CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviews the underlying theories used in this study, it discusses about characteristic of young learners, definition of perception, kind of perception, factors that influence the perception, and the process of perception. Each topic will be presented as below:

2.1 Definition of Perception

Goldstein (2010, p. 5) explained that perception is something that people experience constantly. It does not just happen by itself. He said that it is the result of behind the scene process, many of which are unexpected to people. Rakhmat (2005, p. 51) describes perception as a conclusion and interpretation of an information or message from people experiences about an object, event and etc. Perception between two people is different (Siagian, 1989, p. 98-99). People have different desire in perceiving something, even they are in the same situation they will give different interpretation between each other. Almost the same with Rakhmat, Siagian (1989, p. 100) describes perception as a process when someone organized and interpreted a sensory in understanding the environment. Those interpretations will affect their attitude that determines the factor as a motivational factor.

2.1.1 Types of Perception

Many experts explained type of perception. According to Irwanto (as cited in Niza, 2012, p. 6) there are two types of perception, which are explained as:
1. Positive perception; which is a perception that described or interpreted the stimulus positively.
2. Negative perception; which is a perception that described or interpreted the stimulus negatively.

2.1.2 Factors that Influence Perception

According to Siagian (1989, pp. 100-105) there are factors that influence the perception, which are:

1. Person. The person who wants to interpret something, that person was being affected by their own characteristics such as attitude, motive, concern, interest, experience, and expectation or hope.
2. Target. The target in this factor can be as a person, object, or an event. Movement, sound, size, behavior, and another characteristic of the target also determine the perspective of someone.
3. Situation. Perception must be seen through contextually, with mean is in which situation did the perception appear that still need to be concern.

Irwanto (2002, p. 96) also qualified some factors that influence someone perception, such as:

1. Selective attention. People should not pay attention to the entire stimulus, but focused on only some of it.
2. Characteristic of Stimulus. There are many kind of stimulus that affecting to people perception. A stimulus that more stands out is mostly the most interesting one.
3. Values and Individual Needs. Every people have different values and need to perceive about something, which also make them have different perception.

4. Past experience. Experiences is really effected someone to perceive their world.

2.1.3 Process of Perception

There are some steps where people can perceive the stimulus they got into some understanding. The process of perception is unconscious and happened more than hundred times in a day (Lumen: Boundless Psychology, n.d.). This process is explained as the sequences below:

1. Selection, selecting a stimulus that was depend on the environment and also the individual (Sensation and Perception, para. 6).

2. Organization, the stimulus is transmitted to the brains by the sensory receptors, where it is being construct a mental representation of the stimulus called a percept (Sensation and Perception, para. 7).

3. Interpretation, this stage happened when we interpret the information by using the other information that we already know about the world. This stages means that we have sensed and organized the information that we get into something that we can categorize, which by putting it into some category, we can understand and react to the world (Sensation and Perception, para. 8).

Based on the explanation above, stimulus, receptor, and other information is important in perceiving.
2.2 English for Young Learners

Mostly people believed that teaching English to young learners is really challenging. It is different from what we teach to adult learners. Cameron (2001, p. 1) explained that there is some difference between teaching English to young learners and adult learners. Young learners are often more enthusiastic when they learn something new. They like being praised by their teacher rather than by their friends. Even they do not understand they will try to involve in every activity in the class. They are also easy to lose concentration. Using new language to talk is very difficult for children, but compare to an adult, they are confidence to talk.

2.2.1 Characteristic of Young Learners

Nunan (2011, p. 2) stated that young learner is a child with age started from 3 until 15 years old. He divided it firmly based on age 3 to 5 years old, 6 to 8 years old, etc. In the other hand, Gunarsa (2008, as cited in Wahyuni, 2017, p. 7) stated that young learners are mostly from 6 to 12 years old because child mostly started their first grade when they were 6 years old and will be 12 years old when they were in the sixth grade in the primary school.

Children are all unique. Although they are in the same age, they have different characteristics, (Pinter, 2006 (as cited in Nunan, 2011)). Have same opinion as Pinter (2006), Nunan (2011, p. 2-3) classifies some characteristics of children, as follow:

a. They are still in the pre-school or in the first year of primary school.

b. They are able to understand some message but not the language analyzing.
c. They have a limited cognition about themselves, others, and also learning.

d. Children have low in reading and writing skill in their first language also.

e. Children have a slight known about real-life and high imagination.

Scott & Ytreberg (1990, p. 1) divided children into two categories according to their ages. First category is level one. Those are children from five to seven years old whose are still in the beginner level. Secondly, those are children from eight to ten years old whom are believed might as beginners, but they might be already learn some foreign language. There are some differences between the five to seven years old group and eight to ten years old group.

Those five to seven years old children’s characteristic will be mentioned as follows:

1. They talk about what they are doing.

2. They talk about something that they already be done or heard.

3. They can make some activities that they want to do.

4. They give opinion about something exactly like what they think.

5. They started to use some logical reasoning.

6. Their imagination is increasing vividly.

7. They can understand the direct interaction between human.

Children from five to seven years old are little children. Scott and Ytreberg believed that children from eight to ten are overall mature children with both adult and childish side too. It was explained with some characteristics bellow:
1. Their basic concept is being formed and they have some certain concept of the world.

2. They can differentiate between fact and fictional.

3. They start to ask many questions.

4. They can do some self-decision making from something that they learn.

5. They start to learn about fairness and questioning teachers’ decision in the class.

6. They are able to work and learn with the other.

7. They have certainly reason about something that they like and don’t like.

2.2.2 Materials for Teaching English for Young Learners

In teaching a young learner, the material that is going to be used is different from teaching with adult learners. Sabilah (2004, p. 81) explained that in teaching and learning process the teachers’ duties to make a creative activities or task to make the students reach the learning goals. In making those activity must be adjusted with the students’ need. Teachers use personality in teaching, while in teaching young learners, teachers can use their abilities and attitude to make the children attracted with them, (Scott & Ytreberg, 1990).