

CHAPTER II REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

1. Definition of Perception

Generally, the term perception is used in the field of psychology. In terminology, the understanding of perception is a direct response from a process or the process of someone knowing several things through sensing. Meanwhile, in the big psychology dictionary, perception is defined as a process of observing one's environment by using his or her senses so that they become aware of everything in their environment.¹

According to Newman in Joanes's book defined that Perception is the process in which sensory experiences are organised and made meaningful.² The definition of perception illustrates that a person's perception occurs after the stimulation is received by the sense organs and then realized and understood, after the perception is realized and understood, an interpretation of meaning occurs.

Altman, Valenzi, Hodgetts explained that perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person's view of reality. The process of perception enables us to understand and cope with the environment in which we live. Were it not for the way in which we perceive, we would be overwhelmed by sensory input due to all the stimuli in our

¹Mohammad Asrori, *Psikologi Pembelajaran* (Bandung: Wacana Prima, 2009) p.21.

²Joanes J, *et.al.*, *Persepsi dan Logik* (Malaysia: Universitas Teknologi Malaysia, 2014) p.1.

environment.³ From this definition perception is viewed as a person's response to stimuli or the environment and will be interpreted as meaningful information about these stimuli.

Furthermore, Walgito stated that perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual.⁴ Understanding the perception of this view, perception can be understood as a person's experience of an object obtained by inferring information and interpreting messages through the senses.

According to Slameto, there are two forms of perception: positive perception and negative perception⁵. Perceptual forms are views based on an assessment of an object that occurs anytime, anywhere, if influenced by a stimulus. Here's the explanation:

a. Positive Perception

Positive Perception is the perception or view of an object and leads to a situation where the perceiving subject tends to accept the object that is captured because it is in accordance with his personality.

b. Negative Perception

Negative Perception is the perception or view of an object and leads to a situation where the perceiving subject tends to reject the object being captured because it is not in accordance with his personality.

³Steven Altman, *et.al.*, *Organizational Behavior: Theory and Practice* (Orlando, Academic Press, Inc, 1985) p.85.

⁴Prof. Dr. Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: ANDI, 2004) p.87.

⁵Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010) p.103-105.

From the explanation above, the researcher concluded that perception is a process of interpreting objects in the environment using knowledge and senses, so that meaning arises about that object. The perceptions of each individual can be very different even though what is observed is the same. So, if someone has a perception about an object by using the five senses, it means they know, understand and realize about that object.

In teaching and learning activities students' perception of teacher teaching competence can raise students' motivation. If students have a positive perception of the teacher's teaching competence, the higher the students' learning motivation. With learning motivation, students have the enthusiasm to pay attention to the material taught by the teacher and students have good learning outcomes. However, if students have a bad perception of the teacher's teaching competence, the student's learning motivation is low. And low student motivation will make students lazy to learn the material being taught and have poor learning outcomes.

Thus, students' perception can be interpreted as the views or responses of students by concluding information and interpreting messages based on experiences about certain objects or events that are preceded by a sensing process in a problem solving or social situation in an educational or school environment.

2. Process of Perception

Perception consists of a certain process. Perception is a process of understanding and giving meaning to a stimulus, where the stimulus comes from the sensing process of objects, events or relationships between symptoms which then the

brain processes the stimulus.⁶ In relation with the perceptual process, Walgito explained that perception is a complex process, those are as follows:⁷

- a. Natural Process or Physical Process, it is the process when a stimulus arouses the sense organs.
- b. Physiological Process is the process when the stimulus received by the senses is transmitted by the sensory nerves to the brain.
- c. Psychological Process is processes that occur in the brain or in the center of consciousness so that individuals are aware of what is seen, or what is heard, or what is felt.

Thus it can be argued that the last stage of the perceptual process is that the individual realizes, for example, what is seen, or what is heard, or what is felt, namely the stimulus received through the sense organs. This process is the final process of perception and is the real perception. The response as a result of perception can be taken by individuals in various forms.

3. Types of Perception

According to Schmid in Longman dictionary of language teaching and Applied Linguistics, perception is the recognition and understanding of events, object, and stimuli through the use of sense (sight, hearing, touch, etc). Several different types of perception are distinguished:⁸

⁶Sumanto, *Psikologi Umum* (Yogyakarta: PT. Buku Seru, 2014) p.52.

⁷Prof. Dr. Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: ANDI, 2004) p.90.

⁸Jack C.Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 3rd Edition* (London: Pearson Education Limited, 2002) p.391-403.

a. Visual Perception

The perception of visual information and stimuli received through eyes. This perception is the earliest perception developing in humans and affects humans to understand their world. Visual perception is the main topic of discussion of perceptions in general, as well as perceptions that are usually most often discussed in everyday contexts.

b. Auditory Perception

The perception of information and stimuli received through the ears. Auditory perception requires a listener to detect different kinds of acoustic signal, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation.

c. Speech Perception

The understanding of comprehension of speech.

4. Definition of Teaching Style

A teacher defined as a person an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skill that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development.⁹ Teachers play an important role in the learning process in order to achieve educational goals to be achieved.

Learning and teaching are two different things that are related to one another. Learning is defined as a business process carried out by a person to obtain a whole

⁹Senge, J, *School that Learn* (New York: DoubleDay, 2000) p.26.

new change in behavior as a result of his own experience in interaction with his environment, while teaching is guidance to students in the learning process.¹⁰

In essence, teaching is also a part of learning but teaching is more about providing various facilities both software and hardware in order to create situations that accelerate understanding and identifying human and environmental problems. Teaching does not have to be bound by space or place and time. The essence of teaching is the teacher's ability to design situations and conditions that can support student learning practices as a whole, precisely, and well.¹¹ Here, of course, the teacher tries to create a pleasant learning atmosphere for all students to avoid boredom in the learning process. Teachers should be good at creating teaching styles that are able to generate student interest in learning, both curricular and psychological.

Thoifuri defined that teaching style is a form of teacher performance when teaching, both curricular and psychological. The teaching style of teachers is curricular in that they are teachers who teach tailored to the objectives and nature of certain subjects. Meanwhile, the psychological teaching style is teacher teaching that is adjusted to student learning motivation, class management and evaluation of learning outcomes.¹² The meaning of this teaching style can be interpreted that related to the curricular, the teaching style of the teacher demands that there are differences in purpose and nature between one subject area and another.

¹⁰Dr. Pupu Saeful Rahmat, M.Pd, *Strategi Belajar-Mengajar* (Surabaya: Scopindo Media Pustaka, 2019) p.3-4.

¹¹Naniek Kusumawati, S.Pd, M.Pd, Endang Sri Maruti, S.Pd., M.Pd, *Strategi Belajar Mengajar di Sekolah Dasar* (Magetan, Jawa Timur: CV. AE Media Grafika, 2019) p.58.

¹²Drs. Thoifuri. M.Ag, *Menjadi Guru Inisiator* (Semarang: Rasail Media Group, 2008) p.81.

According to Dianne Lapp and her friends in Muhammad Ali's book explained that teaching style is a variety of teacher teaching behaviors. When traced, an overview of general patterns of interaction between teachers, content or learning materials and students will be obtained.¹³ The teaching style possessed by a teacher reflects the way of carrying out teaching, according to their views.

Teachers' teaching style can also be affected by educational system. There are formal and informal teachers, who have different view of teachers teaching style. According to Noel Entwistle stated that formal teacher understand their obligation in terms of the limited viewpoint of education, which is the dominant is results of examination and vocational training. Moreover informal teachers emphasize the students comfort of school and chance for students expression.¹⁴

Dealing with all of the definition above, it is clear that teaching style is a way or form of appearance of a teacher in managing learning activities to be more effective to achieve the goals of the learning process. Teaching style is related with strategy, method, or media that must be compatible for students, so students will feel enjoy and having fun when learn in classroom. Every teachers have different style of teaching, instruction, and also the ways that teachers use that can increase students motivation to learn. So the teacher must able to adjust the conditions of students so that the learning process is in accordance with the desired goals.

¹³Muhammad Ali, *Guru Dalam Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2002) p.57.

¹⁴Noel Entwistle, *Enhancing The Quality of Learning: Dispositions, Instruction, and Learning Processes* (New York: Cambridge University Press, 2012) p.238.

5. Types of Teaching Style

In learning practice, as understood from understanding regarding the teaching styles above, there are many types of teachers' teaching style that are featured by teacher in classroom.

According to Woods categorized teaching styles as discipline-centered, teacher-centered, and student-centered. In discipline-centered model, the course has a fixed structure. In teacher-centered model, the teacher is considered as an authoritative expert, the main source of knowledge, and the focal point of all activity. In this teaching model, students are passive recipients of the information. In student-centered model, on the other hand, instruction focuses on the student and his/her cognitive development. The teacher's goal is to help students grasp the development of knowledge as a process rather than a product.¹⁵

There are some categories of teaching styles that has used, but this research only focus on teaching style by Anthony F. Grasha. Grasha had different five of teaching style namely expert, formal authority, personal model, facilitator, delegator.¹⁶ The types description, advantages and disadvantages are five types are explained below:

a. Expert

Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge

¹⁵Woods, D. R, "Teaching and learning: what can research tell us?" Journal of College of Science Teaching Volume 25, (1995) p.229-232.

¹⁶Anthony F.Grasha, Ph.D, *Teaching with Style: A Practical Guide to Enhance Learning by Understanding Teaching and Learning Styles* (Pittsburgh: Alliance Publishers, 1996) p.154.

and by challenging students to enhance their competence. Concerned with transmitting information and insuring that students are well prepared.

- 1) Advantage : The information, knowledge, and skills such individuals possess.
- 2) Disadvantage : If overused, the display of knowledge can be intimidating to less experienced students. May not always show the underlying thought processes that produced answers.

b. Formal Authority

Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

- 1) Advantage : The focus on clear expectations and acceptable ways of doing things.
- 2) Disadvantage : A strong investment in this style can lead to rigid, standardized and less flexible ways of managing students and their concerns.

c. Personal Model

Believes in “teaching by personal example” and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor’s approach.

- 1) Advantage : An emphasis on direct observation and following a role model.
- 2) Disadvantage : Some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.

d. Facilitator

Emphasizes the personal nature of teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action, initiative, and responsibility. Works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible.

- 1) Advantage : The personal flexibility, the focus on students' needs and goals and the willingness to explore options and alternative courses of action.
- 2) Disadvantage : Style is often time consuming and is sometimes employed when a more direct approach is needed. Can make students uncomfortable if it is not employed in a positive and affirming manner.

e. Delegator

Concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

1) Advantage : Helps students to perceive themselves as independent learners.

2) Disadvantage : May misread student's readiness for independent work. Some students may become anxious when given autonomy.

6. Teaching English

The term teaching can be defined generally as a process of knowledge transferring from one to another. According to Brown, teaching is defined as showing or helping someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to how or know or understand.¹⁷ It means that teaching is the process of transferring knowledge to the learners. In the case of English, in teaching English has been running for a very long time, started at the end of middle ages up to present day. Different time and place are the main factors that cause English plays a different role all around the world. Indeed, people who live in a particular time and place use English for particular need which may be different with those people who live in the other time and place.

¹⁷H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall Inc, 1987) p.6.

Based on this condition Kacru formulates the three-circle model of World Englishes. The three circles of English consist of the “Inner Circle”, the “Outer Circle”, and the “Expanding Circle” countries. The inner circle refers to the “traditional bases” of English: the UK, USA, Ireland, Canada, Australia, and New Zealand. The outer circle which is also known as extended circle. It refers to those non-native countries where English has become an important institution of the countries and plays a role as an important second language. It includes Singapore, Malaysia, India, and over fifty others territories. The expanding or extending circle refers to those countries where English plays the role as an international language and have not given English any special official status. English is taught as a foreign language in these particular countries. It includes Indonesia, China, Japan, Greece, and Poland.¹⁸

There are many terms of teaching English that had been developed during past five decades. English have been interpreted in various ways due to the role of English under different political situations and levels of acceptances by different peoples with different characteristics and proficiencies. So far, we can discover that teaching English can be portrayed as Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English as Other Language (TESOL). The following will advise us what these classifications of terms stand for:

a. Teaching English as a Second Language (TESL)

Basically, the term ESL (English as a Second Language), is used commonly in the immigrant countries such as USA or Canada, where many

¹⁸Braj B. Kachru, *et al.*, *The Handbook of World Englishes 1st* (Wiley-Blackwell, 2009) p.292.

immigrants' mother tongue is not English. That is, for the immigrants in inner circle and outer circle of areas resided by native-speakers, they must learn this mainstream language. The reason is that it is a main language spoken in the outside societies and communities, and official institutions. Although the learners' and their parents' native language, as well as their first language, is not English, they still have to learn English in order to immerse and make themselves integrated within the immigrant areas. This term of ESL can not be applied, if the learners consider English as their third or fourth language, instead of a second language.

b. Teaching English as a Foreign Language (TEFL)

When linguists create the term of TESOL (English for speakers of other languages), which is the abbreviation of teaching English to Students of Other Languages, they usually use it to emphasize the methodologies of learning and professions of teaching English. Especially, most typically we can scrutinize that it is applied by teacher-training institutions and instructor-education programs for English teachers, or language-learning organizations for learners of expanding circle.

It does not argue that the learners must study English as a Second Language after first language as well as their tongues, but it can be an auxiliary tool for gaining information, traveling and some other non official purposes, instead of using it as an official or primary educational language.

c. Teaching English as Other Language (TESOL)

Most generally, the term TEFL is applied to emphasize that English language learning in nations, where English is not the most important

language. On the other hand, English is allowed to apply anywhere in their own countries freely, for purposes of governmental administrating behaviors, school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities. Why this term TEFL is composed of the word “Foreign” is especially for reminding the users in non-immigrant countries, that there are invisible controversies on the issue of using English as a common tool of international communication. Under the different races’ political administrations, governmental systems and controlling power of their own first languages, English can only be applied as a foreign language, instead of the second language with priority above the other foreign languages.¹⁹

As mentioned, in the field of education in Indonesia, English is taught as a foreign language. English is one of the compulsory courses which is taught from the Junior High School up to the Senior High and the Vocational School Level. Over the last decade, however, The English language becomes a compulsory local course of the elementary school in several provinces in Indonesia.

There are four skills which should be developed by the students learn English from primary level up to high school level, they are listening, speaking, reading, and writing. The students should master the four basic skills so they are able to master English effectively and communicatively. Following the explanation:

- 1) The skill of speaking or pronouncing words correctly to express his ideas and feelings to others.

¹⁹Grace Hui-chin Lin and Paul Shih-chieh Chien, *An Introduction to English Teaching* (Germany: VDM Verlag Dr.Muller, 2010) p.2.

- 2) The skill of writing or expressing their views and experiences to others in written form.
- 3) The skill of reading the literature and other subjects to grasp and understand them. To develop the ability of sequence and ratio of pronouncing the words.
- 4) The skill of listening the ideas views to others and also to understand them correctly.²⁰

These skills can be defined into two groups. The first is receptive skill and the second is productive skill. Receptive skills are reading skill and listening skill, while the productive skills are writing skill and speaking skill. Each of them will be developed based on the syllabus in every level of education. Through English, the students are intended to develop four skills so they can communicate in English for a certain literacy level. The literacy level includes performative, functional, informational and epistemic. In the performative level, the students are expected to be able to read, write, listen and speak by using symbols. In the functional level, the students are expected to be able to use language for their daily life like reading newspaper, manual or direction. In the informational level, the students are expected to be able to access knowledge. However, in the level of epistemic, the students are expected to be able to express their knowledge by using target language.²¹

²⁰Marlow Ediger, *Teaching English Successfully* (Discovery Publishing House Pvt.Limited, 2010) p.24.

²¹Gordon Wells, “*Apprenticeship in literacy*” *Interchange Journal* Vol. 18 Nos. ½, (1987) p.110.

B. Previous Research Findings

There some researchers which are related about students' perception of teacher's style in teaching English:

“Student Perception of Learning English in Senior High Schools of Kaimana, West Papua” Written by Kosmas Sarkol stated that in his research students' perception is grounded on the seven tested items, namely CS, TAF, TCM-MS, AELP, SM, SR, and GL. All seven tested items are supported by interview data attached in the appendices of that research. The results of Kosmas's research of the seven tested items are, three items – AELP, TAF, and TCM-MS present a significant result which respectively scores 0.97, 0.84 and 0.80. These three components show a positive description of learning English in Kaimana senior high schools. Another component such as SM, SR, and GL respectively show 0.57, 0.56 and 0.53. These results are positive, but they are not appropriate to include in a good and significant description showing the positive description. The other component is CS, It shows the total number 0,05. It is the lowest result in seven tested components.²² The gap that discuss in the Kosmas's research is students' perception of learning English, while in this research the researcher is focus on students' perception of teacher's teaching style.

Endang Puspita Sari entitle “Students' Perception of English Language Lecturer's Teaching Style: A Survey Study at English Study Program at Jambi University”. After analyzing the data, the researcher concluded that in term of teachers' teaching style, the style of teaching interactional is becoming the most preferred teaching style used in teaching English grammar by teachers in teaching

²²Kosmas Sarkol, *Student Perception of Learning English in Senior High Schools of Kaimana, West Papua* (Yogyakarta: Universitas Sanata Dharma, 2016) p.79.

second semester students. The next followed by personalized teaching style. In teaching English grammar to the second semester students they are also using the style of teaching technologist and teaching style classic²³. Endang Puspita Sari chose Classic Teaching Style, Technologist Teaching Style, Personalized Teaching Style, Interactional Teaching Style as a limitation to know English grammar teachers' teaching style but in this research the researcher will use the theory of teaching Style by Grasha. Endang also focused on English grammar teachers' and used students of second semester as the sample of her research, but in this research the focus is on English teachers and the ninth grade as the sample.

Dwi Erna Susanti in her thesis entitle "The Investigation of Students' Perception of English Teacher and Their English Learning Motivation in the First Grade of Vocational High School 1 Tengaran" stated that The students' perceptions about their English teacher in the first grade of vocational high school 1 Tengaran are categorized by coding the student's statements. According to sixty seven students of the first grade of vocational high school 1 Tengaran, the summary of their perception are categorized into four parts. First, one of the English teachers in vocational 1 Tengaran provides the effective foreign language learning. Second, one of the English teachers in vocational 1 Tengaran is competent at student's mother tongue translation. Third, one of the English teachers in vocational 1 Tengaran teacher offers students' confidence communication. Fourth, one of the English teachers in vocational 1 Tengaran teacher promotes better personality, teaching method and relation to the students. Then, the students' motivations in learning English of the first grade of

²³Endang Puspita Sari, *Students' Perception of English Language Lecturer's Teaching Style: A Survey Study at English Study Program at Jambi University* (Jambi: Jambi University, 2018) p.15.

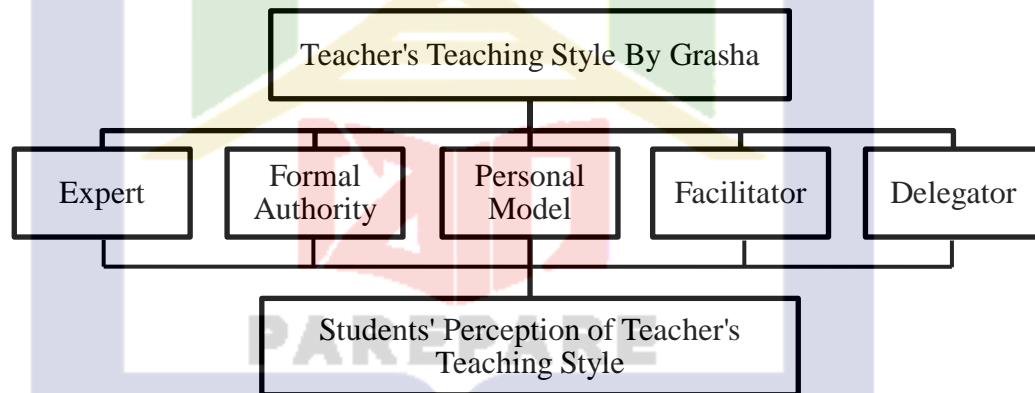
vocational high school 1 Tenganan. Students of the first grade of cooking department one based on the result of questionnaire is in 'high' motivated students which scored in percentage at 75%. When it is observed, the student's percentage of motivation in the first grade class of cooking department one is at 65,35%. On the other side, students of the first grade of cooking department two based on the result of motivation questionnaire is in 'high motivated' students which in percentage is shown at 69,7%. However, different result is found during observation process. It shows that students in the first grade class of cooking department two are categorized as 'motivated' students. On percentage, they are 48% 'motivated'. There are three factors came by English teachers which are supportive to develop the students' motivations in learning English. First is the effective code-switching and translating during learning process which is offered by English teacher. Second, the collaborative learning between English teacher and native English teacher. Third, the teacher stimulation for developing student's contribution in learning process. The stimulation offered effectively by English teacher and it is accompanied by closed relationship between English teacher and the students.²⁴ In Dwi's research, the researcher describe students' perceptions about their English teacher, how are the students' motivations in learning English, and the factors came by English teacher that help the students' motivations in learning English. But in this research, the researcher want to describe the English teacher's teaching style and students' perception about that.

²⁴Dwi Erna Susanti, *The Investigation of Students' Perception of English Teacher and Their English Learning Motivation in the First Grade of Vocational High School 1 Tenganan* (Salatiga: IAIN Salatiga, 2015) p.102.

Based on the related findings above, the researcher concluded that there are many research about Students' Perception of Teacher's Teaching Style. It shows that know about English teacher's style is one of the important thing in language learning. The first research is qualitative and quantitative method which using questionnaire and interview. The second research is quantitative using survey approach. The last research using qualitative method which using observation, questionnaire, and interview. The difference between this research and previous research as the researcher has mention above hopefully can help another researcher and English learners itself.

C. Conceptual Framework

Conceptual Framework of this research as follows:



The diagram above shows that the framework of the concepts construct in this research. This research particularly focused to find out the teacher's style in teaching English. In this research, the researcher used the theory of teaching style by Grasha. So, the researcher interview the teacher about process of teacher's teaching English. To support the data, the researcher distribute the questionnaire to the students. It shows the students' perception of teacher's teaching style.

D. Variable and Operational Definition

1. Students' Perception

Perception is an interpretation, judgment or opinion of someone about an object. In this research, student's perception refers to student's point of view to the object seen in the environment, particularly the view of ninth grade of junior high school at SMPN 1 Maniangpajo Kab.Wajo about English teacher's teaching style.

2. English Teacher's Teaching Style

Teaching style is a teacher's way to make it easier for students to receive the subject matter that is delivered, as well as a tool to overcome student boredom and increase student interest in learning in receiving lessons. This research, refers to Grasha's theory of teaching style, that are expert, formal authority, personal model, facilitator, and delegator. So in this research, the researcher wants to know the teacher's style in teaching English when the study is offline.