CHAPTER II

LITERATURE REVIEW

2.1. Definition of Perception

Eggen and Kauchak (2001) defined, perception as the process by which humans assign meaning to their experiences. They said that when people attend to particular stimuli in their sensory memories, processing with perception continues, which is important because it influences the information that enters working memory background knowledge in the form of schemas influence perception and, as a result, subsequent learning. This argument has been supported by research findings, which show that experience-based background knowledge has a major influence on perception. The relevance of this perception view to the current study is further explained by the fact that every impression that enters our consciousness, whether it is a sentence we hear or an objector vision, is drafted off in some determinate directions or others, making a connection with other materials already there and finally producing what we call your reaction.

Perception generally is an observation result of a certain situation or environment. According to Eggen & Kauchak (2001), physical and physiological viewpoints can all be used to characterize perception. But, for the purposes of this study, it will be limited to the scope originally proposed, which is how we judge or evaluate others. It is how people evaluate persons with whom they interact on a daily basis.

Everyone has a different tendency to see the same thing, as well as in perception. It can be affected by many factors, including internal and external factors (Walgito, 2004). Internal factors come from an individual. It depends on personal physiological such as thoughts, feeling, willingness, needs, and attention. Meanwhile, external factors come from outside of the individual. It includes stimulus, environment culture, physical environment, and social environment. Noerjennah (2011) Perception is the process by which people select, organize, and interpret existing input information and experiences in order to construct a complete image that matters. Perception, on the other hand, is a process of establishing justice or organizing a complete picture of the universe. Everyone has a unique perspective on the same issue.

The message or information accepted by the sense of organs enters the human brain, and then it continually connects someone with the environment. Sense of organ means senses of sight, sense of feeling, sense of smell, and sense of touch. In other words, Leavit (2002) said that perception is how someone thinks of something. From the explanation above, it can be concluded that learners' perceptions are their ability to justify their opinions or attitudes toward something. It may be their experiences or the information they get. On the other hand, it is learners' point of view or recognition and interpretation of something they did or learned. It is a process of observing something in the brain to interpret it in the form of opinions or feelings that occur based on learners' experiences. Inferences can be drawn. Narrowly, perception is

defined as how to see something, while generally, perception is an opinion on how to define it.

2.2. Aspects of Speaking

Speaking is very important because speaking is a skill that can be made by people easily understand what things are explained. The ability to speak of students at the Higher Education level is expected to be good because they have learned English a few years before and they will have many performances related to oral skills at the university. But in reality, there are still many students' speaking skills that are not smooth. It is difficult for them to fulfill several aspects of speaking performance.

There are several aspects of speaking:

1.) Vocabulary used in speaking must be highly common and used in everyday discourse. Students must be familiar with words, their meanings, how they are written, and how they are pronounced.

2.) Pronunciation is the process by which students produce clearer language when speaking. Thornbury (2005) defines pronunciation as the student's capacity to make understandable utterances in order to complete the task requirements.

3.) Grammar is needed for students to arrange correct sentences in written and oral conversations. It is consistent with Heaton's (1978) explanation that a student's capacity to modify the structure and differentiate acceptable grammatical form in an appropriate one. Grammar is also useful for learning

the proper technique to achieve proficiency in a language in both oral and written form.

4.) Comprehension refers to the fact that participants completely comprehend the nature of the study activity, even when procedures are technical and include dangers (Cohen et al., 2005).

2.3. Characteristics of Successful Speaking

Ur (1996) explains some characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows:

1.) Students talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by students talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

2.) Participant is even

Classroom discussion is not dominated by a minority of talked active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

3.) Motivation is high

Students are ambitious to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4.) Language is of an acceptable level

Students express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech. It is not only a matter of transferring some messages to other persons but is also communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language, they cannot grasp the meaning of what the speaker means. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction in English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

2.4. Difficulties in Speaking English

Speaking skill is not easy. In speaking, students have usually face difficulties during the speaking process. Underlined for decades; research has shown that either ESL or EFL learners find it challenging to speak a foreign language (Shen & Chiu, 2019). In line with Nurhadiah (2019) stated, that there are many cause students having difficulties in speaking English some of these

cause related students themselves, the curriculum, and the environment. Cause related to students for example, the student limited number of vocabularies, difficult to understand the meaning of word. Difficult to get understand conversation.

As found by Shen & Chiu (2019), that (a) Psychological Problems (such as, nervousness, a fear of making mistakes, and a lack of confidence) were the main causes of English difficulties in speaking, followed by (b) Linguistic Problems (such as, lack of vocabulary, lack of pronunciation, and lack of grammar) and (c) Environmental Problems (such as, lack of context for learning English conversation). These findings are consistent with a study by Prayudha & Pradana (2023) the difficulties experienced by students in practicing speaking English included a lack of confidence experienced by students, students did not dare to speak in English, students were afraid of making mistakes when speaking in English, students did not have sufficient understanding of vocabulary in English. and the unavailability learning environment that supports the process of learning English activities.

We can conclude that students' speaking difficulties can be divided into three main categories: Psychological Problems, Linguistic Problems, and Environmental Problems, based on the unexpected description above. Linguistically, students may find it challenging to talk if they are unfamiliar with the language system. In addition to speaking, this also refers to listening and pronunciation. Instead of relying simply on textbooks, educators and students should make use of other learning and teaching tools to acquire these

skills. Speaking problems in students might be psychologically caused by a lack of ideas or self-assurance. These first two of her criteria lead to her third group, in which students performed in social interactions.

2.5. Survival English

Survival English Class is one of the speaking classes in the English Department at one of university in Tasikmalaya. Survival English Class aims as a gateway of communication practices in daily life contexts. From the syllabus of Survival English, this course provides and explores a worthwhile learning design for English speaking as the lingua franca in countless real-life contexts and situations. Students are encouraged to build speaking ability considering prominent dimensions of speaking, such as fluency and coherence, lexical resources, and pronunciation. Further, this course will tailor students' speaking spontaneity in a variety of conversational practices, and their experience. In one semester, there are several class activities and several assignments in this course.

During this course, students will experience a number of projects in a wide range of topics and web 2.0 discussion. Joining in Facebook is required to participate in group discussion, to provide peer feedback toward speaking performance by all classmates. The projects students need to accomplish are; 1.) Speaking; 2.) Drama; 3.) Photo Voice; 4.) Housing Survey; 5.) Self-Reflection. This is cited from the syllabus of Survival English Class.

From several students' projects, of course there will be speaking activities experienced by students inside or outside the classroom. These activities include; First, when preparing assignment; Second, when doing the assignment in individual or group work; Third, when cheating between students; Forth, when having group discussion; Last, when question and answers session between student and student or student and lecturer in the class.

2.6. Relevant Studies

The researcher focused on a related topic of the EFL students' perceptions regarding to the difficulties in speaking. Because study on EFL students' speaking difficulties in English majors is still uncommon.

First, Salihun (2019) in her research entitled "Students' problems in speaking English at the second grade of MTs Hamzanwadi NW Gelogor" investigated students problem in speaking English and the factor that causes the students' difficulties in speaking English at the second grade of MTs Hamzanwadi NW Gelogor. This research used descriptive qualitative research design. The researcher takes descriptive qualitative research because she described students' problems and cause students' difficulties in speaking English. The techniques of collecting data are observation and interview. The result of this research are students faced four problems in speaking English they are inhibition, nothing to say, low participation, Mother-tongue. The causes of difficulties in speaking English are cognitive style and personality. The similarities between previous studies above with this research are use

descriptive qualitative. And the difference with the previous research is the students' perception about speaking difficulties.

Second studied was conducted by Nurhadiah Fitri (2019) with the title "An Analysis on Students" Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida". The purposed of this research is the researcher wanted to know the students" difficulties in speaking English at Islamic Senior High School Kotabaru Seberida. The researcher used quantitative descriptive study and 20 used total sampling in her study. The researcher used questionnaire to collecting the data. The results of this research are the average value of students" in academic and conversational in English, lack of speaking opportunity, and negative effect value.

Third studied was also written by Tama (2017) with the title of thesis "Students' difficulties in learning English speaking skill at SMAN 5 Jambi". The purpose of this study is to identify students' difficulties in learning speaking skill at SMAN 5 Jambi. Her research used survey quantitative research design. The instrument of collecting data was questionnaire. The result of her research students has been problem with their confidence, they afraid of making mistake, they worried when speaking English, difficult in completing sentence and do not have good pronunciation. The differences between the previous studies with this research are the setting of the research, the method of the research and method of collecting data. Ardilla Tiara Tama's research is in SMAN 5 Jambi while this research will conduct in MTsN 1 Bungo. Her method is quantitative while this research uses qualitative. And her

method of collecting data is questionnaire while this research uses interview and observation. The similarity between previous studies with this research is that study has purpose to find out students' difficulties in speaking English.

The last studied by Al Hosni, (2014) conducted a study titled "speaking difficulties encountered by young learners". The purpose of this research is to find out difficulties in speaking English and the main factor that contributes difficulties in speaking English that faced by young learners in Oman. The technique of analysing data is qualitative. The methods of collecting data are observation and interview. The result of this research there are three major speaking difficulties encountered by students in this level, they are linguistic difficulties, mother tongue, and inhibition. The similarities between previous studies above with this research are qualitative research, the previous studies and this research use observation and interview to get the data. The difference between previous studies with this research is the subject of the research. Samira Al Hosni's subject is young learners in Oman, while this research subject is junior high school in MTsN 1 Bungo.

The researcher is aware that Indonesian EFL students' speaking issues are common given the results of all previous research. Due to the issues that practically all EFL students face, which are made in this study and have a few similarities and distinctions with past studies, the researcher was motivated to further this investigation. The similarity is that this study also seeks to explore the issues surrounding EFL speaking challenges. While this study differs from earlier research in that it uses semi-structured interviews to get additional

information while allowing participants the flexibility to explain themselves, it still aims to identify the causes of EFL speaking issues among university-bound EFL students.