

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Perception

2.1.1 Definition of Perception

According to Wang (2007), perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. Perception maybe considered as the sixth sense of human being since almost all cognitive life functions rely on it. Perception is also an important cognitive function at the subconscious layers that determines personality. Braund (2008) argued that perception is inherently active and exploratory. It is seeks out alterations in the vast flow of information enveloping it. These alterations are detected when the perceiver moves through the environment and probes it with a pair of glancing eyes.

According to indirect theoris, perception is elaboration of an inadequate stimulus input, and according to the direct theory of perception, on the other hand, stimulus information sufficiently specifies the environment, so that the perceiver only has to detect this information, not to elaborate it (Wagemans, 1985) in Braund (2008).

So it can be concluded that perception is the detection of invariant structures in the flow of stimulus information, which is sparked when the

active perceiver moves through the environment. If perceptions are to be useful, they must be executed in performance of effective actions on the environment. If actions are to be effective, they must be constrained by direct perception.

2.1.2 Factors that Affect Perception

Based on the Roihan (2013) explain that there are two factors that affect perception:

- Internal factors are factors that are in individual, include are: physiological, attention, interest, unidirectional needs, mood, experience and memory.
- External factors are characteristic of the environment and the objects involved, include are: the size and placement of an object or stimulus, the color of the objects, the uniqueness and the contrast of the stimulus, the intensity and strength of the stimulus, and motion.

It can be concluded that the factors that influence the perception can be mood, system and exchange of substances in the body, experience, values embraced by the individuals concerned, as well as other forms of stimuli that affects the selective process to the stimuli.

2.1.3 The Process of Perception

According to the Roihan (2013), in terms of psychology is said that a person's behavior is a function of the way person looked. In the process of perception, there are three major components:

- a. Selection, is the process of filtering by the senses to external stimuli, intensity and type can be a lot or a little.
- b. Interpretation, is the process of organizing information so that it has meaning for someone. Interpretation is influenced by various factors, such as: past experience, shared values system, motivation, personality, and intelligence.
- c. Interpretation and perception than translated in the form of behavior and reaction. So, perception process is involves the selection, interpretation, and rounding to the information up.

We can illustrate how perception works by descring the three rare involved in the process. These stages are actually not mutually exclusive in reality, all three are sustainable, mixed, and overlap each other.

a. Sensory Stimulation

In the first stage, the senses are stimulated, for example: we saw a man who had not encountered, we smell the parfume people beside us, ect.

b. Stimulation of the senses tool set

In the second stage, the stimulation of the five senses arranged according to various principles. One principle that is often used is the

proximity principle or similarity, for example: a physical person or message similar to one another, perceived together, or as a whole.

c. Stimulation of five senses interpreted or evaluated

The third stage is a subjective process that involves the evaluation on the part of the recipient. Interpretation or evaluation is not solely based on external stimuli, but also greatly influenced by past experiences, needs, desires, value systems, beliefs about who should, physical and emotional state at the time, and so that there is in us.

2.2 Good EFL Teaching

2.2.1 Teaching English as Foreign Language

According to the *Cambridge International Dictionary of English*, teaching means to give (someone) knowledge or to instruct or train (someone), whereas the *Longman Dictionary of Contemporary English* suggests that it means to show somebody how to do something or to change somebody's ideas.

The teacher's job is to help learners learn. Teachers are responsible for a large amount of what happens in the classroom, what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and so on. It is also part of the teacher's job to encourage learners to take responsibility for their own learning and become active learners (Knight, 2006).

Brown (2000) defined teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning.

Based on the Harmer (2001), suggest that to facilitate the student's progress in some way or other and it is useful to adopts more precise terms than fasilitator, the teacher should indicate some roles: as controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

In communicative approach, learning a language means using the language to communicate contextually: monologue-dialogue, oral-written, receptive-productive, and interpersonal-transactional. It means that language teachers should be able to cover those aspects in teaching certain language to students. They should be able to motivate, facilitate, and guide students so that they can learn how to use the language in real communication.

As stated in PP 19/2005 that the characteristics of an effective teaching and learning process are active, innovative, creative, effective, and fun, language teachers should be able to create such condition in order to attain the goal of language learning. An active teaching and learning process is teaching and learning process in which the students are involved intensively. In the context of language teaching, an active teaching and learning process is shown by the activeness of the students in using the

language to communicate. Innovative teaching and learning process means that the teaching and learning process makes use of recent teaching and learning model, such as role play, focus group discussion, task-based instruction, inquiry-based learning, and problem-based learning. Creative teaching and learning process is teaching and learning process which uses various activities. Those various activities should be suited with students' competency, teaching material, teaching method, and evaluation. While an effective teaching and learning process is teaching and learning process which is able to develop students' competency described in standard competence, basic competence, and indicator. Last but not least, a fun teaching and learning process is teaching and learning process which stimulates students to be motivated to learn the language.

2.2.2 Pedagogical Competence

On the Minister of National Education Regulation No. 16 Year 2007, Indonesian government set standards of academic qualifications and competence of teachers, which is explained that there are 4 main competencies that should be possessed by a teacher. The four competencies are: pedagogic competence, personality competence, social competence, and professional competence. Pedagogic competence include 10 indicators as follow:

- Mastery of student characteristics that include the physical, moral, cultural, emosional, and intellectual

- Control of learning theories and principles of learning
- Develop a curriculum
- Conducting a educational development
- Utilizing information technology
- Facilitate the development of potential learners
- Communicate effectively, emphatic, and courteous
- Conduct assessment and evaluation of processes and outcomes of learning
- Utilize the assessment and evaluation for the shake of learning

The National Centre for the Formation of Teachers from Pre academic Education in Mata and Suci (2011) has developed a 5-level grid for basic competences in the didactic profession with 3 levels of manifestation, from simple to complex:

- basic competence 1: facilitating innovative processes of teaching and learning focused on students;
- basic competence 2: evaluating and monitoring results in teaching and learning;
- basic competence 3: planning and playing the curriculum, syllabi and didactic methods and materials of formation;
- basic competence 4: forming partnerships inside and outside of school;
- basic competence 5: involvement in the process of individual and professional development.

2.2.3 Good Teaching

Being a teacher is an easy task as most people imagined, with a capital of mastery of the material and present it to the students, it is not enough to say as a teacher who has a professional job. Teachers should have a variety of skills, special abilities, loves his job, and maintaining ethical teacher.

According to Brown (2001) can conclude that as professional teacher should:

- a. Prepare well before teaching (make syllabus, lesson plan, teaching method, and media for teaching),
- b. Teacher can motivated their students,
- c. Teacher can deliver the item clearly,
- d. Communicate effectively, emphatic, and courteous,
- e. Able to create effective and conducive atmosphere during teaching and learning process in class.
- f. Develop curriculum,
- g. Make syllabus and lesson plan,
- h. Using teaching strategy that appropriate with the characteristic of their students,
- i. Using teaching media that gratify for students and make students motivated,
- j. Can control their students during teaching process,
- k. Try to the quality of teaching,

- l. Have good interaction with their students during teaching and learning process,
- m. Doing drill,
- n. Fair to all of the students,
- o. Doing evaluation / assessment

Smith (1995) in Harmer suggest that learning is a consequence of experience. He argues that education and therefore teaching, should be focussed on the creation of appropriately nourishing experiences so that learning comes about naturally and inevitably. He state that school should focus less on talking about learning and teaching and more about doing.

Knight (2006) explain that an effective teacher are:

- Understand learner's language needs and respond to them positively
- Design lessons which reflect the learner's need and develop their communicative skill
- Monitors and corrects sensitively
- Provides feedback and encouragement when appropriate
- Tell learners not to worry about making mistakes – this is a part of the learning process
- Encourages good learning habits inside and outside the classroom
- Keeps track of progress, gaps in learner's ability, and repeated errors
- Created an input-rich environment in the classroom, for example, by putting lots of pictures with English text on the walls
- Encourage learners to read English text or listen to the radio in English.

Based on Gurney (2007) provide a foundation for a good teaching:

- Teacher knowledge, enthusiasm and responsibility for learning
- Classroom activities that encourage learning
- Assessment activities that encourage learning through experience
- Effective feedback that establishes the learning processes in the classroom
- Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experiences

Anton Lee (2003) in Gurney also has provided ten clearly defined and research supported characteristics of quality teaching. Although these characteristics were developed for diverse students. Anton Lee's ten point model covers the following areas:

1. A focus on students achievement
2. Pedagogical practices that create caring, inclusive and cohesive learning communities.
3. Effective links between school and the cultural context of the school
4. Quality teaching is responsive to students learning processes
5. Learning opportunities are effective and sufficient
6. Multiple tasks and contexts support learning cycles
7. Curriculum goals are effectively aligned
8. Pedagogy scaffolds feedback on student's task engagement

9. Pedagogy promotes learning orientations, students self-regulation, metacognitive strategies and thoughtful student discourse
10. Teachers and students engage constructively in goal-oriented assessment.

Interstate New Teacher Assessment and Support Consortium (INTASC) in Frederick (2005) promote 10 standards of good teaching as follow:

- **Principle 1**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline. Teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- **Principle 2**

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development ([Effective Learning](#) and [How Students Learn](#)).

- **Principle 3**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners ([How Students Learn](#) and [Teaching Special Needs Students](#)). So, the teacher should prepare to teach the students with special needs teacher may

have in their classroom using this advice on accommodating and modifying their lessons to meet the needs of everyone.

- **Principle 4**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills ([Lesson Methodologies](#) and [Problem Solving](#)). It is about many methodologies. There are many different ways in which teacher can effectively teach their students. The teacher should find the different method is most effective for their students.

- **Principle 5.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation ([What Is Cooperative Learning, and What Does It Do?](#) and [Motivating Your Students](#)). Cooperative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. By using this method, each of students will feel that he or she is an important member of the class. And the students' level of motivation plays an important role in classroom. The teacher should find creative ways for increase student interest in their lessons.

- **Principle 6**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom ([Lesson Methodologies](#) and [Levels of Questions](#)). Not only use the different method is most effective for students, but challenge students with all levels of questions as defined by Bloom's Taxonomy. The students will be doing higher-level thinking and will have a more interesting classroom.

- **Principal 7**

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals ([Lesson Plans: Using Objectives](#) and [The Question of Homework](#)). The crux of a good [lesson plan](#) is its *objectives*. Using a roadmap analogy, getting to final destination is teacher objective. In a lesson plan, the final destination for students is the objective of the lesson.

To take the analogy one step further, objectives are what drive a lesson. They power it forward. Most important, everything teacher do in a lesson must be tied to one or more objectives. Every activity, every instructional devise, every teaching resource, and every means of [evaluation and assessment](#) must be linked to the lesson's objectives.

- **Principle 8**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner ([Categories of Evaluation](#)).

In addition to evaluating the objectives that teacher have established, teacher will need to measure how well the students have acquired the body of facts, concepts, principles, and generalizations appropriate for the material you're presenting. The source of this body of information might be the curriculum guide that teacher are following, the textbook that teacher are using, or a unit that teacher have designed.

According to the description above, we can take conclusion that evaluation is an integral part of the learning process, such: it must be sensitive to the needs, attitudes, and abilities of individual students as well as the class as a whole.

- **Principle 9**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- **Principle 10**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being ([Special Projects](#), [Special Events](#)).

2.3 Previous Study

There are some experts showed the result of their research in good EFL teaching. There are some indicates that showed what teacher do to have an good teaching. According to the Magno, Carlo (2009), he recommended for EFL teachers to (1) Develop contemporary perspectives about teaching and learning EFL, (2) Consider how learner's knowledge, motivation, and development contribute to the meanings they make, the action they take, and what and how they learn in classrooms, (3) Emphasize analysis of and action in teaching situations by selecting the best principles to guide practice and applying them carefully, and (4) Gather information as EFL teachers teach about how students are responding. On the contrary, based on Huang, Zhi (2010), he said that the teacher has the personal qualities of being responsible, patient, enthusiastic, kind and knowledgeable in their role as a teacher and the teacher also has the strong ability to utilise their teaching methods to teach in accordance with what their students need and to train them to learn in a communicative and independent way, both in and out classroom. Meanwhile, according to Liando (2010), he said that based on the responses of the characteristics of best teachers, students mentioned

the best teachers should show personal attributes such as being nice, friendly, patience, and fair as well as academic elements like making the course more interesting and challenging students academically. Although teachers were in agreement with students in regards to these best characteristic, they have to be reminded of the importance of practicing those attitudes in their teaching activities.

From some research above, it can concluded that there are some aspects that teachers practice in teaching to have good EFL teaching. The EFL teaching were good if the teachers have applying it in their teaching and learning process.