CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to outlines about the theoretical framework, previous studies, and conceptual framework.

2.1 Theoretical Frameworks

2.1.1 The Concept of Perception

Perception, as described by Walgito (2010), refers to the cognitive process by which individuals receive stimuli through their sensory organs, thereby engaging in the sensory process. The stimulation will be sustained, and the subsequent phase will involve perceiving the process. In accordance with the findings of Guspa and Rahmi (2017), perception can be defined as a cognitive process by which individuals understand and make sense of information pertaining to the external environment. This process encompasses various sensory modalities, including visual, auditory, emotional, and olfactory stimuli. Moreover, as indicated by Uesaka et al. (2007), it can be classified into two distinct types.

1) Positive perceptions refer to the cognitive process through which individuals interpret and evaluate information, regardless of whether it is already known or remains unknown, within the framework of its practical application.

2) Negative perceptions refer to the cognitive process of perceiving and interpreting information in a manner that is discordant with the actual characteristics or qualities of the object being observed. These perceptions

can contain both accurate and inaccurate knowledge, as well as the corresponding emotional and behavioral responses that are incongruent with the perceived item.

Perception, as described by Robbins (1996), refers to the cognitive process by which individuals systematically arrange and analyze sensory stimuli in order to derive meaningful insights and generate practical applications within their surrounding environment. Furthermore, according to Kotler (2000), the idea of perception encompasses the cognitive processes through which individuals engage in the selection, organization, and interpretation of incoming information in order to construct a coherent and meaningful understanding. Furthermore, as stated by Nichols (2007), the process of perception serves to provide justification for one's belief in a specific item. During this procedure, individuals have the opportunity to provide arguments pertaining to their subjective perspectives. Furthermore, this perspective embraces the acceptance of things in their current state. In the study conducted by Walgito (2010), three distinct characteristics of perception were identified.

1. Cognition pertains to the holistic perspectives, expectations, cognitive processes, and knowledge acquisition derived from independent sources of information.

2. Affection encompasses personal emotional states towards specific objects, as well as the evaluation of moral values based on emotional factors.

3. Conation refers to an individual's motivation, attitude, behavior, or activity related to their personal goals and aspirations.

2.1.2 Speaking Skills

According to Graham (2004), the act of speaking involves intricate cognitive processes. Similarly, Cameron (2001) posited that language is actively employed to convey meaning. According to Brown (2004), the act of speaking necessitates the presence of both a speaker and a listener. According to Harmer (2007), those who utilize language must possess the ability to communicate with fluency, accurately articulate phonemes, employ suitable stress and stress patterns, and effectively utilize synthesized speech. Speaking refers to the process of creating and exchanging significance through the utilization of both verbal and non-verbal symbols across diverse settings (Kayi, 2017).

English encompasses four essential skills: hearing, reading, writing, and speaking. Speaking serves as a means of human expression through the act of engaging in conversation. The act of speaking is a talent that necessitates the presence of both a speaker and a listener. Speaking is commonly defined as the process of effectively conveying one's thoughts and ideas within a certain context, or the act of articulating events or circumstances with accuracy and precision, or the ability to engage in fluent and coherent conversation, expressing a coherent series of ideas. According to Brown (2004), one of the four abilities that holds significant importance in daily life, and serves as a primary means of communication among human beings, is speaking.

Speaking is considered a productive skill in language acquisition. Interaction refers to the process of engaging in a reciprocal exchange of information through the utilization of verbal and non-verbal cues, such as language and body language.

The primary objective of interaction is to actively engage the listener, ensuring their continued involvement in the conversation, while also verifying their comprehension of the intended message (Aguilera, 2012).

Speaking is a cognitive and communicative activity that involves the construction and dissemination of significance through the utilization of both verbal and non-verbal symbols, within diverse contextual frameworks (Kayi, 2017). The ability to speak effectively is the primary criterion by which learners are evaluated in real-life scenarios. Effective communication is a crucial component of daily social interactions, frequently serving as the initial determinant of an individual's impression. This impression is mostly formed based on the individual's proficiency in articulating thoughts and ideas with fluency and clarity. Therefore, it is incumbent upon educators to diligently equip students with the necessary skills to effectively communicate in English within authentic contexts.

Based on the aforementioned remarks, it can be inferred by the researcher that speaking is a communicative process that involves several individuals, wherein the participants assume the roles of both listeners and speakers. They are required to actively engage with the information they receive, and promptly respond with their own contributions.

2.1.3 Speaking Instruction Strategies

The approach that is centered on strategy Instruction is an educational strategy that prioritizes the learning process, aiming to enhance both the process and outcome of learning. According to Oxford (1990), strategy refers to a deliberate plan, series of steps, or purposeful effort aimed at attaining a specific objective.

According to Brown (1994), strategies can be defined as distinct approaches employed to resolve a problem or accomplish a task, operational procedures utilized to achieve a certain objective, or deliberate frameworks implemented to regulate and manipulate specific information. According to Cohen (1998), strategies refer to the deliberate cognitive processes that learners actively choose to employ.

Speaking instruction strategies refer to the various tactics and methods employed by educators to facilitate the development of speaking abilities among students. The objective of this method is to enhance pupils' oral communication abilities. In the study conducted by O'Malley et al. (1990), it was shown that speaking tactics play a vital role in aiding individuals who are learning a foreign language. These methods are particularly important in situations where there is a lack of shared linguistic structures or sociolinguistic rules between the learner and a native speaker of the target language.

As stated by Cole (2008), the primary responsibility of the teacher is to develop and implement a well-designed approach that caters to the requirements of students who aspire to achieve proficiency in the target language, specifically English, for the purpose of successful communication. When it comes to the instruction of speaking abilities, pupils require the guidance of an educator who can support them in attaining their desired objectives, such as developing proficient pronunciation and enhancing self-assurance. It is imperative for students to possess a means of acquiring instructional materials from their educators. The pedagogical approach employed by the teacher should be tailored to accommodate the diverse talents and circumstances of the students. The implementation of speaking

techniques enhances the efficacy of teaching speaking skills.

In the learning process, the teacher guides students by giving instructions. Giving clear instructions is a form of teacher guidance to students so that they can help and guide students in following the learning process and understanding the learning given. Giving instructions is very important in learning. Giving clear instructions helps students to understand what to do or do. Instructions for the process are generally designed in the design of the implementation of learning. According to Dwintasari et al. (2019), instruction is intended to facilitate learning. Telaumbanua (2018) states that clear communication between teachers and students effectively achieves learning objectives. Thus, instruction needs to get significant attention for teachers in the learning process.

Instructional communication strategies include communication methods, techniques, and tactics (Situju, 2018). According to Siregar & Primasari (2015), instructional communication strategies are implemented so that classroom teaching and learning activities can be systemized and programmed. Instructional communication strategies supported by instructional communication media can help clarify the ambiguity of the conveyed material (Siregar & Primasari, 2015). Thus, a teacher must plan a strategy for giving instructions so that students can understand and accept the instructions. Planning is formulating actions to achieve goals (Wiyani, 2017). Made before the action starts, from what will be carried out, when it will be carried out, and how to do it (Sufi & Efastri, 2019). Through careful planning, giving instructions can be well received by students so that students can do what the purpose of instruction is.

The instruction of oral communication skills to young learners is very gratifying due to their less self-awareness in comparison to adult learners (Phillips, 1993). Nevertheless, educators encounter challenges in teaching due to the learners' need to acquire a comprehensive understanding of vocabulary, pronunciation, structure, and function in order to effectively express their intended messages.

According to Cameron (2001), there exists a presumption that oral instruction will constitute a significant component of the teaching and learning process for young learners. In addition, the author presents two fundamental ideas for instructing oral communication skills to young students: There are two key factors to consider in the process of children acquiring language skills. Firstly, it is essential for children to comprehend the meaning of spoken language in order to effectively learn it. Secondly, in order to develop proficiency in discourse, children must actively engage in discourse activities and acquire the necessary knowledge and skills to effectively participate in such activities. This implies that it is crucial for young learners to engage in authentic communicative situations that afford them opportunities to practice oral language skills with actual individuals for genuine goals.

According to Graham-Marr (2004), several speaking skills warrant attention in the classroom, including fluency, phonological clarity, strategic competence, the ability to construct language chunks, appropriacy in terms of register, comprehension of elliptical forms, and the utilization of interconnected devices.

Based on the aforementioned rationale, the instruction of oral communication skills to young learners should be contingent upon the distinctive attributes of

children in order to ensure the acquisition of knowledge is purposeful and significant. According to Phillips (1993), using songs and chants into instruction can be beneficial for teaching the stress patterns and rhythm of the English language. In the study conducted by Kayi (2006), a total of thirteen activities were identified and recommended as effective strategies for enhancing oral communication skills. These activities are specifically designed to facilitate and encourage speaking proficiency.

1. Discussion

    Following a content-based class, a discussion may be conducted for a multitude of purposes. The students' objectives in their discussion groups may include reaching a conclusion, exchanging thoughts regarding an event, or seeking solutions. Prior to engaging in the discourse, it is imperative that the instructor establishes the intended objective of the discussion activity. The relevance of the discussion points is crucial in order to prevent students from engaging in unnecessary conversations and wasting their time.

2. Simulations

    Simulations bear resemblance to role-plays; yet, simulations are distinguished by their heightened level of complexity. In the context of simulations, students have the opportunity to introduce various objects into the classroom setting in order to enhance the authenticity and realism of the learning experience. For example, in the context of a student assuming the role of a singer, she would typically employ a microphone as a means to perform vocalizations, among other related activities.

3. Role Play

Students engage in role-playing exercises where they assume different social circumstances and adopt diverse social roles. During role-play exercises, the instructor imparts crucial details to the participants, including their assigned identities and corresponding thoughts or emotions. Consequently, the instructor has the ability to inform the student, stating, "You, identified as David, are required to visit the physician and recount the events of the previous night." According to Harmer (2007),

4. Brain Storming

In the context of a specific subject matter, pupils possess the ability to generate ideas within a constrained timeframe. Depending on the specific circumstances, both solo and group brainstorming can be excellent methods for generating ideas rapidly and without constraints. One advantageous aspect of the brainstorming process is the absence of criticism directed towards students' ideas, thereby fostering an environment conducive to the open sharing of novel ideas.

5. Storytelling

Students have the option to provide a concise summary of a narrative they have been told by someone else, or alternatively, they can generate original stories to share with their peers. The act of storytelling promotes the development of creative thinking skills. Furthermore, this practice aids students in effectively articulating their thoughts using a structured framework that encompasses an introduction, body, and conclusion. This framework also

encompasses the essential elements of a narrative, such as characters and setting.

6. Information Gap

   In this particular task, it is expected that students would engage in collaborative work by forming pairs. One student will possess information that the other partner lacks, and the partners will engage in the exchange of their respective information. Information gap activities serve multiple goals, including problem-solving and data collection. Furthermore, the contribution of each partner is crucial as the successful completion of the assignment hinges upon the provision of necessary information by all parties involved.

7. Interviews

   Students have the ability to carry out interviews with individuals on specific subjects. It is advantageous for educators to furnish students with a rubric, as it enables them to ascertain the appropriate types of inquiries to pose or the trajectory to pursue. However, it remains incumbent upon students to independently formulate their own interview questions. Following the completion of interviews, it is expected that each student will have the opportunity to provide a presentation on their own subject to the entire class. Furthermore, students have the opportunity to conduct interviews with one another and present an introduction of their assigned partner to the entire class.

8. Story Completion

   In this particular instructional exercise, an educator initiates the process of recounting a narrative, then ceases the act of narration after a few phrases.

Subsequently, every student commences their narration from the precise place at which the preceding student concluded. It is expected that every student will provide a minimum of four sentences and a maximum of ten sentences. Students have the ability to incorporate additional characters, events, descriptions, and other elements into their work.

9. Reporting

Prior to attending the class session, students are instructed to peruse a newspaper or magazine of their choice. During the class session, they are then expected to share with their peers the news article they deem to be the most captivating. Students may also engage in discussions regarding noteworthy personal experiences from their daily lives prior to the start of class.

10. Playing Cards

In this educational activity, it is recommended that students organize themselves into groups consisting of four members. Every outfit will symbolize a distinct subject matter. For example, diamonds symbolize the acquisition of wealth, hearts symbolize affection and interpersonal connections, spades symbolize indelible memories, and cards symbolize the embodiment of an exceptional educator. Every kid inside the group will select a card. Subsequently, every student will generate a set of 4-5 inquiries pertaining to the given subject matter, which will be directed towards the remaining individuals within the assigned group. For instance, when considering the issue of "diamonds as a means of generating income," several potential inquiries arise.Does money hold significance in your life? What are the most efficient

methods for generating income? What is your opinion on the concept of lotteries? Et cetera. Nevertheless, it is imperative for the instructor to explicitly communicate to the students prior to the commencement of the activity that the formulation of yes-no questions is prohibited. This restriction is necessary as the utilization of such questions restricts the opportunities for students to engage in meaningful spoken language creation. In this approach, students engage in the practice of posing open-ended questions to one another, so eliciting responses that are formulated in the form of complete sentences.

11. Picture Describing

In this particular activity, students have the opportunity to organize themselves into groups, with each group being assigned a distinct picture. The students engage in group discussions regarding the picture, after which a representative from each group proceeds to provide a description of the picture to the entire class. This practice facilitates the development of learners' creativity and imagination, as well as enhances their proficiency in public speaking.

12. Find the Differences

In this activity, students are encouraged to collaborate in pairs, with each pair being provided with two distinct images. For instance, one image may depict boys engaging in a game of football, while the other image may portray girls participating in a tennis match. The students engage in collaborative

discussions, working in pairs, to analyze and compare the similarities and/or differences depicted in the provided images.

13. Picture Narrating

This activity is predicated upon a series of consecutive images. Students are required to narrate the events depicted in a series of sequential images, while adhering to the requirements outlined by the instructor in the form of a rubric. Rubrics may encompass the specific language or linguistic structures that individuals are required to employ throughout the act of narrating.

2.2 Previous Studies

In this research, there are two reviews of related research finding from the previous researcher, including:

The initial study under consideration is conducted by Idami et al. (2022) and is titled "Students' Perceptions Toward Teaching Speaking." The objective of their research was to ascertain the students' perspectives on the speaking techniques employed by their instructors during classroom instruction. The present investigation constituted a survey study encompassing a sample of 40 students hailing from privately sponsored language colleges. The results of the study suggest that educators must possess the ability to overcome multiple factors in order to facilitate the practice and enhancement of students' speaking abilities. The significant role of a teacher is seen in their implementation of collaborative projects or group work to promote student engagement in spoken communication. In addition, prioritizing the provision of a straightforward yet engaging subject matter for student discourse holds greater significance than investing in costly multimedia

resources. This is because students exhibit a preference for practical conversations over intricate or convoluted learning materials that may be employed to supplement their educational endeavors.

The second study, conducted by Purwaningsih et al. (2020), is titled "Students' Perceptions of the Strategies Employed by Teachers in Teaching Speaking in Desa Bahasa Sragen." The objective of their research is to ascertain the perspectives of students regarding the pedagogical approaches employed by instructors in teaching speaking skills at "Desa Bahasa Sragen". The participants of this study consisted of six students from the "Desa Bahasa Sragen" institution. The findings indicated that the students held a favorable impression regarding the instructional tactics employed by the teacher in facilitating the development of speaking skills. According to their statement, the instructional techniques employed by the teacher at "Desa Bahasa Sragen" were effective in facilitating speaking practice and fostering a sense of enjoyment in the learning process. Furthermore, the favorable attitudes of individuals are shaped by the novel encounters they encounter during the process of acquiring the English language, particularly through engaging in the practice of "Desa bahasa Sragen".

Previous research has mostly centered on examining students' perspectives regarding the implementation of speaking training tactics by teachers within a typical classroom environment. However, a comprehensive study examining students' impressions of the speaking instruction strategies adopted by instructors during the Covid-19 outbreak has not yet been completed. During the COVID-19 epidemic, there was a shift in the learning process from traditional offline classroom

settings to online platforms. This transition necessitated educators to adopt novel and more demanding teaching strategies. Consequently, this phenomenon has served as a source of inspiration for researchers, prompting them to undertake investigations in this particular domain.

2.3 Conceptual Framework

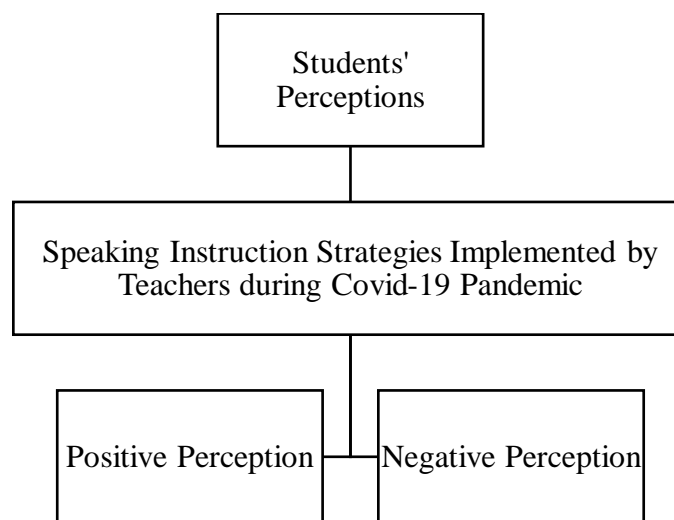Based on the theoretical framework, the previous study, and the explanation above, the researcher formulated the conceptual framework, as follows:

Figure 2.1 Conceptual Framework