include hard work, compassion, well-dressed, well-behaved, fair, tolerant, agile, empathetic, teaching skills, and leadership spirit (Sriekaningsih, Sarmauli, & Karibaba, 2018). Personal competencies include being patient, enthusiastic and energetic, open-minded, and making better bonds with students (Bakhru, 2017). Personality competencies are teachers who have good personalities, including mature, wise, authoritative, become role models for students, and have noble character (Abnisa & Zubairi, 2022).

3. Social Competence

Social competencies are cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships (Weiner & Craighead, 2010). Social competence is the skill of teachers to interact and communicate with students, education staff, fellow educators, parents of students, and the surrounding community (Parnawi & Taridi, 2018). According to Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, indicators of social competence include:

- a. Be inclusive, act objectively, and do not discriminate because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status.
- b. Communicate effectively, empathically, and politely with fellow educators, education staff, parents, and the community.
- c. Adapt to the place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity.
- d. Communicate with the professional community itself and other professions orally and in writing or in other forms.

4. Professional Competence

Professional competence is an important component of being a quality teacher. The main point in achieving learning objectives is the ability to manage learning and mastery of the material (Pramatarindya & Sukidjo, 2018). Professional Competencies are teachers who master effective learning methods, can create lesson models, can understand the curriculum well, can teach in class, become role models for students, can provide benefits, have guidance and counseling techniques, can develop and implement procedures assessment of learning ability (Pahrudin, Martono, & Murtini, 2016). Professional competence can be defined as a generic, integrated, and internalized ability to provide sustainable effective performance (including problem solving, realizing innovation, and creating transformation) in certain professional domains, jobs, roles, organizational contexts, and task situations (Mulder, 2014).

So, it can conclude that the characteristics of an effective English teacher have four components, including pedagogic competence, personality competence, social competence, and professional competence. The teachers must master all these competencies. They will not achieve the learning objectives if they do not master one of these competencies.

D. Previous Studies

Various studies presented insightful findings regarding the characteristics of effective teachers. For instance, Anjasari (2015) noted that an ideal ELF teacher based on the students' perceptions were kind, friendly, respecting their diversity, knowing their weaknesses and wanting to help them to face the problems in the teaching-learning process, having a good appearance by appropriately dressed, not angry without any reason, humorous, knowing to make the better climate in classroom activity, mastering the subject well, using a variety of teaching-learning style, be a friend to their students, global centric, belief in human potential, employ a wide range of teaching-learning style, good appearance, and pleasing manner, fairness, and impartiality, good disposition, uses good English, flexibility, use of recognition and praise, and superior teaching efficiency. The participants of this study were 48 students from all majors. The author collected the data by questionnaire and interview, then analyzed it using descriptive analysis.

Similar findings can be found in Handayani (2015), the author explained that students assumed the teacher should be friendly and disciplined, not make the students feel afraid, master material well, explain

the material clearly, inspire the students' motivation, the classes should be interesting, and they hoped that the teachers always administer planned tests, not sudden tests. In this study, the author used questionnaires as an instrument to collect the data, then analyzed it using descriptive analysis. The participants of this study were 539 students.

Also, in recent study Virgiyanti et al. (2016) concluded that students' perceptions of effective teachers are those who have personality as follow; fair, friendly, enthusiastic and responsible, cheerful and entertaining, and calm. While the teachers' perception of the English teacher showed that the teachers more emphasized on pedagogical skills and personal skills than the use of English, interpersonal skills, and assignment and assessment. The sample of this study consisted of 108 students and 12 teachers. The data were collected using questionnaires and teacher-self assessment, then analyzed quantitatively.

This study share objectives with previously reviewed studies. However, the researcher focuses on four competencies: pedagogical knowledge, professional competence, social competence, and the personality of effective English Language Teachers.