

CHAPTER II

LITERATURE REVIEW

In this chapter, some theories are provided to support the research. The theories are divided into some parts which are the general English courses, students' perception, and students' readiness.

2.1 Definition of English

English is one of the international languages and is the language used as a medium of communication and the first international language used to interact with other people around the world. Therefore, learning English is one of the needs that must be learned. In the current era of globalization, mastery of English as a second language has become an urgent need, especially in the academic environment. English not only functions as a communication tool, but also as a bridge to access knowledge and information from various sources throughout the world (Nurcholis and Putri, 2025). In Indonesia, learning English is still not stable because most of the English language is one of the lessons that is enough to make the results interesting in learning English on the contrary learning English will make you dominate the world even many companies and Indonesian product brands offer scholarships abroad of course for those who can master English. According to (Husna, 2021) with good English skills, good competitiveness, which is useful for our country. However, that does not mean that the mother tongue is not important, learning it has become a must mastering

the mother tongue. But, by adding insight in learning other languages it will make the future of someone especially good at it easier speak English.

According to Hornby in (AlKPIIdar, 2021) English is the language originally of England, now spoken in many other countries and used as a language of international communication through out the world. It means that English is the first international language used to interact with other people around the world, so that English has a big influence in gaining access to information, absorption and development of science, technology and related to art and culture. Where as in the business world mastering English can be the main key for everyone to make it easier to do business with someone from outside their country. Even in economic terms mastering English is important with increasing global competition demanding someone to be more creative in the digital world and social media. For example, wanting foreign artists to become brand ambassadors for their products will certainly be easier for someone who knows how to use English to communicate.

English is as an International language and plays a major role in the world. (Songbatumis, 2017) states that English is well thought-out as the most vital and influential language in the world. Additionally, the earlier the children learn foreign language, becomes easier child to master the language (as cited in Mukminin et al., 2018). According to Johnson (2008), categorize the knowledge and skills that are considered as communicative skills involved in language usage, competence is the term used by linguists to loosely explain what we have called

expertise and capacity so far. Pointedly, the new era and globalization today demand many people to master English as an international language.

English language proficiency is one of the determining factors in the quality of human resources today. To achieve this, the government has implemented a policy requiring English instruction. This policy applies from the secondary level (middle and high schools) to higher education, namely universities. English language proficiency is a crucial factor in determining future employment, whether in obtaining domestic or international scholarships or when seeking employment. Therefore, English learning must meet these needs. Unfortunately, sometimes students' academic performance does not reflect their actual English skills (Nurcholis & Andriyani, 2024).

2.2 English for General Courses

A general English course typically covers the fundamentals of the English language, focusing on reading, writing, speaking, and listening skills.

These courses are designed for learners of all proficiency levels, from beginners to advanced speakers, and aim to improve overall English language competency in both academic and everyday contexts. ¹ General English Course is a specialised English language subject for students who are preparing themselves for a lifetime experience; to either work, study or to casually or permanently live (Li, 2012). The main aim is to give the confidence to live and work in the English-speaking world. It is also an excellent preparation before enrolling for English for Academic Purposes (EAP) course. Students are equipped to identify various English texts, to write in a range of genres, to discuss materials and present

ideas/opinions in small groups, and to handle individual presentations as well as group discussions. Students also, learn to become familiar with the range of everyday conversations and correspondence to emerge into life style.

Overall, a general English course aims to equip learners with the language skills necessary to communicate effectively in various real-life situations, whether for academic, professional, or personal purposes. These courses are typically flexible and adaptable to the needs and proficiency levels of individual learners.

2.3 Objectives of Learning English General Course

The English General Course at UMB is a compulsory subject provided for students from non-English study programs. The primary objective of this course is to enhance students' proficiency in the four core English language skills: listening, speaking, reading, and writing. Haycraft (1999) classifies these into two categories: receptive skills, which include listening and reading, and productive skills, which encompass speaking and writing. Sundari (2018) highlights that learners often encounter various difficulties across all four skills, particularly in mastering listening, speaking, reading, and writing simultaneously. In the Indonesian context, English is commonly taught as a foreign language and serves as one of the academic subjects aimed at developing basic communication abilities and comprehensive command of the four skills. Among these, listening holds a critical role, comparable in importance to the other skills. Chelli (2013) emphasizes that listening should be considered the foundational skill that learners must acquire before progressing to the others. Furthermore, Mianmahaleh and Rahimy (2015) define listening as the capacity to recognize and comprehend

spoken language, which entails understanding pronunciation, grammar, vocabulary, and the intended meaning of the speaker. According to (Bahar & Husain, 2021), a major issue in listening is the challenge of processing and retaining information that is only heard for a brief moment before it is lost. In essence, listening involves the deliberate act of hearing with focused attention and intention.

Speaking is categorized as a productive skill and involves the process of expressing information, ideas, and thoughts. According to Hughes and Reed (2016), speaking refers to the ability to produce articulate sounds or words to communicate one's thoughts, ideas, and emotions. (Pramestiya, 2013) further explains that speaking presents certain challenges for learners. Firstly, fluent speech typically occurs in phrases rather than as isolated words. Secondly, speakers often utilize redundancy in language to clarify their intended meaning. Thirdly, spoken language frequently involves specific patterns such as contractions, elisions, and reduced vowel sounds. In essence, speaking is the capability to verbalize language in order to convey messages, ideas, and emotions effectively.

On the other hand, reading is considered a highly complex skill that also presents its own learning difficulties. It involves the ability to comprehend written texts by efficiently extracting the necessary information from them. Developing reading skills requires not only decoding written symbols but also understanding meaning within various contexts.

Additionally, (Ardiansyah & Jaya, 2021) states that reading is more than just knowing a lot of words. Shortly, reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. Writing covers a number of elements, such as content, grammar, vocabulary, unity, and coherence. According to Dixon (2015), writing is quite different from speaking in one very important way because the text has to carry all the meaning because the writer is never around to explain.

According to (Najogi & Adnan, 2019) , writing is considered the most challenging language skill to master. Unlike speaking, which is naturally acquired during early childhood development, writing must be explicitly learned. One of the primary challenges lies in the need to consider the target audience when composing a text. Additionally, learners often struggle with the linguistic complexity of writing, including grammar and vocabulary. Another significant difficulty is the ability to organize and sequence ideas coherently and appropriately. In essence, writing is not merely the act of producing individual words or sentences; it requires the ability to construct a unified and coherent piece of writing in which ideas are grammatically accurate and logically connected, ensuring the message aligns with the intended audience and purpose.

2.4 Perception

2.4.1 Definition of Perception

Perception has a variety of senses, according to experts, among others: According to Lele (2019) perception is such feeling and thinking toward thing and

by a process. It means that someone can express what are there in their mind. To addition the definition of perception can be found in Pramestiya (2013) “Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain”. This means when human visual system first sees an image or thing they are going to think an information then they percept it through the audio what on the human brain. In other words, perception is people’s opinion about something that they thought is true. It means that perception refers to someone sense or view toward a certain object.

Perception refers to the way individuals recognize, interpret, and respond to sensory information. It involves the cognitive process by which people receive input from their surroundings and utilize that information to interact with the environment. Through perception, sensory data is transformed into meaningful experiences. Fauzanah & Fatimah (2019) explain that perception is a process that follows the act of sensing, where stimuli are received by an individual through sensory organs. This process of sensing serves as the foundation for perception, as the stimuli captured by the senses are organized and interpreted by the brain. The senses act as a bridge between the individual and the external world. Once the sensory stimuli are received, they are processed and interpreted, enabling individuals to become aware of and understand their environment, thereby forming a perception.

Actually, all the definitions above that stated by some experts are similar. One’s perception can affect their act toward something in the live because through

perception everybody can perceive the same thing in different view or it will vary from person to person. Therefore the researcher concludes that the perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any other interaction. Humans cannot be separated from perceptual activities, almost every day humans perceive as perceptual. Mulyana in Latar & Rummahlewang (2020) states that in general human perception is divided into two parts, namely:

- a) Perception of objects (physical environment); external characteristics, while the perception of people responds to external and internal characteristics (feelings, motives, hopes, and so on). People will perceive you when you perceive them. In other words, the perception of humans is interactive.
- b) Perception of humans; through physical symbols, while the perception of people through verbal and nonverbal symbols. People are more active than most objects and more unpredictable.

2.4.2 Factors Influence the Perception

The factors that influence the occurrence of perceptions, as follows Rakhmat in Azhar et al., (2020) namely:

1. Functional factors

Functional factors come from needs, past experiences and other things which are included in what are known as personal factors. The proposition that perception is functionally selective. This postulate means that objects that are

emphasized in perception are usually objects that fulfill the goals of the individual who performs the perception.

2. Structural factors

Structural factors that determine perceptions come from outside the individual, such as the environment, culture, applicable laws, values in society greatly influence a person's perception of something.

The perception referred to in this study is the response of people who are involved and active in the world of education, namely English teachers and students towards new variations which are referred to as learning media.

2.5 Readiness

2.5.1 Definition of Readiness

Readiness can be generally defined as an individual's overall condition or disposition to respond to a particular situation in a specific manner. Djamarah (2002) describes learning readiness as a psychological state in which a person is prepared to engage in a learning activity. Similarly, (Firmansyah et al., 2023) define readiness as a person's willingness or preparedness to carry out a task. Based on these definitions, learning readiness can be understood as the overall mental and emotional preparedness of an individual or student to receive and respond effectively to learning experiences.

There are several indicators of readiness according to Guglielmino & Guglielmino (2001), indicators of independent readiness are as follows:

1. Love of learning.

A love for learning English represents a positive emotional attitude that plays a crucial role in the language learning process. It reflects a deep and consistent interest in the subject, motivating students to engage more actively in their English studies. This emotional connection serves as a driving force that supports learning progress and contributes to academic success. Furthermore, a genuine love of learning functions as an internal, motivational resource that enhances overall learning outcomes and promotes better academic performance.

2. Have the initiative in learning.

Initiative is characterized as a behavioral tendency that includes goal-directed actions, persistence in facing challenges, proactive problem-solving, and the ability to act independently without external prompting. In the context of learning, initiative refers to a student's ability to take charge of their own learning process, actively pursuing their learning goals and demonstrating self-motivation in initiating learning activities without relying solely on external direction.

3. Have the responsibility learning.

Responsibility in the context of learning refers to the commitment to complete assigned tasks thoroughly and to the best of one's ability, while being willing to accept the consequences of one's actions. Learners who demonstrate responsibility are those who can manage their academic duties independently, meet their own learning needs,

and carry out their obligations toward others and their environment effectively. This sense of responsibility is not innate, but must be cultivated and reinforced continuously through consistent practice and guidance, ultimately shaping individuals into accountable and dependable learner .(Sitorus & Soesanto, 2022).

4. Have a great curiosity

Curiosity can be defined as an attitude and behavior characterized by a continuous desire to explore and understand more deeply and broadly what is learned, seen, or heard. When students possess a strong sense of curiosity toward the material presented—either by the teacher or through independent study—they are more likely to acquire greater knowledge compared to those who passively wait for explanations. A key indicator of students with high curiosity is their tendency to frequently ask questions, demonstrating active engagement in the learning process.

5. Have self-confidence

Self-confidence is understood as an individual's belief in their own ability to achieve goals and meet expectations. Throughout the learning process, students are frequently required to engage in activities that demand a certain level of confidence—such as expressing opinions, responding to teachers' questions, delivering presentations, and completing tasks or assignments independently. Without a sense of confidence in their own capabilities, students may

struggle to carry out these academic responsibilities effectively.(Sahrul et al., 2022).

6. Able to organize time

Organizing time is the process of organizing or managing, and controlling oneself. By organizing time, students can calculate the time available for independent study at home.

7. Have a separate learning achievement target

Having a learning target means that a student already knows exactly what he wants to achieve in his learning activities, can choose his learning resources, and knows where to look for learning. The material they want, and Students can assess the level of ability they need (Puspitasari et al., 2023).

In education, readiness often refers to a students' preparedness for learning specific skills or concepts. This can include cognitive, emotional, social, and physical readiness. For example, a child may be considered ready to learn to read when they have developed certain cognitive skills like phonemic awareness and letter recognition.

2.5.2 Readiness in Learning English General Course

Guglielmino developed the Self-Directed Learning Readiness Scale (SDLRS) as a tool to assess adults' preparedness for independent learning. According to Abbott and Dahmus (1992), this scale specifically evaluates the extent to which individuals are willing to take responsibility for their own learning processes. Over the years, the SDLRS has been the subject of numerous research

studies and critical evaluations. Maddox (2000) noted that the SDLRS is designed to measure the degree to which individuals perceive themselves as possessing the attitudes and skills commonly associated with self-directed learning.

Expanding on this concept, Maddox (2000) introduced the **Holistic Model of Learning Readiness**, which is grounded in the theoretical framework of social learning and social cognitive theory. This model emphasizes that learning readiness is a multidimensional construct involving cognitive, emotive-attitudinal, and behavioral factors. Utilizing a social learning perspective to explain learning processes is considered both relevant and widely accepted in educational theory. Maddox also draws from the work of Dressel (1980), who argued that student-centered learning a foundational element of experiential learning must take into account both cognitive and affective dynamics. Therefore, when cognitive and emotional factors are viewed as critical to effective teaching and learning, they must also be considered essential in understanding learning readiness. Maddox (2000) identifies three core components within the Holistic Model of Learning Readiness:

1. Emotive-Attitudinal Readiness

The integration of emotional and attitudinal elements provides a holistic understanding of readiness that goes beyond mere knowledge or skill acquisition. It recognizes that readiness is not only about being cognitively prepared, but also about being affectively engaged and attitudinally aligned. In practice, this means that interventions, training, or change processes must address both how people feel and what they believe

in order to foster true readiness. In educational settings, for example, emotive-attitudinal readiness has been linked to student engagement, openness to learning, and academic performance. In organizational change, it plays a critical role in employee adaptability, morale, and the overall success of change implementation. In healthcare, particularly in behavior change interventions, this form of readiness is essential for patient compliance and long-term commitment (Maddox, 2000).

Emotive-Attitudinal Readiness is a key determinant of effective participation and successful outcomes across various domains. It encompasses the emotional affect and attitudinal beliefs that collectively influence how individuals perceive, respond to, and engage with tasks, environments, or changes. As such, assessing and enhancing this form of readiness is crucial in designing interventions that seek to change behavior, improve performance, or support adaptation.

2. Cognitive Readiness

Cognitive readiness is defined as an individual's mental preparedness to effectively engage in complex tasks, make informed decisions, and adapt to dynamic environments. It involves not only the possession of relevant knowledge and skills but also the ability to apply them flexibly through higher-order cognitive processes such as critical thinking, problem-solving, metacognition, and situational awareness. Rooted in cognitive psychology and information processing theory, cognitive readiness emphasizes the importance of internal mental models,

cognitive flexibility, and the capacity to learn and perform under uncertain or novel conditions. Unlike emotive-attitudinal readiness, which pertains to emotional states and belief systems, cognitive readiness focuses on how individuals think, process information, and mentally prepare for action. This concept is particularly vital in fields such as education, military training, healthcare, and organizational leadership, where successful outcomes depend on an individual's ability to respond intelligently and adaptively to changing circumstances (Morrison And Fletcher, 2020).

3. Behavioral Readiness

Behavioral readiness refers to an individual's capacity and preparedness to execute specific actions or behaviors in response to situational demands, reflecting the translation of knowledge, motivation, and intention into observable performance. It encompasses the development of behavioral competencies through training, repetition, and conditioning, as well as the willingness to act appropriately in real-time situations. Behavioral readiness is often viewed as the final step in the readiness continuum following cognitive and emotive-attitudinal preparedness signaling that an individual is not only mentally and emotionally prepared but also behaviorally capable of taking action (Salas, Priest, & Wilson, 2006). This concept is particularly important in fields that require consistent, high-stakes performance, such as military operations, healthcare, emergency response, and education. In such environments, success often depends not only on what individuals know or

feel but also on whether they are behaviorally ready to apply their competencies under pressure. Thus, behavioral readiness integrates skill proficiency, situational adaptability, and action-oriented confidence, forming a key component of overall performance readiness.

Furthermore, in the context of learning English, readiness refers to a learner's preparedness and suitability for acquiring the language effectively. This encompasses various aspects (Chorrojprasert, 2020);

1) Linguistic Readiness

This involves the learner's existing knowledge of their native language and how it relates to English. For example, understanding grammar concepts or having a basic vocabulary foundation can contribute to readiness.

2) Cognitive Readiness

This refers to the cognitive abilities necessary for language learning, such as attention, memory, problem-solving, and critical thinking skills. Learners who are cognitively ready can more effectively process and retain new language information.

3) Motivational Readiness

Motivation plays a crucial role in language learning. Readiness in this aspect involves the learner's interest in and commitment to learning English, as well as their willingness to persist in the face of challenges.

4) Cultural Readiness

Language is deeply intertwined with culture. Readiness in this dimension involves an awareness and openness to different cultural norms, values, and communication styles that may be reflected in the English language.

5) Socioeconomic Readiness

This refers to the resources and support available to the learner, such as access to quality education, learning materials, technology, and opportunities for language practice. Socioeconomic factors can significantly influence a learner's readiness to engage in English learning.

6) Emotional Readiness

Language learning can be challenging and may evoke various emotions such as frustration, anxiety, or excitement. Emotional readiness involves the learner's ability to manage and regulate these emotions effectively, fostering a positive learning experience.

7) Environmental Readiness

This pertains to the learning environment, including factors such as class size, teacher-student rapport, classroom resources, and the use of technology. An environment conducive to language learning can enhance readiness and facilitate effective learning outcomes.

Overall, readiness in learning English encompasses a combination of linguistic, cognitive, motivational, cultural, socioeconomic, emotional, and environmental factors. When these elements align, learners are better equipped to engage with the language, acquire new skills, and progress in their English proficiency.

2.6 Previous Studies

There are two previous studies related to this research which can be seen in the following table.

No	Title / Researcher	Results
1	Students' Perception of English Learning Toward Their Current Profession (Arisandi & Irawan, 2022)	Students expressed three distinct perspectives regarding English learning. The first perspective suggests that English as a subject is perceived to have limited relevance or application in the participants' current professional roles. In contrast, the second perspective indicates that English instruction is considered beneficial and supportive of participants' work-related tasks. The third perspective emphasizes the importance of aligning the teaching process with learners' specific needs, particularly for those who are simultaneously balancing work and study responsibilities.
2	EFL Students' Perception Toward Class Participation In General English Courses (Khojasteh et al, 2015)	The findings revealed that students' lack of interest in learning English is not solely due to internal factors, but is also significantly influenced by their course instructors. While the study showed that, overall, students displayed low motivation and indifference toward classroom participation—regardless of whether such participation was assessed—the existing literature provides substantial evidence that instructors play a crucial role in either fostering or hindering students' engagement in class activities.