

CHAPTER II

LITERATURE REVIEW

1.1 Theoretical Framework

1.1.1 Definition of Perception

Etymologically, perception comes from the Latin perceptio, from percipere, which meaning to receive or take. Hasibuan & Yulizar (2023) A perception is an experience of things, occasions, or connections that is derived through message interpretation and inference. Perception is the process by which sensory stimuli acquire meaning. The process of comprehending or assigning meaning to information from a stimuli is called perception. The process of feeling things, happenings, or connections between symptoms provides stimuli, which the brain processes. The experience of an object or event is typically described using the term perception. The process that integrates and arranges our sensory information (sensing) to enable us to be conscious of our environment, including ourselves, is known as perception. When an individual's organs pick up a stimulus from the environment and send it to the brain, perception occurs. It involves a process of thought that culminates in an understanding. Bimo Walgito (2004) in Yulizar & Hasibuan (2023) states that perception is a process that is preceded by sensing, which is the process of receipt of stimulus by the individual through sensory organs or called the sensory process. The process does not stop just like that, but the stimulus is continued and the next process is the process of perception. Kenyon & Sen (2015) in Sunjayanto, Masykuri, & Basuki (2022) Perception is the interaction by which an individual picks, arranges, perceives, and incomprehensible data to appreciate his general climate.

Based on the explanation above, the researcher concludes that Perception is the process of understanding or insight into stimuli that are interpreted by the senses and then interpreted by the brain to produce an understanding of the object, event, or relationship in question. provides insight into stimuli that are interpreted by the senses and then the brain to

produce an understanding of the object, event, or relationship in question. Perception uses the analysis and interpretation of sensory data to understand the surrounding environment, including one's own feelings. the process begins with this stimuli received through the sensory organs and continues to the brain and continues processing brain processing to produce understanding. until the result becomes understanding. Perception also enhances a person's ability to understand, appreciate, and actively use information to better understand the world around them.

1.1.1.1 Factors Influencing Perception

The factors that influence student perceptions in learning include 2 factors, internal factors and external factors :

a. Internal Factors

Internal factors that can affect student perceptions include:

1) Interest and motivation to learn

Students' interest and motivation to learn can affect their perception of the learning process. This supported by Yulita (2017) stated that Students who have high interest and motivation to learn tend to have a positive perception of learning, while students who have low interest and motivation to learn tend to have a negative perception.

2) Cognitive ability

Suciati et al. (2021) Students' cognitive abilities, such as thinking ability, memory, and concept understanding, can affect how they perceive the information or learning materials received. Students with good cognitive abilities tend to understand and perceive information more easily.

3) Previous learning experience

Students' previous learning experiences can shape their perceptions of the learning process. Students who have positive learning experiences tend to have good perceptions, while students who have negative learning experiences tend to have unfavorable perceptions, Leksono et al.(2019).

4) Personality and individual characteristics of students

Purnamasari (2019) Students' personality and individual characteristics, such as traits, attitudes and values, can influence how they perceive situations or objects in the learning process. For example, students who have an open nature tend to have a positive perception of new things in learning .

b. External Factors

External factors that can affect student perceptions include:

1) Teaching methods used by the teacher

Teaching methods used by teachers can affect students' perceptions of the learning process. The use of varied, interactive, and interesting methods can increase students' positive perceptions, while methods that are monotonous and do not involve students can reduce students' positive perceptions,(Widyastuti & Winata, 2020).

2) Learning environment

The learning environment, such as classroom atmosphere, availability of learning facilities, and social environment, can affect students' perceptions of the learning process. A conducive, comfortable, and supportive learning environment can increase students' positive perceptions, while a less conducive learning environment can reduce students' positive perceptions, Suciati et al. (2021).

3) Interaction with teachers and classmates

Utami & Supriyanto (2021) Interactions between students and teachers and classmates can affect students' perceptions of the learning process. Good interactions, mutual respect, and mutual support can increase students' positive perceptions, while unfavorable interactions can reduce students' positive perceptions.

4) Availability of learning resources and learning media

Utami & Supriyanto (2021) The availability of learning resources such as textbooks, learning applications, and internet access, as well as the learning media used can affect students' perceptions of the learning process. Learning resources and media that are adequate and in accordance with student needs can increase students' positive perceptions, while inadequate learning resources and media can reduce students' positive perceptions

2.1.1.2 Process of Perception

The process by which a message or piece of information enters the human brain is called perception. Through perception, humans are always connected to their environment. The five senses are used to do this. This supported by Walgito (2001), Kusumariana (2022) claimed that the following steps illustrate the perception process:

1. Stimulus

Reaction to a stimulus is what causes perception. The first step in perception is sensation. The senses allow all emotions to enter the body. The sensation will affect the stimuli

2. Registration

The brain will receive the stimulation through the nerve. The brain will then process it. Humans are able to recognize the input during this procedure.

3. Interpretation

The brain uses a complex process to comprehend, construct, and provide meaning to stimuli that enter it.

Three steps can be identified in the perceiving process. Since all emotions enter the senses and sensations influence these stimuli, the first step is known as the stimulation stage. The second phase is registration, during which the brain receives the stimulus from the nerves. The final step is interpretation, where perception is created by interpreting the stimulus that enters the brain.

2.1.2 Definition of Descriptive Text

A descriptive text is one that explains a certain person, location, or object. The simple present tense is typically employed by the researcher in descriptive texts. Describe something, someone, or a location in a descriptive text. The purpose of a descriptive text is to describe something such that the reader or listener can experience it through the writer's six senses: sight, smell, touch, taste, and sound, Vanesa and Setiawati (2021).

Rinastuty (2014) in Rahayu (2020) Descriptive texts are texts that describe a person, object, place, and certain conditions in particular. The purpose of descriptive text is to tell the writer's experience. The experience can be what they see, read, or feel. Generally, descriptive text uses first and third person pronouns as points of view.

Based on the explanation above, the researcher concludes that Descriptive text is a type of text that aims to describe a person, object, place, or certain conditions with details that allow readers or listeners to experience the experience through their senses, namely sight, smell, touch, taste, and hearing. This text is usually written in present tense and can use first or third person point of view. Descriptive text serves to convey the writer's experiences, whether they see, read, or feel, so that readers can imagine and feel what is described.

2.1.2.1 The Purpose of Descriptive Text

The main goal of descriptive text is to provide a clear and vivid depiction of a specific subject, whether it be a person, place, or object. By using detailed observations and sensory language, this type of writing helps readers visualize and understand the topic more deeply.

2.1.2.2 Generic Structure of Descriptive Text

In descriptive text, there are two general structural components, namely:

- 1. Identification**

This section introduces the specific subject or phenomenon that will be detailed in the text. It sets the focus by clearly stating what is being examined.

- 2. Description**

Which is an important part of descriptive text that provides detailed descriptions so that readers can clearly imagine what is being described..

2.1.2.3 The Language Feature of Descriptive Text

Rinastuty (2014, p.23) in Rahayu (2020), said that some important characteristics of descriptive text are as follows :

- 1. Concentrates on particular participants**

A descriptive text focuses on a specific person, place, animal, or object, rather than general categories. It describes one subject in detail.

- 2. Frequently using classifiers and adjectives in nominal groups**

Descriptive text often includes classifiers (to specify the type or category) and adjectives (to describe qualities) within noun phrases to give more detailed information.

3. **Present tense usage**

Descriptive texts use the simple present tense because they describe facts or characteristics that are currently true or generally applicable.

4. **Adverb usage**

Adverbs are used to provide more information about how, where, when, or to what extent something happens, adding depth to the description.

2.1.2.4 Types of Descriptive Text

Pardede (2023) stated that there are several types of descriptive text namely:

1. Describing People

This text describes the physical characteristics, personality, occupation, and background of a person. For example, describing a teacher, friend, or famous figure.

2. Description of Places

This type describes specific places such as schools, homes, parks, or cities, highlighting the atmosphere, location, and architectural or natural details.

3. Description of Animals

This text describes animals based on their type, physical form, habitat, and behavior.

4. Description of Objects/Things

This type describes an object, whether man-made or natural, emphasizing its shape, color, size, function, and use.

2.1.2.5 The Example of Descriptive Text

My Lovely Cat, Bebe



Picture 1.1

“Identification:

My mother bought me a present I’ve wanted for years. It’s a cat. A kitten to be exact. I called her Bebe.

Description:

Bebe is a small kitten. Her size is as big as the palm of my hand. So cute! She has white and grey color, and lovely yellow eyes. She is very soft and furry. Bebe is so fragile. Sometimes, I’m afraid I will hurt her if I want to take her up.

Mom said, she found Bebe near our house, crying looking for her mom. But mom can’t see her, so mom decides to bring Bebe home and give her some comfort.

Bebe is a good eater. She always finished everything we gave to her. But, she likes snacks and wet food the most. Now, it’s been a year since Bebe came to our family. Her small body has grown up into the size of a football ball. Bebe is a good cat, and we love her so much.”

2.1.3 Definition of Vocabulary

Vocabulary serves as the building blocks of language acquisition. As Haryadi (2022) points out, words are the essential tools learners need to grasp a new language. Without vocabulary, forming sentences or clearly expressing ideas—whether spoken or written—would be impossible. This is especially true for English learners, where vocabulary knowledge directly impacts overall language proficiency.

Wulanjani (2016) supports this view, emphasizing that vocabulary is just as crucial as pronunciation, grammar, and cultural context in language learning. To truly master English, students must develop a strong command of words alongside these other elements. In fact, effective vocabulary instruction is key to learning a language well, since knowing the right words helps students improve all four core skills: speaking, listening, writing, and reading.

Furthermore, Richards and Renandya (2002) in Derakhshan and Khatir (2015) claimed that a key element of linguistic competency is vocabulary. Students' vocabulary serves as a crucial foundation for their speaking, listening, reading, and writing skills. They further explained that if students can practice new speaking habits as children learn their mother tongue, then the obstacles in vocabulary fluency in a foreign language will be reduced.

In addition, Sari (2022) emphasized that One of the key components of learning English as a second language is mastering vocabulary. This mastery is very influential in understanding, using, and interpreting words, which ultimately supports students' ability to develop overall language skills.

Based on the above, researcher concluded that vocabulary is a core component in language learning that plays an important role as the foundation of communication skills. Vocabulary not only enables sentence formation and perfect expression of thoughts, but also supports the mastery of the four main language skills: speaking, listening, reading and writing.

2.1.3.1 Types of Vocabulary

Vocabulary instruction is difficult. Some individuals believe that since there is no limit to the amount of words that may be learned, teaching vocabulary is a waste of time. Before teaching other language skills like grammar, speaking, reading, and writing, the English instructor should focus on teaching vocabulary. Students will find it easier to study other facets of the English language if they have a greater vocabulary.

Nation (2001) states in Akhmedova (2022) that there are two types of vocabulary. They are attentive and productive vocabulary. Words that are recognized and understood by both native speakers and foreign learners but are rarely used are referred to as receptive vocabulary. They are utilized passively when reading or listening. Productive vocabulary is utilized actively either in speaking or writing”. In general, his reading vocabulary is more than his writing vocabulary, while his listening vocabulary is greater than his speaking vocabulary.

Consequently, it can be said that vocabulary can be taught in four different units: reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary is the vocabulary that people find when they read; listening vocabulary is the vocabulary that people hear and comprehend when they talk to others or watch television; speaking vocabulary is the vocabulary that people use in their everyday conversations; and writing vocabulary is the vocabulary that people use when they write essays, reports, letters, and other types of writing.

Regarding the types of vocabulary, Nation (2001) in Akhmedova (2022), states that there are four types of vocabulary in the text:

1. High frequency words, which account for nearly 80% of the text's running words.
2. Academic words, which typically comprise 9% of the text's running words
3. Technical words, which comprise 5% of the text's running words.

4. Low frequency words, which comprise over 5% of the words in an academic text and are moderately frequent words that did not make the high frequency list.

2.1.3.2 Relationship between Descriptive Text and Vocabulary Improvement

Vocabulary mastery is an important component of English language teaching. One of the most effective ways to improve students' vocabulary is through the use of descriptive texts. Descriptive texts, which aim to clearly illustrate an object, time, or student, provide a suitable context for students to learn and understand new words.

2.1.3.2.1 The Role of Descriptive Text in Vocabulary Learning

Research published in Journal of Community Empowerment and Innovation by Silaen (2023), Students' vocabulary can grow when descriptive texts are used in English language instruction. Students can learn and comprehend new terms in a clear and succinct context through descriptive texts, which will facilitate their understanding of the words.

In addition, research by Rahman et.al (2019) in the Locana Journal shows that the understanding of Indonesian vocabulary in descriptive text in class IX-D students is in the good category with an average score of 70. This shows that descriptive text can be an effective medium in improving students' vocabulary understanding.

Thus, the researcher concludes that the role of descriptive text in vocabulary learning is an effective medium in learning vocabulary. By presenting words in a meaningful context, these texts help students to understand, remember and use new vocabulary efficiently. This approach also supports the development of other language skills, such as reading and writing, while fostering students' creativity.

2.1.4 Previous Research

In writing this thesis, the researcher considers several previous studies that are relevant to this research, these are:

1. Silaen (2023), in the *Journal of Community Empowerment and Innovation*, conducted a study titled *Improving English Vocabulary Through Descriptive Text*. The research revealed that reading and analyzing descriptive texts enabled students to associate new vocabulary with concrete images. This approach strengthened their understanding and memory of the vocabulary, making descriptive texts an effective tool for vocabulary development.
2. Purwanto (2024) explored students' perceptions of using learning media, particularly animated films, in teaching descriptive texts. The study found that animated films increased students' interest and understanding in learning descriptive texts. This highlights the potential of integrating multimedia tools into teaching practices to enhance vocabulary acquisition through descriptive texts.
3. Kurnia and Kareviati (2021), in their journal article *Students' Perception in Writing Descriptive Text*, examined students' perceptions of learning to write descriptive texts. The study demonstrated that writing descriptive texts not only helped students practice their writing skills but also expanded their vocabulary mastery. Through writing practice, students actively searched for and applied new words, enhancing their overall language proficiency.

These earlier research demonstrate how well descriptive texts work as a tool for improving vocabulary mastery. They demonstrate how combining writing exercises, multimedia resources, and reading may greatly aid vocabulary growth. The results corroborate the main goal of the study, which is to find out how SMP Negeri 2 Hiliduho students feel about using descriptive texts to expand their vocabulary. This research aims to further demonstrate the pedagogical value of descriptive texts in English language learning by expanding on these ideas.

2.2 Conceptual Framework

A conceptual structure known as the framework aids in comprehending and elucidating the topic being studied. As a result, the framework aids researchers in organizing and conducting research in a methodical manner for the analysis and interpretation of data. The researcher used both descriptive and qualitative methods to carry out this study at SMP Negeri 2 Hiliduho. Through the use of exams, interviews, observation tools, and firsthand field documentation, the researcher will gather information about how students perceive the use of descriptive texts. Following data collection, the researcher will publish the study's findings in line with the information gathered on the ground using the data discovered, without altering the data's findings. Additionally, In addition, the conceptual framework of the research entitled “Student Perception of the Use of Descriptive Texts In Increasing Vocabulary at SMP Negeri 2 Hiliduho” is conceptually described as follows:

