

CHAPTER II

REVIEW OF RELATED LITERATURE

THE PERCEPTION OF ENGLISH STUDENTS ON THE IMPORTANCE OF GAME AND SONG SUBJECT TO TEACH SPEAKING

A. Previous Research

There are some researches which attempt to study the topic related to the students' perception and English Speaking skill which line with the researcher's are:

1. The final project title Students' Learning Style : Identifying Students' Perception on the Contribution of American Corner in Their English Learning (A Descriptive Study at Fifth Semester Students of ELT Department of IAIN Walisongo Semarang In the Year of 2011 / 2012) (by Romiyati : 073411097; the student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies), tried to identifying students' perception on the contribution of American corner in their English learning. The finding shows that students' perception said that American Corner has positive contribution on English learning.¹ The students think that their English need to be improved and the best way to learn English is by practicing regularize and enrich their media to support the study, but it doesn't mean that they have to visit Amcor regularity. Thus, most of them agreed that Amcor has some advantages in supporting their English learning.
2. *"Correlayion between Students' Perception towards English Role and Students' Motivation in Learning English* (by: Mufidhotul Hasanah 00360253 Muhammadiyah University of Malang Faculty of Teacher Training and Education English Department 2004). This is the nearest research with my title. Exactly between my research and Mufidlotul's one has the same core topic, namely students' perception. We both try to analyze and explain about students' perception and its relation with learning English. In this research, the writer analyzes the perception toward English

¹ Thesis, Romiyati ; 073411097. Identifying Students' Perception on the Contribution of American Corner in Their English Learning. the student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, 2011. Unpublished thesis

role and students' motivation. The goal is to help teacher in pushing their children motivation to learn English easier.²

The thesis which researcher will write is different from the previous researches above. Previous researches have not analyzed students' perception relating to facility of learning, namely game and song lesson. Researcher want describe students' perception in game and song subject to improve teaching speaking.

B. Theoretical Review

1. Perception

A. Definition of perception

According to psychological view, Perception is the process by which people sense, select, organize, and interpret information (e.g., in sight, sound, and touch) to form a subjectively meaningful picture of the world so as to identify, retrieve, and respond to the information. Perception is thus very much related to cognition.³

Some researcher often justifiably said that theory of perception is the area of psychology and neuroscience. Perception is not an occur that take place in the brain of the perceiver but rather is the act of perceptually guided exploration of the environment.⁴

According to his way of thinking, perception established position in the brain about the content the perceptual experience and knowledge. It means the nature of perception will continue to be misunderstood as long as perception is cast as an internal, sub personal process. However, it would be difficult to understanding what kind of perception in human's mind. Because perception is such a pervasive feature of one's conscious life, what is at stake is ultimately one's understanding of consciousness itself and one's place in the natural world.

In this study, perception is the process by which humans interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers

² Thesis, mufidlotul Hasanah (00360253), Correlation between Students' Perception towards English Role and Students' Motivation in Learning English, Faculty of Teacher Training and Education of Muhammadiyah University of Malang, 2004, Unpublished Thesis

³Rungsun Mukon and Biing Hang-Juang, Auditory Perception And Cognition, (IEEE signal Processing Magazine, May 2008), p. 98

⁴Alva Noe e Evan Thomson. Vision and Mind-Selected Reading inThe Philosophy of Perception. (London: The MIT Press,2002) p.3

to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. The Perception on the other hand, better describes ones' ultimate experiences of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

According to book of *An Introduction to Language* Speech is a continuous signal. In natural speech, sounds overlap and influence each other, and yet the listener wants to know the impression that he is hearing discrete units such as words, syllables, and phonemes.

Much of our current research argues for an influence of concept learning on our perceptual abilities. Certainly in many domains, experts (radiologist, wine taster, chicken sorters, chess masters, and fishers) seem to have developed specialized perceptual tools for analyzing the stimuli in their domain of expertise. We are interested in describing mechanism of perceptual learning, and implementation these mechanisms in neural network models.⁵

From definition above, researcher can conclude that perception is argument or opinion which organized and interpreted to produce a meaningful on the strength of experience and knowledge. People can make perception on the strength of fact which they look and feel.

2. GAME AND SONG

1. Game

1.1. Definition of Game

Jean Brewster writes that game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way. Games may be simple and require very little planning or may need quite bit of preparation and the use of special materials, such as dice, boards or picture, word or sentence cards. Some games are competitive, with

⁵ Goldstone, R.L. (2004). Believing is seeing. *American Psychological Society Observer*, 17, 23-26 Available on-line at: <http://www.psychologicalscience.org/observer/getarticle.cfm?id=1595>

teams or individuals working towards being the ‘winner’.⁶ According to Andrew, games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher’s own belief in the usefulness and appropriateness of a game affects the learners’ response.⁷

From the definition above the researcher can conclude that a game is a competitive activity or sport in which are players contend with each other according to a set of rules. Key components of games are goals, rules, challenge, and interaction. Game is generally involved mental or physical stimulation, and often both.

1.2. Benefits of using games

Playing games allows students to explore and become familiar with words and phrases. Among the many specific benefits of using games to teach English are the followings:

- a. Games help the teacher create contexts in which the language is useful and meaningful.
- b. Games help the teacher build better class relationships and encourage class participation.
- c. Games provide language practice, review, and consolidation in the various skills – speaking, writing, listening and reading.
- d. Through games, children experiment, discover, and interact with other.
- e. Games encourage the creative and spontaneous use of language and promote real communication.
- f. Games are enjoyable and challenging but not threatening. They are a nice break from the normal routine of the language class.
- g. Games promote healthy competition and help students overcome shyness about using the language.

From explain above, researcher can conclude that a game can improve

⁶ Jean Brewster, *The Primay English Teacher’s Guide*, 2000, Longman:Perason education Limited. P.172 -

⁷ Andrew Wright, *et. Al, Games for Language learning*. (New York: Cambridge university press, 1993) p.2

speaking skill. The students more enjoy, creative, interactive and communicative with use game. Indirectly, the students will remove their voice and communication with other. So, their vocabularies can be increase and their speaking can improve.

1.3. Types of Game

a. Collaborative Games

Collaborative games are those in which are the students cooperate with one another rather than compete with each other. Following are the instructions for a collaborative game called *Whispers*:

1. Divide the students into several groups and have them form lines with about 1 meter distance between each line.
2. The teacher asks the first student from each group to come forward and shows them a sentence in English.
3. The students must memorize the sentence and whisper it to the second student in their line.
4. The second student repeats the sentence to the next student and the procedure is repeated until the sentence has been whispered to the last student in the line.
5. On the teacher's cue, the last student in each line says the whispered sentence aloud.
6. The winner is the group that first finishes the task with the most correct sentence.
7. The teacher should not try to find which makes the mistakes in each group but instead keep the focus on language use and collaboration.

b. Board Games

Board Games are usually played in group of 3 to 5. Each group has a game board, a die, and small objects to indicate steps and positions. Example of this type of game are snake and ladders, Forfeit.

c. Card games

Card games consist of pack of card and can be bought or made by the teacher.

d. Movement Games

Movement games require students to move around the class and talk to friends. In this game each student is given a list of items and must complete a survey by asking as many friends as possible to identify or explain the items. The students must report their findings to either the class, in writing or both.

e. Role Play

Role Play can be done in pairs, small groups, or with the whole class. Each student is given a role in order to take part in the game. For example, students can be assigned to play a role in a family; one student is the father, another is the mother, and others are the children. One of them has lost an item and must ask the other if they have seen it. The others must respond to the questions and give ideas where the item might be found. Each student takes a turn as the one which has lost an item.

From explain above, researcher can conclude that using games to teach English is a very effective strategy, especially in young learner classrooms. Games are motivating and encouraging students to interact and communicate as they practice English. Including games in lessons creates fun and relaxed environment which promotes language learning and reinforces real communication.

2. Song

2.1. Definition of song

Song is one of the language resources that most of students love it. We may find that song dictation becomes a hobby for some of students as they realize that they can now figure out the words of their favorite's songs. Learning English through songs also provides a non-threatening atmosphere for students, which usually are tense when speaking English in a formal classroom setting. Song also gave new insights into the target culture. They are the means through

which cultural themes are presented effectively.⁸ Furthermore, according to Loubna Zouhri stated that:

“A song is a very strong means of triggering emotions the contributes to socialization (a song is collective), appeals to ear (one listens to himself while singing), engenders pleasure (reproduction of a sound, enjoyment of the rhythm), helps to develop an aesthetic taste (expressing feeling and sentiments),⁹

English song is a poetic word that is arranged by the writer in order to be sung in English language. Song is useful, amusing and challenging. It means to improve the students’ speaking ability.

Oxford Learner’s Pocket Dictionary stated that song is short piece of music with words that you sing.¹⁰ Song is a work of art which can be enjoyed by anyone.

2.2. Songs in the classroom

Songs in the classroom are a wonderful way to learn English Song is one of the general media that very useful to be used in teaching. Everyone likes listening to music and song not only can be fun for students and teacher but also be used in an effective to students.

Song also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, adverbs, etc. The teacher can use teaching in speaking with song because it’s more understandable and easy to teach in speaking.

When teaching of English as a second language to children in the classroom. Songs can be an effective way to get your point across. Use English songs created for English Second Language students. Some songs focus on teaching a particular grammar point or a part of speech. Connecting these concepts with music is mnemonic devices that can help students remember.¹¹

⁸ Lary. M. Lynch, Using Popular Songs to Improve Language Listening Comprehension skills,<http://www.language-learning-advisor.com/using-music-to-improve-listening-comprehension-skills.html> (retrieved 27 June 2011)

⁹ Arif saricoban and Esen Metin, Songs Verse and games for Teaching Grammar,<http://iteslj.org/technique/saricoban-songs.html>, (retrieved 25 August 2011)

¹⁰ oxford

¹¹ Maggie McCormick, May 7, 2010

2.3. Benefits of using songs and rhymes

Song and rhymes are not only fun, but they also help students learn a language in a more effective and enjoyable way. Some of the benefits of including songs and rhymes in lessons are that they:

a. Create a Fun Atmosphere

Since children naturally love singing, the use of songs makes learning enjoyable. Children quickly learn new words and phrases through the perception that songs provide:

b. Include Visual, Auditory, and Kinesthetic (VAK) Activities

One of the main principles of teaching is to include a balance of Visual, Auditory and Kinesthetic activities. By using songs in the classroom, these three types of learning are reinforced. Students practice listening, observing, and hands-on learning as they move along with the simple rhythm and choreography that songs provide.

c. Provide Good Listening Comprehension Practice

Songs can provide good listening comprehension practice through the lyrics, particularly those that tell a story. Comprehension activities can include vocabulary exercises, filling in the blanks or choosing the correct word from pairs of rhymes, and discussing the song's message after listening.

d. Reinforce Grammar and Language Patterns

Although songs tend to neglect grammatical rules for the sake of rhythm or rhyme, there are many songs with good language patterns which can be used in the classroom. When students listen and sing a song several times, they will remember the language patterns.

e. Introduce the culture of the Target Language

Songs can address culture, vocabulary, listening, grammar, and other language skills in just a few verses. Bringing song into the classroom is an effective way to introduce these elements.

The data about song, researcher explains that song has connecting to speech. As according to book 'the primary English teacher's guide' says that

song and rhymes are useful for showing what happens to sounds in connected speech.¹²

From explain about game and song, researcher can conclude that game and song subject is one of English subject in English department IAIN Walisongo Semarang which methods of teaching in the subject is the students is gave material about how to make teaching is more creative, effective and innovative. The students are asked to practice game and song English. So, this subject can help students to study about speaking and develop their speaking skill, because this subject has connecting with teaching speaking. The teacher can use game and song subject to help students' speaking skill.

3. SPEAKING

3.1. Definition of Speaking

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that.¹³ Speaking is an interactive process of meaning construction that involves producing and receiving and processing information. It's form and meaning are dependent on the context in which is occurs. Including the physical environment and the purposes for speaking it's often spontaneous, open-ended, and involving. However speech is not unpredictable.¹⁴

According to Hornby, speaking is making use language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.¹⁵ Moreover, in webster New Wolrd Dictionary speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.

¹² Jean Brewster, *The Primay English Teacher's Guide*, 2000, Longman:Perason education Limited. P.163

¹³ Scott Thornbury, *how to Teach Speaking*, longman, p.1

¹⁴ Mc. Donough and Christopher. *Material and Method in ELT*. (London: Black Well, 2003). p. 134.

¹⁵ A S Hornby, *Oxford Advance Learner's Dictionary*, (Walton street: Oxford University Press, 1995), p.827

According to Anne Smith, speaking is many things, it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feeling we have, and so on.¹⁶ According to Merriam Webster that speaking is involves talking or giving speeches.¹⁷

As a language skill, speaking is sometimes undervalued or in some circles taken for granted. These is a popular impression that writing, particularly literature is mean to be read and as such is prestigious, whereas speaking is often thought of as 'colloquial', which helps to account for its lower priority in some teaching context.¹⁸

From definition above, researcher can conclude that speaking is a process of interaction or communication with output voice, sound, words and expression oneself to give message or information. In speaking, people learn to use the right pronunciation, stress, and intonation patterns in order to communicate successfully.

3.2. Teaching Speaking

Language learner begins to speak in the target language by producing one or two words; they often begin to speak by responding to yes / no questions. In the Natural Approach it is suggested that language learners are given opportunity to speak by eliciting yes or no response.¹⁹

In teaching speaking most speaking involves interaction with one or more participants. This mean that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to make turns or allow others to do so.²⁰

Teaching speaking means teaching is communicative orally. For this section the teacher has important role as a model of conversation use English. Some components

¹⁶ Anne Smith, <http://www.stutteringhelp.org/Default.aspx?tabid=417>, Retrieved: 15 Nopember 2012

¹⁷ Merriam webster, *Collegiate Dictionary*, (USA: Library of Congress in Publication Data, 2003), p.1197

¹⁸ Mc. Donough and Christopher. *Material and Method in ELT*. (London: Black Well, 2003). p. 134.

¹⁹ Bambang Setiyadi, *Teaching english As a Foreign Language*, 2006, yogyakarta: Graha Ilmu p. 174

²⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001) 3rd Ed, p.1

in the teaching speaking consists of sound, pronunciation, accuracy and fluency. There has been controversy over the role of pronunciation work in a communicative interactive course of study.

Accuracy and fluency are both important goals to pursue in teaching English. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output.²¹

So, researcher can conclude that teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourages students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used practice and do oral language.

In teaching speaking have principles and tips for teaching speaking:

a. Principles of teaching speaking

Three main reasons for getting students to speak in the classroom are:

1. To provide students with practice in using English in real life situations.
2. To inform the teacher and the students about the students' progress.
3. To get information about the students' speaking problems.

The teacher is instrument in helping students learn to speak fluently and should carefully consider the following:

1. Teacher should motivate students to practice as much as possible. The more often students use the language, the more automatic and natural their language becomes. Once students feel comfortable using the

²¹ Geoffrey Broughton, *Teaching English as a Foreign Language*, (London: Routledge&Kegan Paul, 1978) p. 268.

language, they will be eager to learn more.

2. Teacher must give students a reason for speaking. Choosing familiar and interesting topics for students to discuss will motivate them to speak.
3. Teaching speaking in the language classroom can be challenging. Indonesian students usually speak Indonesian when they cannot say what they want in English, or they may not speak at all because they are afraid of making mistakes.
4. Teachers should provide appropriate feedback and correction. In most EFL contexts, students are dependent on the teacher for useful linguistic feedback. It is important that teachers provide the kinds of corrective feedback that are appropriate for each type of activity.
5. Teacher should focus on both fluency and accuracy. It is very common that teachers focus mostly on interactive activities (fluency) and forget about grammar and pronunciation accuracy. Therefore, teachers should make sure that the tasks help students practice both fluency and accuracy.

b. Tips for teaching speaking

The goal of teaching speaking is to get students to communicate effectively. In order to archive this goal, the teacher should:

1. Make sure that students use the language to the best of their ability.
2. Teach students correct pronunciation, grammar and vocabulary.
3. Explain to students the appropriate context of the communication.²²

3.3. Classroom Speaking Activities

Harmer writes some activities that can be used in speaking activities, which involve acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play.²³

1) Acting from a script

Teacher can ask students to act out scenes from a play or their course books by

²² Sisilia S. Halimi, *Becoming a Creative Teacher: A manual for Teaching English to Indonesian Elementary Students*

²³ Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001) 3rd Ed, p.1

their own written dialogues. This can involve them to come out to the front of the class. However, it is better for teachers not to choose the shyest student first, and create the right kind of supportive atmosphere.

2) Communication Games

Games are used to make fluent speaking amusing. In 'fishbowl' for example, two students speak but a prearranged signal one of the participants has to reach into the fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.

3) Discussion

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision, often as a result of choosing between specific alternatives. The 'buzz group' can be one way in creating discussion. Here, students have a chance for quick discussion in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them before being asked to talk in front of the class, the stress level of that eventual whole-class performance is reduced.

4) Prepared Talks

Prepared talks represent a defined and useful speaking genre. Here a student (or student) makes a presentation on a topic of their choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing like' than this.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate, the teacher can, besides as a resource, help them in the design process. The results of the questionnaires can form the basis for written work, discussions, and prepared talks.

6) Simulation and Role-Play

Stimulation role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP. Students

stimulate a real life encounter as if they were doing so in the real world (such as business meeting, or an interview).

According to book “*Becoming a Creative teacher: A manual for Teaching English to Indonesian Elementary Students*” many types of speaking activities can be included in lessons, including the following:

A. Recitation

Students choose a short poem or rhyme and recite it in class. This activity can be done individually, in pairs, or in groups.

B. Pronunciation Drills

Students repeat correct pronunciation in chorus and individually. The activity helps students practice and remember the vocabulary as well as the pronunciation.

C. Choral Reading

Students read short sentence or passage together. As the students read, the teacher can listen for students’ pronunciation and give corrections when the activity ends.

D. Role Play

Students are given particular roles in an imaginary situation to act out. The teacher can give the students the dialogues or help them prepare their own dialogues for the roles.

E. Storytelling

The teacher can tell a story, adjusting the language to the students’ level. Or read a story aloud without adjusting the language. Students can be asked to share their experiences with the class, to retell their favorite story, or to create an ending to a story that the teacher tells.

F. Songs

Students listen to a song and learn the lyrics. Adding physical movements the song creates a fun environment and helps the students learn pronunciation, vocabulary, and meaning of words.

G. Questionnaires

Students ask their classmates a set of questions in order to complete a questionnaire. The result of their surveys can be checked by the teacher or discussed together in class.²⁴

According to book “Teaching English As a Foreign Language “ speaking activities can be did as following:

- a. Reply to directions or questions given by other people.
- b. Give directions for other people.
- c. Tell what objects appear in a picture or on a chart.
- d. Tell a story or retell an experience in their own words.
- e. Read a newspaper article in the native language and give a report on it in the target language.²⁵

3.3 Characteristics of Spoken Language

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammaticaly correct though, perhaps in any cases, it is common when a speaker speaks whitout having good attention at accuracy or fluency. Brown says that ther are eigh characteristicks of spoken language can make oral performance easy as well as, in some casses,difficult.

1) Clustering

Fluent speech is phrasal, not word by word. Leraners can organize their output both cognitively and physically trough such clustering.

2) Redudancy

The speaker has an opportunity to make meaning clearer trough the redudancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

²⁴ Sisilia S. Halimi, *Becoming a Creative Teacher: A manual for Teaching English to indonesian Elementary Students*

²⁵ Bambang Setiyadi, *Teaching english As a Foreign Language*, 2006, yogyakarta: Graha Ilmu p. 158

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students which don't learnt colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you, know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristics of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.²⁶

This analysis shows how is easily speaking skill can be accommodated within this particular view of language. When a teacher asks student to use spoken language in

²⁶ Sisilia S. Halimi, *Becoming a Creative Teacher: A manual for Teaching English to Indonesian Elementary Students*. P.124

the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.