

CHAPTER 2

LITERATURE REVIEW

2.1 The Nature of Perception

Modern living now requires us to constantly learn more about our surroundings. Perception, according to Goldstein (1980), is the understanding that neural response characteristics can be altered by ongoing experience. Understanding how the brain functions is fascinating in and of itself. When it comes to learning more about the environment around us, experience has been known to be crucial. Numerous commonplace events that we take for granted assess us on a more in-depth degree of familiarity. The statement made by Corbin, cited in Nasution (2020), that perception "defines individual beliefs and interpretation of something or other individuals which play a key role in their life and can decide variables of success," is applicable to students as well.

There are a variety of motives to study about perception (Démuth, 2013). One of the reasons may be in a form of genuine interest in understanding why things look the way they do, listening to what has been said by someone, looking at how batik is made, or how storytelling exists. Everything we see, hear, taste, feel, or smell is all created by the mechanisms of our senses (Goldstein, 1980). Démuth (2013) stated that along with concentration, memory, language, problem-solving, and other skills, perception forms the core of cognitive sciences such as philosophy, psychology, neuroscience, linguistics, pedagogy, artificial intelligence, and anthropology, as well as other studies.

Students' perception, according to Goldrick and Caffrey, reported in Nuratika (2018), is their capacity to defend their own beliefs and distinguish them from research that is being presented in class. The way that students perceive the material and how they will approach delivering a tale during the speaking task are both directly related to how well-versed they are in the subjects that will be evaluated. A person's perspective of the subject of their attention affects the attitude they will adopt. It implies that

one specific aspect influencing how well these pupils learn the topic is their perspectives. The content in this instance is narrative. The conclusion drawn from this is that both internal and external influences influence students' excellent knowledge of narrative.

Correspondence with Qiong (2017), there are two dimensions of perception:

1. The physical dimension of perception. This dimension works on the physical component of cognition and it is primarily concerned with transforming stimuli into useful forms to help us acquire information and knowledge about the surroundings. It is not only about the energy properties of stimuli and the nature and function of human sensory organs, but also the transmission of stimuli from the nervous system to the brain. It is important to remember that the physical component is much different and irrelevant as compared to the psychological component.
2. The psychological dimension of perception. This perception becomes significant when it comes to beliefs, values, attitudes, needs and interests as it holds a greater impact on how they perceive their surroundings. During this stage, people deliver interpretation of selected stimuli and receive an outstanding personal touch with the ambiance. Just as the audience sees only a fraction of what is happening in a play, our perception of the world around us will only be a fraction of what is actually happening as we perceive it. The process of sensing is completed with perception which makes our sensory organs, allows us to recognize and identify the existence of all kinds of stimuli and then evaluate the information gained to get the essential understanding (Qiong, 2017).

The information above corresponds with Febriani & Triyono's (2018) study, which stated that the perception itself is divided into two;

namely perception in a broad sense and a narrow sense. In a narrow sense, perception is defined as how each individual sees an object, while in a broad sense perception is defined as a view or understanding, namely how individuals perceive or interpret a particular object. According to Goldrick and Caffrey cited in Nuratika (2018), students' perception is an ability to justify their own opinions and distinguish it from research being presented in the class. Students' perception of subject matter, and their attitudes to perform storytelling in the speaking task is absolutely dependent on the fact that they have been taught under evaluation and are familiar with them. The attitude that a person will take is influenced by the person's perception of the object of their attention. It means the perceptions of these students are a particular factor that affects the understanding of material. On this occasion, the material is storytelling. Thus, it can be concluded that there are factors affecting students' excellency understanding about storytelling come from internal and external individuals.

2.2 The Nature of Speaking

People all over the world use language by speaking to communicate all other activities. There are two languages used in communication, i.e., writing and speaking. However, speaking is acknowledged as the most essential language used in daily life. Bygate (1987) defined speech as the auditory signals which is produced to evoke various verbal responses from the listener. It is believed to be the systematic assembly of sounds into meaningful sentences. They maintain their relationship with each other by communicating. On the other hand, speaking plays a very important role in all phenomena of life. Speaking is in many ways an underrated skill. We as social beings take that ability for granted because most people can speak. Bygate (1987) also mentioned that speaking is often seen as a 'popular' form of expression with an unassuming 'colloquial' register.

According to Harmer (2008) and Gilakjani (2016), human communication is a complex process. Communication is needed when people want to say something or they want to convey information. Speakers apply language according to their purpose. For effective communication, the speaker must be both a listener and a speaker. In this regard, Bygate (1987) suggests that conversation consists of predictable routines. Bygate distinguished the difference between information routines called transactional, and interactional routines. These two types of routines differ in its purpose and structure. Information routines or transactional texts consist of a number of highly foreseeable language structures. Thornbury (2005) also stated that there are two main purposes of speaking; speaking with a transactional function purpose, by that its primary purpose is to convey information and facilitate the exchange of goods or services, and speaking with an interpersonal function as its purpose, its constitutional purpose is to initiate and maintain social kins.

Speaking can be generally in two main forms, they are monologue and dialogue (Brown, 2001). Dialogue is between two or more speakers, and the speakers have the obligation to speak in turn to communicate. Meanwhile, a monologue is a form where the speaker does not need a partner in speaking turn, they are taking the role of the single character that has a speech to express. A monologue performance is an oral performance in which only one person speaks (Ibrahim, 2021). A successful monologue is when the speaker needs to come up with a splendid presentation, does gestures as support, and speaks with confidence and fluency. The way the speaker speaks determines the message that reaches the audience in a comfortable setting. Therefore, students can practice their speaking skill in monologue presentations. Thus, storytelling is one form of monologue.

Speaking ability is a serious matter which needs much effort (Torky, 2006). This means that a lot of time and effort must be put into giving learners more opportunities to speak outside the classroom as well

as inside the classroom. The more time a learner spends interacting with the language, the better it does, thus increasing their confidence and motivation in learning and practicing the languages. The people called as good speaker must mastery many aspects as stated by Nunan (1999), communicative skills include:

- (a) Knowledge of the grammar and vocabulary of the language;
- (b) Knowledge of speech rules;
- (c) Knowledge of using and responding to variety of speech acts;
- (d) Knowledge of knowing how to use language appropriately.

Speaking is considered as the most important skill for how human as social beings are required to have communication. Speaking English is not an easy task as the speaker needs to know many important factors such as pronunciation, grammar, vocabulary, fluency and comprehension. Learners should have sufficient expertise in English to communicate conveniently and adequately with others. According to Gilakjani (2016), speaking is a very important skill used in interactions in every occasion. Speaking is an approach to convey information and messages verbally. If you want to reassure your students to communicate in English, you should use the same language and ask them to go through the same process.

Rafiudin (2011) stated that speaking can be divided into two skills: productive and receptive. These are the creative processes carried out by the participants of the interaction. Productive ability is the ability to actively produce language, and receptive ability is the ability to understand and hear the language spoken by the speaker. In many case learners describe fluency as the competence to have the conversations with others, which is much better than their capability to read, to write, or to understand spoken language. They consider speaking to be the most crucial skill they have to acquire and value their development solely on their verbal communication skills.

2.3 The Criteria for Speaking Task – Storytelling

Good language skills are considered very important for fluent communication and this includes listening, speaking, reading and writing. However, among these skills, speaking is considered essential for verbal communication. Productive communication skill in spoken form is called speaking (Siahaan, 2008). According to Hamer (2001:39), speaking, in both first and second language, values as a remarkable skill as well as a literary skill. Speaking ability is certainly the most important skill in any language and mastering it is considered the speaker's highest achievement. That is why speaking remains the most difficult skill to master for the majority of English learners (Zhang, 2009). Every time students tend to communicate by speaking, they feel necessity to gain knowledge of different aspects in language including grammar, vocabulary, pronunciation, et cetera (Khamkhien, 2010).

Brown and Yule (1983) provide varieties of speaking based on their functions; interaction, transaction, and performance. Thornbury (2005) presents six criteria for speaking tasks. These principles should be considered before deciding what activities will be given to the learners in order to help them gain maximum opportunities for speaking and enhance the chance to be autonomous which they will experience in the learning process. The speaking activities should consider the following elements:

- (1) Productivity – Speaking activity should be as productive as possible to create the best conditions for the autonomous use of language.
- (2) Purposefulness – language purposefulness can be enhanced by ensuring that speaking activities have definite consequences and clear outcomes.
- (3) Interactivity – activities should require learners to take into account regarding the effect they are having on their audience.
- (4) Challenge – the task should be so demanding that the learner is forced to use the available communication resources to accomplish the outcome.

- (5) Safety – the learners should feel confident when they meet with the challenges so that they can overcome the situation without having too much risk.
- (6) Authenticity – speaking task should relate to how autonomous language use in the real-life occurs.

In terms of storytelling, according to Thornbury (2005), it is used to focus on spoken language aspects such as overall organization, the discourse markers, grammar features, lexical, stress, and intonation. In storytelling a person involves mind, courage, and a clear word that can be understood by others. Good storytelling is supposed to explain, to engage, and to enlighten the audience. Also, students have to be reminded that to build a story, it is necessary to preserve planning and actually telling the story because stories allow readers to engage as if they are experiencing the place, time, and characters' perspectives and emotions. These are the important elements that must not be forgotten in storytelling:

- a. Narration. Narration is the most common form of storytelling in which stories are told. Stories can be written and can be told. For example, fantasy novels and literary works. Stories may be based on history or folklore, or they may be completely new. A story may contain many different elements, such as; story, characters, theme, and mood.
- b. Dialogue. Dialogue is when there are two or more people having a conversation. Dialogue in a story takes a role as an important element when it comes to drawing the audience into a good story performance.
- c. Plot. The plot of a story or movie is the basic sequence of events that help tell the story. Plots can contain many elements, such as; setting, conflict, characters, and climax.

Fascinating storytelling tends to be memorable and helps the audience to recall information when they need it. Storytelling creates an emotional connection with the audience by engaging them in action or allowing them to identify the story. It is applied to everyone's own lives in

turn. Last but not least, storytelling also gives a room to let the imaginations run free within audiences' heads.

2.4 Principles for Teaching Speaking

The process of learning English as foreign language must be similar to learning the first language, where listening goes before speaking. Thus, speaking is also a necessity when it comes to its use on a daily basis as a communicative skill. In this way, it is good when communicative skills are developed in a natural, spontaneous way (Stakanova & Tolstikina, 2014). Teaching speaking is a very important factor in language learning. For the students, this activity was an opportunity to improve their language skills. The teacher's real-life and speaking efforts become an assessment medium for measuring student performance in her other three skills: reading, listening, and writing.

Teaching speaking seems to be very difficult and challenging for English teachers, so many activities have been implemented to improve students' speaking English proficiency. Unlike adults, according to Aldabbus (2012), young learners have their own unique characteristics which are essential to be appreciated by those who wish to be outstanding young learners' teachers. Preparing learners to use the language is an actual form of the foreign language teaching fundamental issue (Bygate, 1987). To be able to speak and communicate verbally in English, learners must have the knowledge of how to speak properly. Teaching speaking plays an important role in supporting that obligation. Teaching speaking means teaching learners how to speak correctly and accurately when communicating with others and conveying ideas in order to avoid misunderstandings so that they can comprehend evidently.

There are four factors that indicate accomplishment in speaking lessons. First, students can communicate a lot in English classes (Ur, 1996) and expect the same in class (Nunan, 1999). They need to convey their ideas in English in a meaningful ambiance and expressed their

opinions. This makes it possible to develop the language skills in real life or use them as an appliance to do their occupation appropriately. Second, they are highly motivated (Ur, 1996). This is an effort to get students involved in the lesson so that they feel inspired enough to speak. Third, as stated by David Nunan (1996), participation should be equal among students. Teachers should strive to provide students with opportunities for full participation in speaking according to their individuality and abilities. Finally, many students enjoy interactive and active learning (Nunan, 1999). Those are considered as the effort to involve students in the lesson so that they can feel inspired enough to speak in English.

According to Thornbury (2005), students encounter many difficulties with speaking. It is broadly divided into main areas; knowledge factors where the learner doesn't yet know the aspect of the language that enables production. Skill factor: the learner's knowledge is not sufficiently automatic to ensure the fluency. Effective factors such as lack of self-confidence could affect language flow which might forbid fluency.

Nunan (2003) explains that teaching speaking means teaching English to Foreign language students to follow these criteria:

1. Construct the English speech sounds and sound arrangement;
2. Apply word and stress in sentences, intonation sequence, and the language rhythm;
3. Select relevant words and sentences in accordance with the appropriate social background, audience, situation, and subject matter;
4. Coordinate their ideas in a meaningful and logical progression;
5. Apply language as a means of expressing values and judgments;
6. Use the language swiftly and confidently with only a few preposterous interludes, which are usually labeled as fluency.

The principles above are the basic foundation for teachers in teaching speaking to young learners in the classroom. The process of speaking learning for young learners surely must be oriented to the

mentioned principles. The mentioned principles above give information about what we have to do in order to teach young learners. Considering the teaching principles of speaking above, English teachers should create classroom environments in which students engage in actual communication, and investigate issues of students who are dealing with struggles and crisis in expressing themselves in the target language.