

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around them. Perception contains a very broad understanding, concerning internal and external. Various experts have given various definitions of perception, although in principle they contain the same meaning. According to the Big Indonesian Dictionary, perception is a direct response (acceptance) of something. The process of a person knowing things through his five senses.

The researcher will discuss students' and parents' perceptions of the English Village program in this study. Perception can be a response that a person has to assess something from following one's point of view. The word perception is an uptake word from the English language that is the perception that has the meaning of observation. Perception is interpreting the stimulus received by the five senses into an understanding. The brain translates the stimulus received from the five senses to produce an understanding that can affect how individuals behave or respond to a stimulus. Perception is about personal experiences through the five senses and feelings (Matthen, 2015).

Learning activities are about what a person sees, hears, and feels. *Human perception* is defined as the result of different points of view. Some perceive that something is good; positive or negative perceptions will affect visible or actual human actions. This indicates that each individual will have a different point of view or perception even though they are in the same learning conditions because the stimuli received may be different and interpreted in different ways. Perception is not only influenced by objective characteristics but also by expectations and previous experiences. When learners get a stimulus, they compare and match it with a concept or

experience in memory. In the process, also carry out a matching process with their expectations or ideal description of a specific condition or situation. Based on the statement above, it can be concluded that students' and parents' perceptions of the English Village program are from students' and parents' opinions about what they experience and feel while participating in the English Village program. Students' and parents' perceptions determine what actions can improve the English village program's quality.

2. Types of Perception

According to Irwanto (2002) there are two types of perception, they are negative and positive perception, both are explained in the following description;

a. Positive Perception

The *Positive perception* is the perception that positively describes all information knowledge (known or unknown). In addition, positive perception is the positive interpretation that involves humans evaluating something around them. If someone has a positive perception, they will accept and support the perceived object.

b. Negative Perception

The negative perception is the perception that describes information (known or unknown) negatively or not suitable for the perceived object. In other words, negative perception is the negative interpretation that involves humans evaluating something around them.

3. Condition for perception

Perception is a sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. In perception there are conditions, where the condition of perception refers to

how perception can occur if it meets certain criteria. According to Qiong (2017) the condition for perception are as follows:

- a. There is perceived object
- b. There is attention which is the first step as a preparation for perception
- c. There existence of sensory organs/receptors, namely tools to receive stimulus
- d. Sensory nerves as a tool to transmit stimuli to the brain, which then as a tool to make a response.

4. Factors Affecting Perception

Perception also has several factors that influence it. Factors in perception refer to how that perception affects people. According to Dev (2017), the factors that influence a person's perception is as follows:

- a. Internal factors: feelings, attitudes and individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, psychological disorders, values and needs as well as interest, and motivations.
- b. External factors: family background, information obtained, knowledge and needs around, intensity, size, opposition, repetition of motion, new and familiar things or unfamiliar objects.

According to Walgito, (Walgito, 2010) the factors that play a role in perception can put forward several factors, namely:

- a. Perceived object

The object creates a stimulus that hits the sense organs or receptors. Stimulus can also come from outside the perceiving individual but can also come from outside the perceiving individual concerned which directly hits the receiving nerve that acts as a receptor.

- b. Sense organs, nerves and nervous system

Sensory devices or receptors are tools to receive stimuli, in addition there must also be sensory nerves as a tool to transmit the stimulus received by the receptor to the central nervous system, namely the brain

as the center of consciousness. As a tool to carry out a response, a motor is needed that can shape one's perception.

c. Attention

To realize or to make a perception requires attention, which is the main step as a preparation in order to make perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects.

These factors make individual perception different from each other and will affect individuals in perceiving an object, a stimulus, even though the object is really the same. The perception of a person or group can be much different from the perception of another person or group even in the same situation. Differences in perception can be traced to the existence of individual differences, differences in personality, differences in attitudes or differences motivation. Basically the process of forming this perception occurs within a person, but perception is also influenced by experienced by experience, learning process and knowledge.

5. 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 happens more than a hundred times in a day (Lumen: Boundless Psychology, n.d.). This process explains in the sequences below:

- a) Selection, selecting a stimulus depends on the environment and the individual (Sensation and Perception, para. 6).
- b) Organization. In organization the stimulus is transmitted to the brain by the sensory receptors, where it is being constructed a mental representation of the stimulus called a percept (Sensation and Perception, para. 7).
- c) Interpretation, this stage happens when we interpret the information using the other information we already know about the world. This stage 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.

B. English Village Program

The English village program is a community service program for the Pontianak IKIP-PGRI English education study program. The English Village Program is a cooperative program initiated by the village head of Parit Baru. He feels that the children in the new village of Parit need to introduce to English. Moreover, this was very well received by various parties, both from the village of Parit Baru and the IKIP PGRI Pontianak.

This English village program started in early 2020 to teach and introduce English to the surrounding community and build students' interest in learning English. The English village program is held every Saturday for approximately eight meetings, where each meeting is divided into two sessions. The division of these two sessions aims to ensure that classroom learning can run conductively because of the many enthusiasts of this program.

The English village program in the village of Parit Baru has participation from various levels of education. In 2020 the English village program was first carried out in Parit Baru. As a result, 137 students from early, primary, and secondary education levels are enthusiastic about participating in this activity. (Kusumaningsih et al., 2020) .

C. Language Learning

Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. They may come to school speaking more than one language, or learn another

language in school. It is important to respect and build upon each student's first language. Experience in one language will benefit the learning of other languages.

In their early years, children develop language informally. Long before they understand explicit language rules and conventions, they reproduce and use language to construct and convey new meaning in unique ways. Later, language learning occurs in specific contexts for specific purposes, such as learning about a particular topic, participating in the community, and pursuing work and leisure activities.

Language development is continuous and recursive. Students enhance their language learning by using what they know in new and more complex contexts and with increasing sophistication. They reflect upon and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and strategies, and interests.

1. Factors Influence Language Learning

In line with mastery of a second language, there are several factors that can affect language learning for kids, some of these factors are as follows:

a. Learning Environment

A learning environment is more than just a classroom, it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. Learning environment is how does the child feel in the classroom, how comfortable students feel in their language learning environment. According to Miller (2016) a student's learning environment has an impact on their motivation—a low anxiety language learning environment increases the chance for acquisition.

b. Teaching Strategies

Teaching strategy is about how the language taught. Teaching strategies are the practices teachers use to engage their students in better learning. The [strategies](#) a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension?.

c. Motivation

Motivation is a very significant and effective element in the realm of learning language. Thus, the language teachers should discover, realize and pay attention to the personality of the students. However, the teachers should be aware of motivation, its high importance, and its types (Seven,2020)

When a the students understands the importance of understanding a language and can see how it directly applies to their life, [they learn faster](#). When the students are interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster.

D. Related Previous Studies

To assist the researcher in this research, the researcher takes some related previous studies about non-formal education, which is the same as the English Village of Parit Baru, from several research as "Students' Self Perception Toward Their Speaking Fluency After Taking English Course in Kampung Inggris Pare" by Azizah et al., n.d. (2021) the research aimed to find out graduated students of *Kampung Inggris Pare's* perception of their speaking fluency and investigate how students perceive the importance of taking English courses in *Kampung Inggris Pare*. The finding indicates, based on research findings of graduated students of *Kampung Inggris Pare's* perception on their speaking fluency, students perceived that they have intermediate speaking level after joining English course In *Kampung Inggris Pare*. It means they got an improvement on it. Some students also perceived that they got an improvement

in their speaking fluency. Brings some good impacts on students' academics. According to the finding, the learning process is exciting and fun. It can raise the students' spirit in learning English. Moreover, Kampung Inggris Pare has a suitable environment for English learners. Students are required to practice speaking English wherever and whenever.

Secondly, a research conducted by Faujiah, n.d.(2017) entitled "Building the "Smart Village" Through the implementation of the Non-Formal Education to Improve English Language Skills In the village of Geluran Taman Sidoarjo." There are several non-formal educations in Geluran village, one of them is SMART EDUCATION, a language course founded by Ani Faujiah in 2008. SMART EDUCATION establishment is expected to contribute to the support of National Education. The duration of the agency's existence is proved to have spawned alumni who have language skills, which hope Indonesia improves human resources in the face of demands that exist in free markets (MEA). MEA is a challenge faced by Indonesia, Indonesia's step is a little late to be missed in the excellent communication skills, and mastery of English is suitable to support Indonesia's excel in MEA. Not only are professionals expected to be able to speak English, but they (workers, unskilled, employees, and others) who also want to pierce the international market, English language skills are one of the main requirements.

The other research was conducted by (Mustakim & Ismail, 2018) under the title "The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang." This was pre-experimental research using one group on the pre-test and post-test design, the population of this research was the students of the English House Course, which has 80 students. The result showed a significant influence on the students' improvement in speaking skills after the English camp strategy had been applied.

Another study related to the English village program was also conducted by Ardiani, R. (2017) under the title Students' Perception on the Influence of Kampung Inggris Pare Course Toward Their Speaking Skills. This research

discusses the students' perception of the influence of *the Kampung Inggris Pare* course on their speaking skills in English Education. Department of Universitas Muhammadiyah Yogyakarta. Based on the researcher's observation at EED UMY, some students are good at speaking English. These students dare to speak, and they are fluent in English. Based on those facts, the researcher found that students who have good skills in speaking are students who have ever taken a course in *Kampung Inggris Pare*. The findings show that Pare influenced EED UMY's students' batch 2013 speaking skills. Firstly, the researcher found that the learning condition in Pare is best helps students to improve their speaking skills. Pare is the best place for students to learn English. The environment out there is much supported the students to learn English, and the majority of students in Pare are they who want to learn English, so they are all the same as students. Besides, they used English as the daily language, and even the dormitory manager are used English. Pare applied various strategies in the learning process. The materials taught in Pare are basic. Pare uses Students Centre Learning (SCL) as the method used in the teaching process, and sometimes it includes game-like role-play, and joining the course in Pare brings some good impacts on their academic.

Previous studies above have similarities and differences with this research. Their similarity is mostly about the English program. In addition, several previous studies also focused on The Influence of English program on students' English skills. But in this study, the researcher wanted to know how the perception of the English program was. The objects studied were students and parents. The researcher also takes different place. This study conducts in Parit Baru, Kubu Raya regency.