

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Researches

The first research was conducted by Najmaddin (2010) from Bilkent University Ankara. The title is Teachers' And Students' Perceptions Of Types Of Corrective Feedback In Writing. The researcher used quantitative research as the design of the study. The researcher used questionnaire and interview to find the data collection. The result was all the feedback is beneficial especially by the students. Explicit types of feedback are the most preferred type of feedback for the students. There was positive perception for the students and teacher about all the feedback. All the feedback had beneficial. The results of the questionnaire were revealed that the students preferred Indicating plus locating the students' error less than the explicit types. Its overall mean level was 1.29, which indicates at least some degree of agreement.

The second research was conducted by Sari (2016) from Sanata Dharma University. The title is Students' Perception On The Video Project In Their Speaking Class : A Study Of 11th Grade Of SMAN 1 Kasihan Students. The researcher aimed qualitative method as the design of study. The researcher was using questionnaire and interview to implement to the six teen XI social two in SMA 1 Kasian. The researcher found that the students had good perception on the video project to learning speaking skills and the students had good motivation from video project. In questionnaire result students

(87.25%) chose “agree” were also motivated to give their best efforts to the video projects.

The third research was conducted by Chang (2010) from The University of Tennessee, Knoxville. The title is Students’ Perceptions of Teaching Styles and Use of Learning Strategies. The researcher used quantitative research as the design of the study. The researcher used questionnaire to find the data of collection. The result of study is that Junior High School is interested the learning strategies that enable them to study well and the students choose learning facilities in fulfilling when the students have learning difficulties. The students both genders had similar learning strategies. The teacher rarely cared about the needs of their students and believed students had to be more responsible for their own learning and learning outcomes.

The Fourth research was conducted by Ramos (2002) from Virginia University. The title is ESL Students’ Perceptions of Role-play Activities. The researcher used qualitative method as the design of the study. This research is to report on the finding the students’ perceptions of role play activities. The researcher was using observations, questionnaires, and interview. This research showed that role play had been helping many students to develop communicative competence. This study expresses an interesting aspect on issue of audience role play activity. at the students identified seven positive aspects of role-play activities. These aspects include (a) improving oral proficiency, (b) getting used to speaking, (c) receiving teacher feedback, (d) rehearsing of real-life situations, (e) acquiring new

vocabulary, (f) having fun in class, and (g) learning from classmates. Besides these seven major patterns, one student's comment on the development of cultural understanding through role-plays was also part of this category that dealt with the benefits of role-play activities.

The fifth research was conducted by Lin and Yang (2011) from Wenzao Ursuline College of Languages, Taiwan. The Title is Exploring students' perceptions of integrating Wiki technology and peer feedback into English writing courses. The researcher used qualitative research as the design of the study. The researcher used interview to find the data collection. The result is that most learners felt positive about their ability to apply Wiki and peer feedback to writing instruction despite encountering some obstacles in using this new tool. The results also showed students' good attitudes toward peer feedback. The analysis of the data showed that they valued this social practice, associated learning with Wiki writing as a worthwhile activity, and acknowledged the benefits of providing and receiving peer feedback. For example, some students reported that they expected to use peers' work for inspiration and model learning, whereas others claimed they would write better as long as they knew someone other than the instructor would read it. These emerging social functions are consistent with the findings of previous studies on student satisfaction with peer review.

Based on explanation in above there are many researcher said that positive perception about the students and the teacher about technique of

learning English and to improve the learner in English skill. Perception the students is to improve in listening skill and also teaching style of the teacher.

In this study, the writer would like to explain those phenomena and to find out the students perception's after being taught by using Role Play in teaching English at MTsN 1 Jepara.

## **2.2 Theoretical Review**

### **2.2.1. Teaching English**

According to Goodwyn and Branson (2005:3) teaching English from a linguistic perspective is an exciting and complex challenge. Based on explanation above, that most of English teachers from Junior High school and Senior High School choose English subject because they love English and have big passion. English teacher is very often using media to teach English and syllabus that combine language and literature.

#### **a. Teaching English to Young Learner**

Teaching English to young learners has been a global issue that is to be considered again and again by different researchers in different contexts so as to guide teachers of English to have better experiences together with the children learning English.

According to McCloskey in Akbulut (2014:17), presents seven instructional principles for teaching young learners of English and lists the following explanations:

1) Offer learners enjoyable, active roles in the learning experience.

Young learners are meaning-seekers who learn best by doing and

who prefer a safe, but still challenging learning environment. We must provide language input and modeling for young language learners in any language environment, but particularly in an EFL setting where the teacher and the materials are the primary source of language.

2) Help students develop and practice language through collaboration.

Children are social learners

3) Use multi-dimensional, thematically organized activities. Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to younger learners.

4) Provide comprehensible input with scaffolding.

5) Integrate language with content.

6) Validate and integrate home language and culture. Continued development of children home language will only support development of a new language.

7) Provide clear goals and feedback on performance. Children want to do right. They need to know when they have achieved a goal and when they still have more to learn.

#### **b. Teaching English to Adult Learner**

According to Harmer (2007:84), following characteristics are stated:

- Adults can rely on abstract thought. In adult classes, teachers can use diverse activities not only games and songs like in children's

lessons. Of course, teachers can employ them to release the atmosphere in class.

- During my course I practice it on a regular basis and I can confirm that it works.
- Teachers can make use of a great number of experiences they come to class with. Adult learners have their own expectations about their learning and their use verified patterns of learning.
- They are more disciplined than children and teenagers. Sometimes they have to confront the boredom.
- They know why they are learning English. They usually have strong motivation that often leads them to success. The crucial point is to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult.

### c. Concepts of Teaching English

Based on Yamin (2017:86), by paying attention to the characteristics of the development of students' language skills, then language teaching must be done by paying attention to concepts following:

- 1) Teacher as a facilitator.
- 2) Present a natural situation where the use of English as daily.
- 3) Present English as a language, not as a useless lesson.
- 4) Students are made mistakes are not a failure, but rather indicates that they are developing.
- 5) Focus more on meaning, not on language.

- 6) Make communication, even with very simple sentences and answers by the students, may be word by word.
- 7) Rules of grammar are important, but in the initial stages, avoid them teaching grammar explicitly or directly to avoid frustration in students.
- 8) Create situations of interest and motivation.
- 9) Present a real environment that is rich in languages.

### **2.2.2. Role Play Technique**

#### **a. Definition of Role Play Technique**

According to Dorathy and Mahalakshmi (2011:2), Role Play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person place for a while. Role play is a behavior simulation of the person being played, which aims to train students in dealing with the actual situation, practice intensive oral language practice and provide opportunities for students to develop communication skills.

Based on Barkley, Cross and Major said that (2005:150) a Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goals. Role play provides an action environment for students to experience the emotional and intellectual responses of assumed identify or imagined circumstance. At its essence, Role Play is

an example of learning by doing the word role indicates that students must actively apply knowledge, skills and understanding to successfully speak and act a different, assigned perspective. The term play indicates that students use their imaginations and have fun, acting out their part in a nonthreatening environment". Based on the statement above role play is method of learning teaching to understanding for speaking and act in different situation. So, students have providing their experience the emotional and intellectual responses.

#### **b. Reasons for using Role Play in Class**

According to Dorathy and Mahalakshmi (2011:3), there are many good reasons for using role-plays in class:

- Role Play help students cope with real-life situations, commonly used expressions, forcing them to think on their feet.
- Role Play help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper.
- Role Play can be adapted to the needs of the students. They may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose.
- Role Play gives learners more responsibility in their learning, encouraging interaction.
- Role Play offers students the chance to evaluate their learning progress and their level of English.

As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

### **c. Classroom Activities in Teaching English by Using Role Play Technique**

According to Barkley, Cross and Major said that (2005:151), there are several procedures in conducting role play, they are:

- a. Ask students to form groups with enough members in each group to assume each stakeholder role.
- b. Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask questions on any aspects of the scenario that are unclear.
- c. Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
- d. Inform students of the time limit or other parameters that will signify the end of the activity.
- e. Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
- f. Follow the role play with a discussion within the small groups and/or with the whole class. Discussion should focus on the students' interpretation of the roles and the motivations for and consequences of their actions.

- g. Consider asking students to reenact the role play, changing characters or redefining the scenario and then holding another discussion.

From the procedures above, researcher can get points in which the students are divided into several groups that consist of some members. The members are chosen and given stakeholder role. They must do everything related to their characters that are determined in scenario. Not only that, but also some of them should be observer to make sure that their friend do the right and clear actions.

#### **d. Stages of a Standard Role Play**

According to Bartle in Chaursiya (2012:26), there are three stages of a standard role play session;

- The setup
- The play
- The follow up

##### **1) Setting up the Play**

In the set up stage, facilitator sets the stage. This means describing the scenario and assigning roles to participants. If a participant plays a particular role in reality, in the field situation, it would be more effective to give a different role to that participant during the role play session. An optional part of the set up stage is to give some time for the key role players to get together to map out the general plot of their play. Another option is to put together a single page description of the scenario to be

worked out by the players. Another option is to write one paragraph descriptions of the key role players. A description can include the main objectives and concerns of the person in that role, perhaps can include some key dialogues or a statement to be read by the person playing the role. Alternatively, it may be useful for the persons playing all the roles to be spontaneous and think up their separate acts in the heat of the moment. In this case there will be no time for the actors to plan their plot and no written descriptions or guidelines.

## **2) The Play Stage**

The play stage is the second stage of role play. In this session the learners act out their roles and the play is carried out. If the play becomes too long, then the facilitator can give the actors a time warning of one or two minutes and then end the play after that. Alternatively, the play may be too short and the facilitator must encourage the actors to embellish their acting and to add speeches, a soliloquy and actions that make their play less skimpy.

## **3) The Follow Up**

The third stage is the follow up. This is important and cannot be omitted. It is important for all the learners to discuss what happened. They may question individual role players to ask why they took a particular position, made a certain statement or undertook an action. The explanation and the resulting discussion

are important for the participants to obtain a greater understanding of the social dynamics related to a particular situation.

Role play is used in a school setting. Students extend their knowledge of a subject by searching a character within a given course of study. Student interest is raised in subject matter, thus generating interest within the subject. Student becomes active participants in their education setting rather than passive observers. It allows students to feel empathy for others when portraying a character involved in turbulent time in history. Role playing is a mainstay of education that needs to be incorporated into our lesson plans on a regular basis. Role playing uses dramatic devices such as having the players make asides, comment to the audience that the other characters have to pretend they have not heard, this allows us to reveal what we think but are not able to say. Another dramatic device, role reversal involve the player changing part so they can begin to emphasize with the others point of view.

#### **e. The Purpose of Role Play Technique**

According to Mardiah (2015:11), the process of role play can provide life examples of human behaviour that are useful for students to:

- 1) Digging on students' feelings.
- 2) Obtain inspiration and understanding that influence attitudes, values, and perceptions.

- 3) Develop skills and attitudes in solving problems.
- 4) Explore subjects in various ways. This will be useful for students when they enter the community later because students will get themselves in situations where so many roles occur, such as in the family environment, neighbors, work environment.

Teachers and students empathize with cases that will be discussed in the learning process in class.

### **2.2.3. Perception**

According to Wahyuni in Bilondatu (2013:710), "*Perception is process by which individuals selects, organizers, and interprets stimuli into the meaning full and coherent picture of the world.*" Based on the statement above Perception is a process of one's activities in giving an impression, assessment, opinion, feeling and interpreting something based on information displayed from other sources. Through perception we can get special knowledge about events at a given moment because perceptions can occur at any time. Through human perception it continues to make connections with the environment. This relationship is done through the senses, namely the sense of sight, listener, touch, and smell. Perception is essentially a cognitive process experienced by everyone when trying to understand the information they receive.

According to Akbar (2015:193), perception influences a person's behaviour or behaviour is a mirror of his perception. Perception is a response or direct picture of a person's absorption in knowing several

things through the five senses. In this sense it is clear, that perception is the impression of a picture or response that someone has after the person absorbs to know some things (objects), through the five senses.

In simple terms perception can be interpreted as the process of knowing or recognizing objects and events with the help of the senses. Based on Zirmansyah (2013:129), Perception in the general sense is someone's view of something that will make a response how and with what someone will act. Kotler in Zirmansyah (2013:129), describes perceptions as the process of how one selects, organizes and interprets information inputs to create a meaningful overall picture. From the above definition can be concluded that perception is a mental process that involves the process of sensing and thinking, differentiating, grouping, recognizing an object to then be valued and drawing conclusions about the object and stored in memory memories.

#### **a. Students' Perception**

According to Tarmiji, Basyah and Yunus (2016:44), *“The perception of a person or group can be much different than the perception of another person or group even if the situation is the same as the difference in this perception can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation.”* Based on the statement above students' perception means every single student has different ideas, different meaning, and different opinion and also different motivation.

**b. Factors That Influence Perception**

According to Sarwono in Listyana and Hartono (2015:122), the factors that influence perception are:

- a) Attention, usually does not discuss all the stimulation that are around us at once, but focus attention on just one or two objects. The difference in focus of attention between one person and another will cause different perceptions.
- b) A person's mental readiness for stimulation that will arise.
- c) The need to represent the momentary needs to be resolved in the individual will affect the person's perception. Different needs will lead to perceptions for each individual.
- d) The value system, which is the value system that applies in the community, is also shared in perception.

Personality type, where personality patterns possessed by individuals will produce different perceptions. In connection with that, then the process of forming perceptions about by others between one another is different or also between one group and another group.