

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical foundation of the research by explaining key concepts related to perception, speaking skill, gamification, Spin Wheel, and Role Play. It also outlines the supporting theories and summarizes previous research to justify the focus on students' perceptions of these strategies in speaking activities.

A. Perception

Perception refers to the process through which individuals interpret, organize, and assign meaning to information, events, or experiences encountered in their environment. According to Walgito (2010), perception is influenced by various internal factors, such as prior experiences, expectations, interests, and personal backgrounds. As a result, individuals may develop different perceptions toward the same object or situation because each person interprets experiences based on their own perspective. This view is supported by Robbins and Judge (2017), who define perception as a process through which individuals organize and interpret sensory impressions in order to give meaning to their environment. Therefore, perception is not merely the reception of information but an active process of understanding and evaluating experiences. Through perception, individuals form judgments, attitudes, and responses that influence how they interact with their surroundings. Consequently, perception plays an important role in shaping human behavior because it affects how people understand and react to particular phenomena.

The final outcome of perception may take the form of either a positive or a negative response. Positive perception is characterized by acceptance, satisfaction, approval, and willingness to engage with the perceived object. Individuals who hold positive perceptions tend to show greater interest, involvement, and favorable attitudes toward the experience they encounter. In contrast, negative perception is characterized by rejection, dissatisfaction, discomfort, or reluctance to engage with the perceived object (Walgito, 2010). These responses are important because they influence how individuals behave and participate in a particular activity. In educational settings, students who develop positive perceptions toward learning activities are generally more willing to participate, interact, and engage in the learning process, whereas negative perceptions may reduce students' interest and involvement. Therefore, examining students' perceptions provides valuable insights into how learners evaluate learning experiences and how those evaluations influence their participation during classroom activities.

In educational settings, perception is considered an important factor because it influences how students interpret learning activities and respond to classroom experiences. Students do not simply receive information from teachers; they actively evaluate whether a learning activity is interesting, useful, enjoyable, or challenging. Schunk (2012) states that students' perceptions affect their motivation, engagement, and willingness to participate in learning activities. When learners perceive a learning strategy positively, they are more likely to become actively involved and develop positive attitudes

toward the learning process. Conversely, negative perceptions may reduce students' motivation and participation in classroom activities.

In language learning, students' perceptions play an important role in shaping their willingness to communicate and engage in classroom interaction. Learners continuously evaluate the activities implemented by teachers and form judgments regarding their usefulness and effectiveness. Brown (2004) explains that learners' perceptions toward classroom activities influence their willingness to communicate and participate actively in language learning. Therefore, understanding students' perceptions can provide valuable insights into how learning activities are experienced and whether they create supportive conditions for language development.

In speaking classrooms, students' perceptions become particularly important because speaking requires active participation, confidence, and interaction. Positive perceptions toward speaking activities may encourage students to express ideas more confidently, communicate actively, and engage meaningfully in classroom interaction. On the other hand, negative perceptions may discourage students from participating and reduce their willingness to speak during learning activities. Harmer (2007) argues that students are more likely to participate in speaking activities when they feel comfortable, motivated, and supported by the learning environment. Therefore, exploring students' perceptions is essential for understanding how particular learning activities support students' speaking development and classroom participation.

In the context of this research, perception refers to students' interpretations and responses toward the use of Spin Wheel and Role Play in speaking activities. Students' perceptions are explored to understand how they evaluate these activities and how the activities influence their engagement, confidence, motivation, and participation during speaking practice. Based on Walgito's theory, students' perceptions in this study are categorized into positive responses and negative responses toward the use of Spin Wheel and Role Play in developing speaking skills.

B. Speaking Skill

Speaking is one of the four fundamental language skills in language learning, alongside listening, reading, and writing. Among these skills, speaking plays a central role because it enables learners to express ideas, thoughts, feelings, and information through oral communication. Brown (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing spoken language. Therefore, speaking is not merely the production of words but a communicative process through which speakers and listeners actively exchange meaning.

As an interactive process of communication, speaking is widely regarded as one of the most important indicators of language proficiency. Richards (2008) explains that speaking competence is one of the core elements of communicative language ability because it enables learners to use language appropriately and effectively in different situations. This view is supported by Nunan (2003), who states that speaking involves the ability to use language to

express meanings and achieve communicative purposes in interactive situations. Through speaking, learners can express opinions, exchange information, negotiate meaning, and build social interaction with others. Unlike receptive skills, speaking requires learners to actively use the language to achieve communicative goals. For this reason, speaking is often considered a practical representation of learners' ability to apply their language knowledge in real communication. The ability to communicate effectively through speaking therefore becomes one of the primary goals of language learning.

The importance of speaking becomes even more evident in EFL contexts, where opportunities to use English outside the classroom are often limited. As a result, classroom activities become one of the primary means through which learners practice the target language. Richards (2008) emphasizes that speaking instruction should provide opportunities for meaningful communication rather than focusing exclusively on language forms. Through meaningful interaction, learners are encouraged to use English actively, develop communicative competence, and gain confidence in expressing their ideas. Consequently, speaking activities play a crucial role in helping students transform their language knowledge into practical communication skills.

Despite its importance, speaking is often considered one of the most challenging language skills to develop. Bygate (1997) argues that speaking requires learners to process language in real time while simultaneously organizing ideas, selecting vocabulary, applying grammatical structures, and

responding to others. Unlike writing, speaking allows little time for planning and revision. Consequently, many EFL learners experience difficulties such as hesitation, fear of making mistakes, limited vocabulary, and lack of confidence. These challenges indicate that speaking development requires not only linguistic knowledge but also continuous opportunities to practice communication in supportive learning environments.

Considering these challenges, speaking instruction should not focus solely on linguistic accuracy but also on communicative effectiveness. Harmer (2007) states that speaking activities should encourage learners to use language actively, participate confidently, and engage in genuine interaction. Effective speaking instruction therefore requires teachers to create learning environments that promote participation, collaboration, and meaningful communication. When students are actively involved in speaking activities, they have greater opportunities to improve fluency, build confidence, and strengthen their ability to express ideas in English.

Harmer (2007) argues that effective speaking activities should provide learners with opportunities to use language meaningfully through interaction and communication. Therefore, interactive activities such as discussions, games, simulations, and role plays can provide meaningful opportunities for students to practice speaking while increasing their motivation and confidence. These activities encourage learners to focus on communication and interaction rather than merely producing correct language forms. Through interactive learning experiences, students can exchange information, express opinions,

collaborate with peers, and respond to various communicative situations. Such experiences are important because speaking skills develop most effectively when learners actively use the target language in meaningful contexts. Furthermore, interactive activities help create a more enjoyable and supportive classroom atmosphere, reducing anxiety and encouraging greater participation. As a result, students become more willing to communicate, take risks in using English, and engage actively in classroom interaction. Therefore, meaningful and interactive speaking activities play an important role in supporting the development of learners' speaking skills.

Based on the explanations above, speaking can be understood as the ability to communicate ideas, information, and feelings through meaningful oral interaction. Speaking requires not only linguistic knowledge but also confidence, participation, and opportunities for communication. However, successful speaking performance cannot be achieved solely through participation in speaking activities.

Learners also need to master several essential components that support effective oral communication. Therefore, understanding the components of speaking is important because these components contribute to learners' ability to express ideas clearly and interact meaningfully with others. In this research, speaking skill refers to students' ability to use English orally during the implementation of Spin Wheel and Role Play activities.

1. Components of Speaking

As a complex language skill, speaking involves several components that work together to support effective communication. According to Harmer (2007), effective speaking performance involves pronunciation, vocabulary, grammar, fluency, and comprehension. Pronunciation helps speakers produce understandable speech, while vocabulary provides the linguistic resources needed to express ideas and opinions. Grammar supports the organization of words into meaningful sentences, fluency enables learners to communicate smoothly and confidently, and comprehension allows speakers to understand and respond appropriately during interaction. These components are interconnected and collectively contribute to learners' ability to communicate successfully in various speaking situations.

Based on the explanation above, pronunciation, vocabulary, grammar, fluency, and comprehension are interconnected components that support effective speaking performance. The development of these components enables learners to communicate ideas more clearly, participate actively in interaction, and use language meaningfully. However, these components do not develop automatically. Learners need appropriate learning experiences and sufficient opportunities to practice speaking in meaningful contexts. Therefore, effective teaching plays an important role in supporting the development of speaking skills.

2. Teaching Speaking in EFL Classroom

Teaching speaking is an important aspect of language instruction, particularly in English as a Foreign Language (EFL) classroom where opportunities to use English outside the classroom are often limited. In this context, speaking instruction aims not only to develop learners' linguistic knowledge but also to help them communicate effectively in various situations. Harmer (2007) states that successful speaking instruction should encourage learners to use language actively, participate confidently, and engage in meaningful interaction. Therefore, teaching speaking in EFL classrooms should focus on providing learners with opportunities to communicate rather than simply learning language forms.

One of the primary goals of teaching speaking is to provide learners with meaningful communication experiences. Richards (2008) explains that speaking activities should allow learners to use language for genuine communicative purposes, such as exchanging information, expressing opinions, and responding to others. Through meaningful communication, students are encouraged to use English actively and develop their communicative competence. Therefore, speaking instruction should move beyond memorization and create opportunities for learners to use English in realistic and purposeful contexts. When students recognize the practical value of speaking, they are more likely to become engaged in the learning process and participate actively in classroom interaction.

Student participation is another important aspect of teaching speaking in EFL classrooms. Speaking skills can only develop when learners are actively involved in communication and given sufficient opportunities to practice. Harmer (2007) explains that effective speaking activities are characterized by high levels of student participation and equal opportunities to speak. Therefore, teachers need to design activities that encourage all students to contribute, interact with their peers, and practice using English during classroom activities.

In addition to participation, confidence plays a significant role in speaking performance. Many EFL learners are reluctant to speak because they are afraid of making mistakes, have limited vocabulary, or feel anxious when communicating in English. These challenges often prevent students from participating actively even when they understand the material being taught. For this reason, teachers should create a supportive classroom environment where students feel comfortable expressing their ideas and using English without excessive fear of making mistakes. A positive learning atmosphere can help reduce anxiety, increase motivation, and encourage learners to participate more actively in speaking activities. As students gain confidence, they become more willing to communicate and use English during classroom interaction.

To support speaking development, teachers may implement various interactive activities such as discussions, games, simulations, and role plays. These activities provide learners with opportunities to practice speaking in

a more engaging and meaningful way. Unlike teacher-centered instruction, interactive activities place learners at the center of the learning process and encourage them to communicate with others. Through interaction, students can exchange information, express opinions, negotiate meaning, and respond to different communicative situations. Furthermore, interactive activities can increase students' motivation and create enjoyable learning experiences, making learners more willing to participate in classroom communication. Consequently, students are more likely to develop confidence, improve speaking performance, and engage actively in the learning process.

Based on the explanations above, teaching speaking in EFL classrooms can be understood as the process of facilitating learners' ability to communicate effectively through meaningful interaction. Effective speaking instruction should provide opportunities for communication, encourage active participation, build learners' confidence, and create a supportive learning environment. This perspective is relevant to the present study because Spin Wheel and Role Play are designed as interactive activities that encourage students' participation and support the development of speaking skills during classroom interaction.

C. Gamification in Speaking Class

Gamification refers to the application of game elements such as challenges, rules, feedback, rewards, and competition in non-game contexts to enhance learners' engagement and motivation. Deterding et al. (2011) define

gamification as the use of game design elements in non-game settings to increase participation and enjoyment. In educational contexts, gamification is used to transform conventional learning activities into more engaging and interactive experiences. By incorporating game-like elements into classroom instruction, learners are encouraged to participate actively and become more involved in the learning process.

In speaking classes, gamification is particularly relevant because speaking requires learners to participate actively and communicate with others. However, many EFL learners experience difficulties when speaking English due to anxiety, fear of making mistakes, limited confidence, or lack of motivation. These challenges often prevent students from participating fully in speaking activities. Therefore, speaking instruction should provide a supportive environment that encourages learners to communicate without excessive pressure. Harmer (2007) explains that effective speaking activities should promote meaningful interaction and active participation. In this regard, gamification can create a more enjoyable learning atmosphere by integrating elements of challenge, curiosity, and engagement into classroom activities. When speaking activities are perceived as enjoyable and less threatening, students may become more willing to express their ideas, interact with their peers, and participate in oral communication.

The value of gamification in speaking instruction is closely related to its potential to increase learners' motivation and engagement. Ryan and Deci (2000) argue that students are more motivated when learning activities provide

opportunities to experience competence, autonomy, and social interaction. Through game-like activities, learners are often encouraged to participate, collaborate, and respond actively during the learning process. As a result, they may become more engaged in speaking activities and more willing to communicate in English. Increased participation and engagement are important because speaking skills develop most effectively when learners are actively involved in meaningful communication rather than passively receiving information.

Among various activities that can be used to support speaking instruction, gamified tools and communicative activities play an important role in encouraging students' participation and engagement. Gamification can increase learners' motivation and willingness to participate, while communicative activities provide opportunities for meaningful language use. In the present study, these principles were implemented through the integration of Spin Wheel and Role Play. The Spin Wheel functioned as a gamified tool that created challenge, curiosity, and active participation, whereas Role Play provided opportunities for students to use English in meaningful communicative situations. Through the combination of these activities, students were encouraged not only to participate actively but also to communicate purposefully during speaking activities. Therefore, both activities are discussed further in the following sections as instructional strategies that support speaking development in EFL classrooms.

1. Spin Wheel

Spin Wheel is a game-based instructional tool designed in the form of a wheel divided into several segments containing prompts, questions, or speaking tasks. During the activity, the wheel is spun and the selected segment determines the task that students must perform. The element of randomness creates excitement and curiosity, encouraging learners to stay attentive and actively participate in classroom activities. Because every student has an equal opportunity to be selected, the activity also promotes fairness and reduces excessive performance pressure.

The use of Spin Wheel reflects the principles of gamification discussed in the previous section. By incorporating elements such as challenge, uncertainty, participation, and enjoyment, the activity transforms conventional classroom tasks into more engaging learning experiences. Taspinar et al. (2016) argue that learning activities involving random outcomes can stimulate learners' attention and encourage spontaneous responses. In the context of language learning, these features are important because they motivate students to remain engaged and prepared to participate in classroom activities.

In speaking instruction, students are often hesitant to participate because they are afraid of making mistakes or speaking in front of others. The use of Spin Wheel can help address this issue by creating a learning atmosphere that feels less formal and more enjoyable. Instead of focusing on the possibility of making errors, students tend to focus on the task

generated by the wheel. As a result, they are encouraged to respond spontaneously, participate more actively, and practice speaking in a supportive environment. The activity also provides equal opportunities for participation, allowing all learners to become involved in classroom interaction.

In this study, Spin Wheel was used as a tool to provide speaking prompts related to the learning materials. The prompts selected through the wheel served as the starting point for students' speaking activities and encouraged them to express ideas orally. However, the purpose of the activity was not merely to determine who would speak or what topic would be discussed. Instead, the prompts generated through the Spin Wheel became the basis for further communication through Role Play activities. In this way, Spin Wheel functioned as a gamified tool that increased students' engagement and participation before they interacted more meaningfully through Role Play.

2. Role Play

Role Play is one of the communicative activities commonly used in language teaching to provide learners with opportunities to practice language in meaningful situations. Harmer (2007) explains that Role Play encourages learners to use language more freely because they can imagine themselves in different situations and communicate creatively without excessive fear of making mistakes. Through this activity, students are able to practice speaking in contexts that resemble real-life communication. For

this reason, Role Play is widely used in EFL classrooms as a strategy for promoting active language use and communicative interaction.

The use of Role Play is particularly beneficial in speaking instruction because it requires learners to use language for meaningful purposes rather than simply recalling memorized expressions. During the activity, students are expected to respond to situations, exchange information, and maintain communication with their partners. These interactions encourage learners to think about what they want to say and how they should respond in different contexts. As a result, students are given opportunities to develop their speaking skills while simultaneously building confidence in using English. In addition, Role Play creates a learning environment in which learners can express ideas more freely and become actively involved in classroom communication. Because students focus on completing communicative tasks rather than avoiding mistakes, they often feel more comfortable participating in speaking activities. Consequently, Role Play can help increase learners' confidence, participation, and willingness to communicate in EFL classrooms.

Another advantage of Role Play is its contribution to the development of communicative competence. Through simulated situations, learners are exposed to opportunities for interaction, collaboration, and spontaneous language use. Rather than focusing solely on linguistic accuracy, students are encouraged to communicate ideas and achieve specific communicative purposes. Such experiences help learners become

more familiar with authentic language use and strengthen their ability to interact effectively with others. This view is consistent with Richards (2008), who emphasizes the importance of meaningful interaction in language learning. Therefore, Role Play is widely recognized as an activity that supports meaningful communication and speaking development.

In this study, Role Play was implemented after students received speaking prompts through the Spin Wheel activity. The prompts selected through the wheel became the basis for short dialogues and situational performances that required students to communicate using the target language. Through these activities, students were encouraged not only to express ideas and interact with their peers but also to apply language in meaningful contexts. The integration of Spin Wheel and Role Play allowed students to participate actively while engaging in communicative speaking practice. Therefore, Role Play functioned as a communicative activity that enabled students to use English purposefully and develop their speaking skills through classroom interaction.

D. Theoretical Framework

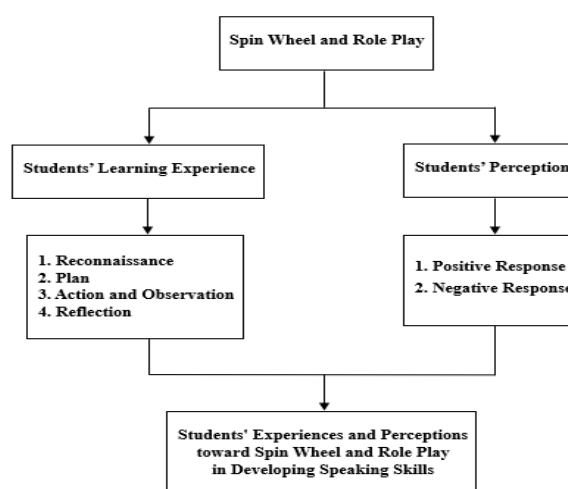
This study adopts the framework proposed by Adhelia and Triastuti (2023) to explore students' learning experiences during the implementation of Spin Wheel and Role Play in speaking activities. According to Adhelia and Triastuti, learning experiences can be understood through four interconnected stages: reconnaissance, planning, action and observation, and reflection. The reconnaissance stage focuses on identifying students' initial conditions,

challenges, and feelings before participating in the learning activities, such as fear of making mistakes, low confidence, or limited speaking experience. The planning stage refers to the preparation process undertaken by students before performing speaking tasks, including practicing vocabulary, reviewing materials, seeking assistance from peers or teachers, and preparing ideas for communication. The action and observation stage involves students' active participation during the implementation of Spin Wheel and Role Play activities, where they interact with peers, respond to prompts, engage in group discussions, and practice speaking in meaningful contexts. Finally, the reflection stage allows students to evaluate their learning experiences and express the impact of the activities on their confidence, motivation, participation, and speaking development. Through these four stages, the framework provides a comprehensive understanding of how students experience the integration of Spin Wheel and Role Play in developing their speaking skills.

This study also employs the theory of perception proposed by Walgito (2010) to explore students' perceptions toward the use of Spin Wheel and Role Play in speaking activities. Walgito defines perception as a process through which individuals receive, organize, interpret, and respond to stimuli from their environment. Perception is influenced by personal experiences, expectations, and background knowledge, which shape how individuals interpret a particular phenomenon.

In educational settings, perception plays an important role because it affects learners' motivation, engagement, attitudes, and participation in learning activities. Through perception, students evaluate whether a learning strategy is useful, enjoyable, challenging, or beneficial for their learning development. Therefore, Walgito's theory provides an appropriate framework for understanding how students interpret and respond to the implementation of Spin Wheel and Role Play in speaking instruction. According to Walgito (2010), perception ultimately results in two forms of responses, namely positive responses and negative responses. Positive responses indicate acceptance, approval, satisfaction, and willingness to engage with the perceived object, while negative responses indicate rejection, dissatisfaction, discomfort, or avoidance. In this research, these two response categories are used to analyze students' perceptions of Spin Wheel and Role Play and to determine whether the activities are viewed positively or negatively by the participants.

Figure 2 1 Theoritical Framework



E. Previous Studies

There are several previous studies in this research that have been carried out that related to the current study.

The first research conducted by Lele (2019) This research aimed to identify (1) The types of media used by the teacher in English instruction; (2) The students' perceptions of the media employed by the teacher in English instruction. The data were collected in October 2018 from 18 eighth-grade students at SMP Muhammadiyah 12 Makassar across two classes. This study employed descriptive qualitative research; the instruments used were observation and interviews. Observation was used to observe the eighth-grade English teacher at SMP Muhammadiyah 12 Makassar, while interviews were distributed to the eighth-grade students. The findings revealed that the media used by the teacher when teaching English included a whiteboard, English book, dictionary, laptop, LCD projector, and speaker. The results of student interviews indicated that most students held a positive perception toward the media used by the English teacher in the teaching and learning process; they felt happy, became more active, were more excited or enthusiastic about learning English, found it easier to understand the materials, could improve their pronunciation and vocabulary, generate new ideas, express their opinions, and practice English in daily life. However, some students also showed a negative perception toward the media used by the English teacher in the teaching and learning process, stating that they could not feel enthusiastic or spirited about learning English, could not pronounce words correctly, could not

generate new ideas, nor express their opinions because they felt lazy, wary, and afraid of making mistakes while learning English.

Second Previous studies conducted by Razan & Ulfa, (2025) High school students continue to face challenges in speaking English fluently. This study examined learners' speaking abilities through the Spinning Wheel Game as a teaching medium. The researcher adopted a qualitative approach using a case study design. The research focuses on students' fluency in English. The primary data came from observations and interview outcomes; while secondary data were derived from books, journals, personal records, and official written documents. The instruments employed included observation field notes, an interview protocol, and documentation. The objectives of this study were to explore the implementation of the Spinning Wheel Game in developing speaking abilities and to assess student responses to the Spinning Wheel Game. The findings revealed that the Spinning Wheel Game benefited students in the classroom. The students were engaged, eager, and attentive to the lesson, and they understood it well. The Spinning Wheel Game medium also assisted students in enhancing their fluency and self-assurance when speaking English.

The last previous study was conducted by Wijaya (2024) This research aimed to determine students' perceptions regarding the use of role play technique in learning speaking skills, as well as its strengths and weaknesses based on students' perceptions at SMP Negeri 1 Kelapa Dua, Tangerang. The study used a case study approach. Data were gathered through observation, questionnaires, and interviews. The findings indicated that role play assisted

students in English vocabulary, English grammar, English comprehension, English pronunciation, and also their English fluency. Furthermore, it was more enjoyable and helped them develop their knowledge, made them interested and more enthusiastic, more confident, more motivated, taught them collaboration, engaged them directly, and made them more active. It is shown to be an effective technique in teaching and learning speaking skills, but less successful in building students' self-confidence. Consequently, it still caused them to feel shy and fearful when acting out roles.

Previous studies on interactive speaking strategies show consistently positive outcomes, although they are examined separately. Research on the Spin Wheel highlights that gamified tools can enhance students' motivation, engagement, and confidence in speaking activities by providing elements of challenge and unpredictability that stimulate participation

Despite these promising findings, existing studies primarily investigate Spin Wheel and Role Play independently and tend to concentrate on learning outcomes rather than exploring learners' subjective experiences. Only a limited number of studies examine how students perceive the integration of a gamified tool with a communicative technique in a single speaking activity, particularly through a qualitative lens. This gap highlights the need for research that provides an in-depth understanding of students' perceptions toward the combined use of Spin Wheel and Role Play in EFL speaking lessons.