

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Perception

“Perception from the science of communication is a cognitive process that is experienced by everyone in the understanding of information about its environment, either through sight, hearing, living, feeling, and olfaction” (Wade and Travis, 2007). Based on Robbins in his book about organizational behavior (2001) “perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their information”. In this study the writer uses Robbins theory about perception because perception is the set of process by which an individual becomes aware of and interprets information about the environment. A situation may be the same but the interpretation of that situation by two individuals may be different.

In Robbins perceptual process, the first step of perception is from something different in our environment that stimulate our sense organs until we show our attention and interest, after through the registration come out interpretation followed by action, with opinions and reasons.

2.1.1 Factors Affecting Perception

2.1.1.1 Internal Factors

In internal factors there are two things that affect perception (Robbins and Langton, 2007). First is sensory limits and thresholds, our sensory organs have specialized nerves which respond differently to the various forms of energy they receive. For instance, our eyes receive and convert light waves into electrical energy which are transmitted to the visual cortex of the brain to create the sensation of vision and subsequently leading to perception. But each sense receptor requires a minimum level of energy to excite it before perception can take place. The minimum level is called the absolute threshold-a point below which we do not perceive energy. The differential threshold is the smallest amount by which two similar stimuli must be different in order to be perceived as different.

Second is psychological factors, psychological factors such as personality, past experiences and learning and motives affect an individual's perceptual process to considerable extent. The internal set or the inclination to perceive certain stimuli in a particular way also influences one's perception. These largely determine why people select and attend to a particular stimulus or situation over other. Things compatible to one's learning, interest, attitude and personality are likely to get more attention than others. Our past learning also affects the perceptual process and lends a typical orientation in what we perceive.

2.1.1.2 External Factors

There are two external factors that affect perception (Robins and Langton, 2007). The first external factors is the target, the characteristic of

the target that is being observed can affect perception. Based on the process of perception that pre-requisite of perception is attention. It has been found that there is a tendency to give more attention to stimuli which are large in size, moving and intense, loud, bright, contrasted, novel, repeated, and stand out from the background.

Second external factor is the situation, the situation or the context in which we see objects or events is important to shape perception. A usual thing in usual condition do not cause any attention, but something unusual in some environment will certainly be the topic today and causing a lot of perception (Robbins and Langton, 2007).

2.2 Person Perception

In Macrae and Bodenhausen research study in social cognition: categorical person perception (2001) “person perception is the people outputs (evaluations, impressions, memories) that are shaped and guided by their knowledge and pre-existing beliefs about the social world”. Based on Robbins theory in person perception (2001) “person perception is perceptions of inanimate objects, this is mainly because they are prone to make inferences regarding the intentions of people and thus form judgment about them”. Perceptions and judgments regarding a person’s action are significantly influenced by the assumption we make about the person’s internal state. In this study the writer takes person perception as people outputs, opinion, and assumption about their social world and environment

that significantly influence their self action also cause people outputs (evaluation, memory, impression), opinions , and reasons.

Attribution theory refers to the ways, in which we judge differently, depending on what meaning we attribute to a given behavior. Robbins was observing about the behavior of an individual (2001), he attempts to determine whether it was internally or externally caused. Internally caused behaviors are those that are believed to be under the personal control of the individual or have been done deliberately by him. Externally caused behavior, is seen as resulting from outside causes, that is the person is seen as having been compelled to behave in a particular way by the force of the situation, and not because of this own choice.

The determination of internally caused behavior depends chiefly on the following three factors, distinctiveness, consensus, consistency.

Distinctiveness is refers to an individual display different behavior at different situations. If the behavior (say being late in the class on a particular day) is unusual, we tend to give the behavior an external attribution; and if it usual, the reverse. Consensus refers to the uniformity of the behavior shown by all the concerned people. If everyone reports late on a particular morning, it is easily assumed that there must be a severe traffic disruption in the city and thus behavior is externally attributed. But if the consensus is low, it is internally attributed. Consistency is the reverse of distinctiveness. Thus in judging behavior of an individual, the person looks at his past record. If the present behavior is consistently found to occur in the past as well (that is being late at least three times a week), it is attributed as internally caused. In

other words, the more consistent the behavior, the more the observer is inclined to attribute it to external causes.

However, in Robbins theory he stated that there are often some errors or biases in person judgment about other people's behavior or things, we tend to underestimate the influence of external factors and overestimate the influence of internal or personal factors. This is called fundamental attribution error. Another noticeable tendency called self-serving bias, refers to the inclination for individuals to attribute their own successes to internal factors while putting the blame for failures on external factors. Self-fulfilling prophecy or Pygmalion effect; an interesting aspect of people perception is the fact that people's expectations are often found to determine the actual performance level.

Attributions are found to strongly affect various functions in an organization, e.g. the process of employee performance evaluations, nature of supervision or guidance or the general attitude towards the organization in general. As mentioned earlier, the writer also tends to make various types of errors while judging others.

A few of the frequently committed mistakes are selective perception, halo effect, contrast effect, and stereotyping. Selective perception is people have a tendency to selectively interpret what they see on the basis of their interest, background, experience and attitude. We hardly have either time or inclination to process all the relevant inputs and we automatically select a few. Naturally chances are there to miss some important cues in the process.

Halo effect, it refers to the tendency of forming a general impression about an individual on the basis of a single characteristic.

Contrast effect, it refers to the process of rating individuals in the light of other people's performance which are close in time frame. Stereotyping, it is the process of judging someone on the basis of one's perception of the group to which that perception belongs to.

2.2.1 Person Perception Outputs

In Macrae and Bodenhausen research study in social cognition: categorical person perception (2001) "person perception is the people outputs (evaluations, impressions, memories) that are shaped and guided by their knowledge and pre-existing beliefs about the social world". Those information output in that study is an active process that is guided and shaped by people's generic beliefs about the world or the situation; schematic thinking.

"Evaluation is value judgement for an object or its meaning" (Lee, 1998). Evaluation is analysis and judgement of the value of an educational input, process, and outcome. In Lee paper also explained about education evaluation, it is the process of information gathering and treatment necessary to make a decision for an education program. The function of education evaluation is necessary for making decision regarding learners, educational methods, and administrative assistance. In addition, evaluation has formative functions for development, revision, and supplementation.

“Memory stores information relating to personal experiences” (Hoven, Eggen, 2007). “Memory is the process by which information is encoded, stored, and retrieved” (Memory, wikipedia). Memory label a divers set of cognitive capacities by which we retain information and reconstruct past experiences, usually for present purposes. Memory is one of the most important ways by which our histories animate our current action and experiences. Most notably, the human ability to conjure up long-gone but specific episodes of our lives is both familiar and puzzling, and is a key aspect of personal identity. Memory seems to be a source of knowledge. We remember experiences events which are not happening now, so memory differs from perception. In this study memory is person past experience about English learning that may affect people in present decision.

“Impression is the overall effect of something” (Impression, wikipedia). Impression refers to the process in which individuals attempt to influence the opinions or perceptions others hold of them. Impression management also referred to as self-presentation, it is a goal-directed activity that helps to establish the boundaries of what is considered acceptable behavior; conversely, it also aids in defining what behaviour will be meet with disapproval. Impression management has been used to define divers’ interpersonal communication phenomena, including environment. In impression management individual or organization must establish and maintain impressions that are congruent with the perceptions they want to convey to their public. In this study impression refers to the parent’s opinion about bilingual kindergarten that is emerged in Gresik over last two yers.

2.3 Reason

Reason based on dictionary is a statement presented in justification or explanation of a belief or action. “Reason is a term that refers to the capacity human beings have to make sense of things, to establish and verify facts, and to change or justify practices, institutions, and beliefs” (Wikipedia, 2002). It is closely associated with such characteristic of human nature. The concept of reason is sometimes referred to as rationality and sometimes as discursive reason, in opposition to “intuitive reason”.

Reason or reasoning is associated with thinking, cognition, and intellect. Reason is like habit or intuition and it is one of the ways by which thinking comes from one idea to related idea. For example, it is the means by which rational being understand themselves top think about cause and effect, truth and falsehood, and what is good or bad. Reason in this study is just the reason why parents send their children school in bilingual kindergarten. The reason that emerged from parents will vary and this will be interesting. Parents, who send their children to bilingual school could be just to keep up globalization era without thinking about the effect of bilingual school itself, send their children to bilingual school because they want their children smarter than students in regular school, or just because of their pride. There will be many other reasons that will emerge in this study.

2.4 Parents

A word parents based on wikipedia.org is from *latin* (*parens* = parent) “is a caretaker of the off spring (child) in their own species”. In human life

parents are a parent of a child. There are two kinds of parents, the first is Biological parent and the second is non-Biological parent.

A biological parent is a child's natural parent, either the male who supplied the sperm or the female who supplied the egg which interacted for the child's conception. This biological parent consists of the male who sired the child and the female who gave birth to the child. The biological mother and father are both responsible for raising their children.

A non-biological parent is one of who natures and raises the child from the biological parents, but its not actually biologically related to the child. Both parents' even biological and non-biological have responsibility for their child and from their children birth. In this study the parents are both biological or not.

Based on Theisen in his written about eight essential parental responsibilities (2008) there are eight essential parents responsibilities that parents must be adhere to in order to care for the child, physical and/or emotional well being. First is providing an environment that is safe for children, here parents have to keep their children free from physical, sexual, and emotional abuse. Keep unsafe objects, locked up or out of reach of the child, correct any potential dangers around the house, and take safety precautions. Second is provide the children basic needs, in this case are nutritious foods, shelter, medical care, clothing, and etc. Third is provide the child with self-esteem needs, parents have to accept their child's uniqueness and respect on their individuality, encourage the children to be active and set expectation for the child that are realistic and age-appropriate. Forth is teach

the child about morals and values, here are honesty, respect, responsibility, compassion, patience, forgiveness, generosity.

Fifth is develop mutual respect with the child, parents use respectful language, respect with children feelings, opinions, privacy, and individuality. Sixth is providing discipline which is effective and appropriate. A parent is structured, consistent, predictable, and fair. Seventh is involve yourself (parents) in child's education, parents have communicate regularly with child's teacher (s), make sure that their child is completing their homework each night, assist the child with his or her homework, but don't do the homework, talk to the children each day about their school, recognize and acknowledge child's academic achievement. Also the eight is get to know your children, spend quality time together, be approachable to the child, ask question and communicate in this responsibility.

Based on that eight essential, this study concerns in the number seven of that essential, parents involve their self in child's education. Here, parents also have perception about their children's education. Parents have a main influence in their children's education, and every choices there must be some opinion, background and reason for why parents choose any school that they wants from their child. Based on this essential the writer wants to investigate parent's perception toward English learning in bilingual education.

2.5 Bilingual Kindergarten

“Bilingual school is education programs for children whose first language is not English, besides using their first language the teacher and students learn and use English as primary language in their teaching learning process” (Theodore and Midred, 1997). “Bilingual school attracts children and parents with the golden promise to teach solely in English” (Shang; Ingeberitson; Tseng, 2006). Bilingual or dual language is a form of education in which students are taught literacy and content in two languages. Dual language programs generally start in kindergarten or first grade and extend at least five years, although many continue into middle school and high school. In this study bilingual kindergarten is kindergarten that use two languages in teaching learning process, mother’s language and other primary language here is English. The usage of English in bilingual kindergarten is not an extra but as a language in class.

Bilingual school in Indonesia is started in 2003, which at first appears in law No. 20 of 2003 chapter XIV article 50 which reads “Government and/or local governments conduct at least one unit of education to be developed into an international education”. Nowadays, the number of international school or bilingual school is growing rapidly, not only in the middle or senior school but also in bilingual kindergarten. In bilingual kindergarten English is not only include as an extra but also as a subject that have to teach.

2.6 English Learning in Bilingual Kindergarten

“English learning in bilingual kindergarten is a program that designed to help non-native English speakers become bilingual and biliterate” (Wikipedia, 2011). The goal of this learning is to help students transition to mainstream, English-only classroom as quickly as possible, and the linguistic goal of such programs is English education only. “English language education is a specialist education that can be a good way to the achievement of English education” (Ekawati, 2009). It provides sufficient knowledge and skill for students to act optimally in the community life.

Based on Gold, 2006 in his report about successful bilingual school there are a lot of features of successful bilingual school particularly in the English learning. There are five standards for effective pedagogy, first is joint productive activity, here teacher and students produce together. Second is development of language and literacy across the curriculum. Third, making meaning connection between schools and students’ lives. Fourth, opportunities for complex thinking and the last are teaching through conversation. Also there are several things to support English learning in bilingual kindergarten, high quality environment, trained and qualified staff, innovative instructional strategies, consistency in monitoring of students’ academic progress, parent involvement, and much more.

Some basic things in Itta the (2007) that teachers have to do to guide child become bilingual in English learning are continuously involve the children in English language situation, help the children to face and regularly hear the sentences or words in English, invite the children to hear

the natural activity which is play based on their interest and development in English, and let the children to speak English. This study also mentions the advantages of English learning in bilingual kindergarten. According to Baker in this study there are some differences in the association of any words. Child who has bilingual ability can think very good, flexible, creative and become aware in communicate with person in different languages. Here also mentioned several potential ability of English learning in bilingual kindergarten. The first potential is child has good communication skills; children can communicate using two languages that is English and the language used by the family or others. Second is understand about the culture, every language is running with the behaviour system and different culture, know or understand another language make the child familiar and know about the culture of that language. Third is cognitive development, bilingual learning can increase children thinking skills, children becomes creative and aware when they communicate. Forth is personality, bilingual usage can increase child self-esteem because with bilingual skills child are willing to communicate with others using two languages. The last is educational capabilities, learning English in bilingual facilitate the students to learn third language, beside that the child will be ease to think.

2.7 Previous Study

Recent study was from Lao (2004); he conducted regarding parent's attitudes toward bilingual benefits in providing children with better opportunities. This study reveals that the major reason for parents top send

their children to bilingual programs is to possess a foreign language skill to make them more competitive in the future job field. In sum, this study point out that high level of bilingualism could lead to the practical career related advantages. In general the conclusion of this study is that almost all parents totally speak in favor of the implementation of bilingual education because of its effect on the future career.

As the Shang; Ingeberitson; Tseng's research about parental perceptions toward English learning in bilingual school (2006) we could know that the most parents disagree that learning English in bilingual kindergartens would improve their children's English communication competence, meanwhile, those parents think that children's confidence is not thereby increased under the English immersion kindergartens. This research was analyzed qualitatively and quantitatively. In quantitative terms there are four hypotheses that come out. First, parents are agreeing that children can be more competitive in the future job market with English immersion in bilingual kindergarten. Second, parents are agreeing that children can increase self-confidence in bilingual kindergarten. Third, parents are agreeing that children can enhance their English communicative ability after entering bilingual kindergarten. Forth, parents are unwilling to send kids to bilingual kindergarten because of unqualified teachers. The result of those hypothesis are, there are 54.5% parents agree with the first hypothesis, 36.5% parents agree with second hypothesis, 25.6% parents are agree with the third hypothesis, and 81.8% agree with the fourth hypothesis.

This study is based on those two previous studies. In this study the writer identifies parents' perception toward English learning in bilingual kindergarten, which is perception were divided into three outputs (evaluation, memory, impression) in bilingual school. The different between this study and those two studies are, on Lao only determines the parent's reasons why they send their children in bilingual kindergarten but in this study the writer determines the parent's perception toward English learning in bilingual kindergarten which is divided into three outputs, evaluation, memory, and impression. In Shang; Ingeberitson; Tseng's, it is determines the parents' reasons why send their children in bilingual kindergarten, the effect of bilingual kindergarten to the child, and do it qualitatively and quantitatively.

After reading all the paper above, the writer believes that analyze the parent's perception will have many benefit. The school which is read the study could know about the parent's impressions, evaluations, reasons, and hopes for the school and the school can increase their quality. The parents who are read this study can understand about bilingual kindergarten.

2.8 Theoretical Framework

Perception is the process by which individual become aware of and interprets information about environment. Something happens around us causing different perception on each individual. Environments stimulate sense of organs until the individual could interpret what is happening in their environment and act according to what they want. There are two factors that

affecting perceptions first is internal factor, sensory limits and threshold.

Second are external factors, target and situation.

Person perception or individual perception is people outputs, evaluation, impressions, and memories. Individual perception (behave) based on what person see or believe reality to be. The evidence suggests that what individuals perceive from their work situation will influence their productivity more than the situation itself. Person or individual perception is usually come out with individual think (opinion) and reason before they act. Opinion held by every person of the same thing will be different, so the reason through the action they take is same. Perception regarding a person's action is often significantly influenced by the assumption that they make. Although the action taken was the same and related to the same environments, opinion and the reason that are emerge from each individual are different.

At the most basic level, evaluation is a survival developed brain function of supreme importance. It is, in its simplest forms, where it is close to the perceptual level, the near-instinctive process that connects knowledge with action. Evaluation requires a long-chain inference from the observations or other data, so the distinction makes good sense. There is no intrinsic logical difference between description and evaluation: the nearest intrinsic difference is that between the involvement of the evaluative terminology and its absence. Terminology can sometimes be supported by direct observation and sometimes requires complex inference. Incidentally,

it may or may not involve judgment contrary to the common view that evaluation is of its nature judgemental.

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Bilingual kindergarten is an education program for children whose first language is not English, besides using their first language the teacher and students learn and use English as primary language in their teaching learning process. English learning in bilingual kindergarten is a program that is designed to help non-native English speakers become bilingual. The goal of this learning is to help students transition to mainstream, English only

classroom as quickly as possible, and the linguistic goal of such programs is English education only.

In this study the writer wants to examine the parent's perception, in this cases are person outputs (Evaluation, Memory, and Impression) about English learning in bilingual kindergarten and reason why they send their children to learn English in bilingual kindergarten. This is quite interesting because bilingual school in Indonesia at this time become very popular. There are several things to be prepared, starting from preparing question to be asked until analyzing the data and draw the conclusions from the interview.