

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this section, the researcher will review various publications and theories related to this topic, including three main topics: Teachers' perception, Learning English, and ChatGPT. The next chapter aims to elucidate these topics in detail and establish their relevance to the research in question.

#### **2.1 Teachers' Perception**

Teachers' perception refers to teachers' subjective understanding, interpretation, and perception of various aspects of their educational environment, including students, curriculum, teaching methods, teaching and learning process in general. It includes their beliefs, attitudes, opinions and judgments about these factors, which influence their teaching practices, their interactions with students and their decision making. "exchange mind with particular understudies in the class" According to (Ms. Fozia Bashir et al., 2020)

##### **2.1.1 The Importance of teacher perception**

Perceptions of teachers plays a crucial role in shaping the educational experience and outcomes of students. Here are a few key reasons why teacher perception is important:

- \* **Student Engagement and Motivation:** Teachers' perceptions of their students can impact student engagement and motivation levels. When teachers have positive perceptions of their students' abilities, they are more like to provide them with opportunities for growth and success, which in turn motivates students to actively participate and excel in their learning endeavors. (Koca & Ph, 2016) The relationship between teacher-student relationships and academic motivation.
- \* **Interaction between teachers and students:** Teachers' perceptions affect the quality of interactions between teachers and students. When teachers have an accurate and positive perception of their students, they are more likely to establish strong relationships and more effective communication channels. This promotes a supportive and supportive learning environment, leading to

better academic and social outcomes. (Roorda et al., 2011) The influence of affective teacher student relationships on students' school engagement and achievement.

- \* Classroom Climate: Teacher perception contributes to the creation of a positive classroom climate. When teachers have a positive view of their students, they are more likely to provide constructive feedback, create inclusive learning environments, and promote a sense of belonging. Emotion-Related Socialization in the Classroom: Yang, D. (2022)

### 2.1.2 Types of Perception

According to Arifin, B. S. (2022) Perception theories can broadly be divided into **two main** categories: **positive** and **negative** perceptions.

**Positive perception** theories delve into how individuals interpret and handle positive stimuli, like joyful events or feelings. They propose that such perceptions can enhance well-being, self-esteem, and mental health. For instance, Plys and Desrichard's (2020) three-dimensional model of positive perception suggests that factors like positive affect, optimism, and achievable goals shape positive perception.

Conversely, **negative perception** theories explore how individuals interpret and handle negative stimuli, such as distressing events or emotions. These theories argue that negative perceptions can detrimentally affect well-being, self-esteem, and mental health. For example, perceptual negativity theory posits that individuals who magnify negative events compared to neutral ones may develop a negativity, heightening their responsiveness to negativity.

Regarding individual differences in perception, attributional style theory suggests that people tend to attribute negative events differently, influencing their reactions and overall well-being. Those with a negative attributional style often attribute negative events to internal, stable, and global factors, potentially fostering feelings of hopelessness.

In conclusion, both positive and negative perception theories play crucial roles in comprehending how individuals perceive and process various stimuli, and how these perceptions shape their well-being and mental health.

### 2.1.3 Perception Teacher Aspects

Aspects of perception according to Rokeach & Hamka in Bimo Walgito explains that aspects of perception are shared into 3:

- **Cognitive Aspect**

This aspect is associated with the introduction, this cognitive aspect concerns the components of knowledge, hopes, ways of thinking or from the thoughts of the individual perceiver.

- **Effective Aspect**

In this aspect it concerns the emotional components and emotional state of an individual towards an object, certain questions as well as everything related to evaluating good or bad based on factors. someone's feelings. A person's emotions are tied to each individual's needs. Those objects that can satisfy my needs I will evaluate positively while those that actually hinder will be evaluated negatively. Thus, evaluation is associated with the cultural values or systems it has.

- **Conative Aspect**

This aspect concerns the motivation and purpose of behavioral occurrence that occurs around what is done in personal behavioral attitudes in daily life based on a person's perception of an object or certain situations. According to Allport, cited by Alex Sobur, aspects of cognition are found in several components, as follows:

- **Cognitive Components:** The factors include the introductory knowledge or information that a person has about the object of his or her station. From this knowledge, they will take the form of a particular belief about the object of the station.
- **Affective Component:** Element related to passions of joy and displeasure. So it's evaluative in nature nearly related to artistic values or systems the value it has. This aspect is related to aspects of an existens

passions and emotional state towards certain objects and everything related to them good/bad evaluation grounded on emotional factor notoriety.

- **Conative Component:** A person's willingness to perform the behavior related to the object of the attitude. This component is closely related to the motive or purpose of its appearance, a behavior that occurs around what is realized in personal behavioral attitudes in everyday life based on a person's perception about a certain object or situation.

## 2.2 Learning English

In this study we examined the significance of English proficiency children can gain through out of academy exposure in informal surrounds previous to English classroom instruction. Literacy can be in colorful surrounds. A distinction is frequently made between formal literacy and informal literacy. Characteristics of both types of literacy have been bandied at length and several experiments have tried to define them. (Marsick & Watkins, 2001; Malcolm, Hodkinson, & Colley, 2003; Eshach, 2007; Rogoff, Callanan, Gutiérrez & Erickson, 2016). Malcolm, Hodkinson, and Colley (2003) distinguished four aspects determining the formality of learning: process, location/setting, purpose, and content. Formal literacy is structured by a school teacher who presents and explains the literacy content in a methodical way, and assesses mastery of the literacy content latterly. Informal learning on the other hand arises from everyday conditioning. In this type of literacy, people learn from peers. This means that literacy content is undetermined because it arises from the social environment and it's thus not assessed. The position and setting relate to the fact that formal tutoring takes place in a formal setting (generally a classroom), at pre-set times and following a set class. Informal learning happens as a by-product of other conditioning, so that time and place of literacy are determined by these conditioning. Thirdly, the purpose of both types of literacy is different. In formal learning the high purpose of the exertion is the literacy it self, whereas in informal surrounds learning is an unintended outgrowth. Likewise, in informal literacy situations the literacy is learner - initiated as opposed to formal

literacy, which is steered by a person or an organization with authority (e.g. a school teacher, the government).

### **2.2.1 English Skills**

Language skills are the capacities that enable you to express your studies coherently and communicate with others. These chops give structure and applicability to the information you wish to convey to the philanthropist. Reading, writing, listening, and speaking are four essential chops that comprise basic language faculty. While communicating, people generally use a combination of these skills contemporaneously. Choosing the right skills generally depends on colorful factors urgency of the communication, the number of people targeted and whether it's a formal or informal communication.

Improving English skills often involves practice, exposure to the language, and active engagement in language learning activities. This can be achieved through activities such as reading books, newspapers, or online articles in English, listening to English podcasts or watching movies and TV shows, engaging in conversations with native English speakers or language exchange partners, participating in language courses or workshops, and regularly practicing writing in English.

Developing strong English skills is a crucial for effective communication in both personal and professional settings. Proficiency in English can open up opportunities for education, career advancement, and intercultural interactions. It enables individuals to express themselves clearly, understand others, access information, and engage in global conversations.

### **2.2.2 Learning English Skills Component**

There are four skills in teaching and learning English those chops are related to each other and can not be independent. Thus, learners need to master all of the four skills. This is supported by uma and ponnambala (2021) who state that learning language skills will determine the scholars communicative capability in the target language there are

- Reading
- Writing
- Speaking

- Listening

One of productive skills which is veritably important to be learned by English learners is writing skill. Richard and renandya (2002-303) state that writing is the most delicate skill for second language and foreign language learners. Likewise, they claim that writing isn't only generating and organizing ideas of our mind, but also rephrasing these ideas into a readable text book. Grounded on their arguments, it seems common that numerous learners particularly those of foreign language learners have some degrees of difficulties in writing.

Therefore, some efforts need to be done in order to maintain or improve the students' writing skill. There is no hesitation that writing skill gives many contributions in the literary world.

Hyland, K. (2006) believes that writing skills have become indispensable and of great importance in this world literature.

As is known, business transactions, records, legal documents, political and military agreements are all drafted by experts in their field with solid drafting knowledge. Furthermore, it seems that in today's literate culture, a certain level of writing skills has become a prerequisite for employment.

During the teaching and learning process, learners have different abilities to master 4 English skills.

This is because different learners have different abilities and disabilities in learning a language, including English.

According to River (1981: 291), many students who have studied a second or foreign language for six years or more still cannot express themselves clearly, accurately and understandably in the target language in all four skills, including writing skills.

Due to the complicated nature of writing activities, numerous scholars tend to face constraints in developing their writing skill. Some teaching interpreters (e.g. Ong, 2011; Swash, 1981 291) assume that examination papers in composition of the world are, with many exceptions, disappointing. In addition, ONG (2011) states that malignancy of the remarkable progress in the English learning process, writing skill still come the weakest area in the scholars overall performance, it's argued that

writing exercises only keep scholars busy and out mischief. Either, exercises given are substantially of conventional type in which it's easy to construct. The inexperienced or inadequately good school teacher may take them directly from text, with which an answer folder is generally handed. They may frequently be corrected as a group procedure in the classroom, and they yield a wide spread of evaluative grades for the school teacher records. In response to similar practices, it's thus reasonable that scholars acquire difficulties in perfecting their writing skill.

### **2.3 ChatGPT**

According to Som, S Biswas (2023) ChatGPT can be used in a variety of ways to provide climate research, including in model parameterization, data analysis and interpretation, script generation, and model evaluation. This technology provides experimenters and policy-makers with a important tool for generating and analysis different climate script based on a wide range of data inputs, and for perfecting the delicacy of climate project. The author acknowledges asking ChatGPT questions regarding its uses for climate change research. Some of the uses it states are possible now and some are capabilities for the future. The author has anatomized and edited the replies of ChatGPT.

#### **2.3.1 The Importance of ChatGPT**

some insights on the potential importance of AI language models like ChatGPT:

- **Enhancing natural language processing (NLP):** ChatGPT and other AI language models help NLP progress by enhancing the comprehension and production of text that approach human language, allowing for more complex.
- **Improving user experience:** ChatGPT can respond to user question in a personalized and pertinent manner, which can improve user experiences across a range of industries, including tuition, virtual assistants, and customer service.
- **Encouraging access to information:** by offering responses to a variety of question and guiding users in the direction of access information rapidly, AI language models can aid in closing the information gap.

- Language Learning and Education: ChatGPT can serve as a valuable tool for language learning and education, offering explanations on a range of topics, ChatGPT can be a useful tool for language learning and education.
- Creative Writing and Content Generation: AI language models can support tasks related to creative writing, content creation, and idea development for a range of applications, such as brainstorming, storytelling, and article writing.

### 2.3.2 The Origin of ChatGPT

ChatGPT is based on the GPT (Generative Pre-trained Transformer) model, created by openAI, is the foundation of ChatGPT. With the release of GPT-1 in 2018, the GPT model was first made public. subsequently, GPT-2 and GPT-3 were released. In particular, ChatGPT refers to a version of the GPT model intended for conversational exchanges.

For language modeling tasks, the first version, GPT-1, proved that a transformer-based architecture worked well. With its 2019 version, GPT-2 was a more expansive and potent model that produced text that was both cohesive and contextually relevant with notable improvements. An enormous amount of text data from the internet was used to train it.

With its June 2020 release, GPT-3 represented a significant advancement in AI language models. With 175 billion parameters, the model was very big and could produce even more complex and contextually detailed responses. GPT-3 became a significant milestone in the field of artificial intelligence by showcasing its remarkable abilities in natural language generation and understanding.

Specifically, ChatGPT refers to a GPT model that has been optimized and fine-tuned for conversational tasks. Even if GPT-3 itself might be used for chat-like interactions, the model has undergone particular modifications and optimizations to increase its suitability for conversational AI applications. This has made the model more user-friendly and able to hold lively, coherent discussions.

It's crucial to remember that the data shown here is based on knowledge that is currently available as of September 2021 because my training data is up to that date. Since then, the model might have undergone additional modifications and improvement.