

Chapter Four

Finding and Discussion

In this chapter the researcher presents the finding and discussion about students' perception on English Lesson at SMK Muhammadiyah Gamping Yogyakarta. The study reports here to reveal students' perception of English lesson by looking at what students think about teaching learning process and material use in English class. The findings were presented into two parts topics of discussion in the following. The first one presented students' perception on teaching learning process of English lesson. The second topic answered the questions of students' perception on material used of English lesson. The interview guideline for analyzing of the research study can be found in Appendix I. For the discretion of participants, the researcher presented their identities as pseudonym (Rose, Fionn, Lily and Ezhar).

Students' Perceptions on Teaching Learning Process of English Lesson

In teaching learning process there are several components which determine whether or not the lesson successfully, these are curriculum, method, teacher and learner. In this study, the researcher discussed about four components above related to its common meaning not on its specific meaning but in general one. Therefore, the finding of these four components related to English teaching learning process was revealed below.

Finding 1: Student perception on the purpose of teaching learning process. The finding was found that the student aware on the purpose of teaching

learning process. There were two findings on students' perception related to their awareness in the purpose of teaching learning process. The first, it was found that teaching learning process is purposed for mastering language skills. Second, student mentioned that English teaching learning process could support their future career.

Related to the finding of students awareness of teaching learning process purpose, that was for mastering language skills, Rose said, "English is international language so, it is important to learn English and I want to master it as well as possible" (P.1.5). She also added, "...I think by learning English, I can use it as the provision to communicate with native or foreign people" (P.1.7). In that Fionn also claimed, "I think English class is conducted to increase learners' speaking ability" (P.2.6). Besides, Ezhar said, "The purpose of English teaching learning process is to enhance students' speaking and writing skill" (P.4.7). Thus the students explained that the purpose of teaching learning process conducted is for increasing students' language ability.

Furthermore, related to teaching learning process as the provision for future career in order to ease them for interacting with the foreigner in the work, Rose said, "I learn English to enhance my knowledge about English and to prefer myself for global competition" (P.1.6). Then, she also added, "I think English is necessary to learn because if an automotive student would go abroad we need to communicate by English as the changing of traditional language. Moreover, English skill could support our career in the job" (P.1.8.). In that Lily also mentioned, "... as the provision to work and it might ease to interact with foreign

people in the job” (P.3.4). Thus, they explained that English lesson is purposed as the provision for their future career in the work.

The finding on this case was concerned on student perspective through their awareness on the purpose of teaching learning process. The finding is in line with Ministry of Education in English lesson curriculum 2013 (2014) mentioned that the aims of English Lesson for SMK are to develop students’ attitudes, knowledge, and communicative skills by using active communication both receptive and productive. According to the data result, students pointed out that teaching learning purposed to provide more opportunities for increase language skills and interact in English. Then, the finding also relevant with the argumentation from Focho (2010) that he mentioned the roles of English are for academic success, international job opportunities, international communication and global education. Thus, students explained that teaching learning process could help them to learn English lesson through classroom context to gain a better understanding and beneficial for their future career in the work. .

Finding 2: Students’ perception on the teacher teaching method. The finding of students’ perception on teaching learning process method showed that there were positive and negative opinions. The finding was showed that some students seemed like the method used by the teacher. Besides, related to the negative opinion students felt less satisfied teacher teaching method.

Regarding to the positive perception, Rose and Lily denoted that they like the way of teaching learning process occurred. Rose said, “I like the process of English teaching learning in the classroom” (P.1.9). Then, She added, “...because,

the teacher usually divided us into group, and that made us easier to do the task” (P.1.10). She explained that she affected the way of teaching learning activities engaged, because the English teacher often used group method as the problem solving activities. Moreover, Lily also stated, “I like the way teacher used in teaching learning process, because usually after she explained the material she gave us some exercise and if there were any mistakes she corrected us directly” (P.3.7). She also mentioned that during teaching learning process the English teacher write the material on the whiteboard and then the teacher explained the material, and it helped the students to understand the English materials. Both participants brought out their affection on the English classroom activities that used by the teacher. Thus, their positive attitude toward the method used was because the teacher used appropriate way of teaching and that was compatible with students’ needed.

On the other hand, Fionn and Ezhar were shown different argumentation on the method used in teaching learning process. On this finding they felt less satisfied with the way or the method used. Fionn argued, “I like when the teacher explain the material, but, sometimes she only left the material and asked us to rewrite, and that condition made me less pleased” (P.2.8). Then, he added, “Sometimes the teacher only order us to do a task or rewrite material, without any explanation before, and that was made me less pleased” (P.2.9). He also mentioned that he hoped the teacher did not give students any assignment or exercise without explaining the materials anymore. Thus, he wanted the teacher to explain the material first before giving any exercise or assignment. Besides, Ezhar

perceived, “I felt less pleased, because there were students that didn’t pay attention during the teacher explaining the material and they were make some noisy” (P.4.10). He added, “Actually teacher has asked them to keep silent, but they didn’t notice that and it was very disgusting” (P.4.11). He also told that he hopes the teacher find the way or activities to take students attention during teaching learning process. Accordingly, students was shown that they felt less satisfied on teaching learning process method used in the classroom. They mentioned that they did not like the way teacher used was because the teacher sometime less responsible on managing class activities and discipline and the way teacher used in teaching were less appropriate with their needed. Thus, they hoped the teacher could create, choose or use better way of teaching learning process in the future.

From the finding above, it was shown that there were two findings of students opinion on teaching learning process method used. The finding was found that there were positive and negative argumentations through teaching learning activities in the classroom. These cases were caused by teaching learning method used, and it is in line with Nunn (1996) in Varda, Retrum and Kuenzi (2012) argued that students participation could be affected by teaching method used in the classroom and students learning outcome as well. According to Imsen (2009) in Hadjerrouit (2015) explained that the justifying on whether or not the teaching method good is not easy to measure, because it affected by many factors, such as teachers’ standard evaluation, learning methods applied, students’ characteristics, tools, society, environment, and culture. Ogden (2004) in

Hadjerrouit (2015) also stated that teaching methods should be custom with the material taught, context, the characteristics, interest or need of teacher and students. If teaching method used is focused by the teacher only on sharing and transmission knowledge, he/she might arrange to maximize the delivering material and minimize time and effort. As a result, both interest and understanding of students may get lost (Ganyaupfu,2013). Thus, the finding was found that the teaching method used by the teacher through class activities affected students' feedback on teaching learning process. It was shown that the students in negative opinion have the opposite treatment of teaching method used from students in positive opinion. Therefore as the solution of student negative attitude, the teacher might explain the material first, gives some exercise as well and give more attention to what student needed in teaching learning process activities.

Finding 3: Students' perception on teacher in teaching learning process. Based on the interview result, it was found that the students generally felt positive towards teacher on teaching learning process in the classroom. The students agreed that the teacher of English has a good personality in English class. The students also mentioned that the teacher is very helpful for the students to understand the English lesson.

Regarding to the finding of the English teacher has good personality in teaching learning process, Ezhar said, "The teacher is good, because she explained material well" (P.4.1). He mentioned that the teacher was explaining material well during process of teaching learning in the classroom. Besides, Lily also argued, "The teacher is nice, because after explaining she usually gives student some

exercise and if there is the wrong answer she always gives us the correction” (P.3.1). She explained that the teacher has good performance in the classroom during the lesson. Thus, they agreed that the teacher is good, because the teacher is explaining material well and facilitating them as well as possible.

Related to the finding of the teacher is very helpful, Rose said, “Teacher is adding and increasing students understanding about English knowledge” (P.1.1). She also added, “...after following English class and the teacher explaining I can understand English knowledge more” (P.1.2). So was Fionn said, “Teacher help the student to understand the material” (P.2.2). In that, Ezhar claimed, “Teacher is very helpful in teaching learning process, especially on increasing student understanding on lesson” (P.4.2). Thus, they mentioned that the English teacher was helpful in the process of teaching learning English in the classroom.

This finding is consistent with the proposition of teacher responsibilities that claimed by Zombwe (2009), “Some responsibilities of teacher are as the resource of knowledge, facilitator, maintain the discipline, creative researcher, role model in good behavior, mentor and an evaluator”. The result also in line with Wilson and Peterson (2006) stated that teachers must systematically consider their learning goals and their students, the subject matter they want students to learn, and select pedagogical strategies that will enable student learning. The finding above found that learners do not have problem with teacher role towards the English lesson in the classroom. Furthermore, the reasons for students’ positive feelings about the English teacher are identified from the interview result.

It was shown that the teacher has good personality and very helpful in teaching learning process.

Finding 4: Students' perception on students' role in teaching learning process. This part talks about the students' own role in teaching learning process. There were two findings related to the learner role and performance in the classroom. The finding showed that the students agreed that learners' role is learning. However, the finding also found that during the lesson there were negative and positive on how students perceived of their roles in the teaching learning process in the classroom.

Related to the students' role, Rose said, "Student/learner role is studying in order to master the taught knowledge" (P.1.3). Fionn in his answer of the interview stated, "Student should mastering English lesson well" (P.2.5). So was Lily argued, "Learner duties are learning, doing exercise, and receiving material" (P.3.2). While, the positive perception on learner performance was shown from students answer during the interview, Lily stated, "Student roles are learning and doing a task, therefore, I and other students always pay attention well during teacher explanation" (P.3.2). Rose also claimed, "During the lesson students are paying attention well, doing the assessment, and asking what we have not understand, and I think student have to learn as well as possible" (P.1.4). Thus, they explained that during the lesson, students always pay attention well and they always learn how to receive, understand and create the critical thinking toward the new knowledge.

On the other hand, there were students who showed negative performance students. The student interviewed explained that the different students' responses during the lesson are because of different perspective towards the English lesson. Fionn said, "Student role is learning, but, there are some students that less interest to English lesson so there were only few students who pay attention and these students cheat on their friend to do homework" (P.2.3). So was Ezhar stated, "Basically, learner duties are studying and completing task, but sometime there were some of students don't pay attention to the lesson teaching learning process". They mentioned that during English teaching learning process there are some students who didn't pay attention and to do the homework or exercise they cheat on their friend. Related to the reason of this finding, Ezhar claimed, "Some students don't pay attention to the lesson caused of less interest felling and they thought that it was difficult lesson" (P.4.4). He added, "Because student thought that the lesson is difficult so during teaching learning process the students are busy by themselves and if there was a task they cheat on others" (P.4.5). Fionn also mentioned, "Some students said its difficult to learn, cause of the different sound and written" (P.2.4). They explained that the difficulty perception of English lesson appears through students' perspective cause of the different pronunciation and written of English material.

Furthermore, the finding of learner role in learning is in line with the article of pedagogy and practice in teaching and learning in secondary schools (2004), learners roles are organizing their learning activity, solving their learning problem, realizing when they need to ask help and questions, reading and

gathering information, taking a note, sharing ideas one another, evaluating their work and planning what to do. However, the participants in this study also mentioned that the learners have problem that caused by the difficult perceptive of English lesson, which is effecting their action in English class.

Students' Perceptions on The Material of English Lesson Used in The Classroom

In material of English lesson use there were several components which determined whether or not the lesson material used appropriately, these were material use, material source and media. In this study, the researcher discussed about three components above related to its common meaning not on its specific meaning. Therefore, the finding of these three components related to English material used was revealed below.

Finding 1: Students perception on the material used in English lesson.

The interview result found the students interviewed expressed that the use of English material in the class was appropriate and could helped them to gain a better understanding of English lesson material. The finding showed that there were two perspectives on material use; how far the material helps the students to master the skill and how appropriate the material use based on students' opinion.

Students explained that the material used could help them to visualize daily vocabularies use. Rose said, "I think the material contents are appropriate with daily vocabularies needed and easy to understand" (P.1.11). Further, Fionn also mentioned, "The material of English lesson helps the students to increase listening, speaking, reading and writing skill" (P.2.11). He elaborated that the

English material use allowed the students to increase their language skills (reading, writing, speaking and listening). Others, Ezhar thought that the English material is interesting to learn because it comes from the foreign language. He mentioned, “English is interesting to learn because it is foreign language” (P.4.14). From these students interviewed it could be affirmed that the use of English material could help them to ease the learning process, and they felt interested on it.

Another case, Lily argued that the material used was still less appropriate. She said, “I think the material use is less effective, because the teacher only used one source of book and the supplied dictionary was limited” (P.3.9). She explained that the uses of English material need to be expanding and not monotonous on using one lesson book. Then, she mentioned, “I hope the teacher could use some other kind of books which are more fun and interesting” (P.3.10). Thus, she claimed that she felt the use of English material less effective because she believed the English teacher could be more innovative and creative. In order the material might increase the probability of making it more interesting and have a certain quality.

The finding of textbook use is in line with the claim that, “Based on the benefits offered in textbooks, teachers’ ways of teaching usually depend on the use of textbooks in classroom” (Diniah, 2013). Besides, the textbook is arranged to develop students’ language skills and it is provided as text-based learning in the form oral and written context, and English language is settled as the main communication (Ministry of Education and Culture, 2014). Kitao and Kitao (1997) also mentioned that “The content of English materials should be useful,

meaningful and interesting for students”. Moreover, the finding is relevant with the statement claimed by Howard and Major (2004), they stated that the appropriate material should be contextualized, stimulate interaction, encourage learner to develop learning skills and strategies, offer opportunities for intergrated language used, attractive, have appropriate instruction and flexible.

Finding 2: Students perception on the material source of English lesson. The interview result showed that majority of the students agreed that the material source used is book. According to the interview data, students affirmed that the book helped them to understand the English material and increase their language skill and the book contents are useful and appropriate with their needed. It was shown positive opinion related to the material source in English lesson.

Related to the finding mentioned above, Rose said, “By the book existence, our understanding of the English material is easier” (P.1.17). Besides, Fionn also argued, “The book contents are very beneficially to enhance language knowledge which is used as the work provision” (P.2.14). They explained that through English book, they also learnt daily expressions. Such as Lily stated, “I like the material content because relevant with daily conversation needed” (P.3.13). Then, Ezhar also reflected that the use of book helped them to increase the language skills. On that he said, “I like the book, because it helps me to increase my language skills especially speaking and writing skills” (P.4.18). Thus, their perspectives in the interview answer showed that the use of book as material source has positive feedback from the students.

In conclusion, the finding above was denoted that the students have positive responses through the use of book as the source of English material. As a result, students showed that they enjoy for learning English by book. And they apply it to enrich their language knowledge and to ease them for improving their English quality. Such as Crandall (as cited in Richard, 2015) stated, “Language lesson include the use of authentic and adapted materials that are appropriate to the cognitive and language proficiency level of the learners or that can be made accessible through bridging activities”. Thus, the finding was found that the material source used is based on adapted material which is sourced from English lesson book. It was shown that book as the source could help students to understand the English material, increase their language skills and the book contents are useful and appropriate with their needed.

Finding 3: Students perception on media used of English lesson. The students interviewed pointed out that the teacher used no others media but book as the media of English lesson learning. The finding found that book as learning media could help students to develop and enhance their understanding of English lesson material. Beside, students also suggested that the teacher need to add other media for English lesson.

Regarding to the finding about book as media benefit, Rose stated, “The teacher only used book as learning media, but I think it is enough because it contains all of the language skills” (P.1.19). So was Fionn argued, “I think the use of book as the media is not bad and it is quiet enough to increase the language skills, although the teacher might be engages other media for English class”

(P.2.16). They pointed out that book also provided opportunities for the students to improve their language skills especially to communicate and interact with others by using daily conversation material.

On the other hand, students also explained that the teacher allowed students to use book and internet as the media of learning, but the internet only used as online dictionary. Lily said, “The use of book as media is very helpful for the students to understand the English material and increase our skills; listening, speaking reading and writing, but I think the most difficult is speaking skill, if only the teacher facilitate us by another media such as language laboratory or watching movie we could listen and practice directly” (P.3.15). Others, Ezhar also argued, “The book could help us to understand English lesson, but, I think the teacher might use other media such as video that enable us to learn the expression and pronunciation of the native speaker, and I suppose it also could bring student attention” (P.4.19). Thus, both participants mentioned that the used of internet was infrequently and only for dictionary used. Whereas, during the English class, not all of students would pay attention to the lesson delivered process. Therefore, they suggested that the teacher need to add another learning media to support their process in mastering English and to take student attention during the lesson.

The finding might be related to Sudiran (2015) claimed that “Both manual and electronic media are very important to help students gain the learning experience”. English Learning media should include the example and model of English material and it can be in the form of audio, video, text and animation (Surjono and Susila, 2013). There were many kinds of media that could be used

by the teachers as the media to deliver the material; such as audio, video and written media. However, in fact, the teacher only used written media and could only choose materials that are suitable for the majority of students through the recommended book. As a result, students with the lower awareness or anxiety might not be able to understand the language of the texts and could only rely on their more capable friends. It is recommended to the teacher to use various kinds of media. Through the media used in English lesson, the material could be presented clearly, adding students interest, giving them experiences as a reality and they could understand the materials easily (Sudiran, 2015). Thus, the differences of perception through English lesson might be caused by the difference needed of learning media.