

**THE PERCEPTION OF INTERNATIONAL STUDENTS'  
REGARDING ENGLISH INSTRUCTIONS ON THE USE OF  
HASANUDDIN UNIVERSITY LIBRARY  
(A DESCRIPTIVE STUDY IN THE PROVISION OF LEARNING  
RESOURCES**

**PERSEPSI MAHASISWA INTERNASIONAL TERHADAP  
INTRUKSI BAHASA INGGRIS DALAM PENGGUNAAN  
PERPUSTAKAAN UNIVERSITAS HASANUDDIN  
(Studi Deskriptif terhadap Penyediaan  
Sumber-Sumber Pembelajaran Elektronik)**



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**ENGLISH LANGUAGE STUDIES  
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UNIVERSITAS HASANUDDIN  
MAKASSAR  
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In English Language Studies

**ANDI NASRI ABDUH  
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**TO**

**POSTGRADUATE PROGRAM  
FACULTY OF CULTURAL SCIENCES  
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MAKASSAR  
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## APPROVAL SHEET

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State truthfully that this thesis was the result of my own work. If it is proven later on that some part or entire part of this thesis is the work of others, I am willing to accept any sanction for my dishonesty.

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## ABSTRACT

**ANDI NASRI ABDUH:** The Perception of International Students of Library Services : Descriptive Survey on providing electronic resources Supervised by **Noer Jihad Saleh, MA** and **Abidin Pammu**.

This study aims to (1) describe the perceptions of foreign students towards Hasanuddin University Library services. (2) To find out the benefits of providing electronic resources for international students in relation to their English competence.

This research used a mixed qualitative and quantitative descriptive survey method and it was done from the beginning of August to middle of December 2022. The instruments used questionnaires, interviews and focus group discussions (FGD). Samples were taken from 12 students in different countries. Researcher analyzed the data by using a Likert scale.

The result showed that (1) there have been positive perceptions about Unhas library service specially in providing e-resources for learning materials. Most participants agreed that library services were very significant not only for domestic students but also for international students. 16.7% of students agreed, while 33.3% chose strongly agreed. 25% of respondents chose neutral. Despite some students choosing to disagree, most of them chose strongly agree. (2) it also shows that, there are 58.3% of students who chose strongly agreed that Unhas library e-resources could be able to increase students' academic reading and writing skills. 8.3% of international students chose to agree and 25% gave neutral responses then students chose to disagree. It indicated that mostly Unhas international students perceive that providing electronic resources in the Unhas library could actually improve their academic reading and writing skills.

As conclusion that international students of Hasanuddin University have a good and positive perception of hasanuddin university library service specially in providing electronic resources as writing and reading materials.

**Keywords:** International Students', Perception; library quality services; e-resources; bilingual tools.

## ABSTRAK

**ANDI NASRI ABDUH:** Persepsi Mahasiswa Internasional terhadap Layanan Perpustakaan : Deskriptif Survey tentang Penyediaan Sumber-Sumber Belajar Elektronik (dibimbing oleh **Noer Jihad Saleh** and **Abidin Pammu**).

Penelitian ini bertujuan untuk (1) mendeskripsikan persepsi mahasiswa asing terhadap layanan Perpustakaan Universitas Hasanuddin. (2) Untuk mengetahui manfaat penyediaan sumber daya elektronik untuk siswa internasional dalam kaitannya dengan kompetensi bahasa Inggris mereka. Penelitian ini menggunakan metode survei deskriptif campuran kualitatif dan kuantitatif dan dilakukan pada awal Agustus hingga pertengahan Desember 2022. Instrumen yang digunakan adalah kuesioner, wawancara dan Focus Group Discussion (FGD). Sampel diambil dari 12 mahasiswa di berbagai negara. Peneliti menganalisis data dengan menggunakan skala Likert.

Hasil penelitian menunjukkan bahwa (1) terdapat persepsi positif tentang layanan perpustakaan Unhas khususnya dalam penyediaan e-resources untuk bahan pembelajaran. Sebagian besar peserta sepakat bahwa layanan perpustakaan sangat penting tidak hanya bagi mahasiswa dalam negeri tetapi juga bagi mahasiswa internasional. 16,7% siswa setuju, sedangkan 33,3% memilih sangat setuju. 25% responden memilih netral. Meskipun beberapa siswa memilih untuk tidak setuju, sebagian besar dari mereka memilih sangat setuju. (2) juga menunjukkan bahwa terdapat 58,3% mahasiswa yang memilih sangat setuju bahwa e-resource perpustakaan Unhas dapat meningkatkan kemampuan akademik membaca dan menulis mahasiswa. 8,3% mahasiswa internasional memilih setuju dan 25% memberikan tanggapan netral kemudian mahasiswa memilih tidak setuju. Hal ini menunjukkan bahwa sebagian besar mahasiswa internasional Unhas menganggap bahwa penyediaan sumber daya elektronik di perpustakaan Unhas sebenarnya dapat meningkatkan keterampilan membaca dan menulis akademik mereka.

Kesimpulan bahwa mahasiswa asing Universitas Hasanuddin memiliki persepsi yang baik dan positif terhadap layanan perpustakaan universitas hasanuddin khususnya dalam penyediaan sumber-sumber elektronik sebagai bahan bacaan dan bahan penulisan karya ilmiah.

**Kata Kunci:** Mahasiswa Internasional, Persepsi; layanan kualitas perpustakaan; sumber daya elektronik; alat dwibahasa.



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

Understanding English instruction plays a vital part in the world of education especially at tertiary institution and notably at the institution where English is not the official language. Hasanuddin university is one of the leading institutions in Eastern part of Indonesia and has been regarded as the gate for the world economy in this region. In order to enhance collaboration with other institutions around the Asian countries, this institution invites other students from other countries to pursue education in medical faculty. These international students are required to pass on a number of credit and have to follow all the academic requirements endorsed by the institution. In order to ensure eligibility of the international students, they have to understand the local cultural context and instruction both written in Bahasa Indonesia and English.

Electronic learning is also available to international students in order to provide them with sustainable supports for their success in Hasanuddin University. The advantage of e-learning is numerous and this kind of resources has been utilized by many institutions nowadays. Nonetheless, the advantages of e-learning can be proven by many other researchers. For instance, studies by Jo'rayev (2020) and Anwar et al. (2020) similarly looked at the organization of e-learning. Their respondents believe that e-learning is well organized. Furthermore, Jo'rayev highlights the efficiency of resource utilization as another advantage of e-learning, while Anwar et al. consider that e-learning enhances students 'interest in learning as an additional advantage in their findings. Nonetheless, the challenges identified

in the research of Jo'rayev (2020) & Anwar et al. (2020) research might primarily focus more on resource utilization. Still, in Malaysia, that is another area that could further be explored as many students have had to experience similar challenges.

Hasanuddin University have 147 international students from more 10 countries right now (2022). All international students have special characteristics. Sometimes students have a good confidence and sometimes are not. The researcher chooses international student perception toward library services because nowadays Hasanuddin University prepare its self to become World Class University. The researcher believes that library that perform excellence service and librarian whose excellence in reading English text will contribute to improve Unhas rank in list of the best University in the world.

Most international student need to write essay for exam and coursework. Yet writing good academic English is one of the demanding tasks for them. Each stage is demonstrated and practiced from selecting suitable source, reading, note-making and planning through to rewrite and proofreading to help student reach this goal. In other words, international students are confronted with additional challenges, such as cultural context of the people and students they engage with. They also need time to understand local language and instruction provided by the university where they pursue education.

Each part of academic task is divided into short section which contain example, explanation and exercise for use in the classroom or self-study. Cross-reference allow easy access to relevant sections and full answer key is feature on the companion website. Actually, library resources

have been able to support international student enhancing their academic passion for getting high score point. One is the most important is providing electronic resources such as e-Journal and e-Book.

A university library is a backbone for any universities that is built in order to achieve the primary goal of teaching and learning, research and community services. A university library is also ~~called~~ as the heart of the universities learning community, providing place for students, lecturers and researchers to do their research and advance their knowledge. Every library renders services to its users. The library has to collect materials, published, non-published, print and non-print, in some depth and globally in almost all the fields of knowledge. University libraries stock thousands of information resources both books, journals and other types of materials and provide access to them (Munohsamy, 2016).

The essential role 21st-century academic library plays, specifically university libraries to hold up research, teaching, and learning in the higher institutions cannot be overlooked. To realize this, university libraries provide modern infrastructure, information resources, and services to enhance students' academic activities and pursuit in this technology age. Online Computer Library Centre (OCLC) (2011) expressed that library in universities are currently offering new services to their users, responding to the technology landscape. Gama (2013) asserted that "university library users are generally scholars and students whose use of library services assists them for their academic work". This is simply hinged on the fact that the 21st-century university library plays a crucial role in promoting

knowledge which has necessitated the advancement of these academic activities through the availability and provision of library services to its users.

A cursory look at this indicates that users are the basic reason the library exists and the library is service-oriented, as it has the sole responsibility of providing the best quality services to achieve successfully, their objectives, and meet their users' high expectations. Thus, without these users, the library is not complete as it becomes a market filled with goods and no patronage. According to Nyantakyi (2016), "If the service provided in university libraries meets users' information needs or expectations, it can be considered that there is quality service when the information meets users' needs and expectations and used by them".

Kiriri (2018) suggested that libraries as service providers need to anticipate the needs of their users and demonstrate results to present library users, for continuity as reliable service providers. This implies that it is expedient for university libraries to provide quality services appreciable by users. In this regard, quality service (QS) is the standard of library services as measured against users' needs or expectations. Library Service Quality, in its present-day concept, is users' comparison of perceived expectations (PE) of library services versus perceived services. Fagan in Moses et al (2016) defined service quality as the "experience assessment carried out by the users' on how good/bad or pleasant/unpleasant the service is". Kiriri (2018) defined service quality as "the difference between the actual customer expectations of services and the perceived services". If the services offered by libraries, especially university libraries are of good quality, there is surely no doubt, that the library users' will place value on

them. That is, they are bound to attach more value to the library services. Nyantakyi-Baah (2016) opined that university libraries must exhibit their value to the activities of their parent body, in order not to become trivial or peripheral.

### **Library Services and Librarian**

Academic librarians are expected to have a better understanding of the rapidly changing and demands of the different groups of students. Thus, in educating information literacy to students, academic librarians have a critical role to play in order to provide these learners with adequate library services and information literacy abilities. It has been argued that librarians accept that international students encounter several problems in using the library services, including in providing electronic reading materials.

Librarians are dedicated professionals who serve all sort of people by helping them access timely and accurate information, thereby contributing immensely to the development of society (Hashim & Mokhtar, 2012). Librarians deal with human knowledge by organizing and making this knowledge accessible. Their work is noble, complex, rich, stimulating, rewarding and a fantastic career choice. It is obvious that for the work of a librarian to be attractive to young people it must be appealing and rewarding.

This requires that librarians demonstrate certain qualities to make their status justified in the present dispensation. Some of these qualities include management and leadership skills, competency, research and contribution towards the profession and information communication and technology (ICT) skills. In spite of that, several studies have shown that most

young people do not understand and appreciate the work of librarians. This has led to their having negative rather than positive perceptions towards librarians. Young people perceive the work of librarians as boring, less challenging, tedious, unpopular and had low earning capacity (Genoni & Greeve 1997). Unfortunately, stereotypical images have also been associated and used to describe the librarian regarding quality of library service.

**Unhas Library** open all library service units to foreign students, delivered both in Indonesian language resources and a few in English. Thus, you will mostly learn various Indonesian cultures as well as conceptual values which we update continuously. All services and learning activities lie on our University jargon/tagline, “working together for Unhas Excellence (UnhasKu “Bersatu Unhasku Kuat.

The Unhas library has had reading Corners (pojok baca) as a result of collaboration between Hasanuddin University and embassies of friendly countries that can be used by visitors, including international students, to access information on education and culture, such as information about overseas studies, student exchanges or cultural visit programs. The Corners such as, France Corner, Korea Corner, Japan Corner, Chinese Cultural Activity Centre, Germany Corner and also Mandiri Corner and Pojok Unhasiana.

## **B. Research Problem**

Some students perceive that Unhas Library find it difficult to serve international student because lack of electronic resources. Since reading



resources is very important materials for student, it involves books and electronic journal, some students found difficulties regarding what they need for library research or reading materials for doing academic assignment from their lecturers.

Some other problems which are existing in Unhas library services such as lack of bilingual tools, security system, lack of new edition books, lack of discussion room for the International students, lack of printing machines, slow internet service, and untrained library staff behavior in serving foreign user. Due to these problems, library service quality could be declined.

### **C. Research Question**

In an attempt to achieve the aim of the study, the objectives were broken down into research questions. The following research questions were formulated to guide the research based on the previous background:

1. To What extend do international students understand English instructions especially with regards to the use of Unhas library?
2. How do the international students perceive about Unhas Library services?
3. What are their perceptions about using electronic resources in relation to their English Competence?

### **D. Objective of the Research**

The main purpose of this research is how international students of Unhas perceive of library quality service in fulfilling their user reading materials need. The objectives that are aimed to be achieved are as follows:

1. To address the level of understanding of the international students about instructions written in English and Bahasa Indonesia in relation to the use of library.
2. To describe the international students perceptions about Unhas Library services.
3. To find out their p[erception about using electronic resources in relation to their English competence.

#### **E. Significance of the Research**

The writer hopes that this study has the benefits that are divided into theoretical and practical benefits. They are as follows:

##### **Theoretical Significance**

This research can add the readers' insight about international students' perceptions of library service particularly in providing electronic resources (e-book and journals) as reading materials. Furthermore, it can be used as one of the guidance of other writers who want to investigate student perception and quality of library services. The author also hopes that with this research, both international students and librarian can understand more about the role of English as media to develop sciences.

##### **Practical Significance**

The result of the research hopefully can be useful input for the librarian to select the good electronic materials used in teaching learning process in higher education. Besides for other Researchers, this study hopefully will be useful for those who are interested in research using the same topic and method.

## **F. Scope of the Research**

The research on students' perception is based on the definition and theory of the perception itself –to observe certain situation or environment of Hasanuddin University Library as consideration for the betterment of resources students' need. There were some limitations identified in this research. Primarily, the major limitation was time factor since the research was conducted within a limited period from September to November 2022.

In this research, semi-structured interviews were conducted face-to-face with participants about their perception of Unhas library services. Interviewees were given the option of meeting at the library, at faculty, or at another location that was convenient for them. The interviews lasted approximately 60 - 90 minutes.

## **G. Definition of Terms**

In accordance with the research title, the authors will describe some the definitions of terms used by the writer as follows. Its definition based on the observable characteristics of what is being defined or changing the concept in the form of a construct with the word that describes the behavior or symptoms that can be observed and tested.

### **1. University Library**

Academic libraries build collections for students, teachers and researchers. This collection is systematically organized for use by the users. The library collection serves as an important resource in

education, work, and recreation of millions of people including International Students.

## **2. User Perception.**

Users' perception of the library facilities has effects on the effective library design, space and use. The study found inadequate research on the factors underlying user perception of library facilities. It is important to indicate how useful library facilities can support users' information needs, and exert positive impacts on users' experiences.

## **3. Quality of Service**

Zahari, Yussof and Ismail (2008) stated that quality of service is the extent which a "service meets and exceeds customers' needs or expectations". Quality of library service depends on library's ability to have good information content which is enough to meet users' needs. Malvis, Rudowsky and Valencia (2009) suggest that quality of service is the satisfaction of the users' demands. Nyantakyi-Baah (2016) states that quality relates to "suitability of service or product to its intended purpose or use, which is determined by the expectations of the customer or user". Therefore, quality must 'conform to standards against which a service is measured with the idea of meeting users' needs and expectations'.

Kitana and Saydam (2014) state that "if a library is able to make available precise information at the time it is needed by users and in a desired form, then, it is providing quality service". Quality library services means satisfying the requests of the individual user, fully

and quickly. This implies that library staff should be responsive to users' requirements.

Loudes and Karri (2002) state that awareness of library services increases the use of the services. Aguolu and Agualu (2002) assert that without adequate information sources to meet the actual information needs, quality of service is adversely affected. Graduate and Professional Students-GPSS (2014) indicated that the biggest concern with libraries was the opened hours.

#### **4. Electronic Resources**

Electronic resources (*e-resources*) are materials in digital format accessible electronically. Examples of e-resources are electronic journals (e-journal), electronic books (e-book) online databases in varied digital formats, Adobe Acrobat documents (.pdf), Webpages (.htm, .html, .asp etc.) and more.

The Library Proxy Service enables remote access to e-resources off-campus. Due to licensing agreement regulations, only Unhas students, lecturer and staff can access library e-resources.

#### **5. International students**

Overseas Students of Unhas is a person who has physically crossed an international border between two countries to participate in educational activities in Indonesia as a destination country, where the destination country is different from his or her country of origin. It is a student with a study visa who can be registered as a full-time, part-time, or occasional student (study abroad/exchange or short stay students).

## **F. Organisation of the Study**

The study is organized in the following manner:

Chapter **one** Includes the introduction, statement of the problem, research questions, significance of the study, limitations and delimitations of the study, assumptions, definitions of terms, and organization of the study. Chapter **two** reviews related literature and research. Chapter **three** describes the methodology and procedures used to gather data for the study. Chapter **four** Presents the data, results, and findings. Chapter **five** includes summary, conclusions, implications for practice, and recommendations for future practice.

## CHAPTER II

### LITERATURE REVIEW

This chapter will describe some theories which related to this research. As mentioned in the definition of key terms, there are three basics theories used in this research. Those are perception which refers to students' point of view in this research towards library services in providing electronic resources for student reading materials.

#### A. Previous Related Studies

There have been several researcher that have conducted researcher about international student's perception.

**Firstly**, qualitative research which was conducted by Selim Ahmed and Rafikul Islam (2012) on students' perception of International Islamic University Malaysia (IIUM) library services. IIUM library is committed to manage and provide quality information resources and library services that meet customer and stakeholder requirements and to implement continual improvement to enhance the effectiveness of the quality management system. IIUM library also acquired collection of awards (i.e. Quality Agency Award 2002, Best Quality Customer Service Award 2002, Quality Customer Service Award).

This study above only focused on four main objectives which are to find out students perception on service quality at the IIUM library, to investigate students' positive experience about the IIUM library services. to investigate students' negative experience regarding the IIUM library

services, and know the students' perception on overall satisfaction about the IIUM library services to know the students' perception on overall satisfaction about the IIUM library services.

According to Hewlett and Walton in Salem Ahmed (2012) proposed that library services are integral to support and guidance to the students through six aspects of provision at the higher education institution. **These six aspects of provision** are: curriculum design, content and organisation; teaching, learning and assessment; student progression and achievement; student support and guidance; learning resources; and quality management and enhancement. Library service establish a basic and vital role to achieve sustainable development in the higher educational institution and it's also play a major role by providing required information to improve in the Research and Development (R & D) sector.

This research study method was derived from the phenomenological assumptions that means the phenomena was explored by asking individual respondent who has experienced the phenomena to describe his/her experiences (Sale, 2007). Sampling is therefore, purposeful in that individual who has experienced the phenomena and able to describe his/her perception or experiences about the IIUM library services. This study was conducted a qualitative interviews about the IIUM library services and only five respondents were participated in this study.

This **research** indicates that overall participants were satisfied regarding the service quality of IIUM library, but they were not happy on some library services such as internet service, printing service, reading area, and discussion room. They were argued that they are not getting same



privileges of quality services as compare to the other Malaysian public universities' library. They suggested that IIUM library should focus on better quality service according to the students' needs and expectations. According to the five respondents opinions it was clearly understood that IIUM library must improve their service quality in reading room area, discussion room, internet service, and printing service. However, library user expectations could be changed through electronic environment and other facilities. This change will impact at both the macro and micro level on service quality and overall satisfaction of the customer/user.

**Furthermore**, Literature related to “perception”, especially of international students, reveal that there is inadequate information on actual perceptions or experiences using Chinese academic libraries. Shao and Scherlen acknowledge that, although there is a growing body of literature addressing services for international students in English-speaking academic libraries, there is far less literature to date regarding perceptions of library services for non-Chinese speaking users at Chinese academic libraries. However, research evidence from a variety of sources outside China point at key literature on the concept of user perception, customer satisfaction, user needs and challenges (Shao & Scherlen, 2011). This study focused on perception within Chinese academic libraries.

In China, the role of academic libraries is changing and expanding. More specifically, higher education reforms have initiated many changes in the universities (Sun & Rader, 1999). Wang and Bergquist explain that the education reforms were initiated in response

to external factors such as socio-economic and political changes in the country (Wang & Bergquist, 2003). This has led to China's opening up to the outside world and to the growth of Chinese higher education allowing for the acceptance of more international students to study in the country (Lianqing, 1996). One important area of change, according to Hegedorn and Zhang, is the setting up of a Chinese government scholarship program to sponsor international students and scholars to undertake study and research in Chinese institutions of higher education (Hegedorn & Zhang, 2012).

Huang observes that the Chinese government manages colleges and universities and is responsible for providing services, funding and making education policies (Huang, 1999). Consistent with these efforts, Chinese universities are building and evolving library services and collections. In their study of multilingual resources and services in Chinese academic libraries, He and Wu revealed that international students require academic libraries to play a role in helping them achieve their academic success. In spite of the expense, they reported that the university library developed electronic resources and web services and improved the English competency of librarians (He & Wu). For example, libraries in Hong Kong are purchasing a wide variety of eBook collections (Hong Kong Public Libraries Leisure & Cultural Services Department, 2012).

The objective of the Wuhan University and the Library Administration is to ensure that the information needs of both international students and Chinese students are met through the

provision of credible, current, relevant and user-driven information services and resources. In regard to building library services and collection, the University Library has acquired 13,360,000 books, 6,590,000 e-books and e-magazines, 442 databases and 200,000 volumes of thread-bound ancient books (Wuhan University Library, 2012). This clearly shows that the governance and funding of academic institutions has made immense progress in China.

The growth of international students' enrolling in universities has become a priority in China due to political and socio-economic reasons as pointed out in this paper. Additionally, the development in educational infrastructure is a big attraction. For example, Wuhan University registered an enrollment of 1713 (1.6%) international students in 2007, 1911 (1.8%) in 2008, 2115 (2%) in 2009, 2262 (2.2%) in 2010, while in 2011 they were 2230 (2.1%) of the student body. These numbers indicate that international students are a significant part of the learning community. This presents an opportunity to pursue an international students' focused perception study to determine their satisfaction in service and information resource provision. The non-international students (Chinese students) enrollment registered an increase of 47,620 (44.5%) in 2007, 48,744 (45.6%) in 2008, gram, although it entrusts the Chinese Scholarship Council (CSC) to administer scholarships, recruit international students, and manage the Chinese scholarships.

The findings of this study provide important information about academic library services and information resources in Chinese academic

libraries and will address improvement at Wuhan University Library. They are also necessary in helping to formulate future strategies for understanding the information needs of library users whose first language is not that of the country in which they choose to study. Furthermore, they are important in understanding the key impediments international students face when accessing library services and information resources and the recommendations of this study will go a long way toward enhancing positive perceptions of library services and information resources provided in Chinese academic libraries among international students.

**Another researcher** highlights the perception of library services. Abidin and Abdullah examined three academic libraries, noting that students' perception of library services quality varies between each other because they have different perceptions based on individual's internal and external factors (Abidin & Abdullah, 2011). Lilley and Usherwood adds that there was a significant impact on the perceptions and expectations that are created from the services, and thus the "snapshot" that users form during the service experience is crucial to the perception created and subsequent expectation held (Lilley & Usherwood, 2000).

The library users approach the various dimensions of services with differing expectations. When the library works well, it creates user awareness, thus, it facilitates a more important undertaking, however, when expectations are not met, the perception of service quality can be altered (Cook & Heath, 2011). Therefore, when needs and expectations are met is the expression, which shows that the services provided satisfied the user, resulting to their positive perception.

Besides this, Shao and Scherlen reports that academic libraries in China are strongly interested in improving services for international students and scholars while continuing to face challenges and trying to find ways to satisfy the information needs of international students and scholars (Shao & Scherlen, 2011). Within the university community, all users, including international students, need to have places to physically access information services and resources.

Chiemেকে, Longe, Umar and Shaib argue that in each society, there are facilities other than classrooms that can contribute to the teaching and learning process, and for learning to take place, learners must have access to necessary information materials and resources (Chiemেকে, Longe, Umar, & Shaib, 2011). According to Abidin and Abdullah, the academic library is an important academic facility at higher-level institutions. The core business of a library is to provide, spread knowledge and embrace updated practices, which will provide quality services that satisfy customers' expectation through a well-managed library facility (Abidin & Abdullah, 2011).

**Next**, research conducted by Harry A. Harmon and Barbara A Wales, Central Missouri State University (1999) entitled “International and Domestic Student’s Perception of Library Personel and Resouces : Explaining and Predicting The Differences. The research streams reported in the literature review indicated that the country of origin affects the student’s perception of university library personnel, and influences the student’s use of the facilities and resources available at a university library. Although the results reported in the literature offer insights for library

administrators, those findings, as well as our preliminary analysis, suggest that there are other concerns that should be examined in additional research.

International students represent an increasingly important group in American higher education. Multiculturalism is valued, and institutions seek to attract a more diverse student and faculty population. In 1993-1994, there were 449,704 international students enrolled in institutions of higher education in the United States. Data from the National Center for Education Statistics (1995) provides statistics for comparisons. These statistics reveal that the number of international students enrolled in U.S. colleges and universities has grown steadily in the 1980s and 1990s. For example, in academic year 1980-81, 311,880 foreign students were enrolled in American colleges and universities; this figure grew to 386,850 in 1989-90, and to the latest figure of almost 450,000. While this pattern may be most evident at major universities, many smaller regional institutions are also experiencing this trend.

Most college students find that transition to the academic environment requires an adjustment period. In the past, the understanding of this transition focused on the traditional, 18-year-old college freshman progressing from high school to college. Increasingly, institutions of higher learning are seeing student populations who do not fit this stereotypical new student; the most glaring examples are non-traditional students and international students.

Non-traditional students, especially older students, working adults, and women with children, significantly influence the makeup of an

institution's student population (Hammond 1994). They may experience different pressures and conflicts than traditional students. Similarly, international students face unique challenges in their pursuit of higher education in a foreign country, in which cultural and language barriers abound. According to Gilton (p. 55, 1994), the phenomena of culture shock takes place ". . . when a person in a new 'culture finds that the unwritten rules that worked at home no longer work." Zimmermann (1995) explored intercultural communication and adaptation of international students studying at an American campus. Frequently universities with a large, diverse student population will have an international programs office (or similar office), as a campus agency to coordinate culturization and guidance efforts for the international student population. Most universities recognize the importance of providing support to this diverse group of students.

The effective use of library resources is critical to the academic success of all students (including international students), especially those enrolled in graduate programs. There is a history of assessment activities in many libraries, some specifically geared to the international student population.

Focus groups, casual discussions of a small group of participants, offer a relaxed atmosphere in which to explore people's (e.g., international students') thoughts and preferences. Duffey (1996) suggests that they are especially adaptable to library settings, and several sources are available detailing the technique specifically for the library setting (Wagner and Mahmoodi, 1994).

Natowitz (1995) conducted a review of the literature concerning international students' use of U. S. academic libraries. His treatment of common issues and concerns, along with proposed solutions, provides an excellent overview of the topic. Liu (1993) noted that, at one time, a large segment of international students came from European countries. However, many international students now come from countries that do not share a common cultural heritage with the United States, which exacerbates the problems these students face. Macdonald and Sarkodie-Mensah (1988) pointed out that many international students are accustomed to a very different educational system in which lecture and rote memory play a greater part than in the U. S. system, which values analyzing and critical thinking. Libraries in the U.S. may differ significantly from the libraries international students know. For example, international students may be unfamiliar with open stacks, the classification system, and the prevalence of electronic sources.

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International students at the Finnish higher education globalization and advancement in technology provide opportunities for people to travel and to study overseas. According to the Finnish National Agency for Education (2018), the notable number of foreign degree students in higher education are non-EU/EEA students. In 2016, more than 21,000 international degree students were studying in Finnish higher education institutions. The highest number of international students in Finnish universities are from China, Russia and Vietnam (Finnish National Agency for Education, 2018). International students' perception of libraries services



and librarians in the western world may be varied from what libraries look like in their home university. Many of these students have not had librarians available to help them with their research in their home countries and are often unfamiliar with the library resources of the Western library systems (Jackson and Sullivan, 2011). Therefore, academic libraries play a crucial role in joining international students, not only to universities but also to information literacy abilities they require to achieve (Jackson and Sullivan, 2011).

A good number of research studies on students' information literacy were conducted in various countries in the world. These studies (Knight et al., 2010; Liu, 1993; Mu, 2007) concentrated principally on the information-seeking behaviors of students and their attitudes towards library services. Song (2004) investigated the attitudes and expectations of international students on using electronic library resources. The results showed that a notable number of students did not have experience with electronic library services in their home countries.

Besides Knight et al. (2010) conducted research regarding international students' use of academic libraries at three various college campuses. The study examined why international students do or do not attend the library. Results verified the fact that academic librarians can play an important role in promoting this group of students to use library resources and services. Moreover, Sin and Kim (2018), investigated whether international students differ from domestic students in their information needs and difficulties faced. The results showed that

international and domestic students are similar in their top-ranked needs and barriers.

**Finally**, Hughes et al. (2018) provided insights into first-year international and domestic students' skills of using library resources and services. The results showed that the difficulties international students encounter generally relate to the unfamiliarity of the academic environment and library systems at their host university. In summary, it can be concluded that literature lacks research on the international and domestic students' perceptions of library services, the barriers preventing students to use library services and how information literacy skills can help students to achieve better academic performance. In the next section, we elaborate on the nature of the academic library services.

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This research was conducted because researcher wanted to find out how students' perceptions of library services were related to librarian ability to read English materials, whether students found it difficult to build English communication. This is related to students' perceptions of library services. Regarding whether asking students more in practice can be said to be successful or not, it all depends on students' perceptions. Therefore, the researcher decided to conduct a descriptive study of how international students' perceptions at Hasanuddin University Makassar regarding library service to provide electronic resources as reading materials.

In this study, researchers used several instruments to obtain valid data from international students of Hasanuddin University. The instruments used by researchers were (1) Observation is designed in order to get the

related to background country. The writer observed the librarian' activity in speaking when they serve foreign library user, (2) interviews, Arikunto (2010: 198) interviews were dialogues between questioners and responders aimed at obtaining some information related to research. In this case, the researchers used the interview to know how the students' perception toward applied library services is. Moreover, the focus of interview was conducted to gain the range of opinions among students that aimed to be a source of validation and to provide an explicit basis for exploring the difficulties which were faced through discussion so that each student may have several different opinions about their perception. The interview were conducted by the researcher to some students and using open question with in-depth interview technique. It was explained by Sugiyono (2011:68), that in-depth interview technique is the way interview which is conducted face to face between the researcher and the samples exhaustively and continually to get the accurate data as the reference to decide the result of this study. The aim of this interview is to know the students' perceptions toward their vocabulary mastery and their speaking ability clearly after teaching learning process. The result of the interview used as the extra data to support the result of field note because it was not strong enough to conclude the students' perception toward their vocabulary mastery and their speaking skill, and (3) field notes refer to qualitative notes recorded by scientists or researchers in the course of field research, during or after their observations of a specific phenomenon they are studying. The notes intend to read as evidence that gives meaning and aids in the understanding of the phenomenon. In this study, the writer made field note related to the

students' activities in speaking to complete the observation and interview result.

## **B. Theoretical Background**

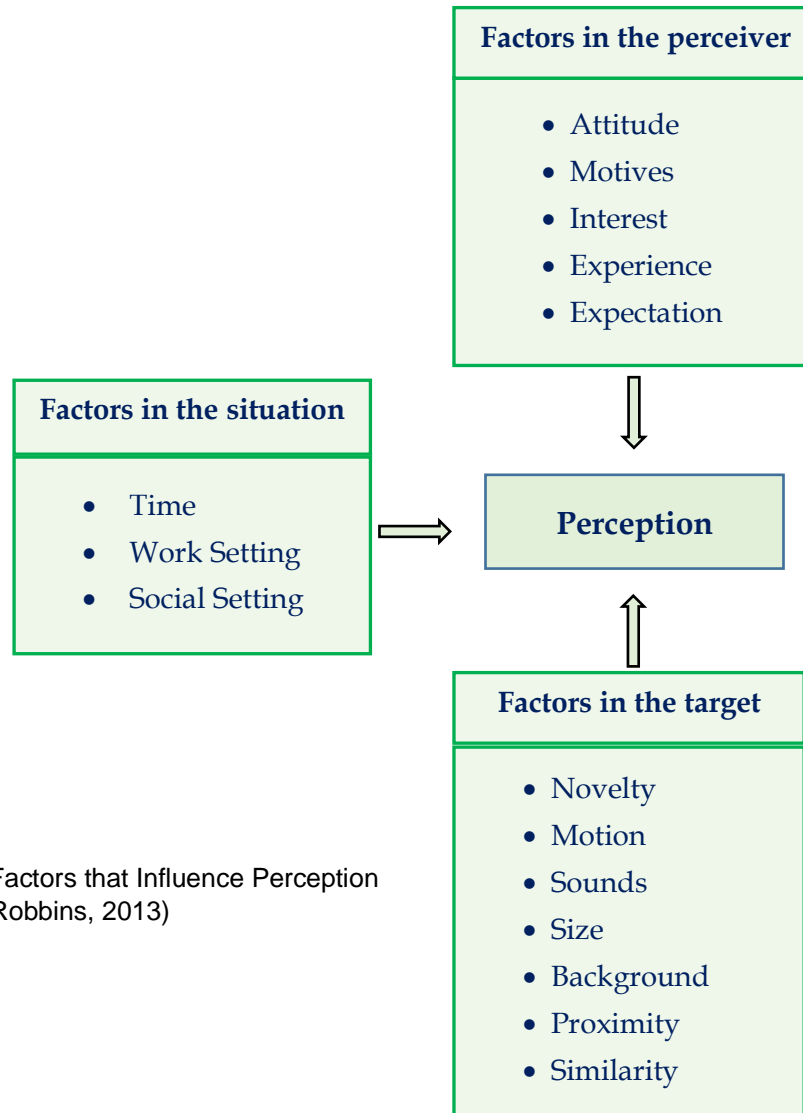
### **1. Concept of Perception**

Stephen P. Robbins define perception and factor that influence it in *Organizational Behavior* (2013 p.166). He states that Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality. For example, all employees in a firm may view it as a great place to work—favorable working conditions, interesting job assignments, good pay, excellent benefits, understanding and responsible management but, as most of us know, it is very unusual to find such agreement. Why is perception important? Simply because people's behavior is based on their perception of, what reality is, not on reality itself. *The world as it is perceived is the world that is behaviorally important.*

### **Factors That Influence Perception**

How do we explain the fact that individuals may look at the same thing yet perceive it differently? A number of factors operate to shape and sometimes distort perception. These factors can reside in the *perceiver*; in the object, or *target*, being perceived; or in the context of the *situation* in which the perceptions made (see Figure 2.).

## Factors that Influence Perception



**Figure 2.** Factors that Influence Perception (Robbins, 2013)

When people look at a target and attempt to interpret what they see, their interpretation is heavily influenced by your personal characteristics—your attitudes, personality, motives, interests, past experiences, and expectations.

Characteristics of the target also affect what we perceive. Loud people are more likely to be noticed in a group than quiet ones. So, too, are extremely attractive or unattractive individuals. Because we do not look at targets in isolation, the relationship of a target to its background also influences perception, as does our tendency to group close things and similar things together. We often perceive women, men, whites, African Americans, Asians, or members of any other group that has clearly distinguishable characteristics as alike in other, unrelated ways as well.

Context matters too. The time at which we see an object or event can influence our attention, as can location, light, heat, or any number of situational factors. At a nightclub on Saturday night, you may not notice a young guest “dressed to the nines.” Yet that same person so attired for your Monday morning management class would certainly catch your attention (and that of the rest of the class). Neither the perceiver nor the target has changed between Saturday night and Monday morning, but the situation is different.

## 2. Types of perception

Each people has different perception towards one object, which can be positive or negative. According to Irwanto (2002, p. 71) there are two kinds of perception, they are negative and positive perception. Both of them are the perception result of interaction between people and object. The negative and positive perception will be elaborated below:

**a. Positive perception**

Positive perception is a positive response given by people towards an object. In giving positive responses, people will agree and support the information towards object. Therefore, positive perception can be defined as a perception that describe all knowledge and responses which are aligned with the object.

**b. Negative perception**

Negative perception is a negative response given by people towards an object. People will disagree or do not support all knowledge they have been known or unknown towards object.

**3. Process of perception**

People could create perception after they complete several steps in a process of perception. Wood (2009 p. 32) stated that perception has three processes which are selecting, organizing, and interpreting. These processes are run continuously and circumstantially. Therefore, the processes in creating perception are integrated and affected one another.

**a. Selection**

First section of three processes on perception is notice certain things or information. People usually would notice a thing that stand out or noticeable because they are immediate, relevant, or intense. For instance, people are more likely to hear loud voice than soft one and to notice a bright shirt than a drab one. People commonly notice certain things and ignore others.

### b. Organization

After selecting what to notice, people do not simply collect perceptions and string them together randomly but they organize the sensory inputs to make them potentially meaningful. It indicates that they construct what they have experienced then attribute the meaning.



### c. Interpretation

Interpretation is the subjective process of explaining perception in ways human let us make sense of them. The explanation could be in form of spoken language and action. People interpret and act something based on how they perceive the sensory inputs.

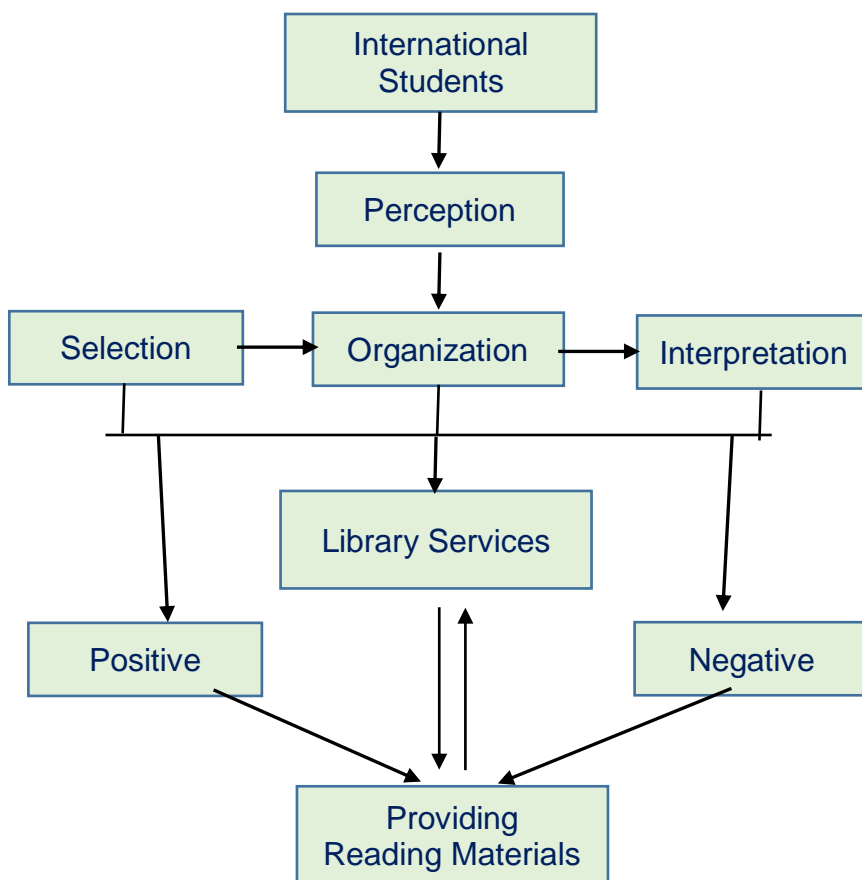
## C. Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. A conceptual framework illustrates the expected relationship between your variables. It defines the relevant objectives for



your research process and maps out how they come together to draw coherent conclusions.

Perception as mentioned above involves at least three dimensions, namely selection, organization and interpretation so that, the student perception of library service is a student perception of those dimension which is constructed as the following figure.



### **Student Perception**

Perception can be interpreted as student observation of certain situations or environments. This can be a mental picture, concept or awareness of environmental elements through physical sensations which

can be interpreted as the ability of students to see, hear, feel and present or understand everything about their environment both in their daily lives and in their school life. Koentjaraningrat (2011: 99) argues that "perception is the whole process of human reasoning that is conscious in describing the surrounding environment".

Based on the theory above students' perceptions are how they feel about something they experience or things they have from others including lessons that the teacher gives to them. Students' perceptions can also be interpreted as the process of how students accept or interpret things so that they and conclude or interpret what they have received.

There are three stages in the perception process: selection, organization, and interpretation.

- **Selection** is the initial stage of the perception process when a person decides what to focus on, either consciously or unconsciously.
- **Organization** is the second stage of perception, in which we cognitively organize stimuli into meaningful and understandable patterns.
- **Interpretation** is the process through which we represent and comprehend stimuli.
- Environmental influences include the physical factors and the people at play in the environment.
- Cultural influences affect how a person selects perception, organizes that information, and interprets it into a behavior.

- Cultivation theory states that what media portrays can influence the attitude and behavior of a person. The type of content a person consumes influences his perception of the world.

