

CHAPTER II

THEORITICAL REVIEW

A. Perception

1. Meaning

Perception is a process that involves the inclusion of the message or information into the human brain, through human perception in constant contact with the environment. This relationship is done through the senses of sight, hearing, touch, taste, and smell (Slamet, 2010: 102). Meanwhile, Robbins (2003: 97) explains that perception is the impression that gained by the individual through the senses, that later analyzed (organized), interpreted and evaluated, so that individuals acquire the meaning.

Other expert, according to Robbins (1999: 124) the definition of perception is an impression obtained by individuals through the five senses then analyzed (organized), interpreted and then evaluated, so that the individual obtains meaning. Several factors that influence the perception according to Robbins is the perpetrator's perception, object or target perceived and situations. Among the personal characteristics of the offender perception which influence perception more relevant are the attitude, motives, interests, past experience and expectations. Object or target may be a person, object or event. The properties of an object or target is usually affecting the perception of the beholder. The situation is the context of the object or event, which includes elements of the surrounding environment and time.

Furthermore, according to Grace in Dogra (2012) perception is the experience of objects and events, that are obtained by inferring information and interpret the message. The perception of everyone can be very different even though the observed thing the same.

By knowing some experts' opinion about perception, it can be concluded that perception is about how someone think based on the stimulus or the situation that surround him. Because perception involves the process of analyzing the situation (and the fact that human has different way of thinking), it can be inferred that one's perception can be different than others' although they are on the same situation

2. Formation and Factors Affecting Perception

The formation process of perceptions is described by Walgito (2002) as meaning the observation that begins with the stimuli. After getting stimuli, the next stage of selection occurred interact with "Interpretation", as well as interact with the "closure". The selection process occurs in when someone obtain the information, the selection process will take place message which are considered important. The Closure process occurs when the selection results will be compiled into a single entity sequential and meaningful, while the interpretation takes place when the he provided the interpretation or meaning to such information thorough.

From the explanation by Walgito above, one can infer that one's perception will vary to other's because perception involves thinking process, that can be different from one to other. Furthermore, because

perception is affected by one's way of thinking, it will be affected to by several factors like one's experience, knowledge, trait, etc.

3. Types of perception

At least there are two types of perception that stated by expert, based on how our body process the information. J. J Gibson in Demuth (2013), is the one that propose direct theory of perception, that any input from the sensory will directly processed in the brain without affected by one's psychological. On the other side, the indirect theorist of perception argue that any information processed in the brain should be characterized and also affected by one's psychological condition, that means any responses are affected by one's condition, knowledge, past experience, etc.

Based on the understanding of a stimuli or stimulus that causes acquired by human senses of perception divided into several types, they are:

1. Visual perception, the perception of visual is perception gained from the sense of sight. Visual perception is the result of what we see before we see or imagine something during and after the target object. Visual perception is the main topic of discussion in general perception, while perception is usually the most often discussed in the context of daily life.
2. Auditory Perception, it is perception gained from the sense of hearing.
3. Palpability perception, it is obtained from the perception that tactile of the skin or can be touch.

4. Smell perception, it is derived from the sense of smell from the nose.
5. Taste perception, it is get from the taste in the mouth and tasted by the tongue

B. Role Play

1. Definition of Role Play

Perdana (2010) states that the role playing method is a method of learning, in which the subject is asked to pretend to be someone with a particular profession in that person.

Role play is one example of active learning activity that can be conducted inside the class. Ur (1996 : 131) stated that:

“Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside classroom, sometimes playing the role of someone other than themselves, and using language appropriately to the new context”

Ur’s opinion above means that, in a role play activity, the teacher tells the students who they are and what they should do. The teacher also tells the students what the situation is, and what they are talking about, but the students determine what they will say. Students also receive feedback on whether they have effectively communicated.

Other researcher, Golwitzer (2018) stated the definition of role play:
“Role playing is an active pedagogical approach where students engage in relevant scenarios in order to gain cognitive, affective, and/or behavioral understanding. They may “act out” imaginary characters or,

in some instances, play themselves. Additionally, scenarios may be contemporary or historical.”

By looking at the definition from Golwitzer, one can know that in role play, students must act like someone else, in specific condition, then they talk and pretend according to the scenario.

2. Role play characteristic

In order to successfully do the role play, teacher should know what and how to do the role play, as stated by Golwitzer (2018) :

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From the definition of role play above, one can infer that successful role play can be indicated from certain characteristics. The characteristic of good role play is, a role play must employ cognitive aspect, affective aspect and behavioral understanding aspect.

a. Cognitive aspect of role play

Cognitive is a process of processing information. How the students process the information can be very, but at least, based on the Bloom revised taxonomy, there are 6 process that belongs to cognitive thinking process. According to Krathwol (2002:215) there

6 processes can be a good measurement to design a role play in order to maximize students' cognitive thinking process, explained below.

- 1) Remember, that means retrieving relevant knowledge from long-term memory. In role play, it can be done by recognizing the kind of material that can be used to do the conversation in role play. Moreover, students also can do this by recalling any background knowledge/information in order to successfully conduct the role play activity.
- 2) Understand, that means determining the meaning of instructional messages. In role play, it can be done by how a student interpret the scenario in order to suit his/her background knowledge (interpreting), or thinking about the kinds of knowledge that he/she can use in order to successfully do the role play (summarizing).
- 3) Apply, that means do the procedure in a given situation. In role play it can be done by practicing the knowledge in the conversation (executing and implementing). When doing role play for speaking, it must be considered that every student must have their time to apply their knowledge both in speaking and listening.
- 4) Analyze, that means breaking material into its constituent parts and detecting how the parts relate to one another. In role play, it can be do by analyzing what kind of tenses that he/she use

to suit the conversation, or analyze what kind of vocabulary to suit the given scene.

- 5) Evaluate, that means making judgements based on criteria and standard. In role play it can be done by checking one's skill, for example evaluate one's speaking skill to know until what extent his/her speaking skill is.
- 6) Create, that means putting element together. In role play, it can be done by incorporating all knowledge to successfully conduct the conversation that suit with the scenario (producing).

b. Affective aspect of role play

According to Krathwol affective in learning can be divided into several parts, that he named as affective taxonomy (1964) in Phillips (2010:3). Affective itself, is an aspect where a learner feels the emotional feeling. The affective taxonomy shown 5 levels of affective learning, namely receiving, responding, valuing, organization, and characterization by value self.

1) Receiving

Receiving means the learners are pay attention toward something (Phillips, 2010:4). In role play, it can be done for example, by accepting the role, and then do the role according to the plot of the story. A good role play will accommodate every student to be involved in the activity.

2) Responding

Responding means actively participate in the process (Phillips, 2010:4). In role play, it can be done for example by doing the activity with enthusiasm, willing to do the speaking with the best effort, and feeling interested toward role play. Since responding also means “reacts in some way”, it also can be done by doing doing/practicing some specific action like, try to cooperative with other during role play, do the activity with excitement, try to be competitive by doing the activity in the best way, and try to feel happy/fun during activity. A good role play will trigger students’ respond either a positive respond or negative respond.

3) Valuing

Valuing happens when the learner associates a value or some values to the knowledge they acquired (Phillips 2010:5). A good role play should make the students add value on their knowledge, either positive value or negative value. For example, a good role play makes the students think that, actually speaking is not that hard, it only needs to be practiced more regularly, which followed by a desire to train a lot more. When the students think that “actually speaking is not that hard” it means that they add positive value toward speaking skill. A negative value may triggered among students if the

role play was done poorly, that for example, make the students think speaking is actually hard to do.

4) Organization

Organization reflects is putting together different values, information, and ideas Phillips (2010:5). A good role play will trigger students to make a schema that implies his/her learning. For example, after doing role play, a student know that his speaking is not that good, so he has desire to train more. He also feels that, a good learning activity can be done by doing group work, in which everyone must be cooperative to other. He also can see that other students have advantages in some aspects, that make him try to be more competitive. Those combination of thinking and action means the students put together (organize) what he got and learn from role play in order to make him a better learner.

5) Characterization by a value

Characterization by a value occurs when the learners really shows his/her self-reliance during certain activity (Phillips, 2010:5). In role play, it can be done for example, by using all of his knowledge, a student really do the role play the best he can.

c. Behavioral aspect of role play

A good role play will trigger specific behavior among students after the role play has finished. The intended behavior here is reflection. Reflection is an important aspect for a student in order to know his/her progress in learning, and then make some changes accordingly if needed in order to be a better learner in the future.

The reflection consists of two parts: the individual and the group reflection.

- 1) **Individual reflection** is very important because the student can use this phase to really think about their performance, and also to really think about their feeling during role play. The important point is the teacher must clearly indicate that what they just done is a practice, so the teacher must make sure that no students are feeling sad/down when doing the reflection.
- 2) **Group reflection** can be used to identify the weakness and strengths from their group. Another important point that must be done by the teacher in this phase is giving suggestion and praise to individual/group.

Apart from how to conduct the role play based on some aspect above, other researcher, P'Rayan, (2007) also pointed out some criteria about how to do a good roleplay. A good role play, according to P'Rayan, (2007) must fulfill some criteria, explained below.

- a. based on the real situation that can trigger interest and enjoyment (belongs to preparation aspect)
- b. gives enough time to talk to the participants (belongs to cognitive aspect)
- c. develop participants' creativity (belongs to preparation cognitive aspect)
- d. train their critical thinking (belongs to cognitive aspect), and
- e. breaks the monotony of the class by making the students participate actively (belongs to affective aspect).

Other researcher also stressed the importance of preparation. According to Dittrich et al. (2014:20), before role play is conducted, teacher must set an objective. Setting the objective is mainly explain about the plan and preparation. Teacher are setting the objective of the role play, including the content of the message they have to convey in the role play, the atmosphere in the role play (fun, serious, or relax etc.), the scenario, and the characterization. All of the preparation then explained to the students, so they will fully understand what they have to do in role play.

C. Previous Research

The researcher decided to make this research with the title “Students’ Perception Towards Role Play in Teaching Speaking” of course researcher have several references, but the main references comes from a journal from Kilgour (2015) with the title “Role-Playing as a Tool to Facilitate Learning,

Self-Reflection and Social Awareness in Teacher Education”. Based on that research, role play is very good learning activity for the students, because they not only able to practice the material in real situation, but also feel happier and more engaged.

Since the research by Kilgour doesn't take into consideration about students' perception towards role play in teaching speaking (only use role play in general learning activity), there is no explanation about what the students feel when role play is used to teach speaking. Moreover, Kilgour's finding also based on the students live in Australia, where English is already become the first language. In this research, the researcher will be conducted the research in Indonesia, where English is still act as foreign language. In this research, the perception will be drawn from students that use English as foreign language, in a specific learning activity (learn speaking).

D. Basic Assumption

Role play is one example to do active learning strategy, where the students really do the activity in a real situation. Role play itself is not only an activity that make the students do the practice, but also designed to fulfill learning outcome. In doing so, the teacher will make the students make communication with other, and then make a reflection after the activity has ended. By doing role play, the learning activity will be more fun, enjoyable, and students will have better understanding towards the material because they not only practice it, but also will get feedback from the teacher. By looking at those factors, the

researcher have assumption that the students will have positive perception towards role play in teaching speaking.

