

CHAPTER II

LITERATURE REVIEW

2.1 Perception

2.1.1 Definition of Perception

Perception is closely related to human senses, including sight, hearing, touch, smell, and taste. It influences how individuals interpret and understand the world around them. According to Qiong (2017), perception refers to a person's opinions or beliefs about the information they receive from others. This suggests that every individual has a unique way of interpreting information, which is inherently subjective. Differences in perception arise due to variations in personal experiences, background knowledge, and cognitive processing. Kenyon et al., (2015), describe perception as the process through which individuals select, organize, and interpret sensory stimuli into meaningful information about their environment. In other words, perception is not merely about receiving information but also about how individuals make sense of it. Since people come from diverse backgrounds, their interpretations of the same information can vary significantly.

Furthermore, perception plays a vital role in shaping human behavior. Rao and Firestone (2016) emphasized that perception is a crucial cognitive factor that influences how individuals act and respond to various situations they encounter. Perception is not limited to how people see their surroundings, but also includes how they interpret, understand, and assign meaning to their experiences. The way individuals perceive their environment directly affects their decision-making, attitudes, and social interactions with others. Therefore, gaining a clear

understanding of perception is essential for comprehending human behavior in a wide range of contexts, including educational, social, and cultural settings.

Richmond (2017) highlighted that perceptions are also linked to an individual's expectations regarding certain events or activities. This means that a person's prior experiences and beliefs shape their outlook on future occurrences. In summary, perception is the process of using human senses to interpret important information, encompassing opinions, beliefs, and expectations. Since perception is influenced by an individual's background knowledge, it remains inherently subjective.

Based on the definitions above, perception can be defined as the process through which individuals receive, interpret, and organize sensory information to form opinions, beliefs, and expectations. It is inherently subjective, as it is influenced by personal experiences, background knowledge, and cognitive processes. Perception plays a crucial role in shaping human behavior, as it affects how individuals understand and respond to their surroundings. In the context of this study, perception refers to students' viewpoints and interpretations regarding the role of grammar in their daily English conversations.

2.1.2 Types of Perception

According to Khotimah et al. in *JELTS* (2021), perception can generally be categorized into two distinct types: positive perception and negative perception. These two types significantly influence how individuals process experiences, relate to others, and respond to various circumstances in their daily lives. A person's perception influences attitudes, behaviors, and emotional well-being.

a. Positive Perception

Positive perception is when someone tends to see things in a good and helpful way. People with a positive perception usually have strong self-confidence and are more motivated to face challenges in life. They are also more open to others, able to build good relationships, and willing to help or contribute to those around them. Positive perception helps a person focus on growth, learn from experiences, and stay hopeful even in difficult situations. This kind of perception can lead to a happier and more meaningful life, both personally and socially.

b. Negative Perception

Negative perception is when someone tends to focus more on fear, worry, or negative thoughts about themselves and others. A person with a negative perception often pays more attention to their personal needs and may feel the need to prove their value. They may become easily offended, closed to others' opinions, and have difficulty building good social relationships. Negative perception can make a person more pessimistic, less willing to change, and unable to see the good side of a situation.

Both positive and negative perceptions play an important role in shaping a person's behavior. The type of perception a person has depends on how they understand and describe their experiences and the things they observe. Therefore, it is important for each individual to be aware of their perception and try to manage it in a way that helps them act and think more positively in everyday life.

2.1.3 Indicators of Perception

Perception is the impression gained by an individual through the senses, which is then analyzed, organized, interpreted, and evaluated to produce meaning. Robbins (2007) states that perception involves not only the reception of stimuli but also an element of subjective evaluation and identifies two main indicators of perception:

1. Reception

Reception refers to the initial stage of perception that involves the senses. At this stage, our sensory organs, such as the eyes, ears, nose, skin, and tongue, are activated to detect stimuli from the environment. This is a physiological process, meaning it happens naturally in the body. For example, when we hear a sound or see an image, our ears and eyes receive that information, which then becomes the starting point for perception. Without this first step of sensing, perception cannot take place.

2. Evaluation

Evaluation is the second stage, where the brain begins to give meaning to the stimuli that have been received. This stage involves personal interpretation and judgment, which means it can vary from one person to another. One individual might see a situation as enjoyable and exciting, while another person might see the same situation as boring or stressful. This difference occurs because perception is influenced by personal factors such as past experiences, values, beliefs, and emotions. Therefore, evaluation makes perception a subjective process that is unique to each individual.

Furthermore, Walgito (2010) proposes three indicators of perception:

1. Absorption of Stimuli

The first indicator refers to the stage where external stimuli are detected and received through the five senses: sight, hearing, touch, smell, and taste. These stimuli may be received one at a time or all at once. When the sensory organs function properly, and the stimuli are strong and clear, the brain can form more vivid impressions or images. The clarity and accuracy of this information also depend on the timing of the experience, for example, whether the person is paying attention or in a state of alertness when the stimulus occurs. This stage is essential because it provides the raw input needed for further mental processing.

2. Understanding or Comprehension

After the stimuli are absorbed and impressions are created in the brain, the next stage involves organizing and interpreting the information. This process includes classifying, comparing, and making connections with past experiences. The term apperception refers to how these previous experiences influence current understanding. For example, someone who has had a positive experience with dogs will likely interpret the sight of a dog in a friendly way, while someone with a bad experience may feel fear. This stage happens quickly in the mind and is unique for each individual. It helps transform raw sensory input into meaningful information.

3. Judgment or Evaluation

The final stage of perception involves making a personal judgment based

on the understanding that has been formed. At this point, a person compares what they understand with their personal values, beliefs, or standards. This is a subjective process, meaning each person may have a different opinion or reaction, even when experiencing the same thing. For instance, two people watching the same movie might walk away with completely different feelings, one might think it was inspiring, while the other might find it boring. This shows how personal background and individual mindset affect the way perceptions are evaluated and finalized.

Based on the two grand theories of perception indicators mentioned above, it can be concluded that perception involves the reception of stimuli through the senses, the understanding formed through mental processing, and the subjective evaluation given by the individual. This shows that perception is not only a sensory process but also includes cognitive and affective aspects influenced by personal experiences and perspectives.

2.1.4 Factors of Perception

According to Walgito (2010), there are two primary factors that significantly influence an individual's perception, particularly in an educational context. These are performance and situation. Both elements play a critical role in shaping how students perceive their learning environment, especially in relation to their teachers and the overall classroom experience.

1. Performance

The performance of the teacher is considered the foremost factor affecting students' perceptions. This includes not only the way the teacher delivers

the lesson but also their overall demeanor, attitude, and professionalism in the classroom. According to Walgito, personal attributes such as the teacher's prior experiences, motivational drive, communication style, and sincerity are crucial in forming students' early impressions. Often, students evaluate a teacher's credibility and competence based on observable performance, such as clarity in explanation, confidence, classroom management, and interaction with students. The first encounter between a teacher and students is especially influential, as first impressions tend to be long-lasting and heavily impact students' initial and ongoing perceptions of the teacher's effectiveness. When students perceive a teacher as capable and enthusiastic, it can lead to greater trust, engagement, and motivation to learn.

2. Situation

The second factor is the situational context in which teaching and learning occur. This refers to the overall atmosphere in the classroom, including how well the teacher is able to adapt to students' moods, energy levels, and emotional states. A teacher who is attentive to the dynamics of the classroom, knowing when to be serious and when to incorporate humor or light-heartedness, can create a more engaging and less monotonous learning environment. Flexibility and situational awareness allow the teacher to respond appropriately to students' needs, maintain attention, and foster a positive learning experience. A rigid and unchanging approach, on the other hand, may lead to disengagement and negative perceptions.

Therefore, understanding and adjusting to the classroom situation is essential in enhancing students' perceptions and participation in the learning process.

In summary, both teacher performance and classroom situation are key determinants of how students perceive their learning experiences. These factors not only influence their opinions about the teacher but also affect their overall engagement, satisfaction, and academic motivation. Recognizing and optimizing these aspects can lead to more effective teaching and improved student outcomes.

2.1.5 Principles of Perception

According to Walgito (2010), perception operates under certain principles that govern how individuals interpret and respond to sensory information. Two fundamental principles highlighted in his theory are relativity and selectivity. These principles help explain why different people may perceive the same situation in vastly different ways.

1. Relative

The principle of relativity emphasizes that perception is not absolute or fixed, but rather depends on the context and conditions surrounding the individual. A person's perception of an object, event, or situation is shaped by their point of comparison. For example, a student may perceive a teacher as strict only in comparison to previous teachers they have encountered. If a student has been accustomed to lenient teaching styles, a moderately firm teacher may seem overly strict. This principle implies that perception is influenced by individual experiences, expectations, and

surrounding stimuli, which serve as a frame of reference. Thus, what is perceived as good, bad, easy, or difficult is relative to each individual's prior knowledge and context.

2. Selective

The principle of selectivity refers to the human tendency to focus on certain stimuli while ignoring others. Since the brain is constantly bombarded with vast amounts of sensory information, individuals naturally select information that is most relevant, meaningful, or emotionally engaging to them. In an educational context, this means that students may pay attention to certain aspects of a lesson, such as a teacher's tone of voice or specific instructions, while neglecting other details. This selective process is influenced by personal interest, needs, emotional states, and cognitive priorities. Because perception is selective, two students in the same classroom can walk away with very different understandings of the same lesson.

In summary, perception operates based on two key principles: relativity and selectivity. The principle of relativity emphasizes that perception is highly contextual and comparative, meaning individuals interpret stimuli based on surrounding circumstances and prior experiences. Meanwhile, the principle of selectivity points to the influence of personal focus, interests, and attention in determining which aspects of the environment are noticed and processed. These principles show that perception is subjective and can vary greatly between individuals, even in the same situation or with the same stimuli.

2.2 Conversation

Human's language is like winged bird. Language cannot be separated from the nature of the human, because it is human device to communicate each other (Rosdiana, 2017). Conversation is an essential aspect of daily life. It allows individuals to express their thoughts and emotions to others. Conversations can occur in both formal and informal settings, depending on the context. The number of participants may vary, involving one, two, or more people. According to Cooren and Fairhurst (2020), conversation is a form of communication that generally involves two or more individuals exchanging information, ideas, feelings, or thoughts. People engage in conversation for various purposes. As noted by Putri, Rustandi, and Faridah (2022), daily conversations include activities such as greeting, parting, expressing opinions, agreeing and disagreeing, complaining, apologizing, giving compliments, and showing gratitude, among others.

Conversation is closely related to speaking because speaking is the primary medium through which conversations occur. According to Rahmi and Syahputra (2015), the purpose of any language in the world is only to be able to deliver a message to other people. Speaking is the most important skill to be mastered since it is mainly used as the primary means to deliver a message effectively during a conversation. Ansari (2021) points out that people spend a significant amount of time communicating, which involves sharing and receiving information through different means. Hartati (2015) states that conversation is a complex outcome of speaking abilities, and like other communicative skills, it is much more intricate than it might seem at first glance. It involves more than just correct pronunciation;

conversation also requires the integration of various cognitive and social processes, including non-verbal communication skills.

These interactions help build interpersonal relationships, which often develop gradually through a series of conversations over time, during moments of speaking and silence, when individuals are together or apart. Despite being a common and routine activity, conversation remains inherently complex. According to Clark et al. (2019), it enables individuals to organize their behaviors and beliefs in relation to the world around them.

In general, conversations can be classified into two types: interpersonal and transactional. According to Hargie (2021), interpersonal or interactional language is mainly used to build and sustain relationships through social communication. This type of conversation emphasizes emotional connection, the sharing of personal experiences, and mutual understanding. For example, when two friends catch up after a long time and say, "How have you been? It's been ages since we last met!" the purpose is not to achieve a specific goal but to maintain a bond between them.

In contrast, transactional language is goal-driven and focuses on achieving specific outcomes, such as acquiring services, goods, or information. This type of language is often direct, clear, and used to ensure that tasks are completed efficiently. For instance, in an academic setting, a student might ask the teacher, "Could you please explain the steps for solving this equation again?" The intention here is to gain information or clarification rather than to form a personal connection, emphasizing practicality and purpose.

According to Siegel (2020), interpersonal communication often involves expressing thoughts or emotions to establish a deeper connection. In a classroom discussion, for example, a student might say to a peer, "I really liked your idea during the group presentation. How did you come up with it?" or ask, "You seem a bit stressed—are you okay?" These interactions are less about achieving goals and more about creating emotional support and understanding among participants.

On the other hand, transactional exchanges tend to avoid emotional content and focus instead on the efficient delivery of information or completion of tasks. A student might ask, "What's the word count for this essay?" or "Can you explain this formula again?" Such conversations are structured to fulfill specific academic or practical purposes, without the intention of building relationships (Brown & Yule, 1983). In these cases, successful communication is measured by how effectively information is conveyed or tasks are carried out.

Hartati (2015) highlighted that while interpersonal communication serves to develop social bonds and emotional connection, transactional communication is used to exchange clear information and achieve objectives. Both types of conversations are essential for effective communication and should ideally be balanced. However, educational environments often prioritize transactional communication due to its structured and goal-oriented nature (Cooren & Fairhurst, 2020). Moreover, recent studies suggest that conversations exist on a continuum, from casual small talk to formal, role-defined interactions such as interviews. Factors such as physical and social context, as well as gender, also influence the nature and effectiveness of interaction, particularly in negotiation settings.

2.3 Morning Conversation Program

The Morning Conversation Program is a key initiative conducted at Darul Ihsan Islamic Boarding School with the goal of improving students' English-speaking abilities. As part of the school's efforts to support language development, this program takes place every Saturday morning for a duration of 30 minutes, immediately after the Subuh (dawn) congregational prayer. All students who reside in the dormitory are required to join the program, making it a regular and consistent part of their weekly routine.

Although Darul Ihsan promotes the use of three languages; English, Arabic, and Indonesian on a rotating weekly basis, the Morning Conversation Program is designed specifically to support the use and practice of English. This dedicated time allows students to engage in spoken English in a practical and structured way, helping them improve their fluency, vocabulary, and confidence over time.

The primary purpose of this program is to encourage students to speak English more confidently and naturally. It also aims to build a habit of using English in daily communication, outside of classroom settings. One of the strengths of the Morning Conversation Program is its informal and flexible approach. Unlike classroom lessons that may involve formal grammar instruction or strict topics, this program allows students to freely choose their own conversation partners and discussion topics. This freedom helps them feel more relaxed and reduces the fear of making mistakes, which is a common barrier in learning a foreign language.

In this friendly and low-pressure environment, students are more likely to

open up, try new vocabulary, and engage in real conversations. This setting creates a positive and supportive atmosphere that makes speaking practice feel less like an obligation and more like a natural part of their day. By providing regular opportunities to practice English in a casual setting, the Morning Conversation Program plays an important role in strengthening students' language skills and boosting their overall confidence in communication.

2.4 Islamic Boarding School

An Islamic boarding school, also known as a *pesantren* in Indonesia, is an educational institution that combines general academic learning with Islamic religious education (Kusumawati, 2024). These schools play a significant role in shaping the character, discipline, and spiritual growth of students, often referred to as *santri*. Islamic boarding schools are unique because students live on school, allowing them to be immersed in a structured environment where learning and religious practice go hand in hand.

According to Abubakar (2015), the daily life in an Islamic boarding school is usually well-organized, beginning early in the morning with prayer (*shalat*) and continuing throughout the day with various learning activities. Students not only attend regular academic classes but also take part in religious studies such as Quran recitation, *fiqh* (Islamic jurisprudence), *hadith* (Prophet's traditions), and Arabic language lessons. Living in a boarding school also teaches students important values such as independence, discipline, cooperation, and respect for others.

One of the main goals of Islamic boarding schools is to create a balanced generation, young individuals who are knowledgeable in both religious and

worldly matters (Karimah, 2018). These institutions aim to produce students who are morally upright, spiritually aware, and intellectually capable of contributing positively to society. Many pesantren also provide various programs aimed at equipping students with practical skills needed to face the challenges of the modern world. These programs often include language proficiency, such as English and Arabic, to enhance communication abilities, as well as entrepreneurship and vocational training to foster self-reliance and economic independence.

In conclusion, Islamic boarding schools provide more than just academic knowledge, they nurture students' spiritual, social, and emotional development in a holistic way. By living and learning in such an environment, students grow into individuals who are not only educated but also grounded in faith and good character.