TEACHER AND STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN IMPROVING SPEAKING SKILLS

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University

as Partial Requirements to Obtain Bachelor Degree in

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BY

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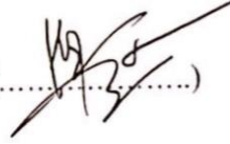
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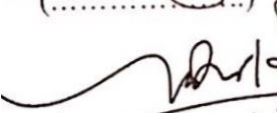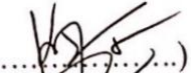
On Thursday, February 11th 2022, the Board of Thesis Examination has kindly approved a thesis by Aulia Rizki Ramadhani (F041181006) entitled *Teacher and Students' Perception on the Implementation of Problem-Based Learning in Improving Speaking Skills* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 11th February 2022

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The Thesis by Aulia Rizki Ramadhani (F041181006) entitled *Teacher and Students' Perception on the Implementation of Problem-Based Learning in Improving Speaking Skills* has been revised as during the examination on 11th February 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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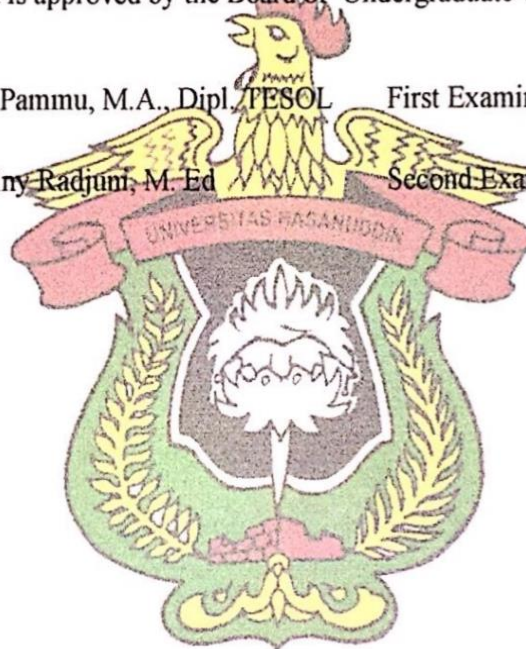
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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 1631/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the thesis draft by **Aulia Rizki Ramadhani** (F041181006) to be examined at the English Department, Faculty of Cultural Sciences.

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ABSTRACT

Aulia Rizki Ramadhani, 2022, *Teacher and Students' Perception on the Implementation of Problem-Based Learning in Improving Speaking Skills,* supervised by Nasmilah and Karmila Mokoginta.

This research was conducted to find out the teacher and students' perception on the implementation of problem-based learning in improving speaking skills. To achieve that, the writer made two questions: 1) what are students' perceptions on the implementation of problem-based learning?, and 2) what are the teacher' perceptions on the implementation of problem-based learning?

In processing the data, the writer used the qualitative descriptive approach. There were 14 students and 1 teacher from SMAN 21 Makassar included in this research. The data were collected through observations and interviews after the implementation of two different methods, including problem-based learning method.

The findings of this research showed that majority of students claimed to prefer the application of the problem-based learning method in the learning process, especially to improve students' speaking skills. Students were more enthusiastic about the discussions. Where the topics were not based on handbooks and discussed more about everyday life which could be more easily understood and reached by all students in the class. In addition, they can exchange ideas and respond to each other not only with their own group but also with other group which different from the previous learning method. The teacher were happy and excited to see the responses and participation of his students who used to be silent in class, finally speaking too. He admitted that this method gave a good impact in raising the classroom atmosphere and making students pay attention to the lesson again.

Keywords : students, teacher, problem-based learning, speaking skills.

ABSTRAK

Aulia Rizki Ramadhani, 2022, *Teacher and Students' Perception on the Implementation of Problem-Based Learning in Improving Speaking Skills,* dibimbing oleh Nasmilah dan Karmila Mokoginta.

Penelitian ini dilakukan untuk mengetahui persepsi guru dan siswa terhadap implementasi metode pembelajaran berbasis masalah dalam meningkatkan kemampuan berbicara. Untuk mencapai itu, penulis membuat dua pertanyaan : 1) apa persepsi siswa terhadap implementasi metode pembelajaran berbasis masalah dalam meningkatkan kemampuan berbicara?, dan 2) apa persepsi guru terhadap implementasi metode pembelajaran berbasis masalah dalam meningkatkan kemampuan berbicara?

Dalam mengolah data, penulis menggunakan metode kualitatif deskriptif. Terdapat 14 siswa dan 1 guru dari SMAN 21 Makassar yang terlibat sebagai partisipan dalam penelitian ini. Data diperoleh melalui observasi dan wawancara setelah pengimplementasian dua metode berbeda, termasuk metode pembelajaran berbasis masalah.

Hasil dari penelitian menunjukkan bahwa mayoritas siswa lebih memilih pengaplikasian metode pembelajaran berbasis masalah dalam proses pembelajaran, khususnya untuk meningkatkan kemampuan berbicara siswa. Siswa merasa lebih antusias dalam berdiskusi. Dimana topik yang dibahas tidak berdasarkan buku panduan dan lebih membahas tentang kehidupan sehari-hari yang lebih mudah dimengerti dan dijangkau oleh seluruh siswa di dalam kelas. Selain itu, mereka dapat bertukar ide dan merespon bukan hanya dengan teman kelompoknya saja tetapi juga dengan kelompok lain, dimana metode ini berbeda dengan metode pembelajaran sebelumnya. Guru merasa senang dan bersemangat melihat respon dan partisipasi para siswa yang dulunya hanya diam di kelas, akhirnya turut aktif untuk berbicara. Guru mengakui bahwa metode pembelajaran berbasis masalah ini memberi dampak positif dalam membangun suasana kelas dan membuat siswa kembali memperhatikan pelajaran

Kata kunci : siswa, guru, metode pembelajaran berbasis masalah, kemampuan berbicara.

CHAPTER I

INTRODUCTION

1.1 Background

English is an international language that plays an important role in communication and learning. In Indonesia, English is one of the compulsory lessons that students must follow in order to prepare a more advanced generation to face future developments.

One of language skills should be learnt by a language learner is speaking. It is the ability used to interact between humans in conveying expressions, opinions, emotions orally or bodily action (Burns, 1999). According to Brown (2001), speaking is the most important element in English learning. It is an important standard for someone to be proficient in language because most people judge someone's success in learning English or foreign languages from the way they speak. Speaking will lead students to other communicative performances such as grammar, vocabulary, and pronunciation because when speaking we will automatically use them all.

Improving students' English language skills is not easy because we do not use English as a daily language. There are several things that prevent students from accustomed to using English such as lack of confidence, fear of making mistakes, lack of vocabulary, and stigma of an unfavorable environment. All of the above are things that are natural to experience as someone who is not a native speaker. In addition, lack of student concentration in participating in the learning process is due to the lack of variation in the learning model used by the teacher, which makes

students quickly bored. But keep in mind that people will not develop when they are not able to face and overcome the challenges that make them better. There are many problems to be faced in learning but of course there is a solution behind them all.

One of the efforts that can be made to overcome the above problems is by implementing an effective learning model, namely problem-based learning (PBL). Wadani (2014) mentioned that PBL is a learning method which students acquire and create with upper level abilities such as critical thinking and problem solving while eliciting information from personal real life experiences and gaining determinate information about their own learning. Learning with PBL places more emphasis on the process and not just learning outcomes obtained, so that the learning process can take place optimally and allows great learning outcomes. In the learning process of PBL, students work with their friends to solve complicated and accurate problems that help them to develop content knowledge as well as problem solving, reasoning, communication, and self-assessment skills (Watson, 2001, as cited in Duch, Groh & Allen, 2001). Thus, the students figure out how to work cooperatively to discover the result for genuine issues (Chagas et al., 2012; Wiznia et al., 2012). Problem-based learning additionally incorporates the existing wide learning objectives of self-coordinated learning, data mining abilities, cooperative and group learning, and reflective and evaluative reasoning abilities (Tan, 2002). The learning process is student centered because students are given the opportunity to examine points that affect them the most and to decide how they need to contemplate them. The students ought to recognize their learning needs,

learning plan in class, lead class interactions, and judge their own work and their friends' work.

In this pandemic period, students study from home and lack learning that supports the development of their speaking skills. They mostly get homework done and collected online so they get less opportunity to use their speaking skills. This makes students' speaking skills decrease and do not develop because they do not interact and exchange ideas directly during the learning process

This study targets senior high school students because at this age students already have a mindset that is sufficient to solve problems rationally, make wise decisions, socialize in groups or communities, and build good social interaction and cooperation. With critical thinking skills, they will be able to achieve the competency standards set in the curriculum or to be achieved in the learning process, and they will be able to design and navigate their life in the future which is full of challenges, competition, and uncertainty.

Departing from the discussion above, the writer would like to analyze the problem-based learning in the learning process of English speaking skills at senior high school. Therefore, the title of this research is "Teacher and Students' Perception on the Implementation of Problem-Based Learning in Improving Speaking Skills"

1.2 Identification of Problems

According to the background above in this research, the researcher identified the problems as follows:

1.   Students find it difficult to improve their speaking skills in the learning process

2.   The learning model used by the teacher is less supportive in improving students' speaking skills

3.   Students cannot choose the learning method that will be used in the classroom

1.3   Scope of Problems

This research will focus on the students' perception on the implementation of problem-based learning in a speaking class. The object of the research focused on students in a class of SMAN 21 Makassar .

1.4   Research Questions

Based on the background outlined above, the research questions are

1.   What are the students' perceptions on the implementation of problem-based learning?

2.   What are the teacher's perceptions on the implementation of problem-based learning?

1.5   Objectives of The Research

The objectives that are aimed to be achieved are as follows:

1.   To investigate the students' perceptions on the implementation of problem-based learning

2.   To investigate the teacher's perceptions on the implementation of problem-based learning

1.6   Significance of The Research

The researcher hopes that this research can add the readers' insight about students' perceptions on the application of problem-based learning in an effort to improve students' speaking skills. Furthermore, it and can be used as one of the guidance of other writers who want to investigate problem based learning. The researcher also hopes that with this research, both teachers and students can understand more about the role of implementing problem based learning in the learning process in the classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

Several studies related to this topic have been previously conducted by researchers who are also interested in the topic of the implementation of problem-based learning in improving students' speaking skills. They are as follows

Sumardi (2014) conducted a research entitled "The Influence Of The Application of Problem Based Learning Towards the Students' Speaking Ability of Grade Eleven of SMA Negeri 5 Bandar Lampung". Data were collected by incorporating two pre-tests and two post-tests in experimental group and control group. The findings from this research showed that teaching speaking through Problem Based Learning (PBL) was more effective and successful than standard teaching. This is evidenced by a significant increase in students' scores during the application of PBL.

Another study conducted by Mufaidah (2014) entitled "Problem Based Learning: Enhancing Students' Speaking Skill on the Second Year Student of SMPN 1 Atap Bandung in the Academic Year 2013/2014" aimed to investigate how PBL enhance the students' speaking skill through bazaar activity. In this research, the researcher used descriptive qualitative and quantitative method and researcher also uses test, observational checklist, documentation and interview (open-ended question) to collect the data. The study discovered that bazaar activity triggered the development of English learning and had an influence in increasing students' activeness, motivation and enthusiasm, and enriching students' vocabulary. In

addition, there was any significant enhancement about PBL method to students' speaking skill because the result of this research showed that the score was good and medium of students' speaking skill in Bazaar activity used by English language teacher in PBL method. Teacher and students stated that PBL method in Bazaar activity gave more knowledge that the teaching learning process was not only study but also could play game which related to the material of lesson and it more gave understanding than just learned more in learning English without game.

Kassem (2018) has conducted a research entitled "Improving EFL Students' Speaking Proficiency and Motivation: A Hybrid Problem-Based Learning Approach" which used a pre-post test, student motivation questionnaire, observation and interviews as references to see data differences after implementing PBL in class. This study used the mixed-method approach, qualitative to administering a pre-post test and quantitative to understanding the variable. The results of this study really showed that the PBL approach had a positive impact on improving students 'speaking skills, students' motivation and enthusiasm. Even students tended to be more focused and independent. Teacher also applauded the use of PBL but recommended adapting the curriculum and the teaching strategies.

These studies are very helpful for researcher in developing research ideas. As a helpful reading for this thesis, these researchers solicit a few differences with this thesis. In Sumardi (2014) discovered that problem-based learning gave a useful contribution for students' ability in speaking. It is basically developed based on the theory of modern cognitive psychology which states that learning is a process in which learners actively construct their knowledge. While this thesis is not prioritize

how influential the problem-based learning method is in influencing students' speaking ability. The other study conducted by Kassem (2018) found that PBL was the most convenient way to get rid of memorization habits and help in the retention of the lessons and helped students with self-directed learning which also increase students' learning motivation and engage themselves in a learning process that improved their oral communication skills. For this research however, students stated their perception of how PBL method improves their speaking skills, it is not specific and comprehensive that this method can increase their learning motivation.

2.2 Theoretical Background

2.2.1 Definition of Speaking Skills

Speaking is the manifestation of thoughts, feelings, ideas, and expressions through oral speech as a medium of communication with other people. According to Burnz and Joyce (1997), speaking is defined as an intuitive interaction of constructing meaning that includes delivering, accepting, and processing information. Its structure and meaning are reliant upon the setting in which it happens, the speakers, and the purposes. Khorashadyzadeh (2014:2) states that speaking is not just the speaker's understanding of the expression of linguistic aspects such as grammar, pronunciation, and vocabulary mastery but also about understanding sociolinguistic aspects such as when, why, and how to express it.

Wilson (1983:5) defines speaking as advancement of the connection among speaker and audience. In addition speaking figures out which logical linguistic, psychological and physical rules ought to be applied in a given communicate

circumstance. It implies that the fundamental objective of speaking is for communication. To communicate adequately, the speaker should know precisely what he/she needs to talk, he/she must realize the consequences of what been said, to his/her audience, he/she needs to see any rule that based his/her speaking either in general or in person.

Furthermore, Bailey and Nunan (2005) contend that speaking is a crucial part of of language learning whether it is a foreign or second language that can be estimated from the capacity of the students in the learning interaction. To enhance the speaking ability, the student should practice their speaking in learning in light of the fact that without the capacity to speak, it would be difficult to have an essential communication among people.

2.2.2 Elements of Speaking

According to Harmer (2001), there are four elements of speaking ability, they are

1. Connected Speech

    Changes in sound or utterance, e.g. assimilation, skipping, addition, attenuation (by stressing and emphasizing patterning)

2. Expressive device

    Expression technique is to express emotions by changing the speed, quantity, and stress of expressions. The use of this device contributes to the ability to convey meaning.

3. Lexis and Grammar

Lexis and grammar are required for teachers to provide language features such as agreement or disagreement, surprise, shock, or approval with certain words.

4.   Negotiation Language

Negotiation languages have the advantage of being able to articulate and show the structure of what we say.

2.2.3 Function of Speaking

Richards (2008) use an extended three-component version of Brown and Yule's structure (Jones, 1996 and Burns, 1998).

1.   Talk as interaction

It represents dialogue and describes interaction primarily as a social function. People meet, greet and exchange information because they want to get to know each other.

2.   Talk as transaction

This represents a situation with a focus on a clear understanding of what they say and do and how they interact socially.

3.   Talk as performance

This applies to public speaking, such as announcements, and speeches broadcast by an audience.

2.2.4 Problems in Speaking

Speaking English as a second or foreign language is a challenge for learners because speaking in a foreign language requires more than knowing grammar, but

also using English in real-world situations. According to Doris and Jessica (2007), language problems are actually one of the leading causes of poor academic performance. These problems can be an obstacle for students to improve their speaking skills. The reason students find it difficult to speak is because they lack of grammar, vocabulary, and pronunciation. These problems are related to problems in linguistics.

Psychological problems are other problems that can prevent students from speaking good English. Xinghua (2007) argues that psychological problems are problems that often interfere with emotional and physical health, relationships, work productivity, or adjusting to life, such as nervousness, self-doubt, and fear of speaking. These issues can affect the way students speak.

1.   Linguistics problems

Linguistics problems are problems that cause students to lose their ability to speak. There are language problems that affect the way someone speaks, such as poor grammar, vocabulary, and lack of pronunciation.

      a.   Vocabulary

Vocabulary problems arise when you do not have the vocabulary you need to speak and you don't know how to combine words into good sentences. Doris and Jessica (2007) argue that in actual communication, no one paid much attention to the correct expression of the grammar and emphasized the content and method of the answer. Although students clearly know what they are trying to say in the source language, they are often confused

about associating and using the necessary words when the language itself needs to be translated into a target language such as English.

b. Grammar

Grammar is the study of structuring and formatting sentences, so learning the correct grammar can seem a bit tedious because it's worth the time and effort. If students do not know the rules of grammar, they cannot communicate effectively in English.

c. Pronunciation

Pronunciation is just as important as other aspects of learning a foreign language, such as phrases or vocabulary. Accurate pronunciation is essential to improving your speaking skills. Pronunciation is also closely related to other areas such as listening and grammar. For example, someone who can correctly pronounce the endings of a word can provide grammatical information at the same time.

2. Psychological problems

a. Lack of self-confidence

Confidence is the knowledge that we can think good and positive thoughts. According to Elliot (1998), the concept of self-confidence refers to self-confidence in one's own judgment, ability, power, etc., sometimes excessively expressed. Good self-confidence comes from self-focus (self-awareness). Lack of self-

confidence can come from many aspects, such as feelings of guilt, inner shyness, unrealistic expectations of perfection, false humility, fear of change or mistakes, depression, and more

b. Anxiety

In general, anxiety refers to a condition characterized by a temporary emotional state, or a sense of tension and concern, and increased activity of the autonomic nervous system. In this case, the students cannot say anything to the audience. They may face certain emotions, such as nervousness, shyness, fear of worse, whether or not they are trying to speak better. Students must be aware of their own psychological problems and deal with their own state of anxiety. This way, students will be able to speak better English in the future.

2.2.5 Speaking Activities

Harmer (2001) suggests some speaking activities that can be done in the classroom during the learning process

1. Acting from script

In this activity, students are asked by the teacher to read and demonstrate the dialogue in the script or reading. Meanwhile, the teacher directs and improves student performance

2. Communication games

Playing games in class is one way to liven up and help students relax to learn, especially languages. This activity is designed to encourage

language stimulation and communication between students so that they can express their ideas and answers. Playing games is usually done in pairs or even in groups, thus this can also increase student socialization and bonding.

3. Discussion

    Giving a problem in student discussion can trigger students to give their respective opinions. Even though they will likely have different thoughts, this actually makes them participate in the class. But keep in mind that topic selection is important because topics should be familiar and accessible to all students in the class.

4. Problem solving

    In this activity, students should work in pairs or groups because they are required to solve problems by paying attention to perspectives from different points of view. They can share opinions according to their views, experiences, and feelings as problem solvers. In this activity the teacher acts as a mediator to communicate between students while students throw questions and answers at each other.

2.2.6 Definition of Problem-Based Learning

The innovative problem-based learning (PBL) program was first introduced by the Faculty of Health Sciences of McMaster University in Canada in 1966. The hallmark of implementing PBL in the master is a community- oriented, human-focused educational philosophy through an interdisciplinary approach. Based on Duch (1995), PBL is an educational method that encourages students to know how

to learn in groups to find solutions to problems in the real world. Problem simulation is used to activate students' curiosity before starting to learn a subject. PBL prepares students to think critically and analytically, and to be able to find and use appropriate learning resources.

Problem-based learning is a series of learning activities in which there are number of activities that must be done by students. Students not only listen, take notes, then memorize the subject matter, but through the problem-based learning students become active in thinking, communicating, looking for and processing data, and finally making conclusions. This problem-based learning places the problem as the keyword of the learning process that will be used to think scientifically. As states by Athoillah (2010), executing problem-based learning in a language class needs to consider the techniques during the execution and how the evaluation will be directed. There are four detailed characteristics of PBL according to Sumarji (2009). First, the learning objective is intended to build up students' capacity in issue recognizable proof. Second, consistent issue, means the issue empowers students of significant concept or regulation with the material which is being discussed. The issue at that point ought to be genuine. Third, in teaching by using PBL, students make presentations in front of class which will be discussed and assessed together as a form that students can get the point of the issue or problem itself. Fourth, teacher works as facilitator to develop students' creative in thinking.

On the other hand, Torp and Sage (2002) argue that problem-based learning is an amazing methodology for educational program, guidance and assessment that

rich establishments both in experiential concept and ideology. Woei et al (2008) in their chapter "Problem-Based Learning" also mentioned that PBL is supported by hypothesis of situated learning, which consider that learning is most impressive when it is installed in reliable tasks that are moored in regular settings.

Cindy E (2004) describes PBL as a student-centered instructional method in which students become familiar with a subject through the experience of critical thinking both thinking strategies and domain knowledge. The problem-based learning design began from the medical school and was currently utilized in other way of thinking as well. The objectives of PBL is to assist the students with creating adaptable information, powerful critical thinking and problem solving abilities, self-directed learning, teamwork skills, and innate motivation.

2.2.7 Procedures of Problem-Based Learning

In the application of problem-based learning, students work in groups to explore further about the problem or topic being discussed. With exploration activities, students are expected to be able to complement each other and see the knowledge and skills they have before asking for input from other members. They need to study together to decide what statements and facts they can present to solve the problem topic. Landsberger (2011) summarized several steps that can be considered in the learning process of problem-based learning.

1. Explore the issue related to the problem

    Find and read some problems that are related to the object being discussed then identify the important parts that will support the statement.

2. List what your team knows about the problem

Discuss with all group members about things that are currently happening as well as their respective experiences related to these problems. Each group member must contribute without exception. Pay attention and don't miss strong statements that can support and provide solutions to the problem.

3. Develop and write out the statement in your own words

This description should be based on what you know about the problem and what you will need to know to solve the problem. Do the following:

   a. Get consensus from the team on the new written statement

   b. Write the problem statement

   c. Get feedback from your instructor (for confirmation that you are on the right track)

   d. Be willing to change/modify the problem statement as you gather information and learn more about the problem.

4. List all possible solutions to the problem

List the ideas that have been discussed together and hypotheses about the problem. Why is this statement a problem? What is the right solution to solve the problem? Order the solutions from the strongest and most reasonable to the weakest.

5. List action to be taken with a timeline

   a. What do we have to know and do to solve the problem?

b. How do we rank these actions?

c. How do these actions relate to our list of possible solutions?

d. Do we agree on these actions and if not, how do we reach consensus?

6.   Write your team's report with the solution to the problem

This step can act as a preliminary step that involves a draft report or can be the final report. Check with your instructor on his or her requirements.

a. Prepare how you will present your findings by following the requirements for this part of the activity. Typically, each team presents their solutions as a group presentation to the entire class or stakeholders related to the problem.

b. The findings should include the problem statement, questions, gathered data, analysis of the data, and support for solutions or recommendations based on the data analysis. This step will show the process and the outcome of the problem-based learning activity.

7.   Presenting and defending your conclusions

An important goal in problem-based learning is to present not only your team's conclusions but also the foundation upon which they are drawn. Prepare all of the following points:

a. State both the original problem and your conclusions

b. Summarize the process in which the problem was solved:

what options were originally considered, what difficulties were encountered, what resources were used.

c. Convince your audience of your solution by using supporting documents, interviews and guests and the reasons these pieces of evidence were used

d. Prepare for challenging comments and questions – clearly address and or answer what you can and if you do not have an answer, acknowledge it and refer to it for more consideration.

8. Review and reflect on your team's performance

This reflection is an important step that will help validate what you learned and how you could improve on the process. A key component of problem-based learning is the act of reflection in which students are asked to apply what they have learned in other situations (transfer of knowledge), how they will apply what they have learned in their personal lives (as students and citizens of a community) and how they will apply what they have learned in another course-related projects. Reflective thinking also helps students become more observant of their own learning environment and to pose thoughtful questions as they solve problems.

2.2.8 Teacher's Role in Problem-Based Learning

1. Define problems that are appropriate for the population and student abilities. The problems discussed are not complicated, easy to achieve but still have an impact that will hone students' thinking

skills. Convey a picture of the problem that can make students catch it by telling the background of the problem without giving other detailed information that they will be looking for.

2. Group students fairly and evenly by placing a combination of students with different skills so that there is a balance between teams and each group can work more optimally. Pay attention to students who stand out and students who have often worked together

3. Give motivation and support to students which can increase their enthusiasm for new content and problem solving. Support must be given from the beginning of their work until they present the material.

4. The teacher acts as a mediator, director, and supervisor of the discussion. The teacher must pay attention and ensure that all group members participate in the group properly.

2.2.9 Perception

Perception according to Pride and Ferrel in Fadilla and Lestari (2013), perception is all processes of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning. Meanwhile, according to Rofiq (2011) which states that perception is the experience of objects, events, or relationships obtained by concluding and interpreting information. This opinion is relevant to the research of Elistiawati (2010) which states that perception is response after the experience process of an object is carried out by an individual so that it causes an interpretation

of the object or event, then reacts by showing behavior towards the object or event.

Perception strongly influenced by objects or events that occur to individuals and are interpreted. Meanwhile, according to Walgito (2010: 54-55), perception has the following indicators: (a) Absorption of stimuli or objects from outside the individual. Certain stimuli or objects that are absorbed or received by the five senses, both sight, hearing, touch, smell, and taste alone or together. From the results of absorption or acceptance by the senses, you will get a picture, response, or impression in the brain. (b) Understanding. After an image or impression occurs in the brain, the image is organized, classified (classified), compared, interpreted, so that an understanding or understanding is formed. (c) Assessment or evaluation. After an understanding is formed, there is an assessment of the individual. Individuals compare the newly acquired understanding with the criteria or norms that the individual has subjectively. Individual judgments vary even though the object is the same. Therefore perception is individual.