

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of a theoretical framework and previous research. The Theoretical Framework describes some information related to Perception, Motivation, and the English Education Department. A previous study describes research done by other researchers as a reference for this study.

A. Theoretical Description

1. Student Perception

a. Definition of Student Perception

Perception which means to accept or take. The formulation of a perception is something that is difficult to do psychologically. This results in differences in interpretation regarding perceptions and definitions that come with them.¹ According to Slameto, as one of the responses that humans have, perception determines in the process of receiving information. Rakhmat argues that the experiences experienced by every human being that give birth to the interpretation of messages can also be classified as perceptions.² According to Irwanto, various symptoms that are a form of sensing can be categorized as perceptions because the symptoms of various events experienced produce new thoughts.³ So it is a direct response obtained from one to know some things hammering sensing. Perception is subjective, since it depends on the circumstances and abilities of each individual, so the interpretation of one individual to another would be different.

According to Walgito, perception is the process by which people think about certain phenomena. In this process, a person interacts with his or her environment using the five senses.⁴ They are locate, hearing, taste,

¹ J Rakhmat, *Psikologi Komunikasi* (PT Remaja Rosdakarya, 2013) <<https://books.google.co.id/books?id=riSdtQEACAAJ>>.

² N.D.M.S. Diwyarthi and others, *Psikologi Umum* (Global Eksekutif Teknologi, 2022) <<https://books.google.co.id/books?id=OMGeEAAAQBAJ>>.

³ Rakhmat.

⁴ Brown.

scent, and touch. People connected with the environment utilizing these faculties, at that point the boosts would be recorded by the brain and sent them to the apprehensive framework. Furthermore, this prepare is called sensation, and sensation is portion of discernment. That's discernment emerges after individuals take note certain boosts in their tactile memory. Be that as it may, discernment would influence the data that enters working memory.

Students have the opportunity to develop themselves through experienced learning based on self-potential as stipulated in Law Number 23 of 2003, which regulates national education. The above understanding points to the understanding that the perception of students is a way of looking at students in inferring various information obtained as well as interpreting it so as to form a mindset towards various phenomena that occur.

b. Types of Perception

Hopp, W. explains that there are 5 types of perception, the five types are included:⁵

1) Self-Perception

Self-perception is based on self-esteem, self-concept, and effectiveness. This means that perception occurs as a function of the individual mind (intrinsic). For example, a person with high self-esteem or good self-confidence, he may also have a good perception of the speaking subject that requires him to speak in front of people.

2) Environmental Perception

Environmental awareness is a form based on the context in which the information is received. His example is the perception given by someone or a group of the effectiveness of the use of theater in developing speaking ability. Information is used to obtain a context-based perception of the situation.

⁵ N Walliman, *Research Methods: The Basics*, Basics (Routledge (Firm))) (Taylor & Francis, 2010) <<https://books.google.co.id/books?id=DRWsAgAAQBAJ>>.

3) Learned Perception

A learned perception is a perception that forms around personality, culture, and habits. For example, a student who is used to studying in an Eastern atmosphere may give a negative perception of the Western student's learning style. Most of the time, raise your left hand to answer the teacher's question.

4) Physical Perception

Physical perception is tangible perception. For example, how the eyes see and the brain processes them. In other words, physical perception is related to measurable physical activity.

5) Cultural Perception

Cultural Perception is the biggest recognition and typically diverse with one another city such as people's recognition toward the significance of English subject at the basic level. The recognition of almost this one can be different from one city or into others. It depends on the culture that's grasped in that set.

Based on this description, there are five types of Perception. Perception types are classified based on the source of the perception. In other words, the type of perception in which a stimulus occurs can be viewed as constructing the perception itself.

c. Factors Influencing Perception

According to Sharma in Sari, there are some important factors which affect persons' perception. The first factor is perceptual learning. For such perceptual skill, experience is the best teacher. The students who got training for a particular skill are better than untrained people. The second factor is mental set. Mental set is someone readiness to achieve some sensory input. It emphasizes a good attention and contribution. The third factor is needs and motives. Persons' motives and needs would influence their perceptions. For example, students who are motivated to learn English would receive all the

teachers teaching method or media which support them in learning English.⁶

d. Students' Perception

Psychologically, the facts related to cognition are: Perception is the psychological ability to process or use information received through the senses. As Akande said in his book *Educational Research*, perceptions are cognitive impressions formed from 'reality'. It affects individual actions and behaviors towards an object. According to Akande, it is the Aragub statement that perception follows factors such as past experience, present experience, personality, motivation, etc., because it is very important to understand how people perceive events.⁷

In the education section, student perception includes students' understanding of how to deal with certain experiences, and past experiences, especially about their learning in school. Specifically and physiologically, students are aware of what they see, hear, and touch at school. On the other hand, it can be psychologically asserted that students' perceptual activity is related to the cognitive impressions formed through their "learning process". In this section, students' perceived impressions focus not only on their learning process but also on the environment they face. Even in an environment where teachers often care about students, they assess and create awareness.

2. Motivation

a. Definition of Motivation

The word motivation is derived from the Latin word "movere" which means "to move". According to Parvesh, motivation is defined as the process of initiating, guiding, and maintaining goal-directed behaviors.

⁶ Octovany Sinaga, 'Students' Perception on the Role of English Day Program in Speaking Skill Development', *JET (Journal of English Teaching)*, 4.2 (2018), 103 <<https://doi.org/10.33541/jet.v4i2.834>>.

⁷ Samson Oyeniyi Akande, 'Knowledge, Perception, and Attitudes of Library Personnel towards Preservation of Information Resources in Nigerian Federal University Libraries', *Library Philosophy and Practice*, 2009.DEC (2009), 1–8.

Motivation is what drives us to take action, whether it's drinking a glass of water to quench our thirst or reading a book to gain knowledge. It involves biological, emotional, social, and cognitive forces that trigger behavior.⁸

Motivation is the "reason" for behavior - the need or desire that drives the behavior and explains what we do. Motivation is the internal state that powers, activates, or moves and directs behavior toward goals. In common usage, the term motivation is often used to describe why a person does something. Different types of motivation are often described as extrinsic or intrinsic. Extrinsic motivations are those that originate outside the individual and are often associated with rewards such as titles, money, social recognition, or praise. Intrinsic motivations are those that arise from within the individual, such as performing a complex crossword puzzle just for the personal satisfaction of solving a problem.

Motivation is the theoretical building block for explaining behavior. It represents the reasons for people's actions, wants, and needs. According to Pardee, motivation is what drives a person to act in a certain way, or at least develop a predisposition to perform a particular behavior. Hamer defined motivation as "a kind of inner impulse that drives a person to action in order to achieve something".⁹ In this study, motivation refers to the student's motivation to choose the English department as the study program of Kudus Islamic Institution. According to Morgan et al. Motivation has three aspects:¹⁰

- 1) A driving state inside the living being that's set in movement by real needs, natural jolts, or mental occasions such as thought and recollections.
- 2) The behavior aroused and directed by this state.
- 3) The goal toward which the behavior is directed.

⁸ Şahin, Seçer, and Erişen.

⁹ Clement, Gardner, and Smythe.

¹⁰ N K Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, Methodological Perspectives (Routledge, 2017) <<https://books.google.co.id/books?id=UjcpXFE0T4cC>>.

Motivation is generally considered to be cyclical. The first step is the drive status. The second stage is the behavior triggered by the player's state. The third stage of the motivation cycle is directed towards a goal.

b. Types of Motivation

1) Extrinsic Motivation

Extrinsic motivation is related to the reward an individual would receive as a result of any particular action. Therefore, it does not basically refer to determination in activities or behaviors. Extrinsic motivations should be classified within their area of interest. Refers to motivation that comes from an external reward, such as money or a score. Motivation comes from the joy you get from the work itself, or from the solidified feeling you get when you complete a task or start working on it.

Students who are used to receiving gifts, such as passing or passing exams, would be given new clothes by their mothers, receive rewards from teachers, or avoid punishments such as dropping classes. If students are not rewarded or rewarded for their efforts and no feedback is given to students, then the student's likelihood of extrinsic motivation begins to decrease. As Lile said, students are motivated to learn from the outside and learn for other reasons.

2) Intrinsic Motivation

Intrinsic motivation refers to the practice of an activity against the inherent stratification of the activity itself. A person is intrinsically motivated if an activity is done for its own sake and for the pleasure derived from the activity. Meanwhile, interstitial motivation is a form of motivation in students to study, students are intrinsically motivated because they want to learn. In other words, intrinsic motivation refers to motivation that comes from within the individual and not from an external or external reward.¹¹

¹¹ Sinaga.

c. Factor of Motivation

Education majors offer language-specific study, but it varies in depth and depending on the student's interests. If they are interested in the world of education, there is no harm in specializing in that field. Furthermore, they not only learn education but also gain additional skills to work in other fields (beyond teacher training) that are still closely related to the use of English as an international language, such as journalism, intercultural understanding, etc.

English is an international language, and the world of trade (electronic commerce) and technology (science and technology) is largely controlled by this language. That is, for graduates who are fluent in English. Therefore, students' motivation for learning English can be divided into internal motivation and external motivation. Internal factors are needs, plans, pleasure, and meaning. And external factors include the learning environment, career, and society.¹²

d. Indicator Motivation

Uno said that the learning motivation indicators can be classified as follow:

- 1) There is a desire and want of success.
- 2) There is encouragement and need in learning.
- 3) Future expectation or aspiration.
- 4) There is an interest in learning activities.
- 5) There is a conductive learning environment.

3. English Education Department

English learning at various levels of education, including college, is guided by two sets of knowledge: systematic knowledge and general knowledge.¹³ Systematic knowledge is linguistic knowledge that deals with structural knowledge of the English language. Systematic knowledge includes knowledge about sound systems (phonology),

¹² Suciati Suciati, Nurul Aini Rizqina, and Annas Mukhlisuddin, 'Students' Motivation and Expectation in Joining English Education Department at IAIN Kudus', *E-Structural*, 2.2 (2020), 117–27 <<https://doi.org/10.33633/es.v2i2.3250>>.

¹³ Hedge.

knowledge about word systems (morphology), knowledge about the "syntax" of writing systems, and knowledge about systems of meaning (semantics). Four dimensions emphasize the student's cognitive knowledge. In other words, students should master the language aspects that are the subject of English study at university. Her four facets of language are packaged in the form of language skills. Listening, speaking, reading, writing, and the building blocks of language (pronunciation, vocabulary, grammar, spelling, orthography).¹⁴ Furthermore, according to Hedge, outline knowledge is defined as extra-linguistic knowledge, including sociocultural knowledge, thematic knowledge (domain knowledge), genre knowledge, and general knowledge.

English used in higher education is commonly called English for academic purposes or EAP.¹⁵ EAP is necessary for all higher education students in their academic life since English became the language of science and technology and academic publishing. More and more books, references, and articles are written in English, requiring students to be fluent in English to read them.¹⁶ When first developed, EAP focused more on academic discourses, used in certain academic fields such as law, medicine, economics, engineering, etc. , such as listening to lectures, participating in discussions and tutorials, reading textbooks or articles, writing essays, solving assignments, and even more specific learning activities such as asking questions, taking notes and summary. Related to this development, Hyland classifies EAP into two, EGAP (English for General Academic Purposes) and ESAP (English for Specific Academic Purposes).

EAP is what is required by higher instruction understudies, and this has been examined by numerous specialists, such as Richards, Countries, Chaudron et al. According to Nation, students who learn English because of academic needs need English skills to develop their

¹⁴ Brown.

¹⁵ MacDiarmid and MacDonald.

¹⁶ Brown.

academic ability.¹⁷ Students should listen (take notes), speak (present prepared lectures, participate in discussions, participate in discussions and discuss academic reading), read (take notes, read academic texts, use use library resources and use internet resources), write (compose writing assignments, understand and apply the format of standard research papers, understand reference conventions, avoid plagiarism, develop skills computers such as word processors, spreadsheets), libraries and research journals, reference programs and written emails), language learning (not just technical vocabulary and increased vocabulary), and finally skills related to biodiversity requirements (understanding performance, work and assessment requirements).

Based on these experts, there is so much to master in EAP because it requires a high level of English language proficiency. It states that more than 5000 word families, or more than 8000 word families and academic words, are required to enable students to use English for academic purposes.¹⁸ The suggested skills are required by students studying in English-speaking countries such as the USA, UK, Australia and New Zealand.

Success in studying English is also linked to students' perceptions when determining which course they choose. Positive attitudes and perceptions are considered conducive to learning.¹⁹ A generally positive mental environment and students' natural curiosity can increase their motivation and perception of successful and enjoyable language learning. In addition to feeling accepted in the classroom, they also gain a sense of acceptance and a sense of belonging to the wider community, as well as supporting and increasing student EFL motivation. Another kind of perception is the sense of comfort and order students experience in their foreign language learning environment. However, challenging assignments can increase students' curiosity and motivation. Various motivational theories

¹⁷ Nation and Macalister.

¹⁸ Nation and Macalister.

¹⁹ Clement, Gardner, and Smythe.

attempt to define the factors that determine a student's willingness to learn. For example, one defines intrinsic (internal) and extrinsic (external) motivation classes and discusses their relationship to basic human needs for autonomy, competence, and reciprocity.²⁰ Outside of many theories of motivation, the term remains undefined and includes attitude, goals, orientation, control of focus, perseverance, curiosity, and other aspects. In this study, motivation is considered as a complex dynamic and depends on the context of internal and external factors to maintain students' interest in learning. Students' perception of foreign language learning is seen as their attitude towards learning based on their past experiences.

4. English Department Student Association

The English Study Program Student Association, better known as HMPS, is a student forum formed with the aim of accommodating, coordinating and helping to realize the appreciation of creativity and skills of English language education study program students. This organization is structurally under the coordination of study programs and facilities. Main tasks and functions of the organization; determining vision and mission, carry out the stipulated work provisions, create a work program for the study program student association, carry out the activities of the study program student association, carry out coordination with BEM on its work program, ask for approval of activities to the head of their respective study program, and make accountability reports.²¹

The HMPS of the Faculty of English Education at Kudus Islamic Institution is referred to as English Department Student Association in Kudus Islamic Institution. English Department Student Association itself stands for English Department Student Association. The vision of English Department Student Association itself is to transform

²⁰ Richard M Ryan and Edward L Deci, 'Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions', *Contemporary Educational Psychology*, 25.1 (2000), 54–67.

²¹ Document Filosofi of EDSA IK

English Education Department student associations into associations with character, aspirational, solutive, creative and innovative. As well as upholding professional values, kinship, loyalty, and solidarity. The mission of English Department Student Association is to help channel, hone, and improve the talents of English education students in academic and non-academic fields; Increasing the role of the organization as a vessel and link for students to convey aspirations, criticisms and suggestions, both for *ormawa* and the bureaucracy; Improving professionalism and work responsibilities and intra-departmental activities as well as activities within the Tarbiyah Faculty, upholding the values of solidarity and kinship between intra-departmental English Education students.²² The work programs implemented by English Department Student Association are:²³

a) Human Resource Development

Its activities are making sustainable podcasts, study clubs, family gatherings, English Department Student Association competitions and English Education Department festivals. The purpose of this activity is to convey opinions, recommendations, information and works that are the creativity of English Education Department students regarding entertainment, education and current topics. Facilitating students in developing their potential and abilities in English. Establish familiarity between new students and provide insight into English Education Department and its environment. Facilitating students' talents and interests and increasing the potential of students. Commemorating HMPS English Education Department and channeling student talents.

b) Public Relation and Advocacy

Its activities are SEPASI (Serap Aspirasi), link student complaints, make migrations, create feeds, forward podcasts, and public speaking training. The purpose of this activity is to make it easier for English Education Department to channel criticism and suggestions about satisfaction with the management of

²² Document Filosofi of EDSA IK

²³ Document Raker EDSA IK

HMPS for the previous period, which would later be used as a reference for the next period to reflect on and a foundation for carrying out further work programs. A forum for complaints or counseling to facilitate screening of English Education Department students who have a problem within the scope of the campus so that HMPS is able to bridge these problems with coordination from students and the object of the problem. As a forum for interest in talent and as an effort to advance the literacy of new English Education Department. A place to have fun and bring English Education Department students closer together. Providing knowledge or point of view of sources on an issue that is currently developing both on campus and nationally. To hone the skills of English Education Department students in public speaking so that they are more confident and maximal.

c) Media and Communication

The activities carried out are managing and publishing HMPS English Education Department activities, making video profiles for HMPS English Education Department and study program English Education Department. The purpose of this activity is to manage the social media of the English Education Department at Kudus Islamic Institution. Official information channel from the campus and inform activities. Introducing the Profile of English Education Department at Kudus Islamic Institution and HMPS English Education Department.

d) Economy and Bussiness

The activities are; Manufacture of production uniforms, and merchandise. Open paid promotion. Manufacture and sales of tote bags, mugs, softcases and hampers. Open sponsorship and English Education Department Festival. The purpose of this activity is to make uniforms and merchandise for new students and it would be carried out after the acceptance of new students. Fulfill other people's promotion requests via Instagram Ecobus and members. Running a business, starting from manufacturing, promotion, to selling various kinds of unique and useful items. Open cooperation and

sponsorship which can later be used as capital to make goods to be sold and the next event. Celebrating the birthday of HMPS English Education Department and channeling the talents, interests and creativity of English Education Department students.

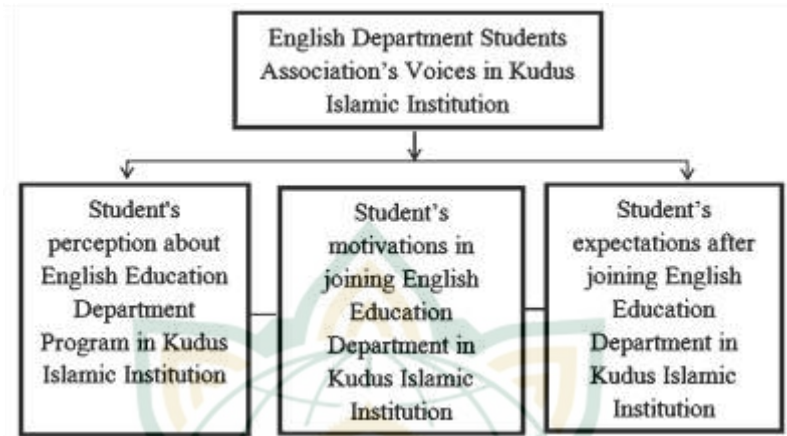
e) Social Activities and Religion

The activities include completing the Qur'an, completing the special month of Ramadan, raising funds when English Education Department residents are affected by disasters, raising funds when there are natural disasters, giving donations to orphanages. The objectives of these activities are; activities in the context of efforts to increase faith in Allah. Fundraising as a form of condolence for TBI residents affected by the disaster. Help relieve victims affected by the disaster. As a form of habituation to spend and give to others.

B. Theoretical Framework

Everything that is accepted by the five senses related to the phenomena that occur would give birth to perception. Perception also involves a person's ability to capture the events that occur so as to form a mindset in oneself. In addition, perception is also formed from observations made on a phenomenon so as to form a positive or negative mindset. The assessment of everything is an important function of the existence of perception. Relationship between variables guidance factor (environment), career expectation factors, perception factors, personal characteristics factors (personal characteristics) on student interest in choosing English Education Department a theoretical frame of mind can be seen in figure below:

Table 1.1. Theoretical Framework



C. Review of Previous Studies

The research study was compiled by researchers as a comparison of the validity of this research with other studies on the same topic, namely student perceptions and choosing programs at university. The diversity of libraries in other studies is a consideration for researchers to make improvements to this study. The research chosen as relevant research has a relationship with the aspects of discussion or completeness of the library, so that it is used as a basis for researchers to make the following research a reference in the preparation of this research.

1. The first research from Erisen (2016) by the title "PERCEPTION OF 'ENGLISH' AND MOTIVATION IN LEARNING ENGLISH".²⁴ The purpose of this study is to present the perceptions of Secondary School students about "English" through impressions and images and the influence of these perceptions on their motivation to learn English. The researcher used qualitative interview methods, based on student metaphor data, and focus group interviews to determine their impact on student motivation. However, the above researchers considered learning perceptions and motivations, while this study examined students' perceptions and motivations in joining a study program at Kudus Islamic

²⁴ Şahin, Seçer, and Erişen.

Institution. The similarities of the above study and this study relate to students' perceptions of English. The difference is, the research object above conducts research at the Secondary School, while the researcher conducts research at Kudus Islamic Institution Campus. The research subjects above were Secondary School students, while the research subjects were Kudus Islamic Institution students.

2. The second research from Sinaga, (2018) by the "STUDENTS' PERCEPTION ON THE ROLE OF ENGLISH DAY PROGRAM IN SPEAKING SKILL DEVELOPMENT".²⁵ The aim of this study was to investigate the students' perception of the English daytime program in developing speaking skills. To this end, a questionnaire and an interview were conducted to collect the perceptions of 35 grade 8 students from SMPK Penabur Kota Wisata, Bogor. Quantitative data collected through questionnaires and qualitative data obtained from interviews were analyzed using descriptive analysis techniques. The results show that the students' motivation to learn English is very high. They hope that the English day program would help them develop their ability to express English. Based on the above study, the researcher looked at students' views on English. In this study, researchers would discuss students' perceptions of the English department they choose to study. Data collection is also different because the researcher would collect data through questionnaires and not using interviews. The similarities of the above study and this study relate to students' perceptions of English.
3. The third, the research from Ariyanti (2015) "CHOOSING A TEACHER EDUCATION PROGRAM: EXPLORING REASONS OF MALE STUDENT TEACHERS OF ENGLISH EDUCATION PROGRAM AT ONE PUBLIC UNIVERSITY IN JAMBI".²⁶ The purpose of this study was to investigate the altruistic, intrinsic and extrinsic reasons why male student-teachers become teachers in a selected

²⁵ Sinaga.

²⁶ Tiara Ariyanti and others, 'Choosing a Teacher Education Program: Exploring Reasons of Male Student Teachers of English Education Program at One Public University in Jambi', 2016.

public university's Department of English Education in Jambi. The participants were 65 male teachers from all groups of a teacher-training English learning program aimed at training teachers to teach English. To complete the data for this research study, researchers used a questionnaire divided into two parts. They were closed-ended Likert scale questions about demographic background and reasons for choosing a program of study in English as a student teacher. There are many reasons why student teachers chose the English Department and became English teachers. There are altruistic reasons, intrinsic reasons, and extrinsic reasons. As a result, it was found that male teachers and students were more strongly influenced by intrinsic reasons, then extrinsic reasons, and thirdly by altruistic reasons. 44 (67.69%) of the participants answered that they would be willing to help, followed by good social status. 38 people (58.46%) said they want to contribute to society, and 35 people (53.85%) at the end. The study also correlated the reasons why male teachers chose a teacher education program and the occupations of their parents. It shows that parental work has an impact on students' reasons for choosing a teacher training program. This has been demonstrated by scoring differences in some categories between the work of parents (teachers and non-teachers). In this study, proposals for future research, students, universities and also government are discussed. The research is similar to the researcher's research because the researcher also uses qualitative description and the data collection and analysis process is the same.

4. The last research from Ainun (2018) by the title "STUDENTS' PERCEPTION AND MOTIVATION TOWARDS PROGRAMMING".²⁷ The objective was the student's perception (before and after the course) of the basic programming course and the relationship between the students' perception, motivation, and academic success. The researcher used an online questionnaire to collect responses from 179 first-year students of the Faculty of Information

²⁷ Noor Faridatul Ainun Zainal and others, 'Students' Perception and Motivation towards Programming', *Procedia-Social and Behavioral Sciences*, 59 (2018), 277–86.

Science and Technology (FTSM) from the 2016/2017 school year. The results showed that students reported more positive post-classroom cognition than pre-classroom cognition, and although pre-classroom cognition did not affect students' overall performance, it did. Their cognitive programming skills. Intrinsically motivated students demonstrated excellent performance and perceived high programming skills compared to other types of motivation. The similarity in this study is the use of online questionnaires to collect data and analyze students' perceptions and motivations. However, the above researchers tested students' cognition and motivation to determine after- or before-school skills, while this study examined students' cognition and motivation about their chosen English curriculum.

