



STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF ENGLISH LANGUAGE TEACHING IN SMK MUHAMMADIYAH 3 BUMIAYU

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ABSTRACT

This study aimed at finding out the students' perception on the implementation of English Language Teaching. The subjects of this research were 70 students of SMK Muhammadiyah 3 Bumiayu, Brebes with the total number was two (3) teachers. The subjects were determined by the intention to obtain information through interviews and observations. Considering the responses from the questionnaire, It can be summed up that the students' perceptions to English teaching learning process are positive. However, it was noted that there are almost 50 % of the students who have difficulties in mastering English and they are also still less-autonomy in learning English by themselves before the lesson given. On the other hand, the students also think that the time duration for English teaching learning process is inadequate

1. Introduction

Students' perception could be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (Merleau-Ponty, 2002). Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them,

Students perception acn be measured from the evaluation. Dickins and Germaine (1992) claim that there is a common belief that evaluation means the same as testing, and evaluation is done while students are being tested. However, testing is only one component of the evaluation process. They further state that evaluation is an indispensable part of teaching and learning. Evaluation should never be underestimated as a standardized and prepackaged process. However, planning evaluation could be a standardized, prepackaged process, and the steps involved in conducting an evaluation could clearly be identified (Ogle, 2002).

2. Method

In this research, the researcher applied a Quantitative research design. This was employed to investigate deeply about the implementation of the Curriculum 2013 on English teaching learning process. In keeping with the focus of the problems that had been formulated, the used-CIPP Model was conducted for evaluating on the implementation of the Curriculum 2013 of English learning particularly at SMK Muhammadiyah 3 Bumiayu, Brebes . The subjects of this research were 70 students of SMK Muhammadiyah 3 Bumiayu, Brebes with the total number was two (3) teachers. The subjects were determined by the intention to obtain information through interviews and observations..

3. Result and Discussion

In Table 1, 2, 3, and 4, the students' opinions in terms of context, input, process and product factors of the English teaching learning process are mentioned.

Table 1. The means and the standard deviation results of students' opinions concerning context.

NO	Context Evaluation	Students	
	Item	X	Sd
1	Saya mampu menerima pengajaran Bahasa Inggris dari guru dengan baik	3.88	0.74
2	Saya juga mendapatkan materi pembelajaran bahasa inggris dari English Course dengan baik	3.44	0.63
3	Saya suka pelajaran Bahasa Inggris	3.77	0.81
4	Menurut saya, mampu berbahasa Inggris dengan baik adalah suatu hal yang baik.	4.66	0.51
5	Menurut saya, pelajaran bahasa Inggris adalah pelajaran yang menyenangkan	3.89	0.72
6	Saya dapat mengikuti pembelajaran di kelas dengan baik	3.78	0.67
7	Saya merasa waktu untuk belajar bahasa Inggris di kelas cukup hingga saya memahami pembelajarannya	3.16	0.91

As it is displayed in Table 1, students' opinions regarding context factor of the instruction program range from 'I disagree' to 'I agree'. It is observed that the students, are contented or satisfied with the improvement of their language skills. The students think that the duration for English teaching learning process is adequate. The students also have a great intention to the need of English as the international communication tool, as part of them have taken an English course for their improvements in mastering English.

Table 2. The Means and the Standard Deviation Results of Students' opinions Concerning Input.

NO	Input Evaluation	Students	
	Item	X	Sd
1	Saya suka dengan cara mengajar guru	3.71	0.76
2	Guru menggunakan media pembelajaran yang cocok untuk belajar ketrampilan berbahasa	3.78	0.77
3	Saya dapat ikut serta memakai media tersebut untuk belajar secara mandiri	3.49	0.73
4	Saya merasa materi / bahan ajar yang diberikan dapat meningkatkan kemampuan ketrampilan berbahasa saya.	4.08	0.68
5	Saya mendapatkan manfaat dari setiap pembelajaran bahasa Inggris.	4.23	0.61
6	Saya merasa puas dengan cara guru mengevaluasi	3.49	0.69
7	Saya tidak mengalami kesulitan dalam mengikuti pelajaran bahasa Inggris di kelas	3.07	0.80

Table 2 shows that the students' responses in terms of input factor range from 'I disagree' to 'I agree'. It can be noted that the students are satisfied with the English teaching learning process. The students feel comfort to the material delivered by the teachers. On the other hand, responses to the items about the effects of classwork and the classwork itself are positive.

Table 3. The means and the standard deviation results of students' opinions concerning process.

NO	Process Evaluation	Students	
	Item	X	Sd
1	Saya bertanya kepada guru jika saya mengalami kesulitan belajar	3.68	0.76
2	Saya lebih suka bertanya kepada teman jika mengalami kesulitan dalam pelajaran Bahasa Inggris	3.84	0.87
3	Saya akan selalu aktif dalam pelajaran bahasa Inggris di kelas karena sangat penting dalam kehidupan, terlebih kaitannya dengan mencari pekerjaan di masa mendatang.	3.78	0.87
4	Saya mengerjakan tugas dan PR bahasa Inggris yang diberikan oleh guru.	3.75	0.64
5	Saya senang apabila guru menunjuk saya, untuk mengerjakan/ menjawab soal bahasa Inggris	3.30	0.79
6	Saya berusaha untuk bertanya kepada guru jika saya dan teman sekelompok mengalami kesulitan dalam menjawab soal	4.03	0.80

As it is seen in Table 3, the students' responses in terms of process factor range from 'I disagree' to 'I agree'. It is observed that the students feel the lack of activities which can be applied to all skills concern the students. However, the teachers are not pleased with the number of exercises, the amount of homework and sufficiency of participation. The number of formative tests is considered to be adequate by both the students and teachers.

Table 4. The means and the standard deviation results of students' opinions concerning product.

NO	Product Evaluation	Students	
	Item	X	Sd
1	Saya mengerjakan tes dengan kemampuan saya sendiri	4.5	0.69
2	Saya belajar lebih giat jika mengalami banyak kesulitan dalam menjawab soal/pertanyaan bahasa Inggris.	3.77	0.70
3	Saya mempelajari materi di rumah sebelum diajarkan di sekolah	3.2	0.65
4	Saya mempelajari kembali materi yang telah diajarkan di sekolah	3.16	0.67

As it is presented in Table 4, the students' responses regarding product factor range from 'I disagree' to 'I agree'. It can be noted that the students are contented with the improvement of their autonomy learning.

The present research study focused on the students' opinion only about the English teaching learning process at SMK Muhammadiyah 3 Bumiayu, Brebes. The data gained from the study

indicated the fact that the students' responses ranged from 'I disagree' to 'I agree'. In context component of the English teaching learning process, it is apparent that the students' think that they have the capability to receive the English teaching learning process well. The students also have a great interest in studying English, on that account that almost 50 % of students also take English course for their improvement in mastering English. The students think that the ability to mastering English well is a good thing. Meanwhile talking about the duration for English teaching learning process, the students assumed that the time is inadequate.

As for the result of the input factor, the students' perception are absolutely positive to the given materials and they are contented with the methodology which utilized by the teachers. Next, the students also participated in using the suitable media when the English teaching learning process happened and they are able to use the media for improving their autonomy learning.

Analyzing the findings of process factor, it can be seen that the students are active in English teaching learning process. They have good interaction with the teachers. Then the students also feel delighted to be pointed by the teachers. Besides, the students will be fond of posing questions if they find any difficulties in English teaching learning process.

Taking the product factor of English teaching learning process into consideration, it is clearly to say that the students have good autonomy learning. They completely do the task or tests by themselves. Meanwhile, on the average of them study the material first before the teachers delivered or presented it in the class. After that, the students also re-learn the material to mastering the materials.

4. Conclusion

Considering the responses from the questionnaire, It can be summed up that the students' perceptions to English teaching learning process are positive. However, it was noted that there are almost 50 % of the students who have difficulties in mastering English and they are also still less-autonomy in learning English by themselves before the lesson given. On the other hand, the students also think that the time duration for English teaching learning process is inadequate.

Taking the findings into account, the following suggestions were put forward in order to improve the quality of English teaching learning process. (1) it is suggested that a comprehensive needs analysis should be done for students, especially for the duration for English teaching learning. (2) it is recommended that the teachers should help the students' difficulties in mastering English. And (3) it can be advised that, the teacher should encourage the students to prepare the lesson well before the English teaching learning process occurred, on accordance they can be well-autonomy learners..

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