

CHAPTER II

THEORITICAL REVIEW

A. Perception

1. Definition of Perception

Perception is a process by which interpret the world around us, forms a mental representations environment.¹ The representative controlled to many differences and correspondence errors. The brain creates premises about the world to overcome the uncertainty implicit in all senses data, and acknowledgment of the task at hand.

Perseption is a belief or opinion, often held by many people and based on how things seem. According to Walgito cited by Melviza et al, perception is a process that preceded by an understanding process where the process of receiving stimulus by individuals through understanding.² In other words, perception is the process of organizing and interpreting stimulus that feels so it becomes a meaningful and integrated response in individuals.

Kotler has stated that perception is a process towards people about how to choose, organize, and interpret input information and create images

¹ Mathew O ward, Georges Grinstaein, Daniel kiem, *Interactive Data Vizualisation: Foundation, Techniques, and Aplication Second Edition*.(New York: CRC Press, 2015), 74.

² Zulvy Melviza et al., Students Perception Toward English Club Activities”, *Research in English and Education (READ)*, Vol. II, No. 2 (June, 2017), 102.

of the whole meaning.³ Perception can be defined as a categorization process and a selective interpretation. Besides, the factors which influence one's perception are the character of the person perceives and situation factor.

Lastly, from the definition above can be assumed that perception is the process of how a person chooses, organizes, and interprets the facts of information and experiences that are possible and make meaningful overall images. Furthermore, one person to another has different perceptions even though the object beyond the study is the same. Hence, perception is thoughts and emotion humans individually.

2. The measurement of perception

According to Azhar cited by Armita, the measurement of perception can use likert scale which have categories such as strongly agree, agree, disagree and strongly disagree.⁴ Besides, the criteria of the perception measurement are positive and negative perception. Positive perception occur if if T value of the score found from the questionnaire is greater than

³ Eva Destriani, Syafrizal, Gita Mutiara Hati, "The Perception Of The English Club Members Of The English Department Students Association (Edsa) Toward Their Club", *Journal Of Education And Teaching (JEET)*, Vol. II, No. 3, (2018), 1.

⁴ Yeyen Armita, "Students' Perception Towards English Club Extracurricular Activities In Practicing Speaking At SMAN 02 Kaur Bengkulu", (Bachelor Thesis, State Institue Islamic Study Bengkulu, 2019), 25.

T mean. Meanwhile, negative perception occur when the T value of the score is smaller or equal to T Mean.

B. English Club

1. Definition of English Club

According to Mouleka cited by Baihaqi, English club is a real place where the learning of English is more practical.⁵ Accordingly, it means that speaking club is a place to facilitate students in practicing, improve, and develop students' encourages to practice speaking. Students could interact, new vocabulary, share their knowledge and information with their friends. Speaking club also might be a place to share students' problems in practicing speaking and to look forward to how to solve their problems.

English club is a group of people who meet frequently to learn and practice the speaking skill.⁶ Therefore, students who are members of an English club have the same desire to practice. So, the students can use English in communication between members of the English club to practice their speaking ability. They can also have fun, responsive, and provocative and conversations in English.

⁵ Baihaqi, "The Influence Of Speaking Club In Improving Students' Speaking Ability", (Bachelor Thesis, Ar-Raniry State Islamic University, 2016), 15

⁶ Kathleen F Malu And Bryce Smedley, *English Club Handbook A Guide For English Club Leaders*, (Washington DC,2015), 11.

English club is different from the general English teaching and learning in the classroom, the exercises that can be carried out should be able to make the students enjoyably learn English.⁷ Consequently, the tutor of the English club must make the atmosphere in the English club as a comfortable place to practice English skills in real life.

From the definition above, an English club is a place where learners of English as a foreign language can practice their language skills in a fun way. They can exchange knowledge with one another about their language knowledge. Besides that, they also get extra time outside class hours in learning English to improve their abilities.

2. The Benefits of English Club

Kathleen states that language acquisition will be more effective if individuals use language intending to interpret, related experience, knowledge, and culture, through the use of authentic language.⁸ Besides, members can interact collaboratively and cooperatively, practicing English by discussing real-life issues and expressing themselves in the safety of the club environment. So, students can interact and discuss with a supportive atmosphere for learning English.

⁷ Fico Amelia, Nine Febrie Novita Sari, And Ahmad Yusuf Firdaus, "Bridging The Gaps In Curricurulum to Students Through English Club", *International Seminar on Language Education And Culture*, (Oktober, 2017), 57.

⁸ Khatleen F Malu And Bryce Smedley, "Community – Based English Clubs: English Practice And Social Change Outside The Classroom", *English Teaching Forum*, (2016), 11.

Members of English club can have fun, interesting, thoughtful, and provocative conversations in English.⁹ Students will be more comfortable when speaking in places where people are in the same situation that is in the process of learning. Usually, students who are not accustomed to speaking English in public will be more comfortable to begin speaking in a more specialized circle. Students who are initially ashamed to speak English can start getting used first in an English club.

Another benefit of joining the English club is that students will be able to participate in various activities based on the English club goal.¹⁰ However, the students will be able to develop speaking skills through informal situations. Then, students may enjoy speaking about their personal experience in the English club's activity.¹¹ Finally, students will have the opportunity to have more experience than just learning in a regular classroom.

⁹ Kathleen F Malu, *The English Club Leaders Guide*, (Washington DC : Office of English Language Programms, 2018), 3.

¹⁰ Aida Yuliasari And Wendi Kusriandi, "Students' Perception Of English Club Extracurricular In Speaking Practice At Madrasah", *Academic Journal Perspective: Education, Language and Literature*, Vol. III, No. (2015), 305.

¹¹ Ngadimun, et al, "Empowerment of 'English Club' to influence Students Achievement in Speaking", *International Journal of Innovation, Creativity and Change*, Vol. V, No.5 (Malang City, 2019), 204.

3. English Club at SMAN 1 Cileles

The English club called "English is easy" is a club in SMAN 1 Cileles. the location of SMAN 1 Cileles is on Jl. Raya Sampay - Gn. Kencana KM. 25. The English club at SMA N 1 Cileles is held every Wednesday at 02.00 -4.00 P.M. followed by 20 students with Mr. Aulia Rachman, M.Pd. as a tutor. There are several activities at the English club in SMA N 1 Cileles that are grammar, speech, dialogue, pronunciation, Tongue twister, Fun and Quiz.

the purpose of the establishment of the English club is to accommodate students who have interests in English subjects. Besides that, this English club also gives special space for students to practice their English language skills.

C. Speaking

1. Definition of Speaking

Speaking is one of the English skills that must be learned by foreign language learners. Common questions that occur from other people who want to know someone's proficiency in English as a foreign language is whether he can speak English or not. Nunan stated that It would be strange if they claimed proficiency in language based on the ability to read it.¹²

Certainly, some people are fluent in reading languages but do not have the

¹² David Nunan, *Teaching English To Speakers Of Other Languages : An Introduction*, (New York: Routledge, 2015), 48.

facilities when talking about listening or speaking. Besides that, speaking is also required to communicate. Many things must be considered in speaking activities such as what is being said, what language is used, also who our partners are. To make the audience easy to understand, a good speaker must pay attention to the topic being spoken by him, what language he uses, and to whom he speaks.

The ability to speak fluently presupposes not only the language of language features but also the ability to process information and language on the spot.¹³ Hence, besides understanding what language is used, speaking also understands the meaning or purpose of the information and language.

From the above definition, it can be concluded that speaking is an ability that can be a communication tool by expressing ideas, opinions, or feelings to others by using words or sounds articulation for information, persuading and entertaining that can be learned by using some teaching in learning methodology.

¹³ Jeremy Harmer, *The Practice Of English Language Teaching*, (Cambridge: Longman), 269.

2. The Elements of Speaking

Speaking is a complex ability and requires stimulants in its development. According to Harris, there are five components in analysis speech process.¹⁴ They are pronunciation, grammar, vocabulary, fluency and comprehension.

The first element is pronunciation. pronunciation manage how sounds vary and pattern in a language and this element also relates to the way of person in uttering a word that is pronounced. According to Harmer, understanding vocabulary issues presented the immense benefit not only for their products but also for their perception of spoken English.¹⁵ Moreover, pronunciation is the real act of sounds of letters in words, and the actual accents and also the number of syllables. Pronunciation can apply to the ability of the right stress, rhythm, and intonation of a word in a spoken language.

The second element is grammar. grammar is the set of formal patterns in which the words of a language are arranged to convey larger meanings.¹⁶ In other words, a person will use a certain pattern in his sentence so that it can be well understood. Grammar requires structure to

¹⁴ David P. Harris, *Testing English As A Second Language*, (New York: Mcgraw-Hill Compani,1969), 81.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: longman, 2001)

¹⁶ Patrick Hartwell, "Grammar, Grammars, and the Teaching of Grammar", *National Council of Teachers of English, College English*, Vol. 47, No. 2, (Feb, 1985), 109.

look under the cover. In other words, this requires precise, scientific mindset strategies, rather than imaginative ones that are very important for learned interpretation. In looking at grammar, we see subatomic particles which are our uses of language.

The next element is vocabulary. Vocabulary is the knowledge of the meanings of words. Besides, vocabulary is the organization of words that an individual can use when writing or speaking. It means the words that are well-known, familiar, and used regularly. When learning foreign languages, basic vocabulary is one of the most important micro-skills to develop. Certainly, all micro-skills such as grammar, vocabulary, pronunciation are very important. Yet, everything will be difficult if you communicate without vocabulary rather than without grammar.

Then the fourth element is fluency. According to Hughes in Leong and Ahmadi, fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest.¹⁷ Further, Fluency is how it appears and efficiently when you communicate ideas, notably in English. Some grammar errors will appear here and there when describing something. However, it is carried in a way

¹⁷ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi , “An Analysis of Factors Influencing Learners’ English Speaking Skill”, *International Journal Of Research in English Education*, Vol. II, No. 1, (2017), 36.

that is easy to understand and shows that you are comfortable speaking English.

The last element is comprehension. Comprehension is the ability of individuals to understand something that is influenced by their skills and ability to process information. Harris stated that oral communication certainly needs the subject to respond to the speech and also to begin.¹⁸ When word association is difficult, the speaker uses too much of their processing capability to speak each word, which prevents with their ability to understand information..

3. Types of Speaking Performance

According to Brown, there are six types oral production that students expected to carry out.¹⁹ They are imitative, intensive, responsive, transactional, interpersonal, extensive.

First, Imitative speaking entails an English language learner (ELL) simply repeating what is being said.²⁰ the task is only focused on pronunciation. It supports English language teachers to assess students' pronunciation abilities.

¹⁸ David P. Harris, *Testing English As A Second Language*, (New York: Mcgraw-Hill Comani,1969), 81.

¹⁹ H.Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (longman,2001)271.

²⁰ Rafael Sabio, "Speaking and Listening Assessments", *TESOL Education*, 2.

Second, Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.²¹ Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language. In the process of learning English, it is really necessary intensive patterns (increase the ability towards better to reach the perfect point) integrated: listening, speaking, reading, and writing skills. So that the mastery of English is impressed overall

Third, Responsive is a bit more complex than intensive. Moreover, the dialogue includes simple questions with one or two follow-up questions. Further, It is different from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances. And also involves brief interactions with an interlocutor.²² The conversation is done at this point but the contents are simple.

Fourth, transactional is a speech that is used by someone to obtain and convey the information they want is optimal and efficient. hence, The transactional conversation is conducted for information exchange, such as

²¹ H.Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (longman,2001), 273.

²² Tri Yuli Ardiyansah, “Analysis Of Speaking Assessment In Esp Speaking Class”, *Journal of English Teaching, Literature, and Applied Linguistics*, Vol. III, No. 1, (Februari 2019), 26.

information-gathering interviews, role plays, or debates.²³ It is a communication which has an outcome, for example, registering in a school buying something in a shop.

Fifth, interpersonal communication (dialogue) is the ongoing, ever-changing process that occurs when you interact with another person, forming a dyad, which is defined as two people communicating with each other. So, Interpersonal is communication that occurs between two or more people, which is usually not formally regulated.

Sixth, Extensive speaking is normal some sort of monolog. Brown stated that students at intermediate to advance are called to give extended monologues in the form of oral reports, summaries, or perhaps speeches.²⁴ Nevertheless, with extensive speaking either the student can speak understandably without relying on feedback or they cannot.

²³ Ulin Nuha, "Transactional and Interpersonal Conversation Texts in English Textbook", *Register Journal*, Vol. VII, No. 2, (November 2014), 211.

²⁴ H.Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (longman,2001), 273.