

## **Chapter Four**

### **Findings and Discussions**

This chapter presents the findings and the discussion of the study about students' perception toward teaching materials in PPB UMY based on the data that were collected from interviews. First, the researcher gathered the information about their experience learning English in PPB UMY. Second, the researcher analyzed the data and categorized the results into students' perception. The strengths and the weakness of each category presented by perceptions discuss in this chapter. Third, the researcher analyzed the effect of the students' perceptions to the teaching materials.

#### **Students' perception towards the relevancy of the teaching materials**

In the beginning of the interview, the researcher asked respondents about relevancy of teaching materials used in *PPB*. The relevancy of teaching materials can be gotten from passing standard in the syllabus and also the suitability of teaching materials to the students' need.

#### **Finding 1: Materials given by lecturer**

The students' perception towards the relevancy of the teaching materials cover the relevant or the connection with the achievement of Passing Standard (Standar Kelulusan/SK) and Basic Competency (Kompetensi Dasar). The easiest way is to ask questions about the basic competencies that must be mastered by students. With this basic principles, the teacher will know whether the material to be taught as the material facts, concepts, principles, procedures, attitudes aspect or aspects of the psychomotor so that in turn the teacher avoid mistakes selection of the type of material that is not relevant to the achievement of SK and KD. The

respondents were asked about the learning material used in the class. Each participant has different perception in answering about materials given by lecturer.

For the syllabus, from the beginning of the course, the trainer was stated about it. So, It think the materials present appropriately according to syllabus. [R.1.]

The materials presented suits with syllabus. [R.2.]

The material focuss on syllabus. [R.3.]

Materials used in PPB is good because they use about 50% of their activities to attain students' participations [R.2.]

Material used in the PPB same like high school level and they teach over and over same thing. It is boring [R.3.]

Two of three respondents above mentioned that the materials used in PPB level 1 are attractive enough to attain students attention and participation. The learning process based in the teaching materials attract their interest to participate and practice their English . But, two from three respondents think that the material used in teaching materials in PPB UMY level 1 are not suitable for their needs in English . The materials present same as materials for high school students. Even one respondent said that the teaching materials is boring. Besides that, respondents also stated about the content of the textbook.

### **Finding 2: Suitability content to the level**

The respondents were asked about the content of the textbook. The perceptions from respondents as follows

I think there is no significance development in the materials. If there is, the development only a little bit but I think it is same as in high school. [R.1.]

The materials presented in the book are appropriate to its level [R.2.]

Material used in the PPB same like high school level and they teach over and over same thing. It is boring. [R.3.]

Only one respondent who think that the material is appropriate. The materials in the level 1 book is not suitable for students' need. Two of the respondents said that the material used in PPB level 1 is similar to English book for high school students. This means that the textbook has no difference with the previous material when the respondent was in senior high school. Even, the third respondent said that the material is boring because it taught the same thing over and over. The first respondent that stated irrelevant about the teaching materials said that there is no significance improvement for his ability in English . The material used in level 1 PPB UMY are basic materials that taught for all of beginner levels. It make a basic fondation for good English in further learning. This teaching materials try to generate beginner level student with the same curriculum and materials even some of the students have attain English class earlier or have not in English class at all. At first, some students will feel that teaching materials is similar for high school but the aims to get the same standard English education for all students from different faculties are the main purposes of this course. Hopefully, the students have the same ability in basic English and for students who fail the limit, have to be repeat the course. Respondents also reported about the relevancy of textbook based on the syllabus.

### **Finding 3: Content is rellevant with syllabus**

Syllabus should be known by students. This means that they should know what will be done in the class. That is why researcher asked about the syllabus. The content taught in the classroom should be matched with the syllabus so that the question about whether content of textbook is based on the syllabus or not

All respondents reported that contents of teaching materials is relevance to the syllabus. All of them stated the syllabus are explained before the class so, the students know what they will learn about and what are their achievements. The syllabus was always stated before the first chapter of the teaching materials or on the beginning pages of the theaching materials. It helps the student to understand the lesson and achievements and also helps the teachers about the materials they have to teach in front of the class.

This finding is in line with Directorate of high school (2008: 8-9) that stated that learning materials should be developed according to the curriculum. Syllabus is made from curriculum. That is why learning materials should be based on the curriculum. Good learning material should be made based on the syllabus. Besides that, Gafur (1994) also mentioned that material can be said relevance when this can achieve passing standard of the students. Passing standard of students have been said in the curriculum and also syllabus. This means that learning material can be said relevance when this is accordance with syllabus.

### **Students' perception towards the consistency of the teaching materials**

#### **Finding 1: Language is understandable**

Students' perception towards the consistency of the teaching materials means that there is conformity whether in quantity or number between competences and teaching materials. If the basic competencies that want to be taught include all four language skills, the material

chosen/developed also includes all of fourth of it. The question about language is whether the language is understandable or not. Students reported about the language used in the learning materials.

Language used in the teaching materials is easy to understand but lack of practices. [R.1.]

Language used in teaching is understandable. [R.2.]

To me, it is fairly easy understood. [R.3.]

This consistency in the language used in teaching materials create better understanding in learning English . All of the respondents agreed with the consistency of the teaching materials so they can understand well the book. But, one respondent said that the teaching materials should be added with more exercise written or oral. This exercises are usefull for students to practice their lesson after or before the class, especially practice it at home. Respondents explained different perception about exercise which is in the textbook.

### **Finding 2: Less exercise in the class**

In practices, I dont get any significance development here, so I have to add extra course in other institution. [R.1.]

For the materials is not presented in sequence. The trainer teach randomly. [R.2.]

Because I am not focussing on the materials, I want to improve in speaking and listening for my main purposes. So, I dont care with materials. [R.3.]

The sequences of the contents help the students to learn easily. Students improve step by step by learning one by one the lesson gradually. According to the interveiw, all of the

respondents disagreed with the contents. Students feel difficult to understand the materials because its contents and structures are not presented in sequence. In this case maybe subject presented in sequence students find it hard to understand in learning. A respondent said that he has to add extra course outside PPB UMY to improve their English, one respondent said that the teacher teaches randomly and the last respondent said that he doesn't care with materials and prefers to ignore it.

Consistency is needed when learning language, especially for beginner level who have a little knowledge or have not at all in English language. The consistency in language used in teaching materials is appropriate according to respondents but the contents and structure must be fixed and adjusted to students' needs for academic and professional life. This finding is in line with Directorate high school (2008: 8-9) which stated that teaching materials should be suitable to the developmental stages of students. Level 1 is the lowest level in PPB. That is why the materials for students should be suitable for level 1. This means that this textbook is consistent in the using of language and exercise based on the developmental stages of students.

### **Students' perception towards the sufficiency of the teaching materials**

#### **Finding 1: The materials in the textbook are less sufficient**

Students' perception towards the sufficiency of the teaching materials meaning that the material being taught should be sufficient to help the students master their basic competencies taught. The material should not be too little, and should not be too much. If the material is too little this will less help to achieve SK and KD. Conversely, if too much would be a waste of time and energy that does not need to learn it.

Students' perception on sufficiency relates on how the teaching materials are enough to fulfill their basic needs in further English learning and become the basic steps for their English ability. Sufficiency also relates with their feeling that the teaching materials is achievable and fulfill their goals. Students explained their opinion about the sufficiency of the textbook.

I think that, the learning material used in the course is good enough. The learning process implement not only materials textualls but also using games. However, for level 1 the textbook is not enough to improve my ability. That's why, I need to upgrade to the level 2 or 3 [R.1.]

Improve, but not much. [R.1.]

My ability in English develop a little, but not enough significance. [R.2.]

Not much improvement. [R.3.]

The question about how the teaching materials help them improve the ability of English . All of the respondents agree that their English improved but all of them also agree that not much improvement got from the course. the perception of sufficiency in this question is low, because they think that the teaching materials have not sufficient enough to help them improve their goals or achieve what they want. This can be seen from the data that respondents felt their ability in English did not significantly improve.

### **Finding 2: Materials is sufficient for TOEFL**

Maybe it is sufficient but I think ony for TOEFL needs. [R.1.]

The materials are not enough for my needs. Because we need a lot of English exercices, especially to improve the ability in English . [R.2.]

Not suits with my needs, not focussing on the materials. Personnally I like listening and speaking. The materials is too contextual. [R.3.]

This question was asked to the respondent on how the teaching materials have been fulfilled thir needs in learning English . Same as the previous question, one respondent answered it in vague, he does not know whether it is sufficient or not. He thinks that some of the materials are fulfilled but the others are not. Two of three respondents answered that the materials are not sufficient to fulfill their needs in English . One of the reason is lack of practice in form of exercises. The other stated that he needs more listening and speaking practices. This finding did not show that the textbook used in PPB is sufficient as stated by Directorate high school (2008: 8-9). Teaching materials should be able to handle students' problems or students' learning difficulties. This means that textbook should be good in solving students' problems for example problems in speaking.

The researher try to ask the respondents about the strength and the weakness of the teaching materials. Based on their experince and perception, the researcher gather some information to be analyzed. All of them have the same prevelancy according to how they see the weakness and the strength of the teaching materials.

### **Finding 3: Strength and weakness of textbook**

The strength of the book is able to understand easily, but the weakness is not much practices in the teaching materials and not really focus in the real world. [R.1.]



The strength is easily understood but my level in English does not develop enough.

[R.2.]

The weakness is the materials presented on the book is same for senior high school, the strength it easily understood. [R.3.]

All of the respondent agree when stating about understandability of the teaching materials. All of them answered that the strength of the teaching materials is that textbook is easy to understand. From the previous explanation, the understandable shown in the syllabus used in the book and the language used in the book. They agree that the language is easy to understand and the syllabus in the book is highly understood and can be achieved.

All of the respondent have different opinion about the weakness of the teaching materials. One said that the teaching materials is lack of practices, the other said that he doesn't improve well when learning with the book and the third said that the teaching materials used is similar to book for high school students. All of them agree that the teaching materials need to be improved especially on the contents and structures of the book. The relevancy is low because the book is not suitable for university students and the contents is not up to date to the current situation. The sufficiency is also low because the teaching materials hardly achieved their goals.

The researcher try to gather much perception about their ideal teaching materials according to their own goal. Below are the answer gathered from the interview. The answers reflect their opinion about the ideal teaching materials because the teaching materials used now is not suitable or does not have enough sufficiency.

#### **Finding 4: Students' opinion toward ideal teaching materials**

I think PPB Should combine between formal learning materials and informal learning materials. So, it is useful when I take TOEFL test and it useful when I talk to foreigner, beacuse in outside class we usually used informal English in daily activities. [R.1.]

Teaching materials must be improved, because the level 1 book is same as book used for high school students. [R.2.]

I think the learning process should focuses not only on the book but there may be indoor and outdoor class class, listening games, interesting game and not too much focus on the book. [R.3.]

From the answers above, the researcher analyzes that the teaching materials should be improved. Two respondents answered that the teaching materials have to be completed by daily activities conversation or colloquial verbs that usefull for them when facing daily needs. They also added that the teaching materials have to be added by outdoor and games activities. They believe that this kind of learning involve the students' participation. One respondents answered that the book used in teaching materials shoul be improved. The improvement can be in the curriculum of the book, the contents that fill with up to date news and some games and activities. Written and oral exercises also needed for the homework activities. The respondents' perception believe that more practice is better for their ability in English . The researcher also gathered information about the fuction of their English in their daily activities. The usefull of English that they learnt from PPB UMY indicates the teaching materials used in course is relevant to their life.

**Finding 5: The textbook is relevant to students' life**

A little bit useful outside class. Because, in the learning process, we only focus on exercise formal not colloquial. So, outside the class I rarely use it. [R.1]

The materials are useful outside the class [R.2]

I think in the classroom, there are some students who teach repeatedly but always hardly understand. But personally I already bored and outside the class, the materials have nothing to do at all [R.3]

One respondent stated that their learning process is useful outside the class. Because the materials contain some of the conversation outside the class, so he can practice it. One respondent answered it doubtfully, he knows that he can use it outside the class but rarely use it. One respondent answered negatively that the materials used in the teaching materials don't help them outside the class. The three different variations of answers reflect that the teaching materials are lack of variations. Some students easily practice their learning some of them doubtfully and the rest are too scared to practice. The good teaching materials should encourage them to practice their English perfectly whether it is inside or outside the class. The teaching materials should encourage the participation of the students to answer the questions or practice their English.

Based on the three perceptions of the respondents, each of the respondents has different interpretations of the teaching materials used. Although, they definitely agree with some of the questions. This variation reflects the lack of the teaching materials that have to be improved. Relevancy, consistency and sufficiency of the teaching materials are the main perceptions that have to be fulfilled by PPB UMY.