

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

An individual's life is never separated from its environment, both the physical environment and the social environment. Since the individual was born, since then also the individual is directly connected with the surrounding world. Start at the same time the individual receives stimuli from outside, and this relates to perception.

Perception is the way people notice thing, especially with their five senses, those are vision, hearing, taste, smell and touch. In addition, perception is an idea, a belief, or an image people have as a result of how to see or understand (Hornby, 1995). Perception constitutes the process that is used by people to manage an interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative. Through the perception, people can create relationship with the environment through the senses. It is in relation with what (Branca: 1964, Woodworth and marquis: 1957 as cited in Walgito, 2014) say that sensory organ is a connector between individuals with their world

Slameto (2010) also says that perception is a process related to acceptance of message or information by human brain during the process of a person continually interacts with his or her environment.

According to Robbins and Judge (2005) perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what individuals perceive can be substantially different from objective reality. People's behavior is based on their perception of what reality is, not on reality itself.

Based on the definitions of perception above, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the stimulus from the environment through the sensory organs. Furthermore, regarding the use of English in teaching and learning English by teacher in the classroom is an attractive stimulus for students. Their senses will response it directly in the classroom and the product of the perception can be positive or negative.

2. Factors Influencing Someone's Perception

Knowing the students' perception is important, since it provides the teacher with the information about students' perception toward their experiences in learning English; whether or not they feel confused in learning English because the teachers' choice of words is too difficult, the teachers' speed of talk is too fast, or the portion of the use of English in classroom is too much. As the result, teachers can use the information as the direction for their future improvement in handling classroom.

The fact that students may look at the same thing yet perceive it differently. It is because a number of factors operate to shape and sometimes distort perception. Robbins and Judge (2005) say that the

factors that influence perception can reside in the perceiver; in the object, or target, being perceived; or in the context of the situation in which the perception is made. For convenience in analyzing and understanding each role of those essential elements of perception, Robbins and Judge (2005) list them. These elements are:

a. The perceiver

Perceiver is someone who perceives something. In accordance with this study, the perceiver here is the students. When the students look at a target and attempt to interpret what they see, their interpretation is heavily influenced by their personal characteristics, such as their attitudes, personality, motives, interests, past experience, and expectation. That is why each student has different perception towards the use of English in the classroom, since they have got different attitudes, personality, motives, interest, past experience, and expectation which can influence their perception towards English.

For example, students tend to have positive perception toward the use of English in English in classroom, if they have got good interest towards English.

b. The target

Target is the object being perceived. Characteristics of the target also affect what we perceive. In relation with the title of this study, the target is the lecturers. It means that the lecturers characteristics also affect the way the students to have perception.

The students will have good perception toward the use of English in classroom is influenced by the lecturers characteristics. If the lecturers have good characteristics such as kind, patient, wise, etc. Automatically the students will have good perception towards English in spite of the difficulty of English.

c. The context of Situation

The time at which we see an object or event can influence our attention, as can location, light, heat, or any number of situational factors. Here means the situation of classroom can also influence our perception toward the use of English in the classroom by the lecturers. If the classroom is comfortable, conducive, clean and etc., the students will have good perception towards the use of English.

3. The Principles of Perception

In relation with the definition of perception, Slameto (2010), has divided the principles of perceptions into four, those are as follows:

a. Perception is relative not absolute

In relation with the relative perception, the first stimulus will give bigger impact than the next one.

b. Perception is selective

A person's ability to catch a stimulus is restrictive, because human brain only catches the stimuli based on the thing that is the most attractive one.

c. Perception has arrangement

Perception has arrangement because people receive the stimuli in the form of relation or group.

d. Perception is influenced by hope and readiness

Hope and readiness of person will determine which messages will be selected, and how the message will be interpreted.

e. Perception is different from one to others.

People perceptions may be different although they are in the same condition.

4. The Process of Perception

According to Walgito (2004) perception is a process initiated by the sensing process, that is a process of receipt of the stimulus by the individual through the sensory organs (sensory processes), but the process does not stop just like that, the stimulus is continued and the next process is the process of perception.

Therefore the process of perception cannot be separated from the process of sensing, and sensing process is the beginner of the process of perception. Stimulus is obtained by the sensory organs then organized and interpreted by individual, so that people are aware and understanding the condition in their environment, and this process is called perception.

Furthermore, in relation with the process of perception, Walgito (2004) has divided some steps of perception, those are:

a. Physical Process

The process when an object receives stimuli through the sensory organs or receptors. The receipt of the stimuli by the sensory organs is a natural process.

b. Physiological Process

The process of sending stimuli to the brain by sensory organs.

c. Psychological Process

The process of changing the stimuli in human brain to get meaningful interpretation of stimuli. Thus it can be said that the last stage of the process of perception is the individual aware of what is seen, heard, or touched.

The scheme can be illustrated as follows:

$$E \rightarrow S \rightarrow O \rightarrow R \rightarrow E$$

E = environment

S = stimulus

O = organism

R = the response or reaction

Individual receives a variety of stimuli that come from the environment, but not all of the stimuli will be considered or given a response. Individuals will select or filter the stimuli received (selection). Then, the individual will organize the information to create meaning, this is influenced by several factors, such as

experience, motivation, intelligence, etc. As a result, he is aware and gives a response in reaction to the stimulus.

B. The Use of English in EFL Classroom

Learning English is not about trying to learn a small amount of vocabulary, it is about getting a lot of exposure to the language in systematic way. It is important for lecturer and students to consider the need of constant exposure to language since this is a key component of language acquisition. The more students have contact with English, the better their English competence will be.

In continual exposure lecturer has big role in Exposing students to English language. In other hand, classroom is the only place where the students can get the real exposure, and have willing to communicate in English. Therefore, English as a foreign language must be used as much as possible by the lecturer in classroom.

In relation with that, the use of English in the classroom can also be said as EMI. According to Dearden (2014), the definition of English medium instruction (EMI) is the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population is not English. Furthermore, (Corrigan, 2015) says that, when English is being used at universities to teach students whose native language is not English, then the term EMI is applicable.

In other word, we can say that EMI is teaching English as a Foreign Language (EFL) through English, means that the interaction and texts used for instruction in EFL should avoid any recourse of the students' first language.

In the higher education context, EMI as pedagogy here is not only a command of English by the lecturer but also appropriate approaches, methods and techniques as well as for teaching university students whose first language is not English.

The Use of EMI can be regarded as an attempt of renewal in the field of learning that targets the achievement of two objectives at once (Crandall, 1998). Both of these objectives are: (1) competency in the content field of study (subject competence) and (2) the competence of language (language competence).

Trend EMI is already global use, and various studies on the use of the EMI have been done (Uys, et al., 2007). EMI is increasingly used in any education level, since it may be considered as the solution to the problem of students' low proficiency in the English language.

1. The Criticism of Using English in EFL Classroom.

Lecturer, as a facilitator, has responsibility for delivering knowledge to the students through spoken or written language used to explain, to give instruction and feedback, to manage classes, and evaluate the learning results. Therefore, the choice of language of instruction has a

very important role, because it has direct contact with the process and outcomes of learning.

The language used by lecturers must not be only correct but also in accordance with the level of students' language development, and easy to be understood by the students (Baker, 1988 as cited in Ibrahim, 2001). It can be imagined that the new elementary students who has just learnt English will be confused listening to their teachers' English instruction, especially when explaining grammar, or discussing classroom methodology in English. The students still need time to adapt their new environment, including the language used while teaching and learning process run. Besides, many students do not use English for communication, they just like reading, they only prefer translating, and studying grammatical rules, and vocabulary without trying to use it for communication. Some English teachers feel that before their students feel comfortable to use English, it is good to give the opportunity to use their first language. It implies that the use of English in this context is not suggested, especially in the early stage.

Harbord (cited in Haris, 2006) proposes the use of students' language in teaching learning process. He points out that giving instruction and many teacher-student interactions are ideal source for students' language acquisition. This argument is appropriate for the students who are quite familiar to the target language or their target language mastery is good enough. However, the argument will give

another effect if the instructions are given to the ones who have low ability to understand the new concepts in target language. They will misunderstand the instruction and the goal of teaching and learning activity, if the teachers use English actively in classroom. This condition might decrease the students' motivation to learn the target language.

In relation with that, the following are some advantages of using L1 in classroom reported by william, et al. (as cited in Haris, 2007).

- a. If teachers allow their students to use L1 in certain circumstance, the students will feel that the teachers respect and value their L1. This condition will make them feel comfortable and encourage their appreciation to the target language. This appreciation finally may increase their effort in learning the target language. Moreover, if teachers allow students to use their L1, it can create good relationship between the teacher and the students.
- b. The use of L1 in the classroom may help students feel more comfortable and confident. Some students might feel nervous and afraid of making mistakes in using target language. If the teachers force them to use it, it could discourage their attitude toward the teacher and the target language being learned. It seems to be good to teach the target language by noticing and considering their feeling and like to the target language first.
- c. Using L1 in the classroom will facilitate the students' understanding of what is happening in the classroom. It seems to be clear enough

for us to imagine of students who learn something in the classroom which the language instruction is 100 percent in the target language may get difficult of some unclear instruction. As a result, they may lose some important information due to the unclear instruction. It might be more wisely for teachers to use the students' first language in order to make them understand the instruction.

- d. The use of L1 in the classroom to clarify some unfamiliar vocabulary, difficult concept or grammar does not reduce students' exposure to English. The use of L1 makes the learners are able to understand the grammar point well. They will get more information and knowledge that they do not understand before.

The advantages of using L1 in classroom have already been explained above. Furthermore, there are also some criticisms by experts about the use of English in the classroom as follows:

- a. Artini (2011) states that when lecturers use the language outside the range of students' language, is certain to be a problem in learning. Students become less able to catch the point or understand the information conveyed by the lecturers.
- b. Coleman (2010) explains that the use of language that is less understood by students as a language of instruction during learning process in school is actually an obstacle to the development of students' competence.

- c. Crandall (1998), Learners may fail to understand academic concepts through the language they are still learning because lecturers will not be able to teach content and help them learn the language.
- d. Jochems et al (1991) claimed that teaching in a foreign language in EFL country will have considerable negative effects on learning outcomes, mainly due to the limited language proficiency of students and anxiety towards the language. It is strengthened by Ellis (1985 as quoted by Tsukamoto, 2011), she says that successful outcomes may depend on the language used by the teacher and the type of interactions occurring in the classroom
- e. Atkinson (cited in Harmer, 2002) mentions that the activities such as grammar explanation, checking comprehension, giving instruction, discussing classroom methodology are more efficient for students if the teachers use the students' native language.

Here, the researcher can draw a conclusion that, it is very important to choose the right language of instruction in teaching. The language used by lecturer should consider the students' English language proficiency level, not all students are good in English, even for the English department students, most of students are still learning English. Thus, students with low English proficiency could be predicted to have negative learning outcomes. They might misunderstand the instruction and the goal of teaching learning activities will be difficult to get. This condition might decrease students' motivation to learn in classroom.

2. The Advantages and Disadvantages of Using English in Classroom

Applying English Medium Instruction (EMI) in the classroom is good, since it can give positive exposure toward the students' English competence. However, the implement realities of the use of English language in classroom might have unexpected outcomes. Here the researcher is going to discuss more about the advantages and the disadvantages of the use of English in the classroom.

a. The Advantages of Using English in The Classroom

According to Ibrahim (2001), there are some factors supporting the possible implementation of the use of English in classroom (EMI) at Indonesian universities, those are;

1) It would motivate students to learn the language.

The motivation will be stronger, when the lecturers use English more in classroom, the teaching and learning process will be more challenging. Thus, students are going to think that learning English is important, since it can help them to comprehend the material taught by the lecturer. The students will be more motivated to master English well.

In addition, the students who are used to listen to their lecturers' use of English will tend to consider the importance of English. Automatically, when the students have been accustomed to use English, their awareness of the importance to use English as a target language will increase. Especially for the

high motivated students, this situation will make them more and more motivated.

This instrumental motivation is undoubtedly a valuable asset for successful language learning.

2) It would give students more exposure to English and more chances to acquire it.

In implementing the use of English in classroom, students will not only learn ‘about’ English (as a subject) but also ‘through’ English (as a medium). As a medium of instruction, English is likely to be used to perform academic tasks which is related to communicative activities like gaining information (listening & reading) and conveying information (speaking & writing). This situation certainly gives students more exposure to the language and more chances to use it, which are important conditions for foreign language acquisition.

The goal of EMI is the content of instruction (meaning) rather than the form of English language suggests that a foreign language can be acquired simultaneously or unintentionally. This idea finds justification in Krashen’s Monitor Model (1982), which believes that it is ‘acquisition’ (subconscious process) rather than ‘learning’ (conscious process) which influences language development.

In addition, EMI will allow students to listen to the lecturers' English more extensively, it can contribute to the success of acquiring the language, beside rich language input for students, which is a potential source for language acquisition.

EMI will improve the quality of English learning. since EMI offers students and teachers more opportunities to speak English (e.g. in lectures, comments, discussions, presentations, interactions, tests, etc.). The opportunity to engage in meaningful oral exchanges (in the classroom or in the community) is also a factor necessary for foreign language acquisition, because students can receive feedback on it, and develop fluency and accuracy from their lecturers.

b. The Disadvantages Of Using English in Classroom

Ibrahim (2001) also states that there are three factors, which may discourage EMI implementation:

1) The Dilemma of Using English As An Instruction

Although 'instruction' is often equated to 'teaching', according to Barrow & Milburn (1990, as cited in Ibrahim, 2001), it is only part of it. Teaching is a broad term encompassing activities like "lecturing, instructing, drilling, eliciting responses, asking questions, testing, providing information, encouraging, and conducting seminars".

The purpose of instruction is to transfer knowledge and its success depends on whether students are able to follow and do something that has been shown or told by an instructor. Since the goal of instruction is to make a learner understand and able to perform something, it must connect with the learner's condition (cognitive, affective, etc.).

EMI that requires the instruction should be in English can certainly lead to a conflict with the condition of the students, whose first language is Indonesian and with which they are probably most comfortable. In fact, learning something is most easily through home language. Forcing learners to use foreign language at school may lead to academic failure because they most probably do not understand with what their lecturer said.

Furthermore, Williams (2011) says that problems of continual exposure to students in EMI classes become educationally disadvantaged because they “do not understand the teachers or the textbooks”.

Thus, EMI is inherently dilemmatic.

2) The unsupportive environment in acquiring English in Indonesia.

English in Indonesian is only a foreign language (EFL) which is usually taught as a subject in schools. It means that, Indonesian language (not just a vernacular) is dominating

important functions, such as political, economic, academic, social, etc. In addition, most of people only use Indonesian or regional language to communicate with others in their environment.

In Indonesian society, certainly it can be a barrier towards efforts in acquiring the English language. Should EMI be implemented in the environment where student are likely to get exposure to English (comprehensible input) and willing to use it (comprehensible output) only in the classroom, while the general atmosphere (macrocosm) may act as a pressure against it.

3) The General Lack of English Proficiency of The Students

Although most educated Indonesians have learned English (as a subject) since junior high school (age 12), and have continued learning the language until university, their proficiency in the language remains poor.

For instance, there are many English department students who gain less than 500 EPT score held by University of Muhammadiyah Purwokerto. This unfavorable situation will no doubt have negative academic, social, and psychological impacts

Academically, students' low English proficiency may lead to inefficient and ineffective teaching and learning

processes. Students' poor reading comprehension of English textbooks, an essential source of information for them, may cause them a lack of understanding or even a misunderstanding in addition, students who lack listening comprehension skills are likely to miss the points their teachers deliver in their lectures; those incompetent in reading will not be able to retrieve the loss and get the details from their textbooks; those poor in oral proficiency will not have courage to ask questions to clarify their confusion.

Besides potentially causing academic problems, a lack of proficiency in English may inflict a social impact. Language is not simply a matter of form but also of function, whose meaning depends largely on factors like participants (addressor and addressee), setting, purpose, and topic (Holmes, 1998 as cited in Ibrahim, 2001). Thus, language serves social functions too. Since a classroom is also a community, various language functions can be expected to occur there. Lecturers are likely to perform not only giving information (transactional) but also soliciting answers, checking comprehension, encouraging, suggesting, stirring, persuading, etc. (interactional), those are essential to create a lively class.

However, when EMI is implemented, all of those activities should be in English only. It may be a problem for the

students with low English proficiency. Students who have difficulty in expressing themselves would be reluctant not only to ask questions (academic) but also to initiate and develop interpersonal relationship with their lecturers and friends (social). In this situation, a classroom is a place only for 'studying' not for 'learning' too, a place for developing only cognitive skills, not social skills too.

The third negative effect of a low language-ability of students is psychological. If students' foreign language (English) mastery is not adequate enough, they will have difficulty in expressing themselves in class which uses English only instruction, and this situation can create a feeling of frustration or powerlessness, which in turn may affect their self-esteem or self-confidence. This condition can influence not only their language competence but also academic achievement.

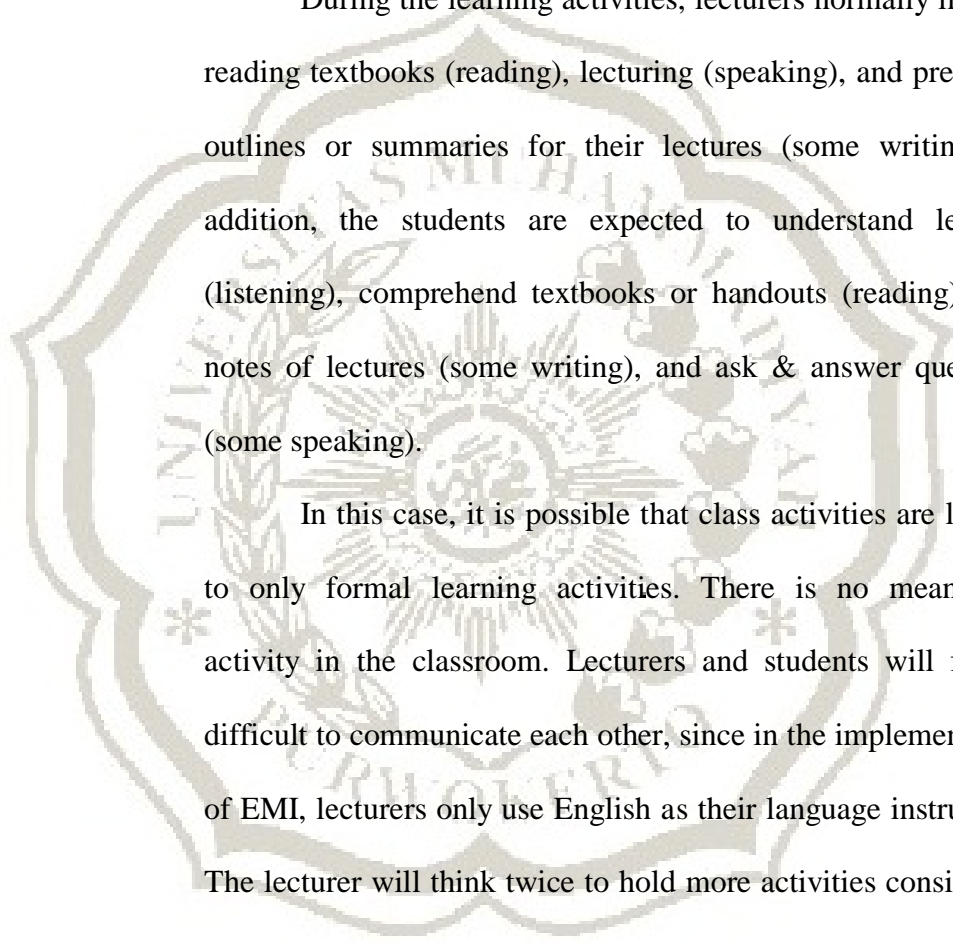
4) The Limitedness of Classroom Activity.

EMI activities usually take place in the classroom may mean that they will employ classroom language and communication. In a typical traditional classroom, communication is usually between lecturers and students and between students and other students. The purpose of communication is mainly informative (transactional), and the topics are academic (related to students' disciplines).

However, communication between lecturers and students will be limited if lecturers use English only as a communication tool during the learning process. This situation also limits the classroom activities.

During the learning activities, lecturers normally involve reading textbooks (reading), lecturing (speaking), and preparing outlines or summaries for their lectures (some writing). In addition, the students are expected to understand lectures (listening), comprehend textbooks or handouts (reading), take notes of lectures (some writing), and ask & answer questions (some speaking).

In this case, it is possible that class activities are limited to only formal learning activities. There is no meaningful activity in the classroom. Lecturers and students will find it difficult to communicate each other, since in the implementation of EMI, lecturers only use English as their language instruction. The lecturer will think twice to hold more activities considering their students English competence, whether or not their students can understand and follow the activities. On other hand, the students may get confused in class, as a result they are not able to express themselves in classroom.



This situation certainly will be not enough to develop the social functions of language, a condition necessary for appropriate and effective communication.

C. Review of Relevant Studies

There are some relevant studies about the students' perception toward the lecturers' use of English in classroom, they are as follows:

First is the research that has been done by Hermiadi Haris (2006) entitled *Students' Perception on The Use of English as a Medium of Instruction*. He observed two different classes with two English teachers. The result showed that most students from both groups had positive perception. Then, concerning the influences of the use of English to the classroom interaction, actually, both groups of students felt positive influences on the use of English as a medium of instruction on the classroom interaction.

Second is the research that has been done by Mohamad Zeni (2009) entitled *Students Perception on The Teachers' Use of English at an EFL Context*. The result showed that most of students had positive perception on the teachers' active use of English at an EFL context. They were particularly encourage, enthusiastic, and happy to learn English when the teachers used English actively in the class.

Third is the research that has been done by Ruth m. H. Wong (2009) entitled *The Effectiveness of Using English as the Sole Medium of Instruction in English Classes: Student Responses and Improved English Proficiency*.

She observed two classes, experimental and control group. This study found that students were indeed generally in favour of using English exclusively in the setting, and their preference was positively related to their own English proficiency.

Fourth is the research that has been done by Mulia Tina, et al. (2009) entitled *Students Perception on The Use of English in Bilingual Class at SMP N 1 2X11 Enam Lingkungan*. The result said that the students had positive perception on the use of English in Bilingual class. They felt that learning in English could motivate and also helped them to improve their English ability.

So, from the explanation of previous studies above, it can be concluded that the students have positive perception and also get advantages of the use of English in the classroom.

