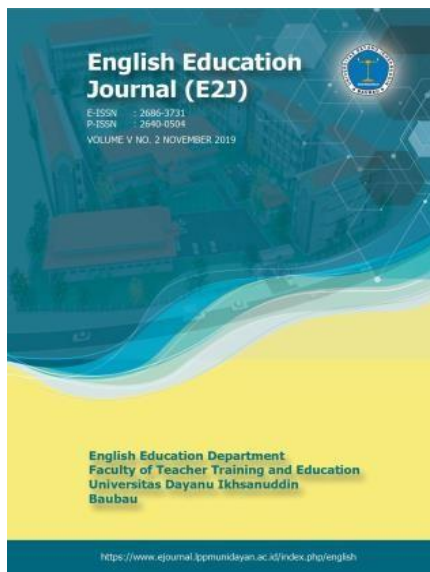


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Author's Correspondence
E-mail: juamdan78@gmail.com



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STUDENTS' PERCEPTION ABOUT THE ENGLISH LEARNING AT SMA NEGERI 3 LAKUDO

La Dunifa¹⁾, Juamdan Zamha Zamihu²⁾, Rianti³⁾.

¹⁾Lectureri ²⁾Lecturer, ³⁾Author.

Department, Universitas Dayanu Ikhsanuddin
Jl. Sultan Dayanu Ikhsanuddin No.124
Baubau, Southeast Sulawesi, Indonesia.

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Abstract

The problem statement of this research was what are students' perception about the English learning at SMA Negeri 3 Lakudo. The objective of this research was to determine students' perception about the English learning at SMA Negeri 3 Lakudo. This research used the qualitative research design. The subject of this research was the class XI.IPA SMA Negeri 3 Lakudo in the academic year 2022/2023. The data was obtained by observation and interview then was analyzed by the researcher with three steps; data reduction, data display, and draw conclusion or verification. This research found that students' perception about the English learning at SMA Negeri 3 Lakudo. Those were that students unpleasant feeling, students were not interested, students often feel bored in learning English and students often felt lazy in learning English.

Key words: Learning English, Perception.

Abstrak

Rumusan masalah dari penelitian ini adalah bagaimana persepsi siswa tentang pembelajaran bahasa Inggris di SMA Negeri 3 Lakudo. Tujuan penelitian ini adalah untuk mengetahui persepsi siswa tentang pembelajaran bahasa Inggris di SMA Negeri 3 Lakudo. Penelitian ini menggunakan desain penelitian kualitatif. Subyek penelitian ini adalah siswa kelas XI.IPA SMA Negeri 3 Lakudo tahun ajaran 2022/2023. Data diperoleh dengan observasi dan wawancara kemudian dianalisis oleh peneliti dengan tiga langkah; reduksi data, display data, dan penarikan kesimpulan atau verifikasi. Penelitian ini menemukan persepsi siswa tentang pembelajaran bahasa Inggris di SMA Negeri 3 Lakudo. Yaitu siswa merasa tidak senang, siswa tidak tertarik, siswa sering

merasa bosan dalam belajar bahasa Inggris dan siswa sering merasa malas dalam belajar bahasa Inggris.

Kata kunci: Belajar bahasa Inggris, Persepsi,

1. Introduction

Humans cannot read the minds of other humans, therefore language is needed as a way of communicating, as stated by Delahunty and Garvey (2010: 5)[1] that language is defined as a system capable of connecting thoughts, where thoughts cannot be seen, heard, or touched, either by sound, letter, manual sign, or touch symbol.

Amberg and Vause (2009:2)[2] state that language is a means of communication and in a social context communication almost always occurs. This is one of the reasons why effective communication requires understanding and connection between language and those who use it.

In the context of education, English serves as a tool for communication in order to access information, and in everyday contexts, as a tool for fostering interpersonal relationships, exchanging information and enjoying the aesthetics of language in English culture. More specifically, English is an international language which is considered very important as a tool or medium for the absorption, transfer and development of science, technology, arts and culture, and fostering relations with other nations. By learning English, a person opens his horizons and knowledge internationally.

The process of teaching and learning in the world of education does not always run smoothly, especially for those who do not like some of the subjects they have to study. There are always obstacles in the teaching and learning process in any educational institution. These learning difficulties will also have an impact on decreasing the academic achievement of students who are currently carrying out this education.

Teachers as educators certainly feel responsible for the development of students. Therefore educators in the teaching process should pay attention to the abilities of individual students with the aim of knowing and helping the development of students optimally. By knowing the strengths and weaknesses of students, educators can develop learning methods and research in the classroom.

However, in reality on the ground, there is a phenomenon of low proficiency in mastering English, especially for schools in rural areas. It is true that individual interest in English varies, so there are also those who openly express disapproval. The fact about the low mastery of the English language can also be seen from the low exam results since attending junior high school/high school and even up to university which has remained low, there has been no change for the better. (Megawati, 2016; Santosa, 2017): Hermayawati, 2010).[3][4]

Basically, there are four skills in learning English that need to be mastered so that students can use English effectively, namely speaking, listening, reading, and writing. To produce students who are skilled in English in facing the challenges of the globalization era, the teaching and learning process needs to be carried out with the right methods and strategies. According to Scrivener (2005: 30), lessons need to be planned to provide opportunities for students to practice or process and improve language skills. Each student has different abilities and disabilities in learning languages, including English. Furthermore, Warouw (2017: 1)[5] stated that the different backgrounds of students also greatly influenced the process of receiving and adapting teaching materials. Teaching staff must be able to choose the best approach in the teaching and learning process to overcome the difficulties that arise, to suit the needs and situations of students.

Thus, the difficulties experienced by students in achieving the target of learning English effectively is a problem that is always actual to be studied so that a solution can be found. The most appropriate effort is to motivate students to always be enthusiastic in learning. Student motivation in learning English in the form of needs, encouragement, and goals is very much needed. Because, without understanding these three things, learning activities will be difficult to achieve success. (Yusroh, 2016)[6].

But motivation alone is not enough, the researcher wants to know more about the background of students' perceptions of SMA Negeri 3 Lakudo towards learning English. Armstrong (2011: 223)[7] states that the implementation of learning and technology is best seen from the perceptions of students because they have direct experience. So before motivating it would be much better if it is searched first which

is the cause of the difficulty of learning. Understanding students' difficulties in learning English is not only the obligation and responsibility of the teacher, but also must synergize with the efforts made by the institution regarding policies and the availability of learning facilities. (Bahri and Trisnawati (2018)[8].

Perception is the experience of objects, events and relationships obtained by passing on information and interpreting messages. This gives meaning to the stimulus in continuing information and predicting messages involving attention, hope, motivation, and memory (Rachmat, 2000:5). Furthermore, Michotte (2017:9)[9] develops perception as a phase of the action process that allows us to adapt our activities to the world in which we live.

Perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through the senses (Mashuri, 2017)[10]. Therefore, the process of perception cannot be separated from the process of sensing, and the process of sensing occurs at any time, namely when the individual receives a stimulus that concerns him through the senses. The senses are a link between the individual and the outside world.

Humans in their lives are always in contact with various kinds of objects, events, both real (material) and immaterial, for example: emotions, attention, love and so on as objects that can be seen, felt, observed by their five senses. It is from the sensing process that humans then give meaning, judgment and impressions and this is what is called perception. The process of perception according to Davidoff quoted by Walgito is preceded by a process of sensing by the individual in the form of receiving a stimulus by the individual through his receptor device. But the process does not stop there, but the stimulus is passed on to the central nervous system, namely the brain, and a psychological process occurs, so that the individual is aware of what he sees and what he hears.

This relationship is not the same for everyone depending on perceptual acceptance and the existing environment so that perception must be understood as a process, meaning that it cannot be possessed but can only be experienced in its activities which cause perceptions to always have the potential to change. Slameto's opinion strengthens the opinion that perception is relative

and not absolute, meaning that perception is an order that can be influenced by the hopes or desires of a person or society. In addition to the physical organs of the senses, the formation of perceptions is influenced by other factors, including attention and past experience. Many experiences support the perceptions of students which can affect their learning outcomes. So that one's perception of an object is different from one another based on the experience it receives.

Based on the findings of their observations in class XI.IPA SMA Negeri 3 Lakudo, the researchers discovered that many students believed learning English to be extremely uninteresting and that their interest in doing so was also poor. Students can be lethargic or dislike English courses for a variety of reasons, including a lack of interest in the subject, laziness, and low levels of learning motivation. As a result, they struggle to understand English sentences, have poor learning motivation, and are more silent in class. This is what keeps pupils from mastering the English language.

Based on the background above, the researcher is considering doing a study titled "Students Perception about Learning English at SMA Negeri 3 Lakudo".

1.1. Definition of Perception

Etymologically, perception or in English perception comes from the Latin perception, from percipere, which means to receive or take. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli (sensory stimuli).

Perception is the process of understanding or giving meaning to an information to a stimulus. Stimulus is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain. The term perception is usually used to express the experience of an object or an event that is experienced. Perception is defined as a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of our surroundings, including being aware of ourselves. Perception takes place when a person receives a stimulus from the outside world which is captured by the auxiliary organs which then enters the brain. In it there is a process of

thinking that is ultimately manifested in an understanding.

According to William James(1980)[11], perception is formed on the basis of data that we obtain from the environment which are absorbed by our senses, and some are obtained from processing our memories (reprocessed based on the experiences we have).

Perception is a process that is used by individuals in managing and interpreting their sensory impressions in order to give meaning to their environment (Robbins, 2003:27). [12]Furthermore, Sugihartono (2007: 8)[13] suggests that perception is the brain's ability to translate stimuli or processes to translate incoming stimuli into the human senses. There are different viewpoints in surveying human perception. There are those who perceive something as good or positive or negative, and this will affect visible or real human actions. Based on the various definitions of perception above, in general perception can be defined as the process of giving meaning, interpretation of stimuli and sensations received by individuals,

Perception in the sense of psychology is the process of seeking information to be understood through sensing devices with awareness or cognition. The tool for obtaining this information is sensing (sight, hearing, touch, and so on). Instead the tool to understand it is awareness or cognition (Sarwono, 2010)[14]. Furthermore, according to Rakhmat (2001)[15], perception is the experience of objects, events, or relationships that are obtained by inferring information and interpreting objects that involve sensation, attention, expectation, motivation, and memory.

Perception according to the Big Indonesian Dictionary is defined as "a direct response (acceptance) of something a person knows through his five senses. Perception is defined as a process of observing a person's environment by using his senses so that he becomes aware of everything in his environment.

Perception is a word that comes from the English word "perception" which means response. The response is the image of the observation that remains in our consciousness after observing. In the large dictionary of psychology, perception is defined as a process of observing a person's environment by using the senses they have so that they become aware of everything in their environment.

Perception can be interpreted as the process of receiving stimuli through the senses which are preceded by attention so that individuals are able to know, interpret, and appreciate things that are observed, both those that exist outside and those that exist within the individual.

Perception is broadly interpreted as a form of thinking about something that forms a certain attitude pattern. According to Robbins & Judge (2008: 175)[16] Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impression to the environment. Perception is also a process of entering information or messages into the human brain (Slameto, 2010)[17].

Perception regulates patterns of attitudes and human interactions that are carried out continuously with their environment. This is because perception results from a series of experiences about an object, event or relationship that a person obtains by interpreting messages and synthesizing information (Rakhmat, 2005)[18]. In other words, a human's experiences will be interpreted by his brain to give rise to certain impressions and assumptions, and this process differs from one human to another.

1.2. Forms of Perception

The process of understanding stimuli or stimuli obtained by the senses causes perception to be divided into several forms:

1) Perception through the Sense of Sight

The senses are the main tool in individuals holding perceptions. A person can see with his eyes but the eye is not the only part so that the individual can perceive what he sees, the eye is only one of the tools or parts that receive the stimulus, and this stimulus is transmitted by the sensory nerves to the brain, so that finally the individual can realize what he is seeing.

2) Perception through the Sense of Hearing

People can hear things with hearing aids, namely ears. The ear is a tool to be able to know something that is around it. As with vision, in hearing the individual can hear what hits the receptor in response to the stimulus. If the individual can be aware of what is heard, then in this case the individual can perceive what is heard, and an observation or perception occurs.

3) Perception through the Sense of Smell

People can smell something through the sense of smell, namely the nose. Recipient cells or odor

receptors are located in the inner nose. The stimulus is in the form of chemical objects or gases that can evaporate, and hits the receptors in the nose, then it is passed on by the sensory nerves to the brain, and part of the response from the stimulus is that people can realize what they smell, namely the smell they smell.

4) Perception through the Sense of Taste

The sense of taste is located on the tongue. The stimulus is a liquid. The liquid hits the end of the receptor cells found on the tongue, which are then carried by the sensory nerves to the brain, so that finally people can realize or perceive what is being tasted.

5) Perception through the Sense of Touch (skin)

These senses can perceive pain, touch, pressure and temperature. But not all parts of the skin can receive these tastes. Only certain parts are able to receive certain stimuli. The flavors mentioned above are the primary skin flavors, while besides that there are still various variations. In pressure or touch, the stimulus directly hits the skin part of the touch or pressure. This stimulus will create awareness of soft, hard, smooth, rough.

1.3. The Process of Perception

Walgito (2010)[19] says that perception occurs through several stages as follows:

- 1) The first stage, known as the natural process, or physical process, is the process by which a stimulus is captured by the human senses.
- 2) The second stage, known as the physiological process, is the process of continuing the stimulus received by the receptors (sensory organs) through sensory nerves.
- 3) The third stage is the stage known as the psychological process, which is the process of raising individual awareness of the stimulus received by the receptor.
- 4) The fourth stage, the results obtained from the perception process are in the form of responses or behavior.

1.4. English Learning

The learning process is an attempt to make students learn, so that the situation is an event of learning, namely efforts to change behavior can occur due to interactions between students and their environment.

The term learning and its use is still relatively new, gaining popularity since the birth of the

National Education System Law No. 20 of 2003. According to this law, learning is defined as a process of interaction of students with educating and learning resources in a learning environment. According to this understanding, learning is assistance provided by educators so that there is a process of acquiring knowledge and knowledge, mastery, skills and character as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well. But in its implementation, the word learning is often identified with the word teaching.

Learning which is identified with the word "teaching" comes from the word "ajar", which means instructions given to people so that they are known. The word learning which was originally taken from the word "ajar" was added with the prefix "pe" and the suffix "an" to the word "learning" which is defined as a process, deed, way of teaching, or teaching so that students want to learn.

Learning is an effort made by external factors so that the learning process occurs in individuals who learn. The nature of learning in general is described by Gagne and Briggs, is a series of activities designed to enable the learning process to occur. Learning implies any activity designed to help individuals learn a particular skill. Therefore, in learning to understand the internal characteristics of individuals who learn to be important. The learning process is an integrated aspect of the educational process.

Gagne defines learning as a set of external events designed to support the occurrence of some internal learning processes. In learning in class the design used for learning needs to pay attention to the following matters (1) characteristics of students, (2) individual differences, (3) readiness, (4) learning motivation, (5) cognitive processes in learning, (6) learning transfer, (7) learning skills, (8) social context for learning.

Brown (1994: 89) says learning is often seen as a translation of the term "instructional" is the process of interaction of students with educators and learning resources in a learning environment. Learning is described by Gagne and Briggs in Brown, as an effort of people whose goal is to help people learn. Therefore there are five assumptions that support learning, namely: (1) learning must be planned to facilitate student learning, (2) both short and long-term phases are included in the

learning design,(3) learning planning should not be careless and not merely provide a foster environment, (4) learning efforts must be designed with a system approach, and (5) learning must be developed based on knowledge of how one learns.

English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in a particular country where the language is taught. While the second language is a language that is not the main language but is one of the languages used in general in a country.

English is an international language, so that in education in Indonesia the ability to speak English is one of the skills that must be mastered by students from the start. In this case, learning English is directed at four skills in English, namely: listening, speaking, reading, and writing skills.

2. Methods

In this research, the researcher used a descriptive method with a qualitative approach, because the purpose of this study was to provide information about students' perceptions about learning English. This research was conducted at SMA Negeri 3 Lakudo. Wamengkoli axis road, Waara village, kec. Lakudo, district. Central Buton, Southeast Sulawesi. The research subjects was class XI students of SMA Negeri 3 Lakudo. There are two class XI at SMA Negeri 3 Lakudo. The researchers chose XI IPA as a respondent. This study chose 17 students as respondents.

Data collection techniques in this study used data collection techniques in the form of interviews, observation and documentation. Data analysis techniques are the process of systematically searching for and compiling data obtained from interviews, field notes, and also documentation and then making conclusions that are easily understood by oneself and others.

3. Findings and Discussion

3.1 Research Findings

The findings of this study are based on observations and interviews conducted in class XI.IPA at SMAN 3 Lakudo. This research was conducted from March 15 to March 21. Based on the findings of interviews and observations made by researchers about "student perceptions of

learning English at SMAN 3 Lakudo". Students express their perceptions of learning English that students experience, although there are some students who have positive perceptions, there are also students who have different perceptions

Researchers conducted interviews with students to find out their perceptions in learning English. In this interview, the researcher interviewed 17 students of class XI.IPA and their English teacher. The interview was conducted from 15 to 16 March 2023. During the interview process, the researcher asked about the process of teaching and learning activities in class.

1. Unpleasant feeling

The results of interviews with students showed that out of 17 students, 11 students responded that they were not happy in learning English because they said that learning English was difficult to understand/understand. While the other 6 students have different perceptions where they feel happy in learning English.

From the results of the interviews, the researcher concluded that most students said they did not like learning English because English was difficult/difficult to understand and understand.

2. Not interested

In another interview, it turned out that of the 17 respondents there were 9 students who did not have an interest in learning English, while the other 8 students still had an interest in learning English, but their interest was only a little

From the results of the interviews above, the researcher concluded that some students were still not interested in learning English because they did not understand the language and students also did not have the desire to learn English so that students experienced difficulties in learning English.

3. Often feel bored

In another interview, out of 17 students there were 12 students who felt bored in learning English, because so far English learning had only used the usual methods and did not use interesting methods, besides that students' understanding of English learning was lacking. While 5 other students felt that learning English so far was very fun.

From the results of the interviews above, the researcher concluded that many students had the perception that learning English was boring because they only used ordinary methods and did

not use varied methods, causing students to feel bored or bored.

4. Lazy feeling

In another interview, the researcher found that many students felt lazy to learn English because they thought learning English was difficult, thus making students feel lazy to learn it. Out of 17 students, there were 10 students who responded that they felt lazy to learn English because the material was difficult to understand, while the other 7 students were happy because they understood the material well.

From the results of the interviews above, the researcher concluded that the reason students feel lazy to learn English is because many students do not have an understanding of English, besides that many students are constrained in vocabulary, which makes them lazy to learn English.

3.2. Discussions

In this section, the researcher discusses the findings of students' perceptions of learning English. In this study, researchers used observation and interviews to students' perception about the English learning at SMAN 3 Lakudo.

a. Unpleasant feeling

According to Berkowitz in Azwar (2005:5)[20] explaining a person's attitude towards an object is feelings or emotions and factors, the second is reaction/response or tendency to react. Some reactions, attitudes are always associated with two alternatives, namely like (senang) or dislike (tidaksenang), obeying and carrying out or avoiding/avoiding something.

Baron and Byrne, also Myers (in Gerungan, 1996)[21] state that the attitude component is affective (emotional component), which is a component related to feeling happy or unhappy with the attitude object. Pleasure is a positive thing, while displeasure is a negative thing.

The results of interviews with students showed that out of 17 students, 11 students who responded that they were not happy in learning English because they said that learning English was difficult to understand/understand. While the other 6 students have different perceptions where they feel happy in learning English.

b. Not Interested

According to Slameto (2003: 180), is a feeling of preference and a sense of attachment to something or activity, without anyone ordering it.

Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest.

According to Reber (Muhibbin, 2005: 136) "Interest is not a popular term in psychology because of its heavy dependence on other internal factors such as: concentration of attention, curiosity, motivation and needs".

According to Slameto (2007:81) that: Students' interest in learning can be influenced by several factors, namely factors that come from within the student's self. Factors from within the student consist of physical condition, motivation, and psychological state. The factors that come from outside the student's self are the family environment, school environment, and community environment.

From the results of interviews above the researcher concluded that some students did not have an interest in learning English, because they had difficulty understanding the learning, besides that students also did not have the desire to learn English causing students to experience difficulties in learning English.

c. Often feel bored

From the results of the interviews above, the researcher concluded that many students had the perception that learning English was boring because they only used ordinary methods and did not use varied (monotonous) methods, causing students to feel bored or bored.

According to Kusnadi (2008: 45): teaching skills are the abilities possessed by a teacher in teaching his students so that students can understand the subject matter being taught. The teacher's teaching skills should not be monotonous, but always provide a different atmosphere so that students are not bored in participating in learning activities.

Slameto (2003: 65) the learning method is a way or effort made by educators so that the teaching and learning process for students is achieved according to the objectives. Another understanding explains that the learning method is a presentation technique that is mastered by the teacher to teach or present lesson material to students in class, either individually or in groups so that learning can be absorbed, understood and utilized by students properly.

d. Lazy feeling

According to (EdyZaques: 2008) laziness is defined as a person's reluctance to do something that he should or should do. Entering the big family of feeling lazy is refusing to do assignments, not being diligent, feeling reticent, like procrastinating something, distracting oneself from obligations, etc.

According to Baron and Byrne, also Myers (in Gerungan, 1996), the conative component (behavioral component, or action component), namely the component related to the tendency to act towards the attitude object. This component shows the intensity of the attitude, which shows the size of the tendency to act or behave someone towards the attitude object.

From the results of the interviews above, the researcher concluded that the reason students feel lazy to learn English is because many students do not have an understanding of English, besides that many students are constrained in vocabulary, which makes them lazy to learn English.

4. Conclusions

Based on the results of data analysis, the researcher concluded that the students' perceptions about learning English at SMA Negeri 3 Lakudo, the problems students faced came from the students themselves. In their opinion, learning English is an unpleasant lesson, especially in grade XI.IPA at SMA Negeri 3 Lakudo, so this perception will affect students' English learning. Perceptions experienced by students such as, students do not like English lessons, students are not interested in learning English, often feel bored and lazy, when learning English begins.

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