

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review as an outline and analysis of related literature that is conducted to provide insights about a study.¹In corroboration of this view, Johnson and Christensen see a literature review as an explanation of the theoretical underpinnings of the study related to the current topic²

A. Related Studies

In this chapter, the writer tried to review some previous studies related to the area of how is the dormitories students' perception on the development of language in STAIN Palangka Raya generally. There are some previous studies discussed, which had close similar topic with the writer study.

English As A Second Language (Esl) Students' Perceptions of Effective Instructors In The Leap Program At Marshall University the writer by Tam Thi Thanh Vo in Marshall University the, findings suggested that the ESL students highly value respect and rapport from their instructors. The research indicated that it is important to them that their teachers explain everything clearly, engage students in learning, and care about their students. This study will be helpful in the pre-service training of instructors to work with adult ESL students in a learning environment³

Perception of Teachers and Students towards Methods Used in Teaching and Learning of English Writing Skills in Secondary Schools. by Tony Okwach from Maseno University, he was found the study revealed that both teachers and students had negative

¹McMillan & Schumacher, *Research in education: Evidance-Based Inquiry*, 6th Edition, Boston: Pearson, 2006, p. 474

²Jonhson & Christensen, *Educational Research: Quantitative, Qualilative, and Mixed Approaches*, 2nd Edition, Boston: Pearson, 2004, p. 62

³Tam Thi Thanh Vo, "*English As A Second Language (Esl) Students' Perceptions Of Effective Instructors In The Leap Program At Marshall Universitythe*". Marshall Universitythe.2012

perception towards methods used in teaching and learning of English writing skills and this was not statistically different⁴

Students Perception towards' PBB1062 English for Self Expression in University Malasia Serawak. by Jerry Anak Ahen, he found that most of the student have positive perception towards English language it also found that most of student positive perception towards English for self expression course.⁵

Based on the related study above, the similarities between the writer's and researcher's before is about perception of some one, beside it the writer's has similarities with Tam Thi Thanh and Jerry Anak Ahen in object study focus on student. There are also some differences between the writer's and Tony Okwach, his object study focus on Teachers and Students.

In this case the writer has different subject and object of the study. The subject is the students of STAIN Palangka Raya, the object of students on academic year 2013/2014. have joined the English language development program.

B. Definition of Perception

1. Concept of Perceptions

Definition of perception can base on the definition in etymology and definition given by some experts. Etymologically, the word perception comes from the perception (England) comes from the Latin perception; than percipare which mean receiving or taking⁶, According to Abdurahman Shaleh, Perception is defined as a process of combining and organizing data of our senses (sensing) to be developed in such a way that we can be aware of

⁴Tony Okwach, *“Perception Of Teachers And Students Towards Methods Used In Teaching And Learning Of English Writing Skills In Secondary School”*, Maseno University, 2013

⁵Jerry Anak Ahen, Students, *“Perception Towards PBB1062 English for Self Expression in University Malasia Serawak”*. 2009.

⁶Alex Sobur, *Psikologi Umum*, Bandung: Pustaka Setia, 2003.

all around us, including ourselves aware⁷, According to Sarlito Sarwono, Perception is to understand the information search process. Tool to obtain such information is sensing (vision, hearing, touch and so on). On the contrary, is a tool to understand consciousness or cognition.⁸

Baron and Byrne called it “social perception” which is the process through which we attempt to understand other persons. Attempt to obtain information about the temporary causes of others’ behavior (for example, the emotions or feelings).⁹

According to Joseph, R.A.H.R. Markus, & R. W. Tafarodi, Perception is how you look at others and the world around you.¹⁰ Because your total awareness of the world comes through your senses, they all have a common basis and a common bias. How you look at the world depends on what you think of your self, and what you think of your self will influence how you look at the world.

2. Process of Students’ 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, feeling, and reasoning.¹¹ As the statement above that the perception describes one’s ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the writer decides that experience is able than feeling to product the opinion. It can be seen in as the diagram below:

⁷Abdul Rahman Saleh, *Psikologi Suatu Pengantar Dalam Perspektif Islam*, Jakarta: Kencana, 2009.

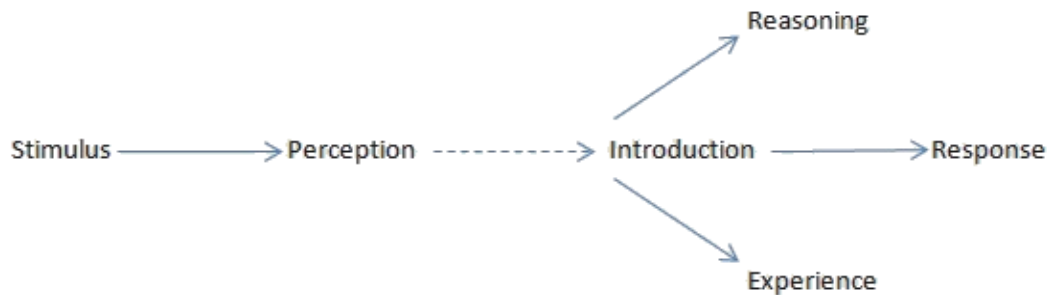
⁸Sarlito Sarwono, *Pengantar Psikologi Umum*, Jakarta: Rajawali Press, 2009.

⁹Baron RA, Byrne D (1991). *Social psychology* (8th ed.). Boston, Allyn and Bacon.

¹⁰Joseph, R. A., H. R. Markus, & R. W. Tafarodi. Gender and self-esteem. *Journal of Personality and Social Psychology* 63:3, 1992, p 391–402.

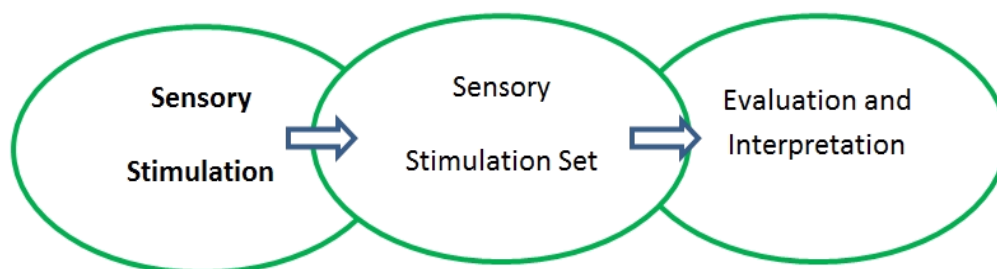
¹¹Alex Sobur, *Psikologi Umum Cet II*, Bandung: Pustaka Setia, 2009, p. 447.

Figure 2.1
Psychological variables between stimulus and response



The process of students' perception through three stages.¹² First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. 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 can be draw as follow:

Figure 2.2
Students' Perception Process



From above, the writer concludes that students will process the information by collecting the data and organizing it then produce their own opinion.

The factors related to English language development program in ma'had al jamiah of STAIN Palangka Raya. The students' perceptions of self and others affect their questionnaire

¹²Alex Sobur, *Psikologi Umum*, p. 449.

scores. Of particular interest were the direct and indirect effects of students' background characteristics, given their other characteristics.

These can be concluded as psychosocial factors as follows:

1. Self-concept

Students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement. Research has shown that positive attitudes towards self and school ultimately determine students' motivation and effort in doing schoolwork.¹³

2. Positive Attributions

The concept of causal attribution states that students tend to seek a cause for their successes and failures. Students who attribute their success and failures to positive attributions (success is due to high ability, whereas failure is due to a lack of effort) tend to perform better than do their negatively-oriented counterparts. Negatively-oriented students are those students who attribute their success to luck, and they attribute their failure to low ability or to external sources.¹⁴

3. Self-efficacy

Self-regulated learners are typically described as active learners who effectively manage the cognitive, motivational, and behavioral aspects of their learning. Academic self-regulation includes a strong sense of self-efficacy, which refers to a student's resilience, their ability to rebound or bounce back from adversity.¹⁵

4. Problem-solving Skills and Interpersonal Communications Skills

Coping strategies (e.g., problem-solving skills, interpersonal communication skills) protect to environmental stress. Students who indicated that they knew specific behaviors that

¹³ Julie P. Nobel and friends, *ACT Research Report Series: "Student Achievement, Behavioral, Perceptions, and Other Factors Affecting ACT scores*, t.tp, 2006, p. 6

¹⁴ *Ibid.*, p. 6

¹⁵ *Ibid.*, p. 6

result in successful outcomes, and that they felt able to execute these behaviors, achieved better grades than students without these strategies. Students who are academically at risk have lower self-perceptions of their interpersonal communication skills than do students who are not academically at-risk.¹⁶

5. Family Background

Consistent with other studies on family background and achievement, students from lower income, less educated families are less likely to succeed academically in high school. This finding is most often attributed to differences among groups in their opportunities to learn, the quality of the education to which they have access, and to their home environment.¹⁷

C. Dormitori students

Student dormitory is a residential neighborhood as wrought student residence, which in the further development, it is possible to have the means to complete the environment, such as a library, procurement of books, canteen, sports and other necessary facilities by the students in the form of cooperative.¹⁸

According to de Chiara , housing for students is an excellent opportunity to develop and improve the quality of education in Academic Institutions. The desire to provide a space for students who facilitate the activities of active computerized, comfortable, and the opportunity to socialize is a priority of the plan of the University and Colleges.¹⁹

According to de Chiara, activity in student dormitories is as the following:

1. The Learning

¹⁶ *Ibid.*, p. 6

¹⁷ *Ibid.*, p. 7

¹⁸ Keputusan Presiden Nomor 401981, 2007

¹⁹ Deasy dan Lasswell, “ *Designing Place for People* ” ,(1985)

There are various methods of learning and also various kinds of tools to support learning. Planning student room must accommodate a variety of methods and various supporting tools that use student learning. With increasing field and the influence of technology, it is important to consider the availability of the most flexible technology infrastructure and advanced at the time of designing. To accommodate all possibilities, both when provided space for a desk (desk) and enough storage cabinets

Student desks are used for many activities including learning. This activity will require the availability of space for specific equipment such as computers, monitors, keyboards, mouse, mouse pad, stereo, and lights learn. These desks also be a place to read, record, search for reference material, and writing. Location data sources and storage cabinets and bookshelves must also be reckoned. The combination of space required above with the addition of space for personal items (jewelry) becomes insufficient when utilizing the learning table size of 42 inches²)

2. The Regularity of rest

Rarely consistent pattern of student activities, students can sleep at any time of the day or night. Two occupants in the room rarely has the same schedule. Exams and their social activities form a pattern widely. There are currently a variety of patterns that lead to conflicts within a single unit residential space. This variable is important in considering the furnishings and layout in a student room.

3. Socializing

Space is always inviting students lack social selarasan. However, with the emphasis on the separation of learning activities and sleep, just the opposite as the social environment. Active, free furniture (furniture is easy to move) to allow students the opportunity to organize the space in a way that is most effective in meeting according to

their needs, it should allow for intimate conversation or a meeting with a number of additional individuals in the private sphere.

Activities held in the dorm consists of aspects:

- a. The development of reasoning with the guidance and support facilities, such as the formation of study groups and group discussions and the provision of shared space.
- b. moral development by directing the students in terms of correct behavior, Impart discipline, belief in God, a sense of respect between faiths and come take care of and maintain the hostel environment and its contents.
- c. Sports development by directing students to exercise appropriate to their talents and interests owned in order to raise awareness of the benefits of exercise to keep a body.

This can be accomplished by the provision of adequate sports facilities.

Boarding students or students who can develop various aspects of the inhabitants themselves, must be constructed and maintained in accordance with certain rules such as the following rules.

Atmosphere and surroundings are made safe boarding, comfortable, and conducive to developing aspects of academic²⁰, social, spiritual, moral and personality, self-reliance and hard work ethic. Existence of adequate facilities to develop various aspects of the front. Availability of human resources that teachers lecturers and supervisors who act as educators dormitory, motivator, and facilitator. The good management to support physical development and health, academic, psychological, social, and spiritual. Spacing close to campus, so efficient in terms of time and transport costs.

D. Ma'had Aljamiah of STAIN Palangka Raya

²⁰ Sri Iswanti, “ *pembentukan sikap dan kepribadian guru melalui model pendidikan berasrama*”, jogjakarta

Ma'had Aljami'ah STAIN Palangka Raya any one of complement existing systems in STAIN Palangkaraya. Among the things that need to be completed in the management of the existing university system in STAIN Palangka raya is a synergy between intellectuality, emotionality and spirituality. In order to realize the synergy need a container in which to establish the characteristics of the occupants and hammered into one in which the characters blend into one fundamental elements. Ma'had Al-Jami'ah is one of choices to realize that in it self contained intellectual, emotional and spiritual. Therefore, Ma'had Aljami'a has accessories not only college but as an academic sphere-forming Islamic personality, even as a medium for developing students' potential as a foundation that fosters the lecture. Ma'had also serve solutions to shortages caused by lack of inputs that go into STAIN Palangka Raya, either in terms of the ability to read the Koran, the ability to master the language and basic understanding to Islamization.

Ma'had al-Jami'ah derived from the Arabic language; ma'had means boarding and al-Jami'ah means university or college or high school ma'had al-Jami'ah built in STAIN Palangkaraya to make a better than before the goal in developing the Arabic and English language skills, knowledge of Islamic materials, improving reading and or memorizing al-Quran and morality, in addition also to improve academic achievement and spiritual, beside it the are Factors of Ma'had Al Jamiah STAIN Palangka Raya as follows.

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, MSI, as the policy holder for any interest ma'had and is responsible for managing and evaluating activities in Ma'had. Luqman Baehaqi, M.Pd as Secretary Ma'had Al-Jami'ah STAIN P. Ma'had that helps leaders in part of administrative, he also financial management and evaluation activities as well as coordina. and Sri

Fatmawati, M. Pd as treasurer, she hold and manage the financial money in Ma'had, in the process for running the program is planned by Ma'had, administrators help by Musrif and Musyrifah.

2. Musryif and Musyrifah

Musryif is male adviser of active student. Musyrifah is female adviser of the women active student. The criteria be mushrifs or musyrifah is active student minimum 3 semester and maximum 10 semester, they must master one of foreign language; English or Arabic at least passive, able to read the Qur'an properly and never got an academic sanction or severe violations. They conducted tests for qualification into Musrif. Their duty is guiding students to diligent prayer congregation Maghrib, Isha and dawn, Guiding students follow the activities, the board held Ma'had Al-Jami'ah STAIN Palangka Raya. keep safety and environmental hygiene in Ma'had Al-Jami'ah of STAIN Palangka Raya, and encode for processing all activities held in Ma'had.

3. The Students ,

Residents living in dormitory is all new and they are also there for those who they stay in Palangka Raya they can stay at their home. All new students are required to follow the language development activities there was a case of Tadris Bahasa Inggris (English Education), Tadris Biologi (Biology Education), Tadris Fisika (Physics Education), and Ekonomi Syariah (Economic Syariah). Students who live in Arabic Speaking area are from Pendidikan Bahasa Arab (Arabic Education), Pendidikan Agama Islam (Islamic Education), Al-ahwal Al-Syakhshiyah (Islamic Law Syariah), Hukum Bisnis Syariah (Business syariah), and Komunikasi Penyiaran Islam (Islamic Communication and broadcasting), if you want to move the Arab language had to go through a test, and vice versa for the Arabic category.

E. English Language Development Program In Ma'hadAl Jamiah of Stain Palangka Raya.

1. **Good Morning English:** Good Morning English has purpose Add vocabulary students intensive and well-planned. They use of vocabulary in everyday communication. Learn tips add communication. Learn tips add vocabulary independently. The activity musrif or musrifah will give vocabulary for memorize the vocabulary, and they will make the sentence according to the vocabulary given by musrif. And this activity will began about at 05,10 -06,00.
2. **English Conversation:** English Conversation development program is the student obligation to speak English every time, when they stay at Ma'had. This program has purpose Practice vocabulary-expressions in English conversation. English revealed clear expression. Build confidence and communicate. Scrape accent alect locally in English conversation. And the target Daily conversation Mastery of the target language is to speak fluently.
3. **Public Speech And Master Of Ceremony:** In this program has purpose to Improve the fluence of communicating in public. Build confidence and communicate in public Improve self-esteem and have target Speech and lead the practice in public. Target is able to speak the English language correctly and in an interesting way in front of the audience. And the program the student will step forward in front of audience will speak using English. The Male member the do activity on Thursday night at 08.00- 09.30 pm. in hall unit1 (one)²¹ and female member on Saturday nigh at 08.00- 09.30pm.
4. **Let's Argue in English (English Debate):** The program has purpose to Improve the ability of expression in the English language. Improvethe ability to think rationally and critically in English. Improve fluence informal discussion forums. Improve self-esteem.

²¹Interview with musrif, Norfajri , Palangka Raya, 7 May 7, 2014

Member do this program and the student give topic and the students will give argumentative usually the program will do Friday morning at 05.00-05.30.²²

- 5. Language Court:** In this the program has purpose Maintain discipline official language (English and Arabic) and a certain time to keep the language. Musif will give punish the member who don't talk English in Ma'had

F. Frame of Thinking

The frame of thinking that presented by the writer as the basic of data are obtained in the field. Therefore, by this study the writer wants to know about students' perception on the development of language in Ma'had Al-Jami'ah of STAIN Palangka Raya as follows :

²²Interview with musrifah Nor Istikhomah, Palangka Raya, 7 May 7, 2014

Figure 2.3

The Frame of Thinking of the Study

