CHAPTER II
LITERATURE REVIEW

A. Introduction to Learning Culture

1. Definition of Learning English

Learning English can be defined as the process of acquiring, developing, and enhancing the ability to understand, speak, read, write, and use English in the context of everyday, academic, or professional communication (Syandri, 2023). This process involves various skills and strategies that enable someone to interact with English effectively and understand the meaning behind words, sentences, and grammatical structures. In general, learning English includes understanding reading, speaking, writing, listening, grammar, and vocabulary.

The main goal of learning English is to improve the ability to communicate with others in various situations, both within and outside social contexts. Then as a tool to access various information and opportunities related to English as a global language. Learning English is very important, especially as an effort to broaden the scope of learning so that there are no language barriers in obtaining information.

2. Definition of Culture

According to Wardani et al. (2023), culture is defined as a manifestation of human needs in sustaining life, shaping one's personality as the foundation of human behaviour. Then, according to Nurasmawi & Ristiliana (2021), culture is a system of life constructed by humans in defining their life goals, expressed in symbolic forms and realised through communication, devotion, and the development of knowledge. In this case, culture is born from the habits of society that occur continuously, which are unique and considered customary. This affects the lives of students, resulting in unique learning experiences that become characteristic of each student. This culture can be either good or bad depending on the nature of the environment. Therefore,

culture can be defined as the thoughts that arise from the environment and are then absorbed by students, thereby influencing their study habits.

3. Definition of Learning Culture

A learning culture is the mechanism through which individuals adopt cultural tools such as language, symbols, and traditions to comprehend the world (Bruner in Buto, 2014). Consequently, culture shapes the human mind, as the learning culture within an institution is inextricably linked to the culture of its surrounding society. Furthermore, on an individual or collective scale, a learning culture is profoundly influenced by mindset**.** An environment with a healthy learning culture prioritizes process, effort, and resilience rather than merely focusing on final outcomes or grades on paper.

Muslikh & Deviastri (2020)**,** emphasise that a learning culture is an important aspect in creating an environment that supports the optimal development of students, not only cognitively but also socially and emotionally. Then, according to Hanum (2021), learning culture is mapped into 3 main focuses: learning methods, learning behaviors, and learning habits. It refers to the repetitive learning pattern in an academic environment until it forms learning methods, behaviors, and habits, based on individual inherent potential and the conditions of experience during a systematic learning process. These 3 aspects are interrelated, learning methods reflect how students receive and process information. Learning behaviors indicates observable academic actions. Then, learning habits represent repetitive learning patterns that eventually become an integral part of the student.

a. Learning Methods

Learning methods are the methods students use to receive, process, store, recall, and apply academic information. Learning techniques are a vital component of a learning culture because they determine how students comprehend lecture material and apply it in assignments, discussions, exams, and academic practices. According to Gagné in Warsita (2008), learning occurs through internal and external conditions that support information reception, information processing, storage, retrieval, and

knowledge transfer. In the conditions of learning theory, Gagné explains that the learning process does not stop at stimulus reception but extends to information processing and the application of learning outcomes. In the learning process, Gagné introduces 4 stages, namely:

Stage 1: Receiving the stimulus.

Students receive stimulation by reading books, reviewing scientific articles, listening to lecturers' explanations, observing presentations, and participating in class discussions. *Cumlaude* students tend to not only be physically present but also actively strive to comprehend the information received.

Stage 2: Encoding information.

At this stage, students process information by taking notes, writing summaries, creating concept maps, or highlighting key parts of the material. Note-taking and summarising help students organise information for easier comprehension. Within the learning culture, this technique is crucial as it makes lecture material more structured.

Stage 3: Storing and retrieval.

Students store and recall information through repetition, memorisation, practice questions, and re-reading notes. This technique supports student readiness for exams or academic presentations. Students with a good learning culture do not merely cram when exams are near; instead, they review materials progressively.

Stage 4: Transfer through practice.

According to Gagné in Warsita (2008), learning outcomes become stronger when students can apply knowledge to new situations. In the context of *cumlaude* students, learning transfer can be observed in discussions, fieldwork, essay writing, research, presentations, and the application of concepts to academic life.

In addition, Kolb's theory is also relevant for explaining student learning techniques. According to Kolb in Mamatha (2021), learning is the process whereby knowledge is created through the transformation of

experience. Kolb outlines 4 stages of learning namely concrete experience, reflective observation, abstract conceptualisation, and active experimentation. This theory asserts that learning occurs not only in the classroom but also through direct experience, reflection, conceptual understanding, and active experimentation.

In the context of *cumlaude* students, concrete experience is evident when they participate in practical work, internships, field observations, organisational activities, research, or extra-curricular academic events. Reflective observation is visible when students record their experiences, evaluate mistakes, and compare experiences with theory. Abstract conceptualisation occurs when students read, comprehend concepts, and formulate academic ideas. Active experimentation is demonstrated when students attempt to apply concepts in discussions, assignments, presentations, or practical applications.

b. Learning Behaviour

Learning behaviour refers to the visible academic actions of students during the learning process. According to Syafir et al. (2011), Skinner explained that human behaviour can be explained as a response to stimulation that are reinforced by certain consequences. In behaviourist theory, learning behaviour is understood as an overt, observable action. Behaviour that receives reinforcement tends to be repeated, whereas behaviour that receives no reinforcement tends to weaken. Learning behaviour is also evident in pre-lecture preparation. According to Syafir et al. (2011), Skinner explained that behaviour formed through reinforcement can become conditioned behaviour. In the context of students, reading materials beforehand, bringing notes, and completing assignments before class demonstrate academically conditioned learning behaviour. This behaviour equips students to be better prepared for the learning process.

In addition, Slameto in Sardiyanah (2015), explains that learning is influenced by internal and external factors. The internal factor, learning readiness is a crucial factor because students who are physically, mentally,

and academically prepared will find it easier to engage in learning. As the external factor, Slameto emphasizes the importance of learning resources. According to Slameto in Sardiyanah (2015), learning readiness, interest, attention, the use of learning resources, and environmental conditions influence learning success. Therefore, students with positive learning behaviours, esides relying on classroom activities, also utilize books, journals, libraries, digital materials, and other academic sources. Among *cumlaude* students, using various learning resources is part of an effort to broaden understanding and strengthen academic arguments.

It can be concluded that the learning behaviour of *cumlaude* students can be seen in their regular lecture attendance. Attendance is a response to academic regulations and an expression of the student's awareness of the importance of the learning process. Then, learning readiness is reflected in their ability to manage time, prepare materials, read prior to lectures, note down key points, and maintain concentration during learning. Classroom engagement is also an indicator of learning behaviour. Furthermore, learning behaviour can also be observed in preparation for assessments. Students with effective learning behaviours prepare for exams by re-reading materials, making summaries, discussing with peers, and scheduling study time.

c. Learning Habits

Learning habits are patterns of learning actions performed repeatedly until they become part of a student's routine. Learning habits differ from learning techniques and learning behaviour. Learning techniques focus on how material is processed, while learning behaviour emphasizes observable actions. In contrast, study habits highlight the repetition of learning actions until they form a stable pattern. According to Djaali (2007), study habits are fixed methods or techniques within learners when receiving lessons, reading books, doing assignments, and managing time to complete academic activities. This definition indicates that study habits do not form abruptly; they are built through a repetitive learning process.

According to Robbins and Judge in Gani et al. (2020), individual behaviour in environment is influenced by individuals, groups, and social structures. In higher education, the campus environment, peers, lecturers, organisations, and academic rules can influence the formation of student study habits. Students in a supportive academic environment find it easier to establish structured learning patterns. In addition, Gibson et al. in Sebayang et al. (2018), explain that behaviour in organisations is influenced by the interaction between the individual and the social environment. Applying this concept, learning habits can be formed through repetition, reinforcement, and social environmental support. An environment that values achievement, discipline, discussion, and academic responsibility can reinforce student learning habits.

In the context of *cumlaude* students, study habits generally manifest in two primary forms: independent study and group study. Independent study demonstrates a student's ability to regulate their own learning process. Students study independently by reading materials, taking notes, revising lessons, seeking references, and completing assignments without constantly relying on others. Group study reflects a student's capacity to build a collaborative learning process with others. Students engage in group study through discussions, sharing notes, addressing assignments, preparing presentations, and testing each other's understanding. The learning habits of students are determined not only by the duration of study but also by regularity, purpose, strategy, and the ability to adapt study methods to academic demands. Students with sound study habits are usually able to set priorities, allocate time, maintain consistency, and evaluate their learning outcomes. Therefore, based on the theory, learning habits in this research include independent study and group study. These two indicators are used to understand how *cumlaude* graduates built their learning routines during their university years.

B. Previous Research Findings

As a consideration, the study of previous research is important. Before this research, there have been several research on learning culture. The following table presents a comparison between the aforementioned study and the current research:

No	Category	Difference			
		Previous Research			Current Research
1	**Title**	Students' Socio-cultural Backgrounds and Motivation in Learning Language - By Ainun Hasriningtyas	Learning Culture and Social Attitude of Outstanding Students of State Vocational Junior High School 2 Norhtern Rantau, Labuhanbatu Regency, North Sumatera Province, Indonesia - By Meynar Albina	Budaya Belajar Mahasiswa IAIN Langsa - By Lathifah Hanum	The Learning Culture of Cumlaude Graduates in English Language Education Study Program Universitas Nahdlatul Ulama Purwokerto
2	**Subject**	A third-year student from the English Education Department at Walisongo State Islamic University	An outstanding high-achieving student at Rantau Utara State Vocational High School 2	The students of IAIN Langsa	A cumlaude students from the 2020 and 2021 batches, who graduating in 8 semester
3	**Method**	Descriptive qualitative	Descriptive qualitative	Qualitative Phenomenology	Descriptive qualitative
4	**Data Collection**	Observation	Questionnaire, interview, and documentation	Interview, documentation, and observation	Questionnaire, Interview, and documentation
5	**Ground Theory**	Corporate Culture and Performance	• Theory of Planned Behaviour	• Sociocultural Theory by Vygotsky	• Conditions of Learning by Gagné

		by J.P. Kotter and J.L. Hesket (1992)	(TPB) by Ajzen (1991) • Social Cognitive Theory by Bandura (1986) • Sociocultural Theory by Vygotsky	• Theory of Habitus and Field by Bourdieu	• Teori Behaviorisme by Skinner • Djaali
6	**Focus**	To find out the students' socio-cultural background Explaining how this background influences their motivation to learn	To find out the Learning Culture and Social Attitudes of Outstanding Students	To find out the learning methods, learning behaviours, and study habits of students at IAIN Langsa	To find out the learning culture of cumlaude graduates in the English Language Education Study Program Universitas Nahdlatul Ulama Purwokerto

Tabel 2. 1 Research Gap