

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Students' Perception

Perception is a complex cognitive process that allows individuals to interpret and make sense of sensory information, thereby shaping their understanding of the world. Lindsay and Norman, as quoted by Pickens (2005), define perception as the process by which organisms interpret and organize sensations to produce a meaningful experience. This process occurs when a person is exposed to a stimulus or situation, and the brain actively processes this sensory input to form an understanding of the environment. Furthermore, Qiong (2017) explains that in the fields of philosophy, psychology, and cognitive science, perception is the mechanism through which individuals attain awareness or understanding of sensory information. This highlights the multi-disciplinary nature of perception, influencing how we interpret our surroundings and form beliefs.

The term "perception" originates from Latin words such as *perceptio*, *percipio*, which refer to receiving, collecting, and the action of taking possession or apprehending through the mind or senses. This etymology underscores the idea that perception involves not only sensory engagement but also cognitive processing, where an individual makes sense of what they observe and experience (Rasita et al., 2020). The interpretation of these stimuli is heavily influenced by the individual's previous knowledge, experiences, and expectations, thus highlighting the subjective nature of perception.

In an educational context, students' perceptions play a significant role in shaping their attitudes, motivation, and engagement with learning activities. According to Mayer (2017), students form their perceptions based on their prior experiences, the instructional methods employed, and the learning environment. These perceptions can significantly affect how they approach new learning tasks. For instance, if students perceive a task as too difficult, they may feel demotivated and underperform. Conversely, if they view it as enjoyable or engaging, they are more likely to be motivated to persist. Thus, how students perceive the tools and methods used in education, such as online games for language learning, can influence their willingness to engage and the overall effectiveness of the learning experience. Understanding how students perceive these tools is crucial in determining whether they enhance or hinder the learning process.

Thus, students' perception is the process through which they receive, organize, store, and interpret information relevant to their educational experience. It is influenced by both sensory input and cognitive factors such as prior knowledge, attitudes, and expectations. Students assign meaning to what they observe and experience in the classroom, whether through direct interaction with content, peers, or educational tools. Understanding students' perceptions is essential for educators, as it helps to tailor teaching methods and learning environments to enhance educational outcomes (Kearney, 2011).

In the case of online games, students' perceptions of their utility in improving language skills—particularly speaking—can significantly impact their motivation and the effectiveness of such tools in the learning process. Thus,

exploring these perceptions is essential for determining how students engage with and benefit from innovative learning technologies.

2.2. English Learning

Learning is a dynamic process that involves a series of interactions between teachers and students, fostering a reciprocal relationship within the classroom aimed at achieving specific educational goals (Wendiyarti, 2022). English learning, in particular, plays a significant role in equipping learners with the necessary language skills to communicate effectively in a globalized world. According to Bastos and Ramos (2009), English learning involves the use of authentic materials that engage second language learners in real-world contexts. This approach helps to develop not only comprehension and communication skills (both oral and written) but also intercultural communication competencies, which are crucial for understanding and interacting with speakers of different cultures.

English learning encompasses several key skills, including reading, writing, speaking, and listening, along with the foundational elements of vocabulary, grammar, pronunciation, and discourse. The acquisition of these skills requires continuous practice and exposure to diverse learning activities. For instance, engaging in activities such as reading authentic texts, listening to native speakers, and participating in conversations can significantly enhance a learner's proficiency (Basturkmen, 2010). Moreover, grammar and vocabulary learning are essential in developing a deeper understanding of sentence structure and meaning, thus enabling learners to express themselves more clearly and accurately in English (Thornbury, 2006).

To effectively learn English, it is important to maintain consistent practice and immerse oneself in various learning opportunities. This can involve actively participating in discussions, using language exchange platforms, or attending online courses. Studies suggest that incorporating a mix of traditional methods and digital tools—such as language learning apps and interactive platforms—can help learners gain fluency and confidence more rapidly (Vesselinov & Grego, 2012). The integration of technology in language learning allows for real-time feedback, flexibility, and access to a broader range of resources, enhancing learners' motivation and engagement (Godwin-Jones, 2018).

Additionally, fostering a learning environment that encourages communication and interaction with others is vital for improving speaking skills. The social aspect of language learning, where learners collaborate and converse in the target language, not only helps in reinforcing grammatical structures but also improves learners' ability to navigate different cultural contexts (Tudge & Scrimsher, 2003). Ultimately, a comprehensive approach to English learning, which incorporates diverse strategies, resources, and consistent practice, is essential for mastering the language.

Furthermore, a crucial aspect of effective English learning is the development of language skills in context. Contextual learning involves exposing learners to real-world scenarios where they can practice their English in meaningful ways. This method allows learners to apply what they have learned in practical situations, which reinforces their understanding and makes learning more relevant and engaging. For example, students can participate in discussions, debates, or

presentations on various topics, which not only strengthens their speaking skills but also builds confidence in their ability to communicate in diverse contexts. Additionally, immersive experiences, such as traveling or interacting with native speakers through digital platforms, provide valuable opportunities for learners to hone their listening and speaking abilities, enhancing their fluency. Studies have shown that when learners actively engage with authentic materials and communicate in real-life situations, they are more likely to retain language skills and feel motivated to continue learning (Lightbown & Spada, 2006). This emphasis on real-world application bridges the gap between theoretical knowledge and practical usage, making the language learning process more holistic and effective.

2.3. Definition of Speaking Skills

Speaking is a fundamental aspect of human interaction, allowing individuals to convey ideas, emotions, and information to others. It is one of the primary modes of communication, enabling people to express their thoughts and establish social connections. While speaking is a natural human ability, not everyone possesses the same level of proficiency in verbal communication, particularly when it comes to speaking in front of a crowd or in unfamiliar contexts. This is often due to factors such as anxiety, lack of confidence, or insufficient practice. The ability to speak effectively is essential for personal, academic, and professional success. As speakers, individuals must not only have the courage to express their thoughts but also the skill to organize and articulate those thoughts clearly.

According to Moris, as quoted by Novia (2002), speaking is a natural means of communication that facilitates the exchange of thoughts and ideas within a community, playing a crucial role in social interactions. This definition emphasizes the social function of speaking, highlighting its role as a tool for connecting individuals and sharing common understandings. In this sense, speaking is not just a personal skill but a social behavior that fosters relationships and cooperation.

Wilkin, as cited by Oktarina (2002), defines speaking skills as the ability to compose sentences that enable communication. Communication, according to Wilkin, occurs through the structuring of sentences that convey distinct meanings within a given cultural context. This definition underscores the importance of linguistic structure and grammar in effective communication, as well as the varying communication patterns across different societies. Thus, speaking skills are not only about fluency but also about the appropriate use of language within cultural norms and social settings.

Effective speaking skills encompass various components, including pronunciation, vocabulary, grammar, and fluency. Pronunciation ensures that the message is intelligible, while vocabulary and grammar provide the necessary tools to convey ideas accurately. Fluency, on the other hand, allows speakers to communicate smoothly without undue pauses or hesitation. Furthermore, speaking involves both verbal and non-verbal aspects, such as tone, intonation, and body language, which contribute to the overall meaning of the message. Studies suggest that learners need to practice speaking in diverse contexts to develop these skills

comprehensively, as speaking is not merely a technical ability but also a dynamic interaction that adapts to the social context in which it occurs (Richards, 2008).

Moreover, speaking is often considered the most challenging skill to master in second language acquisition, as it requires immediate cognitive processing and real-time production of language. Research has shown that learners who engage in interactive speaking tasks—such as debates, role-playing, or conversations with native speakers—are more likely to develop greater confidence and fluency in their speaking abilities (Thornbury, 2005). Thus, speaking skills are crucial not only for communication but also for effective participation in social, educational, and professional settings.

2.4 Problems in Speaking Skills

Learning to speak English as a foreign language presents a significant challenge for many students. Despite years of formal education in English, numerous obstacles hinder their ability to practice and improve their speaking skills effectively. This issue persists not only because of a lack of practical opportunities to use English in daily activities, but also due to various inherent problems that students face during their learning process. These challenges can stem from linguistic, psychological, and social factors, all of which can significantly affect their speaking ability.

Riadil (2019) notes that language problems, particularly those related to vocabulary, grammar, and pronunciation, can severely impact a student's academic performance. These linguistic barriers often cause students to struggle with

expressing themselves clearly and accurately. Furthermore, such deficiencies may lead to frustration and reduced motivation to continue practicing speaking skills. As Riadil (2020) further elaborates, psychological factors also play a major role in hindering the development of speaking proficiency. Psychological issues such as lack of self-confidence, nervousness, and shyness are commonly experienced by students when speaking English, further exacerbating the challenge of improving their verbal communication abilities.

One of the most common problems faced by students learning English as a foreign language is grammar errors. Even when students have a basic understanding of grammar, they often struggle to apply it correctly during spontaneous speech. Mistakes in verb tense, word order, or sentence structure can lead to misunderstandings and disrupt communication. According to Lee and Lee (2017), grammatical accuracy is essential for effective communication, but it often causes anxiety in students who fear making mistakes. The constant concern about speaking grammatically correctly may lead to hesitation, making students less likely to participate in speaking activities.

A limited vocabulary can severely restrict a student's ability to express themselves clearly and effectively. When students lack the words to convey their ideas, they may resort to simple phrases or even silence, which can affect their overall speaking fluency. According to Nation (2001), vocabulary acquisition plays a critical role in language development, and a limited lexicon often results in students being unable to engage in more complex conversations. This problem is especially challenging in situations requiring students to express nuanced opinions

or ideas. Without an adequate vocabulary, learners may feel frustrated and discouraged, further hindering their ability to improve their speaking skills.

Pronunciation is another crucial aspect of speaking that can pose significant challenges for language learners. Poor pronunciation can make it difficult for others to understand the speaker, and may cause the student to feel embarrassed or self-conscious. According to Derwing and Munro (2005), learners with poor pronunciation often face communication difficulties, even if they have a strong understanding of grammar and vocabulary. Mispronunciations can lead to miscommunication, reducing a student's ability to express themselves effectively. As a result, many students avoid speaking opportunities to prevent embarrassment.

Fluency refers to the smoothness and natural flow of speech. Students with poor fluency often struggle with hesitation, frequent pauses, and a lack of cohesion in their speech. This issue can arise from a lack of practice, limited vocabulary, or the anxiety of speaking in a foreign language. According to Skehan (1996), fluency is an essential component of effective communication, and students who struggle with it may find themselves unable to express their thoughts clearly, leading to frustration and reduced participation in speaking activities. Developing fluency requires consistent practice and a focus on the rhythm and pacing of speech.

A lack of confidence is a widespread problem that significantly impacts a student's ability to speak English. Students who do not believe in their ability to speak well are less likely to engage in speaking activities and may avoid opportunities to practice. According to MacIntyre and Gardner (1994), a lack of confidence is often linked to fear of failure and negative self-assessment, which can

prevent students from taking risks in language use. Building confidence is essential for encouraging active participation and improving speaking skills.

Anxiety is a common emotional response that can negatively impact speaking performance. For many students, the pressure to speak English fluently and correctly can create overwhelming feelings of stress. According to Young (1991), language anxiety is particularly pronounced in speaking situations, where students may feel judged by their peers or instructors. Anxiety can cause physical symptoms, such as a racing heartbeat or trembling, which may interfere with a student's ability to communicate clearly. Reducing anxiety through relaxation techniques, positive reinforcement, and a supportive classroom atmosphere is essential for improving speaking skills.

Additionally, Tang (1997) identifies several specific issues that students face during speaking activities, which can impede their progress. These problems include inhibition, lack of ideas or motivation, unequal participation in group activities, and an overreliance on their mother tongue. Each of these issues represents a distinct challenge that educators must address in order to support students in overcoming these barriers and improving their speaking skills.

2.5 Definition of Online Game

According to Alshammari (2015), an online game is an equivalent of an electronic game that requires human involvement with machines on video devices. So, it can be concluded that an online game is an electronic game that is played by users. Nowadays, some smartphones and laptops support playing online game. An online game always involves a single player or several players.

According to De Aguilera and Mendiz, as quoted in (Alshammari, 2015), there are different types of online games, and each is associated with different skills. For example, sports games, strategy and role games, puzzle and simulation-based games. Understanding these difference types in online games, it is significant to understand the variable benefits of these online games towards learners. Online games can be modified for educational purposes. Online games are beneficial tools for learners at any level of their studies.

2.6 Types of Online Games

Online game has several types, such as;

1. Adventure Game

The adventure online game genre features players exploring stimulating, fantastical worlds and environments. An adventure game is where the player takes the protagonist role, which is in an interactive story that is driven by exploration and puzzle-solving. Players typically need to gather items, overcome obstacles, and defeat bosses to progress. There are some popular examples of adventure games, such as: Roblox, School Party Craft, Genshin Impact, Pokémon GO, and others.

2. Action Game

The action online game genre is an online game that focuses on the player physical actions and reactions, and often involves hand-eye synchronization and fast thinking. Players control a character's movement and reactions within a level, such as climbing, jumping, or fighting. There are some popular examples of action games, such as Free Fire, Stumble Guys, PUBG Mobile, and others.

3. Sports Game

The sport online game genre is a competition or activity that needs physical effort and skill that is played or done according to rules, for enjoyment and/or as a job and hobbies. There are popular examples of sport games, such as: Football League, Fishing Hook, Boss Fight, Badminton League, and others.

4. Survival Game

The survival online game genre is a subgenre of action games where players have to survive in hostile, intense, open-world environments by finding resources and managing their needs. Players generally start with minimal equipment and are required to survive as long as possible to find resources necessary to manage hunger, thirst, disease, and/or mental state. There are popular examples of survival games, such as Minecraft, Frostpunk, Subnautica, etc.

5. Multiplayer One Battle Arena (MOBA)

The MOBA online games are a competitive game where two teams of players compete on a map to destroy the other team's main structure while defending their own. Players have to control individual characters with unique abilities and powers that improve throughout the game. There are popular examples of MOBA games, such as Mobile Legends Bang. Arena of Valor, Honor of Kings, League of Legends, etc.

6. Puzzle Game

A puzzle game is designed to test a person's ingenuity, knowledge, and problem-solving skills, such as logic, pattern recognition, and word completion. A puzzle game usually only needs a single player, where the player must solve the puzzle to

progress. There are some examples of puzzle games, such as: Puzzle Game, Block Blast, Brain Out: Can You Pass It?, and others.

7. Role-Playing Game (RPG)

Role Play is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making regarding character development. There are some examples of role-playing games (RPGs), such as Avatar World, I Am Security, Shadow Fight 3, and others.

8. Strategy Game

A strategy game is a type of game in which players' decision-making skills play a crucial role in determining the outcome. These games emphasize high-level thinking, planning, and strategy, often involving logistics and resource management. There are some examples of strategy games, such as: Magic Chess: Go Go, Lords Mobile, Plants vs Zombies, Clash of Clans, and others.

2.7 Learning Media

In the 21st century, technology plays a crucial role in our daily lives and calls upon professionals, educators, and students to reflect on their fundamental beliefs in order to utilize technology to redesign or engineer educational and training systems. Additionally, these technological devices play a significant role in assisting students and teachers to gain more benefits from them. Learning another language aims at facilitating the learner to write and communicate in a new language easily. The motivation to learn plays an important role in improving language proficiency. Hence, the learning process needs a proper medium to

increase the learner's desire to learn by creating an atmosphere of fun. In the teaching and learning process, it usually needs media education.

Media education is the process of teaching and learning about media; media literacy is the outcome – the knowledge and skill learners acquire (Buckingham, 2003). Media literacy necessarily contains ‘reading’ and ‘writing’ media. Media education consequently aims to develop both critical understanding and active participation. It enables students to interpret and make informed judgements as consumers of media. Media education is about developing students' critical and creative abilities. Media is an instrument that is used to transform messages or information from “resource” to “receiver.” (Criticos in Hikmah, 2019). Learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. (Hikmah, 2019).

Based on these definitions, it can be said that learning media is a tool to transform a message or information that can stimulate attention, interest, thought and feeling of the students. The forms of learning media are very varied, ranging from printed media such as books and printed materials to digital media such as videos, animations, and online learning platforms, as well as interactive media such as simulations and games.