

CHAPTER II

REVIEW OF LITERATURE

This chapter explains theories related to the research, namely: Students' perceptions of the teaching and learning process of good English teachers, the learning-teaching process, and previous studies.

2.1 Theoretical framework

2.1.1 Definition of perception

The word "perception" is etymologically derived from the Old French "perception", which literally means feudal landowner who collected rent (Barnhart, 1988). While the term perceptio, percipio, according to Schacteris, comes from the Latin word "to organize, recognize and interpret sensory information to represent and understand the environment" (2011:64). Sensory information is a fact that the brain collects based on the senses (taste, smell, sight, hearing, and touch). Information is collected based on receptors and then sent through nerve pathways to the brain for processing so that it can be understood.

According to the Digital Edition of Collins' English Dictionary, "perception" is defined as the process of perceiving something with the senses. These senses include sight, hearing, touch, smell, feeling, and taste. In addition, according to this dictionary, "perception" can also be interpreted as the act or result of perceiving insight or intuition through understanding or ability. Wang defines it as

"a series of internal sensory cognitive processes of the brain at the level of subconscious cognitive functions that detect, correlate, interpret, and search for internal cognitive information within the mind" (2007: 2). From the above definitions it can be concluded that perception is the recognition and interpretation or understanding of events, objects and stimuli using the five senses such as hearing, touch, smell, taste and vision. Understanding includes how people react to information. It can therefore be said that perception is the process by which sensory information can be extracted from the environment and used to interact with it. Perception allows us to take sensory information and transform it into something meaningful.

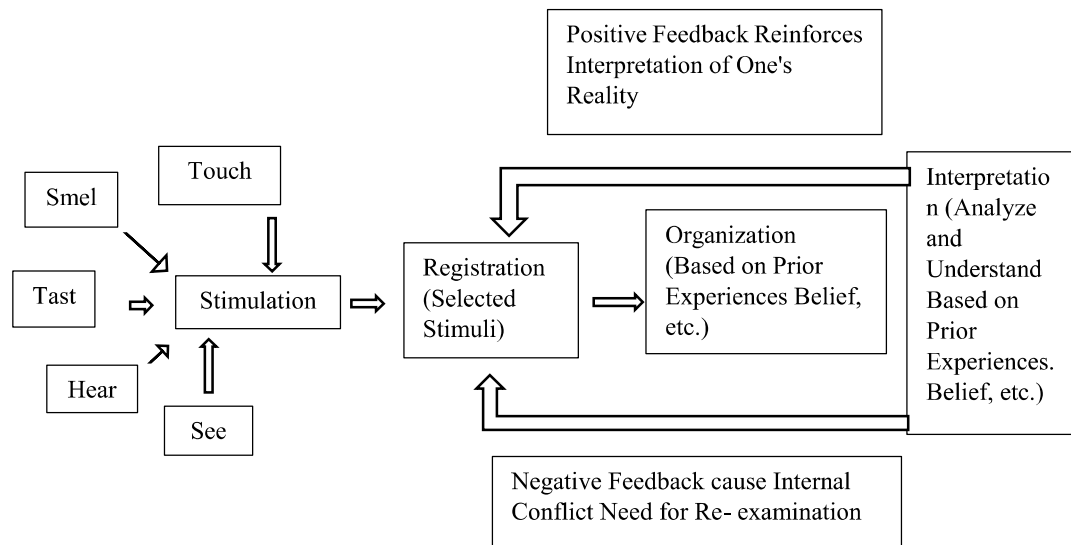
There is a very close relationship between perception and attitude. If perception uses the mind or five senses to see or understand one's environment, then attitude is how people actually perceive or think of something or someone based on their perception (Pickens, 2005). Thus, perception is the basis of how a person reacts to something or someone. Perception influences behavior (Atweh & Cooper, 1998; Calderhead, 1996; Cillessen & Lafonta, 2002).

2.1.2 Perceptual Process

Perception has been described as a cognitive process in theoretical studies. Through the perceptual process, people decipher information about environmental features and elements that are important for survival. The perceptual process is a series of mental steps that a person uses to organize and interpret information. In general, psychologists say that the perceptual process has four stages. They are

stimulation, recording, organization and interpretation. Pickens (2005), knowing the perceptual processing system is recognized as follows: Positive feedback reinforces the interpretation of reality.

Figure 2.1 Pickens' Processing System of Perception in Rinantanti (2018)



In this process of perception, awareness and acceptance of one's stimuli play an important role. This is how individuals process their individual sensory impressions to recognize their environment and then select those stimuli. The process of selecting a stimulus is called registration. In this connection, Assael (1995) affirms that a person's existing beliefs, attitudes, motivations and personality can influence the selectivity of the stimulus received. In such situations, the individual will choose stimuli to meet their immediate needs and

may ignore stimuli that can cause psychological distress (Pickens, 2005). The third stage is a perceptual process that is the organization of stimuli in the brain.

That is, develop a positive or negative brain response to a stimulus. At this point, everyone is trying to organize things in a way that makes sense to them. Next is the last step which is to interpret and express the thoughts that have been produced. During this stage, people usually involve their emotional response in their explanations. Thus, it is clear that in understanding something one applies the process by which they choose, organize, interpret and respond to their sensory impressions in order to understand their environment (Robbins & Judge, 2013).

2.2 Teaching and Learning Process

2.2.1 Concepts of Teaching and Learning

Teaching-learning is part of formal education. Brown (2000) argues that teaching offers instruction and understanding, encourages students to learn and set requirements for understanding. In addition, Leo (2013) also states that "teaching is an abbreviation of treat, encourage, activate, coordinate, heighten, infuse, nurture, and guarantee". According to Crawford (2005), teaching is more than just a set of techniques. Teaching means addressing a set of goals for a specific group of students, with specific resources within a specific time frame in a particular school and community at a certain stage of the school year. This is to achieve a balance between direct instruction and the orchestration of student activities. This means developing learning skills and strategies for students while studying curriculum content.

Kimble & Garnezy (1963) as cited in Brown (2000) state that learning is a relatively lasting behavioral improvement and a product of improved practice. If

part of the learning concept is broken down, it can remove the research area. Brown (2000) also added that some points of the concept of teaching and learning are as follows: The first, learning is the acquisition or "reaching." Secondly, learning means retention of information or ability. The third, learning requires stronger systems, memory, cognitive organization. Fourth, learning contains an active, conscious focus on and acting on events outside or inside the organism. Fifth, learning is somewhat permanent but can be forgotten. Sixth, learning includes from practice, practice that can be strengthened. And the finally the seventh, learning is the transformation of behavior.

Teaching is a job that involves both teachers and students in the learning experience. The teaching and learning process is characterized as an educational process through organization and direct supervision of teachers, learners, and classroom materials (Richard & Rodgers, 2014). So, education is an activity that involves teachers and students who seek to understand and develop English skills and four skills.

English Language Teaching (ELT) is by definition a scattered occupation, and it was only in the UK itself after 1960 that a sense of cohesion began to emerge with the rapid development of EFL and ESL programs. Language teachers must understand the systems and functions of the second language as well as the differences between the first and second languages of learners (Howatt, 1984) as cited in (Febrian, 2015).

2.2.2 Elements of English Teaching - learning Process

This part of the teaching and learning process includes many elements to ensure that the procedure is implemented efficiently. The elements of the teaching and learning process are interrelated with each other. Richards (2014) classifies the elements of the teaching and learning process into six elements: learning objectives, needs analysis, syllabus models, teacher roles, materials, and evaluations.

a. Learning Objectives

Learning objectives are concepts that clearly capture what understanding, abilities, and behaviors students can demonstrate during class (Teacher & Educational Development, 2005). Learning objectives are concise descriptions that describe what learners should learn at the end of the school year, course, unit, lesson, project, or class period. Learning objectives are also tentative educational objectives that teachers develop for students working to achieve a more realistic quality of the curriculum. In addition, learning objectives include areas of information, knowledge, abilities, and tree attitudes. They are also called emotional, psychomotor, and productive domain schools (Maftoon & Saeid, 2012).

b. Need Analysis

Analysis as a distinct and necessary step in educational program planning was introduced in the 1960s as part of a curriculum development systems approach and was part of the general philosophy of educational accountability (Suffebean, McComick, Brinkerhoff & Nelson, 1985), as cited in Richards et al., (2001). In addition, a needs analysis should be described as a step-by-step method in which information about learners' needs, wants, and problems is collected that is set out in a subjective and objective view (formative assessment, teachers, alumni) to reflect the language learning needs of learners (Kaharuddin & Arafah, 2017).

Brown (1995), as cited in Saragiah (2014) describes needs analysis as "the systematic collection and analysis of all subjective and objective data necessary to identify and validate defensible curriculum objectives that meet students' language learning needs in specific institutional relationships that influence learning and teaching situations.

c. Syllabus

The concept of the syllabus is about selecting and organizing educational materials (Richard, 2001). In language teaching, the syllabus has traditional as a starting point in planning language programs, not activities that occur in the middle of the process. The concept of a language syllabus has become the basis for the development of language teaching practices in the twentieth century. When the syllabus is available, it becomes useful as a starting point in surveying the existing situation. First, what the students should know and the operational

conclusions of the course or course target. Secondly, what will be studied or explained in the form of various things during the course. The third, where and at what point of development it will be described, it must connect the creator of the object to the different stages and processes and time limits of the course. Fourth, why it is practiced, recommend processes, procedures, and materials. And the finally the fifth, how to assess, and suggest methods for assessment and measurement.

In addition, Connelly, He, and Phillion (2008) also emphasize that a quality syllabus function must be able to improve the professionalism of teachers. Unlike curriculum documents that are too authoritative and prescriptive and additional policies to restrict, regulate, and deprofessionalize the profession of teachers and the work they do.

d. The Teacher's Role

According to Murati (2015), a teacher has a very significant role. The main principles of the teaching profession are built on integrity, passion, love of students and competent teaching. A student's attractiveness, affection, politeness, and interest in learning are things that the teacher should be able to design as his personality, while prejudice, fear, and loss of confidence in educational programs must be eliminated.

In addition, Murati also stated that patience, accuracy, proficiency, and integrity in the teaching and learning process are part of the role of teachers in the education system to be successful.

In addition, the role of the teacher in teaching languages in the classroom depends on the teaching method or approach used, because the role of the teacher towards different teaching methods or approaches is also different. Currently, the applied approach to language teaching is a communicative approach. Sadtono (1987, as cited by Handayani, 2015) they explain the communicative approach as an approach to language teaching, which concerns communicative competence – the ability to use language that is acceptable in certain situations.

In addition, teachers must demonstrate consistency of teaching in order to thrive in the implementation of their educational work. Murati (2015) said teachers must also have academic potential, adequate professional skills, realistic and correct implementation of educational work, and contribution to satisfactory education. In addition, the teacher's legal responsibility and obligation is to protect the values of identity and identity.

e. Material

Material has an important role in the teaching and learning process. According to Richards and Schmidt (2002), the term material in language teaching and learning refers to anything used to aid the teaching of language learners, and to facilitate teachers and learners in language learning. Busljeta (2013) also said, reporting teachers have the responsibility to select material that comes from textbooks.

Furthermore, Ellis, Brewster, and Girard (2002) they say there are several reasons why textbooks are used in teaching-learning; It is a useful learning aid for

students, can identify what to use, can provide interestingly and economically, all or most of the required material. In an interesting and fun learning atmosphere, students will be more motivated to learn.

f. Evaluation

As said by Bradfield (1968, as cited in Rani, 2004), evaluation involves labeling phenomena to characterize the meaning and significance of a phenomenon, usually according to those physical, cultural or scientific parameters. Evaluation is a structured method of collecting, reviewing, and assessing knowledge to assess what level students meet educational goals (Linn & Gronlund, 2000).

According to Gafoor (2013), school measurement and assessment have specific objectives: First, student selection includes careful classification and screening of students according to their skills and subjects—student selection. Secondly, select students for the course - general, skilled, technological, business, etc. The third, Certification: certification that a certain level of success is achieved by a student. Stimulate learning: this can be student or instructor inspiration, encouragement, exercise recommendations, and so on. And finally the fourth, improving education: trying to assess the efficacy of instructional systems.

2.2.3 Students-Center Learning

Student-centered learning is a pioneer in the development of learning approaches. In this approach, student activity is an important indicator in the learning process and the quality of learning products (Zohrabi, et al., 2012). In English language teaching and learning, this approach relates to flexible learning, experiential learning, and independent learning (Acat & Donmez, 2009). Therefore, the student-centered is a place where the teacher considers the needs of the students, as a group and as individuals, and encourages them to participate in the learning process around the clock. The role of the teacher is more of a facilitator than an instructor. Students are active participants in the learning process, and teachers help guide students, manage their activities, and direct their learning.

There are several activities in the learning process that bring many advantages in the learning process in English classes. In student-centered classes, students can work alone, in pairs, or in groups (Zohrabi, et al., 2012). When students work alone, they can prepare ideas or take notes before class discussions, do listening assignments, do short written assignments, or do grammar or vocabulary exercises. Students can work together in pairs or groups when they compare and discuss their answers or read and react to each other's written work and suggest improvements. Students can work together in discussions or in role-playing, sharing ideas, opinions, and experiences. According to Nagaraju (2013), this activity brings several advantages to students, namely working

together in English they speak more, share ideas, learn from each other feeling safer and less anxious, and use English in a meaningful way.

2.2.4 Teacher-Centered Learning

In teacher-centered learning, teachers play an important role in the learning process. Teachers are information providers or evaluators to monitor students for correct answers, but students are seen as learners who passively receive information. In EFL teaching, the main focus is getting students to take state-mandated tests rather than meeting student needs (Zohrabi, et al., 2012). Teachers lack the motivation to innovate in teaching. According to Acat & Donmez (2009), in teacher-centered learning, teachers usually use specific textbooks, which are mostly grammatically oriented and to compare the language structure of the native language and the target language. In these situations students tend to be more competitive and individualistic because they have fewer opportunities to think hard or interact.

When the teacher becomes the most dominant source of information, in teacher-centered learning, for example, all questions posed by students, if any, are answered directly by the teacher without student involvement. In designing classroom activities, the teacher controls each learning experience. Some of the advantages of having teacher-centered learning are that it is suitable for large classes, the learning material can be well prepared, the teacher may feel less nervous, shy or tongue-bound, the teacher can set the teacher can set criteria when students want to communicate in class, they must use English (Nagaraju, 2013).

With this way of learning the real important thing to do is to transfer language knowledge to the learner.

2.3 Previous Related Studies

Previous research will be the angle of facts, norms and theories that the researcher uses to relate all that one by reinforcing his objective of conducting this study as follows:

Previous research related to the first research of researchers conducted by Dagnew & Asrat (2016) with the title "Teachers' Perception toward Quality of Education and Their Practice: The Case of Gondar Secondary Schools, Ethiopia", has the aim of knowing the perception and practice of teachers towards the quality of education in Gondar secondary schools. The design of this study was to use the same descriptive survey method as the researcher but this study used a purpose sampling technique. Subsequently the population was selected from 19 secondary schools. Meanwhile, the study sample was 5 Gondar secondary schools in Amhara People and Regional State with a total of 103 (87 men and 16 women) teachers. The main instrument used in the study was to collect data, a five-point scale closed questionnaire containing 34 items sent to the teacher. The results showed that the teacher's value on the education quality input indicator is higher than the process and output indicator.

The second research related to research researchers conducted by Sulasmi (2017) Muhammadiyah University of Surakarta. With the title "Good English Teacher Characteristics As Perceived By The Seventh Semester Students Of English Education Department, Universitas Muhammadiyah Surakarta", it aims to find out the opinions of English education students about the characteristics of good English teachers. The design of this study was to use qualitative methods by Milles and Huberman. Furthermore, the affordable population in this study is seventh-semester students majoring in English Language Education, Muhammadiyah University of Surakarta for the 2016/2017 academic year. While the study sample was fifty-six students 56. The main instruments used in the study were open questionnaires and in-depth interviews. The results showed that students' perceptions of the characteristics of English teachers are good in connection with their technical knowledge, namely mastering four English skills (listening, speaking, writing and reading), mastering grammar, pronunciation and vocabulary, explaining the material clearly and being able to manage time.

The third research related to researcher research conducted by Setiawan (2020) in his research entitled "The Students' Perceptions on Teacher "Performances" in Teaching English", has the aim of knowing how students perceive English teachers. The design of this study is descriptive design and Purposive sampling. Furthermore, the affordable population in this study are teachers and students at SMK Muhammadiyah 1 Aimas class XI. While the study sample was 3 to 5 students and 1 teacher as respondents. The main instrument used in this study was to recruit participants first by conducting interviews and

observations. The results showed that there were several factors, including motivation, learning models, classroom management, use of facilities, and assessments related to teacher performance in the classroom.

The fourth study related to the research of researchers conducted by Agustin; Melani; Nashir (2021) in his research entitled "Students' Perception Towards English Teacher Performance in Teaching English at The Eighth Grade of Smpn 6 Lubuk Basung, aims to find out students' perceptions of the performance of English teachers in teaching English in eighth grade. The design of this study is quantitative research survey. This research focused on grade VIII students of SMPN 6 Lubuk Basung which totaled 86 students. The instrument of this study is a questionnaire. The results showed that the percentage of students' perception scores in teaching performance in the initial activity aspect was 78.8%.

The fifth research related to researcher research conducted by Thamrin (2020) in his research entitled "A study of students' perceptions of English teacher pedagogical competence", which aims to identify students' perceptions of the pedagogical competence of English teachers at SMAN 1 Malang, Indonesia. The design of this study is qualitative research. Furthermore, the affordable population in this study is grade 2 students of MAN 1 Malang which consists of five classes. While the study sample was eighty-seven students. The main instrument used in the study was the questionnaire. The results showed that students' perception of teacher pedagogy was higher on two variables; providing classroom activities and assessments.