

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review of theoretical writings, which are related to the study matter. The theoretical description consists of the discussion on perception and some theoretical related to language day. The theoretical framework provides the summaries of all the related theories that help the researcher conduct the research to solve the problems in this study.

Perception

According to Rakhmat (1996), perception is a result of experience about object, event, and relation which is gained by concluding the special information become the meaningful message. To make clear understanding, there are some definitions of perception according to some experts; first, according to Husaini (1978), perception is an object, which is catches by sense, and it is reflected by something in a brain so that it can observe the object. Second, according to Ruch (1967), perception is a process of a sign of relevant previous experience, which is organized to give us a structure picture meaningful in a certain situation. Third, Hilgard (1991), perception is a process where people interpret pattern of stimulus in an environment. Thus, based on the explanation above perception is the product of experience, which is reflected by something in a brain, based on the observation of the object.

Based on the information above, perception, which refers to this study, is an opinion or overview about the program of language day, which has been implemented at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta.

The perception about language day is based on students' experience, which catches, by students' sense and it is reflected by something in a brain so that the students can observe language day. This perception makes the people understand with their environment, and about their self. In addition, stimulus can come from the individual because perception is integrated activity. Therefore, the perception may become different between one student and the other student; although the students receive the same stimulus, however the ability to think of the students is different.

The Nature of Language Day

Language day is a program, which is created by the teachers of Madrasah Muallimin Muhammadiyah Yogyakarta. Language day is implemented at the dormitory of Muallimin. Language day is a day when the students speak Arabic or English language in every single activity in the dormitory for a whole day (Ahada, 2012). Thus, the activities of language day are communication, interaction, conversation, and every single activity at dormitory should speak Arabic or English language. The conversation is between students and students or students and teachers. Beside, the teachers also should speak Arabic or English language (target language) in order to give example for the students. According to Ahada (2012), language day will encourage and force the students to speak foreign (target) language, because when they speak *Bahasa Indonesia* they will get the punishment. This program is aimed to improve students' speaking skill, because most of the activities are related to the speaking skill (Ahada, 2012).

Language day is designed by the teachers based on the strategies for developing English and Arabic Language. The form of the activity is also adjusted with the function of speaking, which is communication. Based on the observation, which is conducted by the researcher, the teachers of Muallimin have designed language day based on the principles of Communicative Language Teaching (CLT) approach. According to Brown (2001), approach is a set of assumptions dealing with the nature of language, learning, and teaching, while language is a system for the expression of meaning.

Communicative Language Teaching or Communicative Approach is an approach, which is used in a speaking class. CLT in teaching a language starts from a theory of language as communication. Grice and Skinner (1995) said that communication is the sharing of meaning by sending and receiving symbol cues. According to Freeman (2001), the aims of Communicative Language Teaching or Communicative Approach are making communicative competence the goal of language teaching and acknowledging the interdependence of language and communication.

The name of the program, which is described above is Language Day. Actually, there is no exact definition of language day, but the nature of this program applies the principles of Communicative Language teaching or Communicative Approach. Language day is an example of public communication, as Grice and Skinner (1995) said that public communication occurs when one person speaks face to face with the audiences. This activity will encourage and

force them to speak foreign language because when they use national language they will get the punishment.

According to Brown (2001), there are seven characteristics of a Communicative Language Teaching Approach, which can be used as the characteristics of a good and appropriate. Those characteristics are:

Overall goals. Communicative Language Teaching suggests a focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. The goals therefore must connect the organizational aspects of language (grammatical, discourse) with the pragmatic aspects of language (functional, sociolinguistic, strategic).

Relationship of form and function. Language techniques are designed to engage learners in the pragmatic, authentic, functional, use of language for meaningful purposes. Organizational language forms are not the central focus, but remain as important components of language that enable the learner to accomplish those purposes.

Fluency and Accuracy. A focus on students' flow of comprehension, production, and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques.

Focus on real-world contexts. Students in communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must equip students with the skills necessary for communication in those contexts.

Autonomy and strategic involvement. Students get the opportunities to focus on their own learning process through raising their awareness of their own style of learning (strengths, weaknesses, and preferences) and through the development of appropriate strategies for production and comprehension. The awareness and action will help to develop autonomous learners capable of continuing to learn the language beyond the classroom and the course.

Teacher roles. The role of the teacher is facilitator and guide, not an all-knowing font of knowledge. The teacher is an empathic ‘coach’ who values the students’ linguistic development.

Student roles. Students in a CLT class are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense appropriate teacher-centered activity.

Finocchiaro and Brumfit (1983) cited by Richards and Rodgers (1999, p. 67-68) create the major distinctive features of the Communicative Approach, according to their interpretation:

- a. Meaning is paramount
- b. Dialogs, if used, center on communicative functions and are not normally memorized
- c. Contextualization is a basic premise
- d. Language learning is learning to communicate
- e. Effective communication is sought
- f. Drilling may occur, but peripherally
- g. Comprehensible pronunciation is sought

- h. Any device, which helps the learners is accepted - varying according to their age, interest, etc.
- i. Attempts to communicate may be encouraged from the very beginning
- j. Judicious use of native language is accepted where feasible
- k. Translation may be used where students need or benefit from it
- l. Reading and writing can start from the first day, if desired
- m. The target linguistic system will be learned best through the process of struggling to communicate
- n. Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately)
- o. Linguistic variation is a central concept in materials and methodology
- p. Sequencing is determined by any consideration of content, function, or meaning which maintains interest
- q. Teachers help learners in any way that motivates them to work with the language
- r. Language is created by the individual often through trial and error
- s. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context
- t. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing
- u. The teacher cannot know exactly what language the students will use
- v. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Day and Activities of Language Day

Language day, which is implemented at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta, is everyday except Friday, because Friday at Muallimin is a free day. It means that language day start from Saturday till Thursday. However, there is obligation activity for the student in every Friday morning. The obligation activities are conversation and muhadatsah in every Friday morning. The students of Muallimin spend their time at dormitory, although they have a class in the school, but for one day, generally the students spend their time at dormitory. As a result, they should have as many as conversation with each other at dormitory, between teacher and student or between student and student. All the element of dormitory should speak foreign language there.

There are some activities, which are implemented in language day. For examples; a product of negotiation, of give and take, as speakers attempt to communicate. The activities of language day are every student should practice conversation (English) or muhadatsah (Arabic) in every Friday morning after having shubuh pray. That is a compulsory activity that students have to do in every Friday morning. After that, Friday is off for language day. Moreover, the interaction between teacher and student or between student and student should use English or Arabic language. For example: negotiation, taking money, ask permission, taking bath, taking ablution, study together, sharing something, and every activity which communication is needed. Every student should speak foreign language from Saturday till Thursday. If they do not speak foreign

language, they will get the punishment. Hence, Brown (2001, p. 48) gave the conclusion that as learners interact with each other through oral and written discourse, their communicative abilities are enhanced.

Purpose of Language Day

Based on the document of Madrasah Muallimin Muhammadiyah Yogyakarta written by Ahada (2012), there are some purposes of language day:

- a. Developing skills and ability students in foreign language
- b. Accustoming students to speak foreign language
- c. Improving students' speaking skill in foreign language
- d. Motivating students to always speak foreign language

Regulation and Punishment of Language Day

Here are the regulations of language day based on the document of Madrasah Muallimin Muhammadiyah Yogyakarta (Ahada, 2012):

- a. All the student and teacher should speak in English or Arabic Language
- b. Every Friday morning there should be conversation or muhadathah activity which leads by the teacher
- c. The communication between teacher and student or between student and student should use English or Arabic language
- d. The teacher should encourage student to have conversation in language day
- e. Every student and teacher is a spy

- f. If the student or teacher does not speak in English or Arabic language, they will get punishment.

Here are the punishments of language day based on the document of Madrasah Muallimin Muhammadiyah Yogyakarta:

If the student or teacher does not speak in English or Arabic language, they have to pay Rp.10.000, - for the students and Rp.20.000, - for the teachers.

Psychological Factors That Hinder Students from Speaking

This theory is related to the second research question of this study. What the problems found in the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta are. Based on the journal taken from Juhana (2012), there are some psychological factors that hinder students from practicing their speaking. Each of them is explained below.

Fear of Mistake. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Robby, 2010). With respect to the fear of making mistake issue, Aftat (2008) added that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Shyness. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explained that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Anxiety. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Nascente, 2001). Further Nascente found that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

Lack of Confidence. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this

situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) said that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

Lack of Motivation. It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stressed out that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further added that motivation is an inner energy. She said that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

Conceptual Framework

Language day is a day when the students speak Arabic or English language in every single activity in the dormitory for a whole day (Ahada, 2012). Language day is designed by the teachers based on the strategies for developing English and Arabic Language. The form of the activity is also adjusted with the

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There are some psychological factors that hinder students from practicing their speaking. According to Juhana (2012), five psychological factors hinder students from practicing their speaking. The first is fear of mistake. Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Robby, 2010). The second is shyness. Shyness is an

emotional thing that many students suffer from at some time when they are required to speak in English class. The third is anxiety. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Nascente, 2001). The fourth is lack of confidence. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. The last is lack of motivation. It is mentioned in the literature that motivation is a key to students' learning success.

In conclusion, the researcher has assumption that the implementation of language day at the dormitory gives some beneficials for the students, especially students' speaking skill. Therefore, there were some problems faced by the students in the implementation of language day.