

CHAPTER II

LITERATURE REVIEW

A. Undergraduate Students' Perception

1. Definition of Perception

Perception is the ability of the brain to translate a stimulus or process to translate incoming stimuli into the human senses. In human perception, there are different points of view; some perceive that something is good or positive or negative perceptions that will affect visible or actual actions (Sugihartono et al., 2007). This perception is what distinguishes one person from another. Perception is generated from the concretization of thoughts, then birth to different concepts or ideas from each person even though the object seen is the same.

According to Wibowo (2013), perception is a process that allows us to organize information and interpret impressions of the surrounding environment. Perception occurs through a process that begins when the impulse is received through our understanding. Most impulses that attack our understanding are filtered out; the rest are organized and interpreted. Tampubolon (2015) states that perception is a person's picture of an object that focuses on the problems at hand. The perception is used by the individual who makes the perception, the situation that occurs at the time, and the disturbances that affect the process of perception formation. According to Sugihartono et al. (2013), perception is the brain's ability to translate stimuli. The stimulus itself is a stimulus from outside the human self. Thus perception is a process for translating or interpreting stimuli that enter the senses.

Based on this process, it can be seen that perception is caused by the presence of stimuli from within the individual as well as from the environment that is processed in the nervous system and brain. Perception is formed by three factors, namely: (1) the perceiver, a person who gives perception, (2) the object or the target, the person or object that is the target

of perception; and (3) the situation, the state at the time the perception is done (Robbins & Judge in Wibowo, 2013).

From the explanation above, it can be concluded that perception is the act of compiling, recognizing, and interpreting sensory information to understand and describe the environment. In compiling, recognizing, and interpreting, we can use sight, hearing, touch, smell, experience, and feeling, which will later produce a meaningful picture of anything.

2. Aspect of Perception

In essence, perception is an interrelation of various components. According to Baron & Byrne (Gerungan, 1991) states that three components make up the structure of perception, namely:

a. Cognitive Component (Perceptual Component)

Cognitive components are related to knowledge, views, beliefs, and things related to how people perceive the object of attitude.

b. Affective Component (Emotional Component)

The affective component is related to feeling happy or not happy with the attitude object. Happiness is a positive thing, while displeasure is a negative thing.

c. Conative component (Behavioral Component)

The conative component is related to the tendency to act on the attitude object. This component shows the intensity of the attitude, which shows the size of a person's tendency to act or behave towards the object of attitude.

According to Walgito (2003), aspect of perception, namely:

a. Cognitive aspect

This component is composed of the basis of knowledge or information that a person has about the object.

b. Affective aspect

The affective component relates to feelings of pleasure and displeasure, so it is evaluative and closely related to cultural values or its value system.

c. Conative aspect

It is a person's readiness to behave concerning the object of his attitude.

According to Sobur (2003), there are three aspects of perception, namely:

1. Selection. Selection is the process of filtering by the senses against stimuli from outside; intensity and type can be a lot or a little.
2. Interpretation. Interpretation is the process of organizing information to have meaning to someone. Various factors include experience, influence interpretation, value system adopted, motivation, personality, and intelligence. Interpretation also depends on a person's ability to categorize information that acceptance, namely the process of reducing complex information into simple.
3. Interpretation and perception. Interpretation and perception are then translated into behavior as a reaction. So the perception process is to make a selection, interpretation, and dressing of the information that arrives.

Based on the explanation above, the researcher uses aspects of Baron & Byrne (Gerungan, 1991) because these aspects can explain individual perceptions of their identity. Thus, it can be concluded that the perceptual aspects consist of cognitive, affective, and conative aspects.

3. Factors Affecting Perception

Each individual will undoubtedly be different in providing a response or perception of an object because a person's view is influenced by his insight, experience, and knowledge of an object that is faced. According to Robbins (2013), several factors influence the formation of perceptions. These factors are:

1) The personal state of the person who perceives

Is a factor contained in the individual who perceives. For example needs, mood, education, past experience, socioeconomic, employment status, gender, and age.

2) Perceived target characteristics

The target is not seen as a separate thing, so the relationship between the target and the background as well as the proximity/similarity and things perceived can affect a person's perception.

3) The context of the situation where the perception occurs

The time an event is perceived can affect perception, as can location, light, heat, or other situational factors.

According to Lestari (2012), the factors that influence the perception are internal factors and external factors. The first internal factor is motives and needs, while the second is a person's readiness to respond to a certain input. Then external factors, including the intensity and size of the object that will be given attention, contrast and novelty from the object that gets attention, attention from the person who is given the perception, and movement that is given the perception.

According to Walgito (2004) the factors that play a role in perception can be put forward several factors, namely:

a. Perceived object

The object causes a stimulus that hits the sense organs or receptors. Stimulus can come from outside the perceiving individual, but can also come from within the individual concerned which directly hits the receiving nerve that acts as a receptor.

b. Sense organs, nerves and nervous system

Sensory devices or receptors are tools to receive stimuli, in addition there must also be sensory nerves as a tool to transmit the stimulus received by the receptor to the central nervous system, namely the brain as the center of consciousness. As a tool to make a response, a motor is needed that can shape one's perception

c. Attention

To realize or to make a perception requires attention, which is the main step as a preparation in order to make a perception. Attention is the

concentration or concentration of all individual activities aimed at a set of objects.

These factors make individual perceptions different from each other and will affect individuals in perceiving an object, a stimulus, even though the object is really the same. The perception of a person or group can be very different from the perception of another person or group even in the same situation. Differences in perception can be traced to the existence of individual differences, differences in personality, differences in attitudes or differences in motivation. Basically the process of forming this perception occurs within a person, but perception is also influenced by experience, learning process, and knowledge.

4. Undergraduate Students' Perception

Students are also prospective intellectuals or young intellectuals in a society who often meet the requirements with various predicates. Students are a group in society who get their status because of the college. According to Santoso (2012), a student is a person who studies at a college, be it a university, institute or academy. Those who are enrolled as students in colleges can be referred to as students.

According to Faruq (2012), there are 3 roles of students, namely: as follows:

1. Iron Stock

Students can become Iron Stock, namely students are expected to become human beings who have the ability and noble character who can later replace previous generations. In essence, the role of students as Iron Stock is an asset, a reserve, the hope of the nation for a better future.

2. Guardian of Value

Students as Guardian of Values means that students act as guardians of values in society. The point is that students as academics always think scientifically in search of the truth of every problem that exists.

3. Agent of Change

Students as Agents of Change are students as agents of change. Because students are our last step for students to pursue higher education, so that they can apply their degrees as agents of change for the better. This means that the role of students as Agents of Change is that students are expected to provide positive changes to the nation and state.

4. Moral Force

Students as a Moral Force, we as students act as a moral force for the country. This means that students must have a basic reference in behaving in terms of dress, attitude, behavior and good words.

5. Social Control

Students as Social Control is that we must act as controllers of social life. In this case, it is controlling people's lives, by making ourselves a bridge between the community and the government.

Undergraduate students are students who are currently studying at the first level of higher education at a college or university. Students pursuing a bachelor's degree are usually referred to as undergraduates. Undergraduate students study a variety of courses, effectively starting their first-degree studies at the university and studying whatever teaching is studied or taught there. Undergraduate student perception is a response or assessment of the environment that the five senses have received. This study relates to undergraduate students' perceptions of their identities as future EFL teachers. Beauchamp & Thomas (2009) state that examining new teacher identity can be considered an essential step to developing more effective teacher training programs, and the identity development of a teacher is related to understanding the notion of 'self'.

B. EFL Teacher

1. Definition of EFL Teacher

The teacher is an essential element in learning activities. The teacher is someone who is instrumental in the world of education because the teacher is the person who provides knowledge. According to Nawawi (2015), teachers are adults because their role is obliged to provide education to students. That person may be predicated as a father or mother, teacher, lecturer, scholar, and so on. According to Djamarah (2015), the teacher is someone who provides knowledge to students or professionals who can make their students plan, analyze and conclude the problems they face. In a simple sense, a teacher is a person who imparts knowledge to students.

EFL is an acronym that stands for English as a Foreign Language. According to Faizal (2011), English as a foreign language indicates the use of English in a non-English-speaking region. EFL teacher is the term for teachers who teach English to non-native students in non-English speaking countries such as Asian countries. EFL teachers were divided into two groups; (1) native English-speaking teachers, for example, the United States English teachers teaching English to German students in Germany, and (2) non-native English-speaking teachers, for example, Indonesian English teachers teaching English to Indonesian students in Indonesia. It can be concluded that teachers who teach English in non-English speaking countries are called EFL teachers, while students who study English in non-English speaking countries are called EFL learners.

2. Characteristics of EFL Teacher

For each learner, characteristic of an effective teacher may differ. Although there are many different causes, there are a few that are common. According to Dincer, Goksu, Takkac, and Yazici (2013) there are four types of effective English teacher characters, namely socio-affective skills, pedagogical knowledge, subject matter knowledge, and personality characteristics.

1. Socio-affective skill means that an effective English teacher must have good interactions/relationships with all students. Teachers must also be able to build students' motivation to learn English happily and comfortably in class. Bruney (2012) states that the teaching process will not be effective if the relationship between teachers and students is not well established. Teachers who have good interactions with students can increase student motivation and prevent students from negative situations such as anxiety in learning and fear of learning English. An effective English teacher must also be able to increase students' concentration in learning English. Students will also find it easier to absorb material when motivated to learn and have a good relationship with the teacher.
2. Pedagogical Knowledge. In pedagogical knowledge, an effective English teacher must have effective teaching techniques in terms of preparation before teaching, teaching methods, learning strategies, implementation in teaching, and how to test students in tests. Teacher preparation in teaching can be in the form of a Learning Implementation Plan (RPP) or the required teaching materials. So the teacher must prepare materials and activities so that learning can take place effectively. Meanwhile, teachers usually have different ways in terms of methods, strategies, implementation in teaching, and testing students. In pedagogical knowledge, it can also be interpreted by the way the teacher solves problems in the classroom and the way the teacher manages class management. For example, the teacher must be able to determine the class leader and all the equipment. Although the class leader is chosen by voting from all students, it is the teacher who must coordinate so that it runs smoothly.
3. Subject matter knowledge. Subject matter knowledge can be interpreted that English teachers must have a reasonably broad knowledge. Especially knowledge of English subjects. For example, they are mastering grammar and material according to the level to be taught. In addition, in teaching English, the teacher can at least communicate in

English, so the teacher can communicate in English with his students, even if only a little to improve his students' English skills. In subject matter knowledge, teachers must also be able to prepare specific materials to be delivered in learning and teaching materials to be used in learning. Teaching materials can be in the form of using power points or songs, films, videos, or books that follow the material to be delivered by the teacher.

4. Personality characteristics. In addition to having adequate knowledge, an effective English teacher must also have an excellent personal character. Good personal character is also very influential in the success of learning. As an ordinary human being, the teacher's character will also be carried away when teaching in class and affect the success of learning. A personal character can be in the form of creativity because when the English teacher has high creativity, the course students will be more interested in learning, and it will be easier to absorb the material. In addition, the personal character of a good teacher can also be interpreted as a good personality, responsible, professional, positive thinking, patient, flexible, funny, caring for students, enthusiastic in teaching, and the ability to work in teams. As mentioned above, the English teacher's excellent personal character can increase students' confidence and motivation in learning English.

According to Cheung (2006), effective teachers tend to:

- a. remain in their posts for more extended periods,
- b. spend more time on teaching and curricular planning,
- c. be enthusiastic about teaching,
- d. be sensitive towards their students' needs,
- e. be tolerant towards their students' mistakes and errors,
- f. work with problem students for extended periods,
- g. participate in and contribute to the learning experiences of their students.

According to Richards (2002), there are several additional characteristics of effective teachers. According to him, creating a friendly classroom atmosphere, planning various learning activities, and using educational materials are the professional duties of effective teachers. Apart from that, they should also consciously plan their lessons and classes to reduce the anxiety of their students by encouraging them to speak in English. In conclusion, from the above information, there are several characteristics of an effective language teacher who meet from different perspectives.

