

## CHAPTER II

### THEORITICAL REVIEW

#### A. Perception

##### 1. Definiton of Perception

Perception (from the Latin *perceptio, percipio*) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment (*Schacter, Daniel (2011). Psychology. Worth Publishers* ).

Perception in narrow definition is sight, how someone sees something meanwhile in wider context or explanation, perception is the way how someone sees or understands something (Leavitt, 1978).

##### 2. Factors that Affected Perception

Miftah Toha (2003:154) states there are factors that affected perception are :

###### a. Internal factor

Consist of Feeling, attitude, personality, assumption, wish or hope, focus, learning process, body condition, mental disorder, value and need, interest and also motivations.

###### b. External factor

Consist of Family background, information gathered, knowledge, and social needs, intensity, size, motion repetition, new things, familiar and commonness.

According to Stephen P. Robins (1996: 225) there are 3 factors that affected perception;

a. Preceptor (Individual)

If someone sees something and try to give interpretation about what preceptor saw, preceptor will influenced by individual characteristics such as attitude, motive, needs, experience, knowledge and hope.

b. Object of Perception

Object can be person, things, or events. The kind of object usually has influence to preceptor, and cannot see as theoretical otherwise the relation with another preceptor. That made human more to make a group based on similarity such as same nationality or same event and try to separate the different thing.

c. Situation

Perception should see in contextual which means situation when perception happened, situation is factor that have role in process of forming perception.

In book entitled *Psychology*, 2008 explained psychology affects how human percept and what human percept can categorize into two factors there are Psychology and Culture

a. Psychology:

1) Needs

When someone needs something, or have interesting about one object or more it will be easier to percept based on this needs. Example: Someone who is hungry will see words that related to the food faster than any words that don't have any correlation with food

## 2) Believe

What we think can really affect our interpretation of sensory signals are ambiguous. For example, if you believe in the existence of extraterrestrials then when looking at the stars as if it was a UFO in flight.

## 3) Emotion

Emotions can influence our interpretation about a sensory information, a child who is afraid of the dark can be seen a ghost and not a robe hanging on the door, or a monster and not a favorite doll. Negative emotions such as anger, fear, sadness or depression can extend and strengthen a person's pain.

## 4) Past experience

Past experience often affects the way we perceive the world. The tendency to perceive things according to the expectations referred to as perceptual set. Set perception can be very useful; set perception brings us to fill the words in a sentence, for example, before we fully listen to the sentence but also could lead to misperceptions (Wade & Tavis, 2007: 209) .

## b. Culture

Every Need, Believe, Emotion, and Expectation affected by culture where subject live, Different culture give different opportunity to meet with different environment (Wade & Tavis, 2007: 209) .

## 3. Students' perception

Students' perception is defined as the students' ability to give their opinion about teaching and learning in the classroom. Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skill is absolutely depending on the fact that they have been taught by the teacher (Adediwura & Tayo, 2007 : 165).

## 4. Correlation between Perception and Attitude

Despaigne (2010 : 55) elaborates on the relation between perceptions and attitudes, explaining that perceptions are centered on the inner unconscious feelings from which students attitudes towards learning a language emanate. Thus, attitudes can be defined as the outcomes of perceptions.

## **B. Attitude**

### 1. Definition of Attitude

Attitude have definied as “A learned predisposition to respon in a consistently favourable or unflavourable manner with respect to a given object” based on Kreitner R. And Kinciki A. (2004:197) Allport (1935:810)

defined an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). Next ten years later, Krech and Crutchfield (1948: 152) wrote, "An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world".

## 2. Structures of Attitude

### a. Models of Attitude

#### 1) ABC Model

ABC Model is one of the most cited (Van den Berg et al. 2006 : 372) models of attitude. Attitudes structure can be described in terms of three components.

- a) Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- b) Behavioral (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- c) Cognitive component: this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous"

## 2) Vector Model

Calder & Lutz (1972: 812) represent attitude structure in their approach, as a two-dimensional metric space, recognized as Vector Model. According to them one dimension represents an affective component (liking or favorableness) and the other represents a cognitive component (likely or probable). Any belief an individual possesses about a product is characterized by a value on each of these dimensions as a set of coordinates in the cognitive space.

## 3) Tripartite Model

Spooncer (1992: 144) model of attitude better known as Tripartite Model consists of three components of attitude: Feelings, Beliefs and Behavior. First component includes an individual's emotion which represents verbal statements of feeling, where as second component includes an individual's cognitive response which represents verbal statements of belief and finally the third component includes an individual's overt action which represents verbal statements about intended behavior against environmental stimuli.

## b. Triode Model

After having the concept of three elements (affective, behavior, cognitive) and two outcomes (+ or -) of each of the elements, eight different

combinations (Table 1) for attitude are possible. These combinations will be referred as Triodes. Each triode reflects a different state of attitude.

Table 2.1 TRIODE TABLE

TRIODE	AFFECT	BEHAVIOR	COGNITIVE
PPP	Positive	Positive	Positive
PPN	Positive	Positive	Negative
PNP	Positive	Negative	Positive
PNN	Positive	Negative	Negative
NPP	Negative	Positive	Positive
NPN	Negative	Positive	Negative
NNP	Negative	Negative	Positive
NNN	Negative	Negative	Negative

#### 1) PPP Triode

PPP triode is the combination when all the three components of attitude Affect, Behavior and Cognitive are positive. This is the situation in which an individual is not only having positive feelings towards an object but also having positive beliefs over available information and his final response is culminated as favorable. For example, a person who likes a car based an advertisement, before he finalizes the decision of purchase; he makes individual and collective assessment from various sources. If individual's beliefs are fine-tuned with affection, his decision goes with

purchasing the car. In this triode, individual is influenced by all the three components in unidirectional and positive way.

## 2) PPN Triode

PPN triode is the combination of positive Affect, positive Behavior and negative Cognitive components. Here, an individual likes the product but having lot of confusion during the evaluation based on various sources. After proper clarification, he takes favorable action over the product. For example, the person who likes a particular model of a car is having a negative feedback and different opinion from various sources. Finally, he gets clarification by the Sales Executive of the showroom and it culminates into a favorable decision to purchase the car. In this scenario one can observe a clash between feelings and beliefs but at last feelings dominate beliefs and leads to positive response.

## 3) PNP Triode

PNP triode is the combination when both Affect and Cognitive components are positive but the Behavior is negative. In this situation, an individual is having both positive feelings and beliefs towards an object, even though he takes an unfavorable decision. For example, an individual who likes a car and after positively evaluation, visits the showroom to purchase the car. But, because of Sales Executive's opinion to wait for one month, he postpones or cancels the decision to purchase the car. This triode reflects, from the model, that even both affect and belief are



unidirectional and positively respond on an object, the response goes in the opposite direction.

#### 4) PNN Triode

In PNN triode only Affect is positive; Behavior and Cognitive components are negative. This is the situation in which an individual likes the product but because of reliable information from various sources has made a rational assessment more of negative opinion and takes an unfavorable decision. When a person, by seeing repeated advertisement on TV, likes the car but those who have already purchased the car gives negative feedback and it culminates into an unfavorable decision to purchase the car. Here, there is a clash again between feelings and beliefs but beliefs dominate feelings and leads to inference.

#### 5) NPP Triode

When Affect component is negative with both Behavior and Cognitive are components are positive, it creates the NPP triode. In this combination, if an individual does not like an object, even then, because of positive assessment from various sources, his decision culminates into favorable one. For example, a person may not like a particular car but because of positive assessment he decides to purchase the car. There is a clash between feelings and beliefs; finally beliefs dominate feelings and leads to positive response.

#### 6) NPN Triode

This is the combination of negative Affect and Cognitive components but the Behavior is positive. In this rare situation, neither individual likes the object nor the information related to the object but because of situational understanding and realization its utility, he takes a favorable stance on object. For example, a person dislikes the particular model of car and also all sources of information support to his dislike, but due to some pressure or emergency his decision is culminated to purchase the car. This is clear from this triode, however both feelings and beliefs impact are unidirectional and negatively respond on an object, the decision goes favorable with external stimuli.

#### 7) NNP Triode

The combination of negative Affect, negative Behavior and positive Cognitive depicts the NNP triode. Here, individual does not like the object and decides an unfavorable response, even the evaluation of the object is positive. For example, a person dislikes the particular model of car, though the opinion related the particular model is highly favorable for purchase, he does not purchase the car. One can observe a clash between feelings and beliefs where feelings dominate beliefs and leads to inference.

#### 8) NNN Triode

One of the most common combinations is when all three components affect, behavior, and cognitive are negative. This is the situation in which

an individual does not like the object also the information related to the object is unsupportive and finally his decision culminates to unfavorable one. For example a person dislikes the particular model of car also evaluation of information supports and decision is culminated to unfavorable to purchase the car. In this triode, the inference of the individual is the resultant manifestation conglomerate negative feelings, response and beliefs.

### **C. Language Learning**

Ellis (1986:215) said there are two types of language learning. There are naturalistic and formal. Naturalistic is learning without teacher and unconscious. Learning happened directly in social environment. Second type is formal learning in class with teachers, material and also media (Chaer 2003: 243)

#### **1. Teacher**

According to Republic Indonesia Law No. 14 of 2005 on teachers and lecturers, first article at first point stated Teachers are professional educators who educate, teach, guide, direct train, assess and evaluate students on early childhood education in formal education, primary education and secondary education and according to *ayat* 1 point 4 stated Professional is the work or activities carried out by someone and become a source of income of life that requires skill, expertise or skills meet certain quality standards or norms and requires professional education and also

explained at point 10. Competence is a set of knowledge, skills and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing professional duties.

## 2. Teacher competencies

Indonesian government regulation no 74 year 2008 first verse about teacher states Competence is a set of knowledge, skills and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing professional duties, and second verse states competence in first verse mean pedagogic competence, personality competence, social competence, and professional competence that acquired through profession education.

### a. Pedagogic competence

As Mafulah (2014: 1355-1357) explained in his book, pedagogic competence refers to performance, knowledge and skills in teaching and learning. It includes teachers' ability to manage the teaching and learning process from the preparation to the assessment stages. The fourth verse of Indonesian government regulation no 74 year 2008 explained pedagogic competence at second verse is teacher's ability in managing learning process with minimal requirement;

- 1) Understanding education mainframe
- 2) Understanding students

- 3) Developing curriculum or syllabus
- 4) Planning lesson
- 5) Dialogic and educated learning process
- 6) Using technology in learning process
- 7) Learning evaluation and
- 8) Developing students into actualization every potential students had

Brown (2001: 208) mentions the characteristics of a good teacher in term of pedagogic competence.

- a. Has a well thought out, informed approach to language teaching.
- b. Understands and uses a wide variety of techniques.
- c. Efficiently designs and execute lesson plans.
- d. Monitor lesson as they unfold and makes effective mid-lesson alteration.
- e. Effectively perceives students' linguistic needs.
- f. Gives optimal feedback to students.
- g. Stimulates interaction, cooperation and teamwork in the classroom.
- h. Uses appropriate principles of classroom management.
- i. Uses effective and clear presentation.
- j. Creatively adapts textbook material and other audio, visual and mechanical aids.

k. Innovatively creates brand- new materials when needed.

l. Uses interactive, intrinsically motivating technique to create effective tests and lesson.

b. Personal competence

Personal competence, personable attitude steady means so as to be a source of intensification for the subject. In this case, it means to have a personality that is capable of carrying out exemplary leadership as proposed by Ki Hajar Dewantara namely "Ing ngarsa sung tulada, middle Mangun ing intention, tut wuri handayani" (Certificate program teaches the basic components of the V-B education book II, educators based education module).

According to Mafulah (2014: 1355-1357), personal competence is about how teacher behave. It focuses on good commitment, discipline, trustworthiness and accountability toward duties. Personality competence also gives great effect to the development of student's personality.

c. Social competence

Social competence means that teachers must demonstrate social or able to interact well with pupils, and peers teachers and principals even with the wider community (Certificate program teaches the basic components of the V-B education book II, educators based education module).

According to Mafulah (2014: 1355-1357), social competence refers to the social, emotional and cognitive skills and behavior that teachers need for social matters.

#### d. Professional Competence

According to Mafulah (2014: 1355-1357), professional competence relates to possessing a high knowledge of the field of their study background. For example, English teacher has to be a good at their macro skills such as listening, speaking, reading and writing and at their micro skills such as vocabulary, grammar, pronunciation, spelling and etc. In public education standard, in article 28 verse 3 part c explains that professional competence is the ability to comprehend the extent and deep learning material, which enable in guiding the students to fulfill standard competency which is already set in national education standard.

Professional competence means that teachers must have extensive knowledge of the subject matter (field of study) that will be taught and mastering methodology in the sense of being able to choose the method of theoretical concepts in the learning process (Certificate program teaches the basic components of the V-B education book II, educators based education module).

Professional competence referred PPRI No. 74 Year 2008 is the ability of teachers to master the knowledge of science, technology, and arts and culture which include:

- a. The subject matter is broad and deep in accordance with the standards of program content education units, subjects and / or groups of subjects to be of teaching
- b. concepts and methods of scientific disciplines, technologies, or the art relevant conceptually coherent with a shade or educational unit program, subjects and / or groups of subjects to be of teaching.

The scope of professional competence according to Mulyasa (2013: 16) as following:

- a. Understanding and implementing the educational basic such as philosophy, psychology and sociology.
- b. Understanding and implementing learning theories based on students' ability.
- c. Able to control and develop the lesson that he taught.
- d. Understanding and develop the variety of learning methods.
- e. Able to develop and use learning tools, media and another relevant learning sources.
- f. Able to organize and implement learning program.



g. Able to evaluate students' learning output.

h. Able to improve the students' personality.

#### **D. Culture**

Culture has many definition came from many experts and below listed definition of culture ;

##### **1. Kroeber & Kluckhohn Statement**

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action.(Kroeber & Kluckhohn 1952: 181; cited by Adler 1997: 14)

##### **2. Avruch's Statement**

Culture consists of the derivatives of experience, more or less organized, learned or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves.' (T.Schwartz 1992; cited by Avruch 1998: 17)

### 3. Matsumoto's Statement

The set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next. Matsumoto 1996: 16

### 4. Spencer-Oatey Statement

Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour. (Spencer-Oatey 2008: 3)

### 5. Hofstede's statement

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving (Hofstede: 1997: 05).

## **E. Cultural Value Dimension**

The theory of Hofstede's cultural dimensions constitutes a framework revolving around cross-cultural communication, which was devised by Geert Hofstede. The dimensions collectively portray the impact of the culture ingrained in society on the values of the members of that society. They also describe the relationship between these values and behavior, with the help of a structure based on factor analysis. In other words, this theory studies

significant aspects of culture and provides them a rating on a comparison scale. (Hofstede: 1997: 09).

### 1. Individualism / Collectivism

This dimension focuses on relationship between the individual and the group. Highly individualistic cultures believe individual is most important unit.

They encourage:

- a) People taking care of themselves
- b) Making decisions based on individual needs
- c) "I" mentality

Highly collectivistic cultures believe group is most important unit. They encourage:

- a) Primary loyalty to group (nuclear family, extended family, caste, organization)
- b) Decision-making based on what is best for the group.
- c) Dependence on organization and institutions (Expectation that organization / institution / group will take care of individual)
- d) "We" mentality

Table 2.2 Predictors of Individualism / Collectivism

Predictors	Individualism	Collectivism
Economic development	developed / wealthy	underdeveloped / poor

Climate	Cold	Warm
Power-distance	Low	High

Some Consequences:

- a) Individualistic cultures -- people speak out, question, confrontational, are direct
- b) Collectivistic -- people blend in, avoidance conflict, use intermediaries.

## 2. Uncertainty Avoidance

This dimension focuses on how cultures adapt to changes and cope with uncertainty. Emphasis is on extent to which a culture feels threatened or is anxious about ambiguity.

Table 2.3 Basic Traits of High / Low Uncertainty Avoidance

High Uncertainty Avoidance	Low Uncertainty Avoidance
Have more formal rules	Believe that the fewer rules the better
Prefer details, specific plans	Tolerate generalization
Less tolerant of deviant ideas	Tolerate deviance
Consensus seeking	Seek individual opinions
Minimize risk	Approve of risk taking
Ritualized / ceremonial	Avoid ritualization and ceremony
Belief in absolute truth / high expertise	Accept relativity of belief

Predictors:

High:

- a) Tend to be low in modernization (or just at the start)
- b) Often in highly changeable situations (economic, political, social)
- c) Extensive legislative / judicial system
- d) Often characterized by "absolute" religions (Catholicism, Islam)

Low: Tend to be modern

- a) Tend to be stable (economic, political, social)
- b) Religions emphasize relativity (Buddhism, Unitarianism)

Some Consequences:

High Anxiety Avoidance culture are more resistant to change, often characterized by more elaborate rituals / religious practices

Low Anxiety Avoidance cultures tend to accept competition and conflict, tolerate dissent and deviance.

### 3. Power Distance

This dimension focuses on the nature of human relationship in terms of hierarchy.

Table 2.4 Basic Traits of High / Low Power Distance

High power distance	Low power distance
Power / Authority are facts of life	Minimize social / class structures

Everyone has a specific place	No set hierarchy
Those in power emphasize position	Those in power minimize position
Respect for authority	Respect for individuality
Centralized authority	Decentralized authority

Table 2.5 Predictors of Power Distance

Predictors	High	Low
Climate	Warm	Cold
Population Size	Large	Small
Wealth	unequal distribution	equal distribution

Some Consequences:

In High Power Distance cultures: obedience to authority (parent, boss, officials) is expected; language filled with power or hierarchy indicators; managers / teachers tend to be autocratic while subordinates expect direct supervision.

In Low Power Distance cultures, emphasis is on challenging decisions, expecting autonomy and independence.

#### 4. Masculinity / Femininity

This dimension focuses on how extent to which a society stress achievement or nurture. Masculinity is seen to be the trait which emphasizes ambition, acquisition of wealth, and differentiated gender roles. Femininity is seen to be the trait which stress caring and nurturing behaviors, sexuality equality, environmental awareness, and more fluid gender roles.

Predictor: Climate appears to be the best predictor of Masculinity / Femininity. Cultures in warm climates tend to be masculine; cooler climates tend to be feminine.

Some consequences:

Masculine societies tend to see men as assertive and women as nurturing. Men tend to be competitive, visible, stress success, and vocation-oriented. Feminine societies tend to have both men and women in nurturing roles and much less emphasis on assertiveness for either. Both men and women focus on cooperation, awareness of those who are in need, social accommodation is important.

#### 5. Long-Term / Short-Term Orientation

This is based on the Confucian dynamism. According to the teachings of Confucius, the following aspects of life are evident:

- a) Unequal relationships existing between people ensure the stability of society.
- b) Every social organization has its prototype in the family.
- c) Virtuous behavior involves treatment meted out to others in a similar manner as one prefers to be treated oneself.
- d) So far as tasks in life are concerned, virtue comprises acquiring skills, working hard, education, being wise in spending as well as showing perseverance and patience.

Long-term orientation (high Confucian values) reflects the following:

- 1) A futuristic, dynamic mentality
- 2) Emphasis on a relationship order depending on status, and observance of this order;
- 3) Emphasis on persistence and perseverance;
- 4) Stress on possessing a sense of shame;
- 5) Stress on thrift;
- 6) Positive association with economic growth;
- 7) Inclination toward interrelatedness represented in sensitivity toward social contacts.

Short-term orientation (low Confucian values) is characterized by the following:



- a) Orientation toward past and present;
- b) Focus on respect for tradition
- c) A comparatively static, more conventional mentality
- d) Emphasis on saving face
- e) Emphasis on personal steadiness
- f) Focus on stability;
- g) Emphasis on reciprocation of gifts, favors, and greetings;
- h) Negative association with economic growth.

#### 6. Indulgence / Restraint

The dimension of indulgence vs. restraint focuses on happiness. A society that practices indulgence makes room for the comparatively free gratification of natural and basic human drives pertaining to indulging in fun and enjoying life. The quality of restraint describes a society that holds back need gratification and tries to control it through stringent social norms.

### **F. Indonesian Culture**

#### 1. Greetings

- a. A handshake is the most common greeting accompanied with the word "Selamat".
- b. Greetings can be rather formal as they are meant to show respect.
- c. Many Indonesians may give a slight bow or place their hands on their heart after shaking your hand.

- d. If you are being introduced to several people always start with the eldest or most senior person first.
- e. To beckon someone, extend your hand with the palm down and make a scratching motion with your fingers.
- f. Titles are important in Indonesia as they signify status. It is important to use someone's title when you are talking with or about them

## 2. Taboos

There are many taboos care providers need to be aware of when providing culturally appropriate care to elderly Indonesians;

- a. Avoid eating, passing dishes, and giving or receiving objects with the left hand which is considered unclean.
- b. Though shaking hands is normal with introductions never shake with the left hand.
- c. Indonesians regard the feet as the least sacred part of the body so avoid pointing your feet at anyone.
- d. Avoid touching anyone on the head, even young children.
- e. Pointing with a forefinger is considered impolite.

## 3. Values

- a. Due to the diverse nature of Indonesian society where each province has its own language, ethnic make-up, religions and history, most people will define themselves locally before nationally.
- b. Group harmony and cohesiveness is highly valued.

- c. Hierarchical relationships are respected, emphasized and maintained and superiors are often called "bapak" or "ibu" which means the equivalent of father or mother, sir or madam.
- d. Friendliness is valued in Indonesia. Indonesians are known to hide negative feelings and avoid confrontation, rarely raising their voices.
- e. Indonesians may also place less emphasis on punctuality. Be patient, as it is considered disrespectful to show signs of annoyance. A popular Indonesian phrase 'term jam karet' means "time that stretches like rubber".
- f. Many Indonesian cultures are underpinned by a traditional lore known as Adat. Originally stemming from religious beliefs and adapted over many years, Adat is an unwritten and unspoken code of conduct that explains many Indonesian customs and laws, even today.

#### 4. Communication Style Concept Face to Face

- a. To avoid being the cause of shame, Indonesians can be very careful with how they speak and interact.
- b. To save face and avoid shame, Indonesians may not directly disagree or say "No." Bahasa Indonesian actually has 12 ways of saying "No" and several other ways of saying "Yes" when the actual meaning is "No!"
- c. Blame should never be publically aimed at any individual or group. Indonesians appreciate people speaking softly. Loud people may be interpreted as aggressive.

- d. Indonesians can be indirect communicators. They may not always say what they mean.
- e. Care providers may need to read between the lines or pay attention to gestures and body language to get the real message. (Moffat. 2012: 8)