

CHAPTER II

LITERATURE REVIEW

A. Teachers Perception

1. Definition of Perception

All people see everything based on the basic of manner. No one shares vision with others in interpreting something. As mentioned in Logman Dictionary of Language a teaching & Applied Linguistics Richards & Schmidt, (2010 :427), perception is defined as the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, ectc.) When we make perception about something, we use our senses to understand object and events in our surrounding. The perceptions process happens when we use our senses to start the process of stimulating which is called sensation and thus. Sensation itself is a part of perception. It is a process by which we take raw sensations from our environment and surrounding and then interpret them using our own knowledge and understanding that resulting meaningful experiences. This statement is supported by Miller (2005), she stated that perception is the way or method to see or observe various phenomena, condition, or situation in surroundings.

In line with this, perception is the base of analysis of phenomena which is based on internal and external factors. Internal factors that determine perception are need, suitability, knowledge, and experiences, while the external factors is stimuli received from environment. But, internal factors play significant role in determining people's perception.

Similarly, Walgito (2004) added that feeling and thinking ability also take part in influencing one's perception. As the result, one's perception may be different with that of others', due to their different need suitability, feeling, thinking ability, experiences, as well as knowledge on anything.

In short, we can conclude that perception is understood as a base of analysis which is based on both external (stimuli) and internal factors such

as need, suitability, feeling, thinking ability, experiences, and knowledge to understand and conceptualize phenomenon and reality in surrounding.

An individual's life is never separated from its environment, both the physical environment and the social environment. Since the individual was born, since then also the individual is directly connected with the surrounding world. Start at the same time the individual receives stimuli from outside, and this relates to perception. Slameto (2010) also says that perception is a process related to acceptance of message or information by human brain during the process of a person continually interacts with his or her environment. According to Robbins and Judge (2005) perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what individuals perceive can be substantially different from objective reality. People's behavior is based on their perception of what reality is, not on reality itself.

Based on the definitions of perceptions above, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the stimulus from the environment through the sensory organs. Furthermore, regarding the use of English in teaching and learning English by teacher in the classroom and the product of the perception can be positive or negative.

2. Basic Principle of Perception

Perception can be different from one person to another. Slameto (2010), mention several principles that should be understood in order to know about someone's perception.

a. Perception is relative not absolute

As perception is determined by many factors such as need, suitability, feeling, thinking ability, experiences, and knowledge, one's may be different with others' perception. If there is change in one of those factors, then one's perception is likely to change as well.

b. Perception is selective

In this case, before making a perception, one should choose what parts that will be the focus on his/her perception and get more attention.

c. Perception is influenced by hope and readiness

Hope and readiness of a person will determine which messages will be selected for admission, laid out, and how the message will be interpreted.

d. Perception of someone or groups can be different although in same situation

For the teacher, this principle means that perception could be or less the same when it comes to other classes with the same subject matter being taught.

3. Type of Perception

According to Haber and Levin (2001) investigated type of perception. The results obtained were the following:

a. Visual perception

Eyes, we get vision through our eyes, what we see we believe and we perceive it. It has a strong influence as we see object.

b. Smell perception

The smell is another factor that influences and drives perception. We can smell over one trillion scents, which help us gather and notice information about different scents, it may be of people or other things.

c. Touch perception

A simple touch can make you understand someone. The way you feel about a particular thing will be influenced by touch and your comfort. Touch can influence how humans make decisions. Touch can convey compassion from one human to another.

d. Sound perception

Listening to various sounds also depicts how one perceives things around him.

e. Taste perception

Perception can be associated with taste. It is sweet, salty, bitter, and sour these four tastes help us recognize the taste of the food.

4. Factors Affect Human Perception

There are some factors that can affect in perception. Those are internal factor and external factor, in the internal factors there are two thing affect perception, those are sensory limits and psychological factors, Robbins, judge and Langton (2007). First is sensory limits and threshold, our sensory organs have specialized about nerves which respond differently to the various forms of energy that are received by them. For instance, our eyes receive and convert light waves into electrical which are transmitted to the virtual context of the brain to create the sensation of the vision and subsequently lead to the perception, but each receptor sense requires the minimum level of energy to excite it before perception can take place. The minimum level is called the absolute threshold-a point below which human do not perfect energy. The differential threshold is the smallest amount which two similar stimuli that should be different in order to be perceived as difference. In order words the obtainable information will influence and complete efforts to give meaning to the surrounding environment. The capacity off the sense to perceive each person is different, so that the interpretation of the environment can be different.

Second is psychological factor, psychological factors such as personality, past experiences, and learning and motivation affect the individual's perceptual process to considerable extent. The inclination to perceive certain stimulus 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. This is equal to attention Individual's need a certain amount of energy that is spent to pay attention or focus on the physical and mental facilities that exist on an object. The energy of each person is different so that one's attention to the object is also different and this will affect the perception to an object.

According to Robbins and Longton (2007) there are two factors that affect perception. 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 stimulate in large in size, movement, and intense, loud, bright, contrast, novelty, and repeat. Second external factor is the situation, the situation or the context in which is seen from the objects or evens is important to shape perception. A usual thing in usual condition do not cause any attention, but something unusual in some environments will certainly be the current topic today and causing a lot of perception.

From both of external factors above, situation is the dominant factor that affect perception, in this case is emotional mood state affects a person's behavior, mood shows how one's feelings at the time that can affect how a person can receive, respond and remember.

B. Learners Autonomy

1. Definition of learner autonomy

Learner autonomy is when students take control and responsibility for their own learners, both in terms of what they learn and how they learn it. The learner's ability to take over their own learning processes, such as making their own decisions in determining the goal of learning, determining the contents and progresses, selecting methods and learner techniques, monitoring acquisition procedures, and evaluating what has been learned Lengkanawati, (2017). Through learning autonomy, students can take over the learning processes by their own and have responsibility for several decisions such as, determining learning goals, defining contents and developments, choosing methods and techniques, monitoring acquisition procedures, and evaluating learned results that have been obtained Ivanovska, (2014).

There are three points in learners autonomy. First, autonomy or independent nature should be introduced among learners. Second, learners autonomy requires learners to choose and take responsibility for how they learn and what activities they do, but this should not be misinterpreted as learners without teachers. It means, teachers also have a significant role in this method. Third, teachers are involved to decide what to learn and how to promote and direct ways to learning autonomy among learners Lengkanawati, (2017). In learner autonomy students do most of the learning, but teachers still have to help facilitate and encourage students in learning activities Putra and Iswara, (2019). Teachers play a facilitator, organizer and source who prepare learners with feedback and encouragement, and atmospheric creators of learners and space. Teachers do not play as an authority, but rather as guides, co-operatives and initiators Joshi, (2019).

People who can take over their learners actions independently, and motivated in the learning processes are referred to as autonomous learners Smith *et al*, (2018). Autonomous learners can also be defined in a new perspective that is, students who have capacity for detachment, critical reflection, decision making, taking independent actions and are expected to take greater responsibility to take over their own learners processes Javid, (2019). When students have been able to have the power and right to learn independently, they has activated autonomous learning or learning autonomy Smith *et al.*, (2018).

Learners autonomy has been an important trend in language teaching in these few years. It is also conveyed by Putra and Iswara (2019), that autonomy learning gained its recognition in EFL teaching learning methods in Asia these days. Autonomy learning is considered to have a significant effect on the achievement of learners, including L2 capability. It is because in the learners autonomy, students are given the opportunity to be independent in determining what to learn and how to learn independently but remain with direction from their teachers Putra & Iswara, (2019).

2. Aspects of learners autonomy

There are 4 important aspects in learners autonomy. First is responsibility. In learning autonomy, students are expected to have a high level of responsibility for determining their own learners processes. The quality of students' learning autonomy depends on the level of their responsibility and awareness in the learners processes Vanijdee, (2003) cited in Fidyanti, (2017). Second is ability. In learning autonomy, students' abilities become an important aspect of supporting learners autonomy processes. It is in line with statement from Hermagustiana and Anggriyani (2019), stated that students must have the ability and sense of responsibility to be able to perform learners autonomy.

Third is motivation. Motivation is a critical concept in learners autonomy Spratt *et al*, (2002) cited in Fidyati, (2017). Motivation has also become one of the internal factor for developing self-studying Tabiati, (2016). It means, Learners autonomy depends on the student's level of motivation.

Fourth is activity and behaviour. In learners autonomy, students are expected to determine their learners processes independently. It means, students are expected to determine the activities they can use for self-learners outside of school. Capacity in determining the activity and behaviour of autonomous learners is sometimes considered an important factor affecting learners autonomy Bekleyen, (2016). There is a connection between activity and behaviour. Activity based on a sense of will and autonomy can affect one's behaviour Duncan *et al*, (2012).

In conclusion, in learners autonomy, there are four aspects to have to make learning autonomy processes work well. Those four aspects are responsibility, ability, motivation and activity and behaviour. Inside the research instruments, both questionnaire and interviewer, researcher used the four aspects as blueprint indicators. However in interview, researcher did not use the motivation aspect because it felt did not overly influence on

research questions about the kind of learners autonomy and the effects of learners autonomy for students in English.

3. Procedures of learners autonomy

According to Shakouri (2012), there are procedures for learners to develop learners autonomy:

1. In learners autonomy, teachers play a role to provide the material that students will learn independently. Not only materials, teachers also provide direction about how students can be responsible for materials, learning methods they will use and evaluations they perform after the learning processes.

2. After students get material and direction from their teachers about what they should do in learning autonomy, students can determine a wide variety of ways in learning processes and utilize some variety of media that can be used to help the learning processes.

3. After determining methods that suitable with their ways of learners, students must develop their learning autonomy processes. Students' motivations are indispensable so that they can be responsible for their learners autonomy.

1. After developing the learners process independently, they are also responsible for the evaluation process of their own learners, certainly with direction from their teachers.

2. If students have difficulties in the development of learning autonomy processes, they can consult to their teachers. The role of teachers in learning autonomy are as a facilitator and guide of the learners activity processes.

4. The kinds of learners autonomy

A student can be said have implemented learners autonomy processes when they can already define 5 basic areas by themselves (Jamila, 2013). There are 5 basic areas: 1) Selecting materials, 2) Selecting methods, 3) Evaluation, 4) Environment, and 5) Teacher-learner relationship. To maintain English speaking skills, there are many kind of ways that students

can apply to perform learning autonomy. Activity that students can perform such as forming a learning group, summarizing and learning it outside of school, write notes, make a learning agenda, and many more.

During the pandemic period, activities that can support learners autonomy such as taking courses, doing group work and other outdoor activities become limited. However, there are still many kind of ways that can support students' learning autonomy without having to do outdoor activities Fidyanti *et al*, (2020). Examples are: 1) Use portfolios, 2) Use diary, 3) Using vocabulary notebook, 4) Write some notes to memorize, 5) Listening to English podcast, 6) Listening to audio books or drama, 7) Watch TV programs or movies, 8) Listening and singing English, 9) Playing games with English language, 10) Join speaking clubs, 11) Join courses, 12) Talk to myself, 13) Speaking in front of mirrors, 14) Take online courses, 15) Speaking with focuses on fluency not grammar, 16) Practice tongue twisters. Some of those activities were also used by Bekleyen (2016) in his research to know about learner behaviour in learning autonomy.

In addition, students can also utilize technology to support students' learning autonomy. Students can use applications such as You tube to make it easier for them to improve their English speaking skill Saad *et al*, (2021).

5. Advantages and disadvantages of learners autonomy

1. Advantages of learning autonomy

In learning autonomy, there are some advantages, such as:

- a. Students can independently organize their ways of learning, learning resources, and learning time Hapsari, (2018).
- b. Autonomy learning also provide equal opportunities for different levels, of students, encouraging student confidence and responsibility, focusing student attention, focusing more on individual learning Alonazi, (2017).
- c. Learning autonomy can improve learner motivation and lead them to more effective learning.
- d. Learners more get opportunities for English communication in non-native environments.

- e. Learning autonomy can meet the individual needs of learners at all levels.
- f. Learning autonomy has a lasting influence in the learning processes Yuzulia, (2020).

2. Disadvantages of learners autonomy

Besides some of those advantages, learning autonomy also has some disadvantages according to Yuzulia, (2020), such as:

- a. The lack of student and teacher interaction because autonomy learning focuses more on individual learners.
- b. Between teachers and students can use different learning strategies within a single learning material, thereby making both feel unconnected in the learning processes.
- c. Learners achievements from each learner can be different, so it is troublesome enough to evaluate and handle such achievements, extra hard work is needed from all learning components to achieve the goals as had been planned at first.

In conclusion, there are some advantages in learners autonomy such as students can independently organize their ways of learning, provide equal opportunities for different levels of students, encouraging the confidence, responsibility, focusing, and attention from students, improve learner motivation and lead them to more effective learning, get opportunities for English communication in non-native environments, can meet the individual needs of learners at all levels, and has a lasting influence in the learning processes. Nevertheless, learning autonomy also has some disadvantages, such as the lack of student and teacher interaction, there are the differences of learning strategies and learning achievements from teacher and students. From that explanation, learning autonomy has many advantages compared to advantages. Learning autonomy is also felt fit to apply and more developed because it fits into the situation of our learning processes at this point.

f. Factors affecting learners autonomy

1. Internal factor

Internal factor in language learning is some of the variables of existence within learners that influence the learning outcomes of language. Such factors are age, gender, motivation, intelligent and personality Mahmoudi & Mahmoudi, (2015).

a. Age

Different student ages can have an effect on their own abilities in intellectual terms and necessities. Khoiriyah and Setyaningrum, (2017). The acquisition of the second language is influenced by the age of the learner. This will probably support learning language success or otherwise will lead them to learning language failure.

b. Gender

Gender differences have relationships with learners in learning languages. This is reinforced with the large number of studies proving that gender will affect language learner success. One study reported that men and women learned through their own different ways. Marcus (2012) and Pizzo (2009) cited in Viriya & Sapsirin, (2014), stated that males tend to study better in a visual, more motivated way when studying in groups. Whereas most women will learn better by auditory and well-learned ways in very sufficient situations.

c. Motivation

Motivation is defined as the force posed by the learner to create passion, joy and willingness to do or learn something new and to give optimism to deal with failure Khoiriyah *et al*, (2018). Motivation leads students to elevate their own behaviours that influence their ways of learning.

d. Intelligent

Various IQs showing learner intelligent levels play an important role in a particular part of a language. This is in line with Davis (2011)

who cited Gardner's ideas about some of the Quotation intelligence (IQ) tests.

e. Personality

Another factor that affects the success of language acquisition is personality. Several research have been conducted to prove that learners' personalities will affect their language learning. But in fact, it is not easy to prove that learners who share the same personality traits will have the same success in learning a language.

3. External Factors

External factors are outside factors that affect autonomy learning.

a. Teacher

Relationships between teachers and students are essential in developing learner autonomy. Trust and cooperation between teachers and students make students feel comfortable in the learning process. In learning autonomy, the learning processes could have been self-contained without any teacher, but the role of teacher is still indispensable Putra and Iswara, (2019). Teacher have important roles as a facilitator and guide Adianingrum, (2017).

b. Task

In learning autonomy, there will be many tasks directed by teachers to be worked by students. Interesting tasks will greatly affect autonomous students. Therefore, students are encouraged to rely on each other and work collaboratively. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve problems, complete tasks, or create products. Together with the activity, students are encouraged or sometimes forced to take responsibility for what they do (Kemala, 2016).

c. The environment

Environment can affect students to study independently and effectively, therefore teachers are also responsible for creating and managing a learning environment Higgs, (2010) cited in Kemala, (2016).

The environment is the place where learners develop themselves as individuals for interactive processes Kemala, (2016). There are several environmental influences such as those from the social environment that include parents, siblings, and the surrounding environment of students and aspect environments such as student learning sources Kemala, (2016).

C. Previous Study

Some writers have conducted the research about Learning Autonomy. They are (1) Muhammad Iqbal Ripo Putra and Citra Iswara (IKIP PGRI Pontianak, 2019), (2) Fidyati, Idaryani, Suryani, Rahmi Fhonna and Marina (Universitas Malikussaleh, Universitas Abulyatama, Universitas Islam Negeri Ar-Raniry, 2020), and (3) Nenden Sri Lengkanawati (Universitas Pendidikan Indonesia, 2017). B. Previous Study.

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First, the same research about learning autonomy was previously already conducted by (1) Muhammad Iqbal Ripo Putra and (2) Citra Iswara (IKIP PGRI Pontianak) in 2019. The research entitled "Pre-Service Teachers' Perception of Learner Autonomy" was conducted in 2019. The research is contained in Journal of English Language Teaching. Vol: 03, Issue 02, March 2019. The results from this study stated that the processes of learning autonomy can be done without teachers, but for now the role of teachers in learning autonomy is still very important. This research also revealed that pre-service teachers explore their learning autonomy activities by noting the materials

delivered by teachers to read after class is completed, they also multiply the opportunity to train their English speaking skill outside of class, and take seminars, conferences, and courses to improve their English skills.

Second, the previous research about learning autonomy in speaking skill was conducted by Fidyanti et al in 2020. The research entitled "Autonomous EFL Learners' Ways of Practicing Speaking Skills during Pandemic of COVID 19; A Study of Engineering Fresh Graduates". The research is contained in *Advances in Social Science, Education and Humanities Research*, volume 495. The research showed information on some ways that implemented by fresh graduates to improve English speaking skill.

Last, research on learning autonomy was also conducted by Lengkanawati in (2016). The research entitled "Learner Autonomy in the Indonesian EFL Settings". The research is contained in *Indonesian Journal of Applied Linguistics*, Vol. 6 No. 2 January 2017. From the data obtained within the research, it was revealed the result that teachers in the research tended to maintain that autonomy should be instilled among learners. Regarding choices and decisions by learners, most teachers believe that learners make choices about how they learn and what activities they do, and involve them deciding what and how learning can promote autonomy among learners. It was also found that LA training could improve teachers' perceptions regarding LA concepts and principles. There are some constraints that can make students' autonomy difficult to develop among Indonesian students in general, there are the limited time allocated for the implementation of the curriculum, lack of autonomous learning experience, too much focus on national exams, and insufficient English proficiency.

Researchers from each of the previous studies above focused on perceptions of the application of learning autonomy and the significance of learning autonomy in Indonesia. There is one research from Fidyanti *et al* (2020) that research on learning autonomy in English speaking skill.

In this research, researcher wants to find out about learning autonomy in English speaking skill. It includes the kinds of students' learning autonomy and the effect that students feel from their learning autonomy in speaking skill.