CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contained a review of the literature or preference which is comprehensive to the topic in order to strengthen and use the data that has been collected.

2.1. Perception

Perception is the process of understanding or giving meaning to specific information or phenomena. The sensory receptors' data are transformed into the perception of what we see, hear, think, taste, smell, sight, and touch (Cherry, 2020). Another definition from Robbin and Judge (2013) states that an individual's perception is how they organize and interpret their sense's impressions to understand their environment. Additionally, perception is selecting, collecting, analyzing, and inputting information and sensations received through sight, feeling, hearing, smelling, and touching to produce a specific meaning. According to some definitions of perception above, perception is the process of interpreting information received from human receptor organs or instructions about objects and events to create meaning.

2.2. Types of Perception

According to Irwanto (2002) there are two types of perception, they are negative and positive perception, both are explained in the following description:

1. Positive perception is the human perceptions on something by giving a positive assessment and a response that aligns with the object it perceives. It continued by being active or accepting and supporting the perceived object.

2. Negative perception is a person's perception of particular objects or information with a negative perception or the opposite of what is expected from the perceived object. It continued with passivity or rejecting and opposing the perceived object.

2.3. Stages of Perceptions

The stages of perception provide information about how the perception is going to process (Qiong, 2017). The three stages are as follows:

1. Selection

Selection is the first stage in the perceptual process, during which we transform environmental stimuli into meaningful information. Many objects in the world contain sources of information that can be interpreted as knowledge. Consequently, without selection, we would experience information overload and distraction. Therefore, unimportant information would be filtered out, while important information would be highlighted and expanded upon.

2. Organization

   After information has been obtained through the senses, it is necessary to attempt to comprehend it. The brain receives the information and compares it to previously acquired knowledge. This process helps organize information by allowing for the matching of similar information. Connecting or organizing information provides an understanding of current events.

3. Interpretation

   Interpretation refers to the process of attaching meaning to the stimuli that have been selected. After categorizing the selected stimuli into structured and stable patterns, we attempt to interpret these patterns by assigning meaning to them. However, each person may have a different interpretation of the same stimulus.

2.4. Students' Perception

   According to Jones and Carter (2019) students' perceptions significantly predict their engagement and learning in class. It produces with suggestions or arguments for the teachers or classmates to improve their learning process. Students' perception encompasses understanding and interpreting their educational experiences, including their environment, teaching techniques, course content, interactions with peers and instructors, and overall academic achievements. It also describes how students perceive their educational background and academic progress, including their subjective views, beliefs, attitudes, and opinions.

2.5. Teacher's Perception

Rubenstein et al. (2013) discovered a significant relationship between teacher self-efficacy and perceived creative ability. This suggests that teachers' beliefs about their creativity impact how much they value creativity. Furthermore, teacher perceptions may affect their strategy for innovative teaching approaches and curriculum development. It means that perception plays a crucial role in shaping the teacher's practices in the classroom, they can be mindful of their emotions and beliefs while conducting their lessons. As a result, a teacher's perception determines how they assess the situation or make a decision. Perceptions include their beliefs, attitudes, and expectations about teaching and learning. The strategies they use in class can be influenced by their beliefs about students' abilities, motivations, and learning styles.

2.6. Speaking

Speaking is one of the basic language skills that foreign students must master because of its crucial role in communication. English is currently the most widely used language in various aspects worldwide. Therefore, good English-speaking skills can increase their chances of getting a job. Additionally, their proficiency in speaking enables them to communicate and interact with people around the world easily.

According to Rabbani, et al., (2016) speaking is the ability of a person to create sounds that have meaning and are understandable to other people, allowing for

effective communication. Marleni (2018) added that speaking is not simply a means of carrying on a conversation but also a direct means of expressing one's feelings and opinions. From explanations above it can be conclude that speaking is a two- or more-person interaction that tries to exchange information, convey ideas, thoughts, and feelings, and answer or respond to questions.

2.5.1. Function of Speaking

Richards (2008) stated that three distinct categories of speech functions have been identified: speaking as interaction, speaking as transaction, and speaking as shown. Richards additionally defined the following three functions of speaking in human interaction:

a. Talk as Interaction

Generally, interaction is referred to as conversation. Two participants are involved in a conversation: the source of information and the recipient of information. When two individuals meet, they exchange greetings, introduce themselves, and exchange information. It might happen because they are welcoming or want to create a peaceful atmosphere. It occurs to encourage positive relationships with others.

b. Talk as Transaction

In speaking as a transaction, the speaker focuses more on the delivered message and ensures that the audience understands what they are saying clearly and accurately.

In this sort, learners and teachers focus on the significance of the exchanged information.

c. Talk as Performance

This type of discussion focuses on performance. These are frequently referred to as public talks, and they aim to present information to an audience, such as class presentations, public announcements, speeches, and product demonstrations.

2.5.2. Components of Speaking

According to Brown (2004) speaking has several components in it, as explained below:

1. Grammatical Accuracy

Grammar is a set of principles that guide how we use language. Grammar is also used to learn the correct way to achieve proficiency in language, both oral and written. As a result, grammar is required for students to arrange a proper sentence in conversation.

2. Vocabulary

Vocabulary refers to the proper diction utilized to communicate. One can only communicate successfully or express one's opinions in spoken and written form if one has an extensive vocabulary.

3. Fluency

Fluency is described as the ability to talk fluently and accurately. Many language learners aim for speaking fluency. Fluency is characterized by a relatively high rate of speech and a low number of pauses and "ums" or "ers." These indicators imply that the speaker does not have to spend a significant amount of time searching for the language parts required to deliver the message.

4. Comprehension

In the context of speaking, comprehension means a person's ability to understand what another person says in a conversation or presentation and express ideas or information clearly to others. Comprehension includes grammar, fluency, comprehension, vocabulary, and pronunciation.

5. Pronounciation

Pronunciation is how students speak in a clear and easily understood way. It focuses on the phonological process, which refers to the elements and principles of a language's grammar that determine how sounds vary and form patterns. There are two characteristics of pronunciation: phonemes and suprasegmental characteristics. A speaker who consistently mispronounces various phonemes can be highly challenging for a member of a different language community to comprehend.

2.7. Panel Discussion

Discussion is a good teaching technique for students to develop higher-order thinking skills, enabling them to analyze, manipulate, interpret information, and express their opinions. Consequently, students are not passive recipients of information during class but can be more active and responsive.

The panel discussion is a discussion activity that focuses on student performance regarding a particular problem (Abdullah & Krishnan, 2014). In this discussion, students are asked to react to certain problem topics where they have plenty of time to do mini-research before giving responses.

Moreover, the panel discussion is recognized for its potential to facilitate educational objectives as it prioritizes student discourse, thereby enhancing classroom dynamics. Typically, a panel discussion requires that students participate in discussions related to the subject matter with a heightened level of cognitive and affective proficiency. Also, panel discussions train students to be aware of their social surroundings and the settings of others listening.

Meghsham (2016) said that a panel discussion is a discussion where a few people carry out the conversation in front of audiences. The discussion provided equal opportunities in the instructional situation for every participant. Therefore, it takes several experts in their respective fields to solve the existing problems. A panel

discussion is a group of individuals arguing or expressing their viewpoints on specialized topics.

From the definitions above, using panel discussions for speaking courses in English classes is an alternative method for gaining students' attention. It facilitates the teacher's goal of enhancing students' oral communication skills. In his article, Meghsham (2016) explained related objectives, purposes, principles, types of panel discussions and types of members of panel discussions as describe below.

2.7.1. The Purpose of Panel Discussion

a. This method implies that every member can initiate and solve problems and contribute a particular attitude and values to the organization or institution.

b. The panel discussion stimulates thought and discussion and clarifies thinking due to the diversity of perspectives and idea construction.

c. The panel discussion influences the facts, opinions, and plans, leading to more growth in attitudes and refined judgment.

d. The panel discussion encourages an open-minded attitude and respect for the opinions of others and the audience.

e. The Panel discussion promotes critical thinking and develops group opinions which can be beneficial.

2.7.2. The Type of Panel Discussion

a. Public Panel Discussion

This type of panel discussion aims to provide factual information regarding the issues raised to determine social values, issues, or problems.

b. Educational Panel Discussion

This type of panel discussion is commonly used in educational institutions. The goal is to provide factual information and conceptual knowledge. Then, the panel discussion also aims to raise awareness of theory and principles and provide solutions to certain problems. It is usually used in conferences, seminars, and workshops.

2.7.3. Types of Members in Panel Discussion

a. Instructors

They play an important role in the panel discussion by determining how, where, and when it is organized. The instructor also plays a role in preparing the discussion schedule and ensuring that every aspect or part is ready.

b. Moderators

The moderator's role is to keep the interaction on the theme and encourage member exchange. The moderator must also conclude the discussion, highlight the points, respond to the audience or panelists, and be responsive. Besides that, a

moderator must master over the theme or problem of the discussion. At the end of the discussion, the moderator summarizes the discussion and presents his point of view.

c. Panelists

Usually, there are four to ten panelists in a panel discussion. Each member sits facing the audience. Each panelist must have the expertise or a master's in the subject matter according to the topic of discussion.

d. Audiences

Audiences may raise questions and seek clarification. They can present their point of view and their experiences regarding the theme of the discussion. The panelist then answers the questions, and sometimes the moderator also answers in some circumstances.

2.8. Previous Study about Panel Discussion

Abdullah and Krishnan (2014) conducted a study on using panel discussions in the learning process. The study results found that students became more responsive and confident when panel discussions were applied to group learning. Anwar (2016) has also carried out additional research on using panel discussions in class. The results showed that panel discussions increased students' self-confidence to appear and convey their ideas and opinions.

Previous research on using panel discussions as a student-centered teaching method has shown that it can increase students' speaking ability. Their capacity to argue and express opinions distinguishes them in this way. In addition, panel discussions can also increase students' self-confidence by encouraging them to dare to appear in front of an audience. Of course, this is very good so that they get used to having the courage to speak in front of many people, where this skill would help support their future careers.

2.8. Students-Centered Learning Method (SCL)

SCL learning is a learning model focusing on students so that the teacher is only a facilitator in the learning process. Additionally, student-centered learning requires planning, teaching, and assessment focusing on students' abilities and needs, how they learn, how they engage with learning and their peers, and what they experience.

According to Abdullah and Krishnan (2014) student-centered learning is generally a classroom environment of shared knowledge and authority between students and teachers, teachers giving students the freedom to experiment with their learning. In this case, students are allowed to organize their opinions and ideas related to the topic of the problem in the panel discussion.

The SCL learning approach aims to develop the human resources that society needs. Those skills, including creativity, leadership, self-assurance, independence, discipline, critical thinking, the ability to communicate and work in teams, technical

expertise, and global insight, are necessary to adapt to change and development (Putu, 2016).

So, in conclusion, student-centered learning is a method or learning approach that places students or learners at the center of the teaching and learning process so that it can develop individual interests, motivations, and abilities to be more active, creative, innovative, and responsible for the learning process itself.

2.8.1. Characteristics of Student-Centered Learning Method

Huda and Lubis (2019) identified four fundamental principles that define SCLT:

1. It caters to students' diverse learning needs and cultural backgrounds.

2. Students improve their education by showcasing their knowledge and skills.

3. Students can benefit from flexible learning without restrictions on time and location, allowing them to participate in work-study programs or online courses during evenings and weekends.

4. Students can engage in self-regulated learning and create their learning paths.