CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Description

This part explains the underlying theories related to the research, there are: 1) nature of perception, 2) teaching competences, 3) *PPL* students of English Language Education Program, 4) ELESP- *UNJ*, 5) young learner, and also 6) teaching young learner.

There are several previous studies related to the topic which was conducted by Rahayu Reithara (2007), Aji Ramdani and Sri Julianti on 2008.

Rahayu Reithara conducted a research to gain the perception of *guru pamong* toward *PPL* graduates' teacher competences on 2007. The respondents were twelve *guru pamong* and the method used in the research was survey. The instrument employed here was questionnaire. As stated by the Reithara (2007), "The study concluded that most of the *PPL* students perceive that they have good teaching competence…" The conclusion was that *guru pamong* had a good perception towards *PPL* students' teacher competences.

Aji Ramdani conducted a research on 2008 to find out stakeholders' opinion toward pedagogical competence issued by the government and its applicability by ELESP- *UNJ* Graduates. The method used in this research was survey. This study used questionnaire and informal

interview as its instrument. The study was conducted in 40 educational institutions and the result of the study was that all respondents have positive opinion about toward pedagogical competence of ELESP- *UNJ* graduates.

Meanwhile, Sri Julianti conducted her research on 2008 to find out stakeholders' opinion toward professional competence issued by the government and its' applicability by ELESP- SUJ graduates. The method used here was survey with questionnaire and interview as the instruments. The research was conducted in 40 schools and English courses. The study concluded that ELESP graduates have professional competence, such as able to use English Language skills, mastering standard competence and basic competence; using material creatively, reflective teaching, and able to use technology information.

In contrary, these researches did not focus on one particular level of school in Indonesia, while, teaching different level of school needs different competence, ability in managing the learning-teaching activity and face different problems, so this research will be conducted to gain in depth finding of those studies.

2.1.1. Nature of Perception

Experts explains perception in various view, some of them are Sekuler and Blake (2002: 1) who generally discusses the definition of perception as an ability to detect objects and events in our environment and we could distinguish the safe from the dangerous, the desirable from the undesirable,

then knowing the objects and environment could help us to predict our action. The perception is not a following process of acting, but rather the skill to understand objects to make an action. Based on the statement above, it can be concluded that perception is an important skill to consider objects and environment, and then survive from undesirable events or objects.

In contrary, according to Robbins (1996: 132), perception was a process of people to understand and give meaning of something though their sensory impression. Sensory impression here means the impression of individual's body, such as hearing, or visual. Then the impression helps him /her to perceive an object, analyze it and create an 'image' in his/ her mind. Furthermore, www.brainyquote.com/words/pe/perception201046.html (2009) explains that it is "The act of perceiving; cognizance by the senses or intellect; apprehension by the bodily organs, or by the mind, of what is presented to them; discernment; apprehension; cognition." Perception does not only employ bodily sense, but also human's mind, then these senses and mind build a view of something. So, perception can help someone to know and go into depth of something that may raise other side of view, and to employ the perception of someone, according to Richard (1999: 268-269), itself may be conducted by recognizing and understanding the events, objects, and stimuli through the use of senses (sight, hearing, touch, etc). Perception is not only used to understand events but also object, such as: a person, a profession, or things through human senses.

In addition, Richard (1999: 269) explains three categories in perform perception, they are:

1) Visual perception: the perception of visual info and stimuli.

2) Auditory Perception: the perception of information and stimuli received through the ears. Auditory perception requires a listener to detect different kinds of acoustic signals, and to judge differences as their frequency, amplitude and duration.

3) Speech perception: the understanding of comprehension of speech.

These senses play their roles in understanding something based on the capabilities of human senses. These senses are also integrated in certain points to build a conclusion of the events, objects or stimuli. So, it is possible for someone employing more than one category, or when someone wants to focus on a certain category to get the understanding of something.

Meanwhile, *guru pamong* can be identified as supervisor, advisor or counselor for prospective teacher in a school. *Guru pamong* supervise the prospective teachers to do their duties and responsibilities, and they also give advise to *PPL* students in understanding the condition of the school, tell them what to do and how to handle difficulties inside the class.

2.1.2. Teaching Competences

There are several arguments about the definition of teacher as profession and what they do, and Purwanto states that, "mengajar adalah tugas utama seorang guru, disamping mendidik. Untuk melaksanakan tugas tersebut, seorang guru harus trampil dan berilmu". (beside educating, teaching is the main duty of a teacher. To accomplish the duty, a teacher should be skillful and capable). General description of teacher's duty is teaching and educating. A teacher certainly should have skill and ability in teaching the language. Further more, Cambridge International Dictionary of English cited in Harmer (2002: 56) explains, 'teaching' means to give (someone) knowledge or to instruct or to train (someone)'. Then, the main duty of teacher is giving knowledge or instructing to someone else. The process of giving or transferring knowledge is called learning- teaching process, but the process is not only occurred inside the class, because the transmission of knowledge could happen every where as long as the teachers share their knowledge with their students. In teaching their students, the teachers should have competence in doing it. Based on Richard (1999: 68), competence often refers to the ideal speaker/ hearer, that is an idealized but not a real person who would have a complete knowledge of the whole language. Ideal speaker/ hearer in this case could refer to ideal teacher and competence is an ability or knowledge mastered by a person.

It can be concluded that teaching competences is complete knowledge or ability of transferring or giving knowledge to the students which refers to pedagogical competence and there are considerations of teaching competences which conclude that, "setiap guru harus memiliki kompetensi professional, kompetensi kepribadian, dan kompetensi kemasyarakatan. Dengan demikian barulah ia memiliki "kewenangan mengajar"." (Purwanto, 2004: 12) (Every teacher should have professional competence, personal competence, and social competence. Then he/ she has "teaching competence".) When someone wants to be a teacher, he should have teaching competences, and it is consist of pedagogical competence, professional competence, personal competence and social competence.

2.1.2.1. Professional Competence

Based on Pedoman Akademik Universitas Negeri Jakarta (2009: 173), professional competence consist of the quality of teachers based on their knowledge toward the language skills, master the standard and basic competence of English learning, develop the learning material, develop the teaching quality through reflective action and use information technology to develop teachers' competence and quality.

In giving knowledge to the students, the most important thing that a teacher should have is sufficient knowledge to give. This is closely related to one of the teacher role which is stated by Harmer (2002: 61) that teacher is a resource. A teacher should master the subject skills, because as

Harmer (2002: 61) continues that students might look for information in the middle of an activity about that activity or teacher can recommend to some other sources. Even though no teachers know every thing about the language, at least the teacher masters the language as learning material. There fore, a professional teacher should enrich his knowledge and skills by doing reflective action and use information technology to find other sources.

2.1.2.2. Pedagogical Competence

Teacher in Indonesia should have pedagogical competence which consists of: comprehending the students' characteristic, implementing the learning theory and learning principles, developing the curriculum, conducting a beneficial learning, employing the information technology in learning, facilitating students to develop their skills, building an effective communication with the students, assessing the whole learning- teaching process, employing the learning result for learning improvement, and doing the reflective action for learning improvement.

Comprehending the students' characteristic is the first concern of 'learner- centred' teaching, and this teaching method is widely applied in many countries, including Indonesia. Before a teacher decides a learning-teaching process, he must consider the students' characteristic. There are different learner types and styles which have been described by Harmer (2001: 37), and the teachers' task is analyzing the students' characteristic by recognizing the students as well as being members of a group, looking at

their test scores, and monitoring their progress through both formal and informal observation.

Performance skills of teaching are a basic of learning effectiveness. (Turney, 1986: 180) also argues that performance skills of teaching include behaviors, such as asking questions, giving praise and support, offering explanation and varying the learning- teaching process. These basic teaching skills should be mastered by the teachers, especially elementary students' teacher. The teaching skill of questioning is skill of the teacher uses productive, meaningful and understandable questions to direct attention, to stimulate interest and curiosity, to get clarity, to involve students in discussion, and to encourage students to ask questions. Then, the teacher can apply reinforcement through many ways, such as: verbally, body gesture, written form or token. The aims of giving reinforcement are to increase students' attention, to motivate the students, to modify disruptive behavior and encourage productive behavior. Explaining and offering explanation are the main activity of teaching process. Even though in 'learner- centered' teaching, skill of explaining is still crucial because the teacher is a resource who give information and knowledge to the students. Varying the learning- teaching process is important in learning effectiveness, especially in elementary students' teaching- learning activity. Teaching young learner should be interesting, because, as Harmer (2002: 38) explains that young learner keen on discovering things, and they interested to being asked to use their imagination, they may well be involved in puzzle- like activities, in

making things, in drawing things, in games, in physical movement or in songs. In fact, the teachers' skill of questioning, reinforcing, explaining, and varying the learning- teaching process contribute the students' motivation and learning improvement.

Teaching in schools is concerned with the important and demanding task of facilitating and promoting students learning and development (Turney, 1986: 180). Facilitating students in learning English is a main duty of a teacher, even Harmer (2002: 56) says that in 'learner- centred' teaching, teacher is a facilitator and resource, rather than the controller or the authority. Even though experts explain that the teacher has many roles in language teaching, the aim of those roles is facilitating the students during the learning- teaching activity.

2.1.2.3. Personal Competence

Personal competences are one of the basic competences that should be mastered by the teacher in Indonesia and personal competences, and these competences are consist of: a teacher should behave suitable with national's culture, be a role model for the students and the society, performing as a responsible and polite individual, and apply the ethic code of teacher.

A teacher is a role model of his students, so what a teacher did, wear and say will represent his knowledge. Further more, we know that performance is the main aspect in teaching evaluation, because, teachers

are one of the key element in creating polite students. Spencer and Spencer (1993: 78) state that Personal competences "… control the effectiveness of the individual's performance when dealing with immediate environmental pressures and difficulties." The person's personal competence is somehow, clearly seen when he is encountered some problems.

2.1.2.4. Social Competence

Social competence consists of show objective attitude, communicate effectively, maintain a good relationship with the society and communicate with other teacher and widen community.

A good relationship of teacher with other teachers, the principals, students and the society is included in the social competence. This competence is needed because, to find out students' needs, parents' expectation and school's demands toward the English learning, the teacher should communicate and build a good communication with them.

Teachers in Indonesia should apply these competences as parts of teaching competences and elaborate the competences with the real condition in the school. This is a measurement of qualified teachers stated by the government. It is important to maintain the quality of teaching learning process and the quality of the students.

2.1.3. *PPL* students of English Language Education Study Program- *UNJ*

Before students of English Language Education Program (ELESP) graduate from *Universitas Negeri Jakarta*, they have to accomplish all the

subjects in ELESP-*UNJ* with total credit semester 148 with minimum GPA 2, and pass the thesis examination or comprehensive test (2009: 174). One of the most important subjects in ELESP- UNJ is *PPL* or teaching practice program. According to Pedoman Akademik Universitas Negeri Jakarta (2009: 52), *PPL* or *Program Pengalaman Lapangan* is "penugasan kepada mahasiswa untuk memperoleh pengalaman belajar di masyarakat." It means that students of Universitas Negeri Jakarta will be sent to a community to enrich their learning experience. They should practice their teaching skills and accomplish their duties based on their major, in this case, English teaching and the objective of this program is giving a work experience as a teacher for the perspective teacher. Furthermore, ELESP- *UNJ* students who are taking PPL program are called PPL students.

Moreover, Pedoman Akademik Universitas Negeri Jakarta (2009: 52) stated that the main duties of the students in *PPL* are working as a teacher of certain subject and other duties under the agreement between *PPL* students and the school. So, *PPL* students should have competence in doing the duties and responsibilities, not only as a particular subject teacher, but also in other parts of school activity.

Students are allowed to take this subject with several conditions. Based on Pedoman Akademik Universitas Negeri Jakarta (2009: 52), some of those conditions are:

1) Accomplished minimum 120 credit semester and passed all the educational subjects.

2) *PPL* has 4 credits and apply a block system.

3) ELESP- *UNJ* students with these conditions may take *PPL* as their subject in three moths.

This qualification is addressed to undergraduate of ELESP- *UNJ* students who officially do not have Diploma III in Education certificate and experience working as a teacher. So, *PPL* is a program for ELESP- *UNJ* students to apply all their English teaching knowledge and skills in real schools and PPL students will be supervised by *guru pamong* and *dosen pamong* within those three months.

2.1.4. ELESP UNJ

ELESP- *UNJ* is one of the sub- major of English Department in State University of Jakarta. English language education program in UNJ is enriching its' students' knowledge and competencies in teaching and entering education field professionally. Based on Ramdani (2008: 23), English Department of State University of Jakarta has eight principle missions, they are: 1) Developing work culture which holds the high values of region, morality and ethics, 2) Developing work culture which has internationally perspective and holds the high value of independency, 3) Applying Tri Dharma Perguruan Tinggi professionally and adaptable towards challenges and needs in society, 4) Developing conducive academic

culture to lecture to always upgrade professionalism and career as functional workers in of college, 5) Developing conducive academic culture to personal development and students' potential to accomplish their study in English Department as soon as they can and to achieve the grade points average as high as they can, according to their potential, 6) Developing entrepreneurship programs to upgrade staffs' and students' welfare, as well as to support the development of English Department and aspects, 7) Creating democratic, cooperative, harmonic and tolerant interpersonal relationship, 8) Creating safe, peaceful, comfortable, and harmonic work environment.

It is concluded that ELESP UNJ must facilitate its' students to be high quality graduates and ready to work professionally based on the education field needs'.

2.1.5. Young Learner

Generally, elementary students are kids aged between six to eleven and it can be conclude that the population of this study are young learner, as Harmer (2001 : 37) says that the age of learners is a major factor in decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills. Before a teacher decide what to teach and how to teach, she or he must consider the age of learner or the learning-teaching activity may not run effectively. http://www.cambridgeesol.org/exams/young-learners/yle.html (2009) also states that the sooner they start learning, the better — with the right

methods, children can learn English quickly, effectively and enjoyably. Once they have this initial grasp of English in primary school, they will have a strong foundation which will be an advantage in their later studies. In this range of ages, the right learning- teaching activity may engage a person with the language until he/she achieves the full potential in the future. In addition, A.Yuvaraj (2009) states that Young learners are keen, enthusiastic, uninhibited, and can be easily motivated (Cameron, 2001) are some of the reasons cited to bolster the superiority of young learners in acquiring a second language. With the right way of teaching young learner and considering the nature of young learner, the learning-teaching activity may run effectively, even more than with adult.

2.1.6. Teaching Young Learner

Even though Indonesia has a standard teaching competences, but teaching a level of students and another might be different and needed different skills. As how a teacher teaches English young learner, he/ she could not apply the same strategy like when she/ she teaches adult, although they are on the same material. Lynne Cameron (2003) argues that the continuing growth of teaching English to young learners brings a number of challenges. Those challenges might not be found when a teacher teaches older ages because most of the learner do not have an experience in learning the language and do not know the importance of learning the language, so it is a teacher challenges to keep them interested with the lesson. Also, Cameron (2003) adds, amongst other knowledge and skills, teachers of young learners need:

1) an awareness of how children think and learn

2) skills and knowledge in spoken English to conduct whole lessons orally

3) an ability to identify children's interests and use them for language teaching

4) to be equipped to teach initial literacy in English.

So, in teaching young learner, a teacher should understand the characteristic of the young learner and how she/he uses that characteristic to build effective learning teaching activities. Then, pedagogic competence of a teacher in teaching young learner is fully needed, even though other teaching competences are considered important. Young learner teacher should be creative in creating and developing material and methods in teaching young learner. Some teacher use games, while the others use song and picture. A young learner teacher should enrich his/herself with ideas and reference for teaching to develop their ideas, because somehow, an applicable games or method for a group of young learner is not applicable for the other, it depends on the characteristic of the learners.

Beside creative presentation of learning teaching activity, the other most important thing in building an effective learning- teaching activity is creating good environment inside the classroom, as Carol Read (2005) suggests that:

"The seven Rs provide an integrated framework for managing children positively and creating a happy working environment: **Relationships -** creating and maintaining a positive relationship with learners is at the heart of establishing a happy learning environment.

Rules - establish a limited number of rules and make sure they are clear, as well as the reasons for having them.

Routines - classroom routines make it clear to everyone what is expected of them and what they should do.

Rights and Responsibilities - although these may not be stated explicitly with very young learners, teachers can model through their own actions which of these they value.

Respect - students who are treated respectfully by the teacher will respond in a similar way to the teacher. If the children feel that the teacher treats them as individuals, they will also respond to the teacher as an individual and not with a collective group mentality.

Rewards - reward systems can be an effective way of reinforcing appropriate behavior e.g. using stars, stickers, points, smiley faces, raffle tickets or marbles in a jar."

From the suggestion above, it can be seen that creating a good environment of a young learners is very important and it is practically engage them emotionally with the class activity.

Now, it can be concluded that teaching young learner is full of challenges, considering their characteristic and attitudes, so teaching young learner should be creative in implementing a set of methods, materials and media based on each students characteristic. Also, creating a happy environment for the students is important to support the whole learning teaching activity.

2.2. Theoretical Framework

This research is about *guru pamong's* and principal's perception, as

Richard (1999: 268-269) quotes that perception itself may be conducted by recognizing and understanding the events, objects, and stimuli through the use of senses (sight, hearing, touch, etc). *Guru pamong* as an advisor, counselor and supervisor of *PPL* students should understand the *PPL* students' teaching competences to evaluate the *PPL* students itself, so do to the Principals who should understand the work and professionalism of ELESP graduates in Elementary School based on their competences in teaching English. *Guru Pamong* and the principals' understandings are helped by their perception, because, before they can understand and give an action to the objects, they should employ their senses to create perception.

Teaching competences consist of pedagogical competence, professional competence, personality competence and social competence. The application of these competences might be different with different level of learner and this study focuses on elementary school students, then, They are kids between six until eleven years old and Harmer (2001: 37) said that the age of learners is a major factor in decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills.