

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Perception

Sasanti in Herwinda stated that perception is a process introducing or identification about something using the five senses. Impression on each individual depends on the experience. Experience gained from thinking and learning process, also it has influenced by the internal factor. Gibson in Herwinda claims that perception is the process of a person understanding the environment includes people, objects, and symbols, and so on involves cognitive processes. Cognitive process is a process of meaning that involves personal interpretation to stimuli arising from objects particular. It is because each individual gives meaning involving interpretation personal to a particular object, then each individual will have different perceptions despite seeing the same object¹.

Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process². The factors that influence a persons' perception is perceived characteristic person and situational factors. There are a number of factors that work to shape and

¹ Herwinda Nurmala Dewi, "*Persepsi Mahasiswa Terhadap Perilaku Tidak Etis Akuntan*", Unpublished Thesis, Semarang : Diponegoro University, 2010, p.14-15

² *Ibid*, Norjenah, "*The Students' Perception..*," p. 19.

sometimes reverse the perception. Perception is influenced by several internal and external factors, that are perceptioner factors (perceiver), the object perceived and the perception of the context of the situation carried out³.

Rahmatin Agus states that perception is the experience of objects, events, or relationships obtained by inferring information and interpret the message. Perception is giving meaning sensory stimuli. Relationship with the sensation of perception is clear. The sensation is part of the perception. However, interpreting the meaning of sensory information not only involve sensation, but also attention, expectations, motivation and memory⁴.

Sutisnain Agus claims that perception is the process of how stimuli, organized and interpreted. "Stimuli / Stimulus are any form of physical, visual or verbal communication that can affect individual responses ". The last process of perception is to give an interpretation of the stimuli received by the audience. Each stimulus that attracts attention either consciously or unconsciously is interpreted by the public. There are two key factors that determine the stimuli will be perceived how it was perceived stimuli. First, the characteristics of the stimulus. Second, the ability of the audience to feel the stimulus. Two factors that affect it will interact in determining the perception of the audience⁵.

³ *Ibid*, Norjenah, *The Students' Perception...* ", p. 19.

⁴ *Ibid*, Agus Triyono, "*Persepsi Masyarakat ...* ", p.7

⁵ *Ibid*, p.8

Aryanti in Herwinda stated that perception is influenced by experience factor, learning process, sky, and knowledge to the psychologist object⁶. Islahuzzaman according to Gibson, ivancevich, donelly translated by dzarkasih states as follow : perception is a cognitive process used by an individual to interpret and understand his environment⁷. One's perception is affected by several factors causing an individual gives different interpretation to other when viewing something. Factor influencing perception are⁸:

1. Functional factor: need, experience in the past, motivation, hope and wishes, attention, emotion, mood and other things included in personal factor.
2. Structural factor. The nature of physical stimulus and neurotic effects piled up in determine one's neurotic system.
3. Cultural factor or culture where an individual develops and grows will also determine one's perception process.

Based on the definitions above it can be concluded that Perception is process of categorization, understanding and interpretation about something input information and experiences that exist. In this study, the perception was students' perception toward implementation of English speaking area at Mahad Al-Jamiah of STAIN Palangka Raya academic year 2013/2014 on

⁶ *Ibid*, Herwinda Nurmala Dewi, "*Persepsi Mahasiswa*", p.15

⁷ Islahuzzaman, "*Auditors' Perception Towards Information Technology*", Unplished Research, kopertis wilayah IV Bandung : Universitas Widyatama Bandung, NN, p.3

⁸ *Ibid*,

the functional factor, structural factor and cultural factor, example: rules, motivation, activities, wish, interest, sanction, need, assumption and mood.

B. The Concept of English Speaking Area

In all education process in school, campus, and education institution, they provide English Education, activity learn to represent a most fundamental and very essential activity in learning process. Speaking is one of productive skills in oral mode. It like the other skills. It is more complicated and it seems at first and involves more than just pronouncing words by gate states that and interaction (speaking) can be signed by routinely, as conventional way in presenting the information that can be focused an information and interaction⁹. Accurately and Fluency in speaking are achieved by a series of situational dialogues and conversation in their daily.

The development of speaking skills during a teaching- learning process, it is necessary to consider a number of factors that influence this process. Oral production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, the conditions under which all these elements mutually interact are only a small part of what developing speaking skills makes. As it has just been suggested, there are several aspects that

⁹ *Ibid*, Aam Rivaldi, "The Students' Difficulties...", p. 20.

contribute to the development of students' speaking skills, one of them being, he personally believe, the effective organization of activities¹⁰.

English is the language spoken commonly. This language is understood throughout the world. If the Afghan children learn English, know English, speak English they will be able to discuss their problems with the people of the world. The English language is an international language spoken all over the world and it is the language of science. Therefore to promote their education and awareness with modern technologies, it is important to teach them English¹¹. Speaking activities should be planned according to the level of the students. Drills, conversation practice, reading aloud, hearing news, watching movies, etc. can be used with pedagogical value¹². Language is basically speech. They need to speak English as habitual for mastery their speaking. Language learners are often too embarrassed and shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels¹³.

¹⁰ Erik Vilímec, “*Developing Speaking Skills*”, Unpublished Thesis, Pardubice (Czech Republic): University Of Pardubice, 2006, p. 9.

¹¹ Sandra Lee McKay, “*English as an International Language: Where we are and where we need to go*”, *English as an International Language Journal : Special Journal*, Vol: 5, March 2010, p. 27.

¹² V. Rajesh and J. Jaya, “*Diagnostic Feedback Model In Developing Speaking Skills In ESL Learners – An Experimental Study*”, *The Dawn Journal*, Vol: 2 No. 1, January - June 2013, p. 245.

¹³ *Ibid*, Marriam Bashir, et al, “*Factor Effecting Students’*”, p. 40.

Quebec's English-speaking communities' challenges and realities in various sectors affecting their development. It highlights some success stories with regard to the development of these communities¹⁴. There are several criteria of English Speaking Area in Quebec's English-speaking communities, such as community life, education, social services, culture unique to the English-speaking communities, and media.

Sri Iswati states that the Dormitory system can help the student fluent to speak English¹⁵. STAIN Palangka Raya also provide dormitory for their students. One purpose of dormitory in STAIN Palangka Raya is to develop their ability in mastery of English as Foreign Language. The English speaking area force them to always speak something but in English. The Boarding College or Dormitory can develop the skill of the students, but it should follow and manage in some principles, as below¹⁶ :

1. The condition and area of dormitory should be safe, comfortable, and good.
2. There are available facilities to develop the aspects of academic, social, spiritual, characters, personality, independency, and work culture.
3. There are available good human resource development, such as teacher or lecturer and tutor as a educator, motivator, and facilitator.

¹⁴ The Senate of Canada, "*The Vitality of Quebec's English-Speaking Communities : from Myth to Reality*", Canada : NN, 2011, p.19.

¹⁵ Sri Iswati, et al, '*Pembentukan Sikap dan Kepribadian Guru Melalui Model Pendidikan Berasrama*', Unpublished Research, Yogyakarta : Universitas Negeri Yogyakarta, NN, p.7.

¹⁶ *Ibid*,

4. There are well management to build the development; physical and health, academic, psychological, social and spiritual.
5. The distance is near from campus. So it can be efficient in time and cost of transportation.

Based on the principles above, Ma'had Al-Jamiah (Boarding College) of STAIN Palangka Raya better consist the principles. Ma'had al-Jamiah is made to suitable place for student, and the atmosphere is made to create good condition for learning. The condition of Ma'had is very quiet, neat, comfortable, and good; so the freshman students can learn English well. In there also, they provide supporting facilities to develop their aspect of academic. The tutor should can give the learner motivation and help them to learn well. The position of Ma'had is in the campus; it is suitable of the principles.

C. **The Benefit of English Speaking Area**

There are many benefits of English speaking area for the students, as belows:

1. Mahad provide activities that develop their skill, especially speech, such as public speaking. It makes them to habit speak using English in front of public. The students can be a very clever speech¹⁷.

¹⁷ West Sussex Gazette, *Chailey Victorious in the Area Heat of the English Speaking Union Competition*, (Online), URL : <http://www.westsussextoday.co.uk/news/county-news/latest-news/chailey-victorious-in-the-area-heat-of-the-english-speaking-union-competition-1-5867296>, (accesed on february 15th, 2014).

2. By the rules, they should speak English in communicating. It makes the atmosphere to speak English. The students can be more easily communicate with others¹⁸.
3. The rules of Mahad that student must speak English for communicating made them practice English in their daily. They forbid speaking but only in English. The students can practice in everyday situations¹⁹.
4. In English speaking area, they direct practice English. They use English in their daily; it makes their English improve better. In language court, student who does not speak English will get a punishment. It is controls the rule of communicating in English. The students can improve their English skill²⁰.
5. Student who lived in dormitory should learn and speak in English. They learn in the morning and night, such as memorizing vocabulary. After that, they can practice it in the communicating with their friends. The students can study hard about English and practice it regularly²¹.
6. In Mahad, The tutor help them to learn how to pronoun a word, memorizing vocabulary, etc. English speaking area make them always to communicating using English. Since wake up they learn English

¹⁸ Wise Geek, *What Are the Benefit of Learning English?*, (Online) URL : <http://www.wisegeek.org/what-are-the-benefits-of-learning-english.htm>, (accesed on february 15th, 2014).

¹⁹ Lang-8, "*Studying an English Language in an English-speaking Country is the Best But Not the Only Way to Learn A Language*" *To What Extent To You Agree With This Statement?*, (Online), URL : <http://lang-8.com/335282/journals/1603993>, (accesed on february 15th, 2014).

²⁰ *Ibid*, Lang-8, "*Studying an English*,"

²¹ *Ibid*,

and use it to communicating. The students can speak English fluently²².

D. The Concept of Ma'had Al-Jami'ah of STAIN Palangka Raya Speaking Area

1. Management

Advisory: Mr.Sabarun, M.Pd tasked to provide input to the board for more better. The leader of Ma'had is Eka Suriansyah, M.SI, as the policy holder for any interest boarding college and is responsible for managing and evaluating activities in boarding college. Luqman Baehaqi, M.Pd as Secretary boarding college of STAIN Palangka Raya, boarding college that helps leaders in part of administrative, he also financial management and evaluation activities as well as coordinator. And Sri Fatmawati, M. Pd as treasurer, she hold and manage the financial money in boarding college, in the process for running the program is planned by boarding college, administrators help by Musrif (Male senior) and Musyrifah (female senior).

2. Rules of Dormitory (Language)

According to letter of rektor of STAIN Palangka Raya about rules of dormitory in year 2014, there are several rules of dormitory.

²² *Ibid*, Sri Iswati, et al, '*Pembentukan Sikap.....*'. p.7.

The rules is made in order can improve the students' skill. It also forces the students to always speak English. The rules as below ²³ :

- a. Students must speak Arabic and English in communicating.
- b. Students obliged to following activity in supporting the ability of an increase in Arabic and English language.
- c. Students required having a small book containing a collection of daily vocabulary as an increasing part of the language.
- d. Students required to bring a small book or dictionary vocabulary in area of dormitory to facilitate communication of dormitory official languages (Arabic and English).
- e. Students forbid speaking local language in dormitory area.
- f. Students' errant official language (Arabic / English) may be brought into Language court and sanctioned language and linguistics.
- g. To get the best results in the aspect of improving the language, the students is required to have high motivation to strive.

3. **Language Learning Activity**

There are several activities in order to improve the English skill of the students. In the morning, they will get 'vocabulary morning' activity. They can practice it with their tutor. The activity is about speaking, reading, games, debate, conversation, evaluation and week

²³ Surat Keputusan Ketua STAIN Palangka Raya Tahun 2013 Tentang Peraturan Tata Tertib Ma'had Al-Jami'ah Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya Tahun 2013, Bab III, Aturan-Aturan, Pasal 5, Tentang Aturan Berbahasa, Palangka Raya : State Islamic College of Palangka Raya, 2013.

end learning. Other activity is public speech. In here, students are forced to deliver a speech in front of their friend. The public speech is going on Thursday night.

4. **Interaction and Community**

Based on the rules of Dormitory²⁴, student must speak official language of dormitory (English and Arabic) in the area of dormitory. They forbid to speak but in English. Then, they separate into 2 groups; English speaking area and Arabic speaking area. They live in the room with different study program. In order, the students who come from TBI can teach and impuls their friend to speak English.

5. **Instructor**

The tutor who called musrif (Male) and Musrifah (Female) came from various study. They are choosen by several test to be commitee of dormitory. They have good ability in English, especially speaking. They help the students' problem to mastery the language. They also watch the students' behavior in speaking and will give them punishment if they broke the rules of language.

6. **Sanction**

Based on the rules that "Students' Dormitory errant official language (Arabic / English) may be brought into Language court and sanctioned language and linguistics"²⁵, the student who errant official language and speak beside official language, they will brought into

²⁴ *Ibid*, Surat Keputusan Ketua STAIN Palangka Raya Tahun 2013.....

²⁵ *Ibid*,

Language court. In language court, the senior will give them punishment. The punishment force them to memorize the daily conversation of the conversation book (module). After that, they become language spy. The duty of language spy is looking for their friend who do not speak English.

7. **Media**

In the morning, the committee play English audio. The audio is about song, podcast, conversation in English, etc. They also when give the announcement, always use English, Arabic and Bahasa. Beside that, the committee also give many poster, direction room, picture all in English and wall vocabulary. In order, the students can memorize the vocabulary and practice it everyday.

E. **Process of Learner's Perception**

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub processes, feelings, and reasoning²⁶. It can be draw as follow:



Figure 2.1
Psychological variables between stimulus and response

²⁶ *Ibid*, Norjenah, “*The Students’ Perception.....*”, p. 21.

Can be illustrated how the perception works by explaining the three steps in this process. All to be continue, mixed and overlap each other. It can be draw as follow.

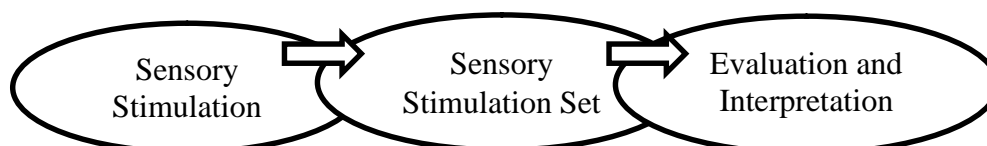


Figure 2.2
Process of perception

The process of learners perception through three stages²⁷.First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, whichin this process included the introduction and collection of existing information about the stimulus. In this case the student receives a stimulus from the teacher’s feedback that has been done by the teacher through students’ sight and hearing.

Second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways. It is said that there was a perception after the data was interpreted. Perception essentially gives meaning to data and information received.

²⁷*Ibid*, Norjenah, “*The Students’ Perception.....*”, p. 21.

F. Frame of Thinking

Teaching learning English, especially speaking is very essential in language learning. It is because speaking is the way to express ideas, argument, statement, questions and feeling. In speaking lecture, the learners study about how to speak English correctly and fluently on topics of daily conversation. The students who live in dormitory is from different background of Schools, such as Senior High School (SMA), Senior Islamic School (MA) and Vocational Education School (SMK). Some of them do not from Language major. So, they have different ability in English acquisition.

They need good condition when they learn about English. For example in dormitory is applying English speaking area. The applying system in there forced them always to speak English. The implementation of English speaking area gave them different perception about the system. Meanwhile, the writer wanted to know the students' perception toward implementation of English Speaking Area at Ma'had Al-Jami'ah of STAIN Palangka Raya.

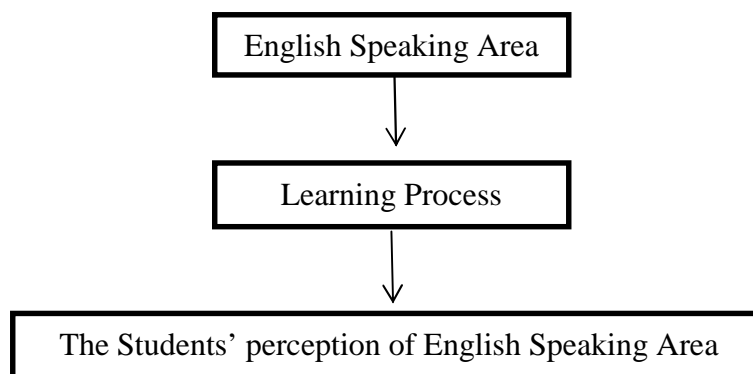


Figure 2.3

The Frame of Thinking of the Study

Based on the figure above, first, the students enter to Ma'had. They live in English speaking area. They live share room to different background such as program study, originated from, and knowledge of language. Second, they get treatment in English speaking area. They join in activity of English speaking area. They live, share, communicate, it makes input of them. Then, they interpret the condition. In conclusion, they will give their own perception to the English speaking area.