

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories based on the problems stated. Those are the concept of Perception, Native English Speaking Teacher, Non-Native English Speaking Teacher, Students Perceptions, Teaching Strategies and Previous Studies on the same field.

A. The Concept of Perception.

A primary goal of perception is to recover, or estimate, objective properties of the physical world.⁸ Perception is often about determining what is the best description of the world, or the best action to take, given (i.e., conditioned on) the current state of the sensoria.⁹ People give perception based on what they accepts something they encounter from the world they see.

Hamachek (1999) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in

⁸ Donald D. Hoffman, *The Interface Theory of Perception* (Cambridge, UK: Cambridge University Press, 2009), page 153.

⁹ *Ibid.*, page 157.

which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views.¹⁰

Perception is about how people perceived possibly events in the world from noticing the objects people might see. The process of taking sensory input and interpreting it meaningfully, it's called by perception. The perception of one person and others might be different, because people have different way in how they attach meaning to the sensory information they got.

A. 1. Factors Influencing Perception

The way individuals view the world around them greatly influences what they focus on and what they ignore.¹¹ The stimuli people select to focus on depend on their internal components as well as the external environment.¹² Viljoen¹³ refers to McKenna's description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli.

Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. This is more about people's tendencies of what they have already had inside. This internal components that can influence people's perception are already built in their internal state.

¹⁰ Don E. Hamachek, *Psychology in teaching, learning and growth*, 5th edition (Boston: Allyn & Bacon, 1999), page 199.

¹¹ Ibid., page 200.

¹² Viljoen, *The influence of Source Feedback Perceptions on Motivation* (University of Pretoria: Magister Commercii (Human Resource Management), 2003), page 6.

¹³ Ibid., page 6.

Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. People would give their perception from what they already experienced before. From what they have experienced, they would have a perspective to give a reaction for certain physical stimuli they got.

Intensity of motives refers to individuals' unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individuals are exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar. Because, in giving a perception, people have to experience what they want to percept.

The factors that affect perception were important in this research, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skills for the teachers differently due to factors such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. Moreover, the respondents of this research has their own perceptions and expectations.

Students' perception in the teaching-learning process can be influenced by a number of factors, especially the use of teaching strategies to assist verbal teaching. The factors might come from what the teacher's teaching strategies to improve memory and comprehension; the past experience and knowledge on which to build new knowledge; the variety of teaching strategies to stimulate all the senses and increase learning; the active

involvement of students in the use of different teaching media, and the teacher's competence and creativity in adapting teaching media and material to the specific situation.

A. 2. Types of Perceptions

As a process of acquiring and processing the information, perception might be divided into two categories. Psychologists studying perception distinguish between bottom-up and top-down processes.

The term bottom-up essentially means that the perceiver starts with small bits of information from the environment and combines them in various ways to form a percept. A bottom-up model of perception and pattern recognition might describe your seeing edges, rectangular and other shapes, and certain lighted regions and putting this information together to "conclude" you are seeing the scene outside your window. That is, you would form a perception from only the information in the distal stimulus.¹⁴

By bottom-up processes, we mean processes that start at the lowest sensory levels — that means (from the cortex's point of view) at the most distant levels of cognitive apparatus — and then they gradually lead to more complicated and complex processes which take place in higher (cortical) structures which are responsible for more global and abstract ways of thinking.¹⁵

¹⁴ Kathleen M. Galotti, *PERCEPTION: Recognizing Patterns and Objects* (A Sage Publication, 2008), page 45.

¹⁵ Andrej Démuth, *Perception Theories* (Kraków, Slovak: Towarzystwo Słowaków, 2013), page 23.

On the contrary, the top-down theories suppose that in the process of discrimination, but mainly when processing sensory stimulus, we start by “feeling” sensory data on receptors, but their processing presumes a downward influence of higher cognitive contents which organize and later determine them. Such influence we can call the top-down effect. The core of this approach is the fact that in order to process sensory stimulus, one needs to have prior experience or knowledge, or other influences which help to organize and form cognitive contents.¹⁶

In top-down (also called theory-driven or conceptually driven) processing, the perceiver’s expectations, theories, or concepts guide the selection and combination of the information in the pattern-recognition process. For example, a “top-down” description of the scene-outside-your-window example might go something like this: You knew you were in your dorm room and knew from past experience approximately how close to the window the various trees, shrubs, and other objects were. When you looked in that direction, you expected to see trees, shrubs, walk ways with people on them, a street with cars going by, and so on. These expectations guided where you looked, what you looked at, and how you put the information together.¹⁷

B. The Concept of Students’ Perceptions

The notion of asking students to provide feedback on the quality of the teaching that they encounter during the lesson becomes the goal to seek in

¹⁶ Ibid., page 23.

¹⁷ Kathleen M. Galotti, *PERCEPTION: Recognizing Patterns and Objects*, page 45

this research discussion. The students' perceptions are considered as a good feedback as they are the direct object of teaching. During the teaching learning process, there are so many possible situations happened. It can influence the students to get them have their own perception about their teachers' teaching strategies.

Perception involves a great deal of activity on the part of the perceiver. What the students' got during the lesson will influence their sight towards the teacher. The students do more than simply record the visual world around their classroom activities. What they see are exactly what they will perceive. In both the constructivist and the direct-perception approaches to perception, perception is assumed to be the result of activity, either mental or physical.¹⁸ The students give their perception as a feedback of what they mentally and physically accepted.

C. The Concept of Native English Speaking Teacher (NEST)

A "Native Speaker" (NS) of English in this discussion, is an English teacher who has English as a main or first language (L1) and who has learned it first as a child or became their mother tongue. It should be noted that the term NEST coincides with this description with the native speaker being a teacher of English.

In teaching language profession, Native speakers possess the language proficiencies, which include the capability of using idiomatic expression and speak fluent English because they are "the owners" and have

¹⁸ Ibid., page 63.

“first-hand knowledge” of the language. Native speakers do not have difficulties in pronunciation because they have acquired the language since they were born with it, and they are able to judge which utterances are grammatically acceptable and which are not.

Beside their linguistic proficiencies, native teachers also possess the knowledge of cultural connotations of English.¹⁹ For example, English has specific ways and expressions for greeting, or how to extend wishes, condolences, etc. which are different from learners’ own cultures.

Because of those advantages, native teachers occupies the central position in English learning and teaching all over the world. They are teachers in their own countries (inner circle), and also sent to the outer and expanding circle countries to teach or to train non-native teachers. In countries where English is learned as a foreign language, the native speaker teacher is a real gift and can be students’ favorite.

Kachru’s “Concentric Circles”,²⁰ designates inner circle speakers of English as members of countries where L1 speakers of English are the majority. For instance, English teachers who are on the inner circle (USA, UK, Canada, Australia, New Zealand) are called by Native English Speaking Teachers.

¹⁹ Robert Phillipson, “ELT: The Native Speaker’s Burden?”, *ELT Journal*, 46(1) (1992), page 12.

²⁰ Braj Kachru, “Asian Englishes: Beyond the Canon”, In *Eric Brown*. (Ed). *Native and Non-native English Speaking ESL/EFL Teachers in Sweden: A Study on Students’ Attitudes and Perceptions towards the Teaching Behavior of Native and Nonnative English Speaking Teachers*. English C. Essay, (2004), page 8.

However, several studies have shown that there are also some circumstances where native teachers may fail to meet learners' expectations. For example, in an English class in China conducted by Cortazzi and Jin (1996),²¹ the students think that their native teacher did not teach writing effectively. This is because the students' perceptions of writing discourse, process, and organization were different from the teacher's. In other words, the Chinese students had different ways of thinking which was influenced by their eastern tradition, while the teacher brought with her the western tradition she is more accustomed to.

Not only the native teacher employed in EFL context such as the example given above, but also the native teacher in their own country teaching ESL to students from other countries may face similar difficulties. A study conducted on Korean students studying in Australia, conducted by Han,²² revealed that they viewed their native teacher negatively because the teacher lacked of understanding of Korean culture. The students expected their teacher to be more concerned on their learning difficulties, and even should have knowledge in their language.

²¹ Martin Cortazzi, & Lixian Jin, "Cultures of Learning: Language Classrooms in China", In H. Coleman (Ed.), *Society and the Language Classroom*, (Cambridge: Cambridge University Press, 1996)

²² Sang-Ae Han, "Good teachers know where to scratch when learners feel itchy: Korean learners' views on native-speaking teachers of English", *Australian Journal of Education*, 49(2) (2005), page 197-213.

Beside those examples of negative view from students, the results of the Árva and Medgyes (2000)²³ study also revealed some good criteria of being Native.

- Native teachers obviously spoke English better than their nonnative counterparts and used it as a natural means of communication in class.
- Natives were much more lenient with student mistakes and casual in giving their lessons.
- Native teachers caused the students to be more highly motivated due to the fact that they were forced to use the L2 as a means of communication since they did not speak Hungarian. In this sense, they acted as true facilitators of the communication process.
- Natives provided the students with more cultural insights and were thus used by the learners as rich sources of cultural information.

Native English Speaking Teacher received a good perception as they are good in English as their L1. The main advantage of native teachers is evidently to be found in their superior linguistic and communicative competence of the L2 (English), since it is their mother tongue and they can thus use it with greater spontaneity and naturalness in a considerable variety of situations.

²³ Árva, Valeria and Peter Medgyes, "Natives and non-natives teachers in the classroom", *System*, 28 (3) (2000), page 355.

D. The Concept of Non-Native English Speaking Teacher (NNEST)

A "Non-native Speaker" (NNS) is an English teacher who learned a language other than English as a first language, and is learning/learned English as an additional language (L2) moreover, as a foreign language.

Research on the self-perceptions of Non-Native English teachers, or the way they are perceived by their students is a fairly recent phenomenon. This may be due to the sensitive nature of these issues because NNEST were generally regarded as unequal in knowledge and performance to NEST, and issues relating to Non-Native teachers may have also been politically incorrect to be studied and discussed openly.

The study on NNEST might also be because of the fact found in the field of English language teaching (ELT). A growing number of teachers are not native speakers of English according to Canagarajah's statement is 80% of the world's English language teachers are non-natives.²⁴ The number of people worldwide learning English is steadily increasing, to the point where Kachru estimates that there are four non-native English speakers for each native English speaker.

Despite these ratios, many countries on the outer circle still consider that foreign languages should be taught by native speakers of the language and therefore they actively recruit native speakers of English. In Indonesia, the program run by the United States Government, Peace Corps, is one of the

²⁴ Suresh Canagarajah, *Revisiting Linguistic Imperialism in English Teaching*, (Oxford: Oxford University Press, 1999)

volunteer program that set a mission to send native speakers to teach about American cultures in Indonesia.

Compared to native teachers, non-native teachers usually feel that they have a lot of weaknesses, which in turn make them lose confidence when teaching. A correlational study conducted by Reeves and Medgyes²⁵ showed that there is a relationship between the teachers' proficiency and their self-image. Non-native teachers not having a very good command of English, especially in oral proficiency, mostly possess low self-image and this influence the way they teach.

The lack of competence possessed by non-native teachers might be true. In the case of ELT in Indonesia, students may find that their English teachers are far from satisfactory. In terms of educational background, not all English teachers have appropriate qualification or have a chance to pursue English teacher training. The teaching methodology is still traditional and the resources are limited. As a result, learners do not get make much improvement. Besides struggling with their own self-perceptions, non-native teachers also have to face the learner's perceptions. Learners in general hold a belief that non -native teachers are less competent, and they prefer to be taught by native speakers because they can get the perfect model.

More convincingly, Medgyes states that language competence is actually only one variable in teaching skills. There are other variables like

²⁵ Keiko K. Samimy, & Janina Brutt-Griffler. "To be a Native or Non-Native Speaker: Perceptions of "Non-Native" Students in a Graduate TESOL Program". In *G. Braine* (Ed.), *Non-Native Educators in English Language Teaching*. (1999), page 127-144.

personality, behavior, experience, aptitude, charisma, sex, age, motivation, training, and so on, which need to be taken into account. If native and non-native teacher are compared within these aspects, it is very likely that both are equally competent in teaching practice. For example, a non-native teacher may be very charismatic according to the students because of his or her ability in telling stories, making jokes, playing games, etc, or ability to build good relationship with the students. In addition, Phillipson claims that non-native teachers can be better qualified than native teacher because they have been through the complex process of acquiring English, have insights on learners' linguistic and cultural needs, aware of the difficulties and the difference between L1 and L2, and have first-hand experience of using L2. Furthermore, Medgyes (1992) proposed the six assets of non-native teachers. Those assets are:

1. Non-native teachers are models of successful learners. Non-native speakers of English would not be able to become English teachers if they had not learned English successfully. All the process and success can motivate the learners to make the same achievement or even better.
2. Non-native teachers can teach learning strategies more effectively. They have experiences and know how to learn the language through a conscious process, unlike the natives who just acquire it. Therefore, they can apply and share their strategies to the students.
3. Non-native teachers can provide learners with more information about English language. It is because non-native teachers have learned English

from scratch and during the process they understand how English works. Non-native teachers have bilingual or even multilingual competence, and according to Canagarajah, this competence “develops a deep metalinguistic knowledge and complex language awareness”.

4. Non-native teachers are more able to anticipate learner’s difficulties. Through their own learning experience, non-native teachers know what is difficult and easy, so they can anticipate when their students encounter certain problem. Medgyes puts it as having “sixth sense”, so non-native teachers can predict and prevent the students’ linguistic problems.
5. Non-native teacher tend to be more empathetic to the students problems and needs. The difficulties they previously encountered as learners might be similar to those of their students. This similar experience makes non-native teachers more sensitive and understanding, and they can share their tips and strategies to the learners.
6. Non-native teachers can benefit from using the same mother tongue as the students. In the past, there was a notion that a successful lesson must be conducted entirely in English.²⁶

However, now many experts agree that the use of L1 can make the teaching and learning process more successful. It can serve as “the most genuine vehicle of communication” between teacher and learners.

²⁶ Peter Medgyes, “When the Teacher is a Non-Native Speaker”, *ELT Journal Volume: Oxford University Press*, (46) 4 (1992), Page 346-347.

E. The Concept of Teaching Strategies

Teaching strategies are approaches and methods used by teachers to facilitate and enhance the teaching-learning process. Without adequate knowledge of the relevant teaching strategies, teachers will continue using traditional methods. Although the teachers already have handbook or course book, it needs a good strategy to deliver what is stated on the book. There are many different teaching strategies and methods, and when choosing the method, the ultimate goal is to enable students to learn.

Peter Medgyes (1992)²⁷ defined teaching behavior between NESTs and NNSTs on their teaching strategies. On his research, he perceived in the term of own the language that Native Teachers considered to speak English better, use real English and use it more confidently. While Non-Native Teachers have an opposite perceived to NEST. NNESTs speak poorer English, use bookish language, use English less confidently.

For general attitude between Native Teachers and Non-Natives, he found that Native Teachers adopt a more flexible approach, are more innovative, are less empathetic and more casual. While Non-Native adopt a more guided approach, are more cautious, more empathic, and stricter.

On their attitude to the teaching language, the Native Teachers considered as the teachers who focuses on fluency, meaning, language in use, oral skills, colloquial registers. While Non-Native Teachers more focus on accuracy, form, grammar rules, printed word, formal register.

²⁷ Ibid., page 435.

NEST also prefer in free activity, favor group work/pair work, use a variety of materials, tolerate errors, resort to no/less translation. While Non-Native Teachers prefer to teach items in isolation, prefer controlled activities, favor frontal work, use a single textbook, correct/punish for errors, use more L1 and resort to more translation on their teaching.²⁸

Medgyes (1994) argued that both native and non-native speakers of English could be successful ESL/EFL teachers. Medgyes stated that:

- 1) The ideal native English language teacher is the one who has achieved a high degree of proficiency in the learners' mother tongue.
- 2) The ideal non-native English language teacher is the one who "has achieved near native proficiency" in English.²⁹

Medgyes (1994) noted that an ideal native English language teacher should possess a high degree of proficiency in the learner's mother language. He discussed the differences between native and non-native English speakers' use of English, general attitude, attitude towards teaching language, and attitude towards teaching culture. He noted that native English language teachers use real English and use it more confidently compared to non-native English language teachers. In a discussion about non-native English languages teachers' advantages and disadvantages, He described six positive characteristics:

- a. They provide a good learner model to their students;

²⁸ Ibid., page 435.

²⁹ Peter Medgyes, *The non-native teacher*, (London: Macmillan, 1994), page 348-349.

- b. They can teach language strategies very effectively;
- c. They are able to provide more information about the language to their students;
- d. They understand the difficulties and needs of the students;
- e. They are able to anticipate and predict language difficulties;
- f. In English as a foreign language settings, they can use the students' native language to their advantage.

He then explained that if the language 'deficiencies' of the non-native English language teachers are remedied, native and non-native English language teachers have equal chance to achieve professional success.

Cook (2001) indicated that code-switching is another positive feature that non-native English language teachers enjoy in the classroom. He emphasized that using learners' first language should not be totally banned in the classroom. Rather, he claimed that: "treating the LI as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. The first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs."³⁰

Teachers have to have a good strategy on teaching. Especially on explaining and delivering the concept of lesson well for the students. If the

³⁰ Cook, "Using the first language in the classroom", *Canadian Modern Language Review*, 57(3), (2001), page 402.

way of conveying the lesson can be accepted by the students, means that the teachers have a good way of explaining the lessons. Moreover, the teacher has to be good in explaining the difficult concepts that students need more attention to understand about the lesson.

Teachers not only have to be good in conveying the lesson but they also have to encourage the students to learn better, especially on teaching language skill. The teachers have to be more active in encouraging students to speak, because in studying language, the bravery of producing words becomes the main goal. So, the teachers have to encourage the students to speak English as they become English Language Learners.

Giving a motivation to the students is known as one of the strategy on teaching. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Douglas Brown, in his discussion, includes the need for ego enhancement as a prime motivator.³¹ In teaching, the teachers can be called as a prime motivator in the class.

One of the most important tasks as a teacher is that, teachers have to perform of organizing students to do various activity. This often involved giving the students information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down

³¹ Jeremy Harmer, *The Practice of English Language Teaching, forth Edition* (UK: Pearson Education Limited, 2007), page 98.

when it is time to stop.³² In this case, the use of lesson plan is important as the teachers to make the activities run in orders.

Correcting students is always a delicate event. But if the teachers are too critical in correcting their errors, it might be demotivating them as a risk. Yet, if the teachers are constantly praising them, teachers risk turning them into 'praise junkies.' The students are happy to be corrected robustly and also need more support and positive reinforcement.³³ Here the rules of teachers seem to be crucial in respecting students. Teachers might correct their errors consistently but teachers also have to be interested in learner's opinion whether it is wrong or right.

Teachers nowadays, do not generally want to take someone else's prescriptions into class and apply them. Rather they work out for themselves what is effective in their own classrooms.³⁴ That's why, being a creative teacher in this recent era of education is important. It comes to the need of the teachers that have to be an innovative teacher in their teaching strategies.

F. The Previous Related Studies

Perception is the set of processes by which an individual becomes aware of and interprets information about the environment.³⁵ Students'

³² Ibid., page 111.

³³ Ibid., page 115.

³⁴ James Scrivener, *Learning Teaching, second edition* (England: McMillan Publisher Limited, 2005), page 40.

³⁵ Ricky Griffin, Gregory Moorhea, *Organizational Behavior*. Tenth Edition (USA: Cengage Learning, 2011), page 75.

Perception is proposed to explain the difference in perception of the students through the collaborative teaching strategies that used by Native and Non-Native English Speaking Teacher who taught them in their class.

Numerous studies about Native and Non-native have been conducted in to matter, but few have focused on students' perception. The researcher found some studies on Students' perception of their English Language Teachers that had been conducted by Ling and Braine, Alseweed, Daniel Madrid,etc, as they are also Non-Native themselves and conducted the study as an attempt at mixing research with their own experience as NNESTs.

On Alseweed (2012) research, the findings revealed marked significant difference in the respondents' perceptions of their NESTs and NNESTs. The respondents on his research believe that NNESTs are contributing effectively to the field of English language teaching by virtue of their own experiences as English language learners and teachers. But, as the respondents go higher up in their education, the students' preferences for NESTs increases as the result of their previous learning experiences.

On Madrid (2004) research, the results of his study portrayed that students do not evince a preference for native teachers, whom they value as much as non-native ones. Nonetheless, as the students advance on to the higher grades, their preference for the native teacher also increases.

On Eric Brown (2013) research, the research revealed some interesting, yet contradictory results. Unlike Benke & Medgyes' study, the

current study showed some significant differences of perception in respondents for their NEST/NNESTs. The results of the current study do correspond with Benke & Medgyes' study and confirm that students do in fact see differences between their NESTs and NNESTs. A small majority of students illustrated that even though they would "trade their NNEST for an NEST", the vast majority felt that it did not matter if the teacher was native or non-native "as long as they were good teachers"