

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition of perception, conditions for perception, factors affecting perception, perceptions process, speaking skill , and EFL (English as a Foreign Language).

A. Perception

1. Definition of Perception

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around them. Perception contains a very broad understanding, concerning internal and external. Various experts have given various definitions of perception, although in principle they contain the same meaning. According to the Big Indonesian Dictionary, perception is a direct response (acceptance) of something. The process of a person knowing things through his five senses.

Futhermore, Zainura (2019) suggests that perception is the ability of the brain to translate the stimulus or process to translate the incoming stimulus into the human senses. In human perception there are different points of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions.

Moreover, Walgito (2010) reveals that perception is a process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perceptions can be taken by individuals in various ways shapes. Which stimulus will get a response from the individual depends on the attention of the individual concerned. Based on this, feelings, thinking abilities, experiences that individuals have are not the same, so in perceiving a stimulus, the perception results may differ from one individual to another.

Everyone has a tendency to see things that the same in different ways. These differences can be influenced by many factors, including Knowledge, experience and point of view. Perception is also related to a person's perspective on a particular object in different ways by using the senses they have, then trying to interpret it. Perception both positive and negative are like files that have been stored neatly in our subconscious mind. The file will appear immediately when there is a stimulus that triggers it, there is an event that opens it. Perception is the result of the brain's work in understanding or assessing something that is happening around it (AbuSa'aleek, 2015).

Perception is an observation about an object. That statement supported by Démuth (2012) which states that perception is observations about objects, events or relationships obtained by inferring information and interpreting messages. Meanwhile, Mulyani (2020) states: "perception is a process of interpreting or interpreting information obtained through the system of human senses". According to him, there are three aspects in perception that are considered relevant to human cognition, namely sense recording, pattern recognition, and attention.

From the explanation above, it can be drawn a common opinion that perception is a process that starts from sight to form a response that occurs within the individual so that the individual is aware of everything in his environment through the senses he perceives.

2. Conditions for Perception

Perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. In perception there are conditions, where the condition of perception refers to how a perception can occur if it meets certain criteria. According to Qiong (2017) the conditions for perception are:

- a. There is a perceived object
- b. There is attention which is the first step as a preparation for perception
- c. The existence of sensory organs / receptors, namely tools to receive stimulus
- d. Sensory nerves as a tool to transmit stimuli to the brain, which then as a tool to make a response.

3. Factors Affecting Perception

Perception also has several factors that influence it. Factors in perception refer to how that perception affects people. According to Dev (2017), the factors that influence a person's perception is as follows:

- a. Internal factors: feelings, attitudes and individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, psychological disorders, values and needs as well as interests, and motivations.
- b. External factors: family background, information obtained, knowledge and needs around, intensity, size, and opposition, repetition of motion, new and familiar things or unfamiliar objects.

4. Process Perception

Perception processes are related to how something happens or can be said to be a journey to a state. According to Dev (2017), the process of forming perceptions based on several stages, namely:

- a. Stimulus or Stimulus
The occurrence of perception begins when a person is faced with a stimulus that comes from his environment.
- b. Registration
In the registration process, a symptom that appears is a physical mechanism in the form of sensing and the condition that a person

influences through the senses they have. A person can listen or view the information sent to him, then list all the information sent to him.

c. Interpretation

Interpretation is a very important cognitive aspect of perception, namely the process of giving meaning to the stimulus it receives. The interpretation process depends on the way of deepening, motivation, and personality of a person.

B. SPEAKING SKILL

A. Definition Speaking Skill

Speaking skills are indispensable as a tool for expressing ideas and giving messages or information to other. A person's language skills are strongly influence by the quantity and quality of vocabulary mastered. The richer the vocabulary a person has, the more likely it is that a person is skilled at speaking the vocabulary treasury that students have, and of course it will affect their speaking ability. This will improve the student's self-quality because it also impacts the quality of education.

Speaking skills are language skill in speaking articulation sound or saying words to express, convey ideas, thoughts, opinions, ideas, and feeling to others as speaker partners based on confidence, honesty, correctness, and responsibility by eliminating psychological problems such as embarrassment, low self-esteem, tension, tongue weight, etc. Speaking skill are an art of speaking that a person has (Kurum, 2016). The art of the show belongs to a person naturally or also by wearing exercises specifically.

Speaking is a process of conveying information, ideas or ideas from the speaker to the listener. In the delivery of information, verbally a speaker must be able to convey it properly and correctly in order for the information to be received by the listener (Sadiku, 2015). To be a good speaker, the speaker must be able to capture information critically and effectively, this is related to listening activities. If the speaker is a good investigator then he is able to capture information well.

In the learning process teachers must also improve the quality of student' language skills because in reality the mastery of the student's vocabulary is still low. This result in student not being able to communicate well when conveying their ideas, opinions, or desires. Low Mastery of English vocabulary not only affects speaking skills, but affects three other language skills, such as listening, reading, and writing.

B. Purpose of Speaking Skills

The purpose of speaking in general is because of the urge to convey thoughts or ideas to others (who are spoken to). While the purpose in particular is to encourage people to be more excited, influence others to follow or accept opinions (ideas), convey something information to the interlocutor, please others, give the interlocutor the opportunity to think and judge his idea. Learning in practicing speaking skills should be able to provide opportunities to each individual to achieve good speaking skills. According to Siti (2015), the purpose of speaking skills for students is as follows:

- a. Ease of speaking, Learners must be trained to develop speaking skills in order to be confident in their pronunciation
- b. Clarity, to train learners to speak with clear and precise articulation in pronunciation
- c. Responsible, training for learners to speak well and be able to put on the appropriate situation in order to be responsible
- d. Forming critical listeners, training learners in listening to the interlocutor and being able to correct if there is a wrong speech
- e. Forming a habit, which is to familiarize learners in saying simple vocabulary or sentences well and this should also be helped by the school environment or teachers.
- f. Pronunciation refers to speaking a language with appropriate stress, rhythm and intonation and it should be taught scientifically.

Good pronunciation in a speech is an ornament of a person and a passport to the cultured society. The reasons of defective pronunciation of the learners of pronunciation discarded curriculum, absence of well pronunciation teacher, and dearth of audio video least listening environment and few difficult sounds. According to Srinivas (2019) teachers play significant role in stimulating interactional and developing.

Speaking skills. The roles are as follows: the teacher must be fluent and accurate in spoken element of language so as to be a role model for the learners. The teachers ask questions to stimulate learners to practice the target language. Throwing questions and compelling them to answer something is one of the types of oral drills. Further, encouraging student to ask question and involve learners to speak.

Good pronunciation and fluency in speaking skill is the hallmark of culture and it is the duty of the teacher to accomplish this goal. Incessant effort is needed in this direction from the teachers and learners. The teachers should be given training in pronunciation. The syllabus should focus over the skill of speaking and pronunciation. The examinations should also tilt towards spoken abilities for the student. Then there is no reason that the student may fail to acquire good speaking skill and pronunciation.

C. Aspect of Speaking

Skills such as accuracy of grammar, pronunciation and vocabulary skills Accuracy of Grammar “Accuracy is the ability to use the correct grammar and the right vocabulary. It is important because however, in many situations, accuracy is the ability to make oneself understood” (Riadil, 2020). In this research, the element of accuracy means the accuracy of grammar.

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Pronunciation is prominence (by means of stress or intonation) given to a syllable. According to Listyani (2018) “Pronunciation refers to the way in which someone sound out a word”. Thus to pronounce something means to sound out the individual phonemes of a word, but also to correctly emphasize its syllable.

Vocabulary there are some experts who give definitions of vocabulary “Vocabulary is the collection of words that an individual knows”. Rohmatillah (2014) define that “Vocabulary as a list of words for particular language or a list or set of word that individual speakers of language might use” Furthermore, Febriyanti (2019)“Vocabulary is define as a list or collection of word usually alphabetical arranged and explained or lexicon, stock of words use in language or by class, individual.

C. EFL (English Foreign language)

English is learnt and taught in many different contexts and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach. Students of EFL (English as a Foreign Language) tend to be learning so they can use English for travelling or to communicate with other people, from whatever country, who also speak English (Mansfield & Poppi, 2012). People learn English because they have moved into a target language community and they need to be able to operate successfully within that community. The purposes of students have for learning will have an effect on what it is they want and need to learn-and as a result will influence what they are taught (Mansfield & Poppi, 2012).

The range of language experiences that children get in their foreign language lesson is likely to influence how their language develops. Current knowledge reinforces an intuitively obvious notion: foreign language learners who depend on their teachers and texts for most their exposure and input, will not, if this is restricted in type, develop across the full range of the foreign language. The difference in quantity of language learning experience will affect the balance of benefits in foreign language learning too, receptive skills

are likely to remain ahead of productive skills, and grammatical knowledge, which is linked not just to language development but to cognitive development, is likely to develop more slowly for younger children (Wallin, 2013).

D. Previous Relevant Studies

According to Toffel (2016), relevant research is required to observe some previous researches conducted by the other researchers in which they are relevant to our research itself. The researcher need to find out and analyze what the point that was focused on, design, finding and the conclusions of the previous researchers, that of:

A research by Denni Rahmadani (2016). The title is Students' perception of English as a medium of instruction (EMI) in English classroom. This study aims to uncover what extent of the students' expectation of English as a medium of instruction (EMI) used by the English teacher in teaching English at senior high schools in Palangka Raya, Indonesia. As a result of the study, it is shown that most of the students agree of EMI dominantly applied by the English teacher in the teaching of English subject.

A research by Sri Mulyani (2020). The title of their research is "Students' Perception and Motivation Toward English E-Learning during Covid-19 Pandemic (a Study at the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020)." Her research use interview as tool for collecting the data. The contribution also given by this her thesis to researcher.

A research by Rutvita Ayu Luhuringtyas (2013). The title is Teachers' and Students' Perceptions toward Learning English in SD Negeri 1 Baturagung. This study examined students' perception in learning English. This thesis really has huge contribution for researcher in order to support the needed information about students' perception.

A research by Situjuh Nazara (2011). The title is Students' Perception on EFL Speaking Skill Development. This paper is based on a study conducted in December 2010 to investigate the perceptions of the students of the English Teaching Study Program of FKIP- UKI Jakarta on their English speaking skill

development. The findings revealed that all respondents viewed speaking important and they were willing to deal with the necessities to master it.

A research by Rama Kusuma Irjanata (2019). The title is Student's Perception on the Contribution of English Speaking Skill Mastery and Their Future Career. This research aimed to find out the students' perception on the contribution of English speaking skill mastery for their future career. The finding showed that all from the six participants had positive perception on English speaking skill toward their future and career.

Based on the research previous research has similarities with the research that the researcher will do in this study, which is both discussing students' perceptions. However, the research that the researcher involved in the previous study did not discuss the students' speaking ability, and it can be said that the difference lies there. finally, the results of this research are use full for stakeholders and decision makers in designing english learning in english speaking skill in senior high school