

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research problem about teacher's and students' perception towards English learning and the factors that influenced teacher's and students' perception at *Shiratut Thalibin Salafiya boarding school* and the discussion of the finding of this research.

#### A. Findings

1. The teacher's and students' perception toward English learning.

Perceptions are centered on the inner unconscious feelings from which students attitudes towards learning a language emanate. Thus, attitudes can be defined as the outcomes of perceptions ( Despagne. 2010 : 55). Since perception is inner unconscious feeling which is unable to observe objectively, attitude is used to find out the perception. In order to find out attitude, ABC model is used to find out attitude with triode model as measurement.

The writer will describe teacher's and students' perception towards English learning based on result of observation and interview. The observation data written on field notes of classes activities at three classes of *Shiratut Thalibin Salafiya* Boarding school at *Ulya* (Senior). Besides the observation the writer also conducted an interview with English teacher and

students. The writer conducted the interview with 11 students because only 11 students those present three times consistently in time this research conducted. On the instrument of interview sheet, there are two sections consist affective and psychology section with 9 questions for students and for teacher there is addition section about competences with total 19 questions.

a. Affective component

Affective component involves a person's feelings / emotions about the attitude object (Van den Berg et al. 2006: 372). First component of ABC model includes an individual's emotion which represents verbal statements of feeling (Spooner. 1992: 144).

Based on interview, every subject stated English learning is favorable.

b. Behavior component on teacher's side

Teacher behavior point will be taken from personal competence as indicator because Mafulah (2014: 1355-1357) statement that said, personal competence deal with the way teacher behaves.

Personal competence, personable attitude steady means so as to be a source of intensification for the subject. In this case, it means to have a personality that is capable of carrying out exemplary leadership as

proposed by Ki Hajar Dewantara namely "Ing ngarsa sung tulada, middle Mangun ing intention, tut wuri handayani". (Certificate program teaches the basic components of the V-B education book II, educators based education module)

#### 1) Teacher's emotion management

The Teacher is never angry frontally with students, the teacher remains calm when teaching students and only raises her voice and when back focused on lesson teacher will lower down the voice back to normal. In short Teacher has stable mental

#### 2) Teacher discipline

Teacher always comes 30 minutes earlier than schedule and never late starting class and on time in closing class.

#### 3) Teacher as good Example

Teacher wears clothes normally with wide hijab, can answer briefly, diligent and always on time.

#### c. Behavior component on students' side

Students' observation point is based on Suke Silverius (in Riyono 2005:11) that stated students' behaviour level divided into five stages (Acceptance, responding, self-learning, organization, and complexity).

### 1) Students' Acceptance

The willingness of students to participate in class includes following teacher's instruction then answer exercise and sometime asking questions such as the meaning of unfamiliar words. Male students only attended class without actively participate in class, since they rarely focused on Teacher's explanation and easily distracted and they only participate when Teacher asks them personally. Students' discipline can be described with Students always came on time even after break time, but most of students' presence list is low, except for some students.

### 2) Students' Response

At this level students only responded to questions that answered with "I don't know", "A/B/C/D", "Yes / No" "Yes, Good Morning" included out context answers and exercise given by Teacher.

### 3) Students' self learning

Students never read or study by themselves proved with homework that never finished even once and always answering together in class.

### 4) Students' Organization

Students never set up, maintain, manage, and resolve since they only followed Teacher's instruction.

### 5) Students' Complexity

Students never apply, justify the ways of solving the problem in other word Students not reaching this level.

d. Cognitive component on teacher's side

Teacher cognitive point is considered on professional and pedagogic competences. Professional competence chosen as indicator because the definition of Professional competence it self is that teachers must have extensive knowledge of the subject matter (field of study) that will be taught and mastering methodology in the sense of being able to choose the method of theoretical concepts in the learning process (Certificate program teaches the basic components of the V-B education book II, educators based education module). The reason for choosing pedagogic is based on Mafulah's statement (2014: 1355-1357) explained in his book, pedagogic competence refers to performance, knowledge and skills in teaching and learning includes teachers' ability to manage the teaching and learning process from the preparation to the assessment stages. Mafulah (2014: 1355-1357) also explained, professional competence relates to possessing a high knowledge of the field of their study background.

Pedagogic competence is suitable as indicators on behavior side since it includes performance and also suitable as cognitive indicators within knowledge and skills in teaching inside it.

1) Pedagogical competence

a) Delivering purpose of main subject that will be studied

Based on observation, the researcher found teacher did not give the purpose of main subject that will study. Teacher opened class with check presence list and after that teacher preview previous material in less than 5 minutes then explains present material.

b) Giving apperception and motivation to students

While this research conducted, Teacher never gives apperception and motivation to students.

c) Explaining material

As long as class intended, the Teacher explained material briefly, systematically and structured. Usually Teacher started to explain material with definition then structure and contains after that exercise and the last teacher gave assignment in textbook. Assignment will do individually then checked together, mostly assignment is homework that never finished by students. Important point rarely stressed by Teacher. Teacher used example that related to daily life, for the example in explaining the meaning of “Second” teacher used analogy of secondhand grade. Teacher explained material with Indonesian language in order to make students easier to understand since students always protest when explained in English.

d) Teaching method

Teacher always sits in front of students and gives explanation and sometimes writes something related to material such as diagram or example. No media ever used in class when Teacher explains material.

e) Mastering class

Class is never arranged in purpose, students pick up where they want to sit and they can move into another position. When students are distracted, Teacher rises up her voice and students got their focus back and teacher mostly focused on female students rather than male students, only when male students do something noisy teacher noticed them.

f) Closing ability

Teacher gives students homework to do and then Teacher gave closing greeting and then class dismiss.

2) Professional competence

Points that observed are based on statement from Mulyasa (2013: 16).

a) Understanding and implementing the educational basic such as philosophy, psychology and sociology.

Teacher always followed textbook pattern and only giving speech to students.

- b) Understanding and implementing learning theories based on students' ability

Teacher considered students have same level and ability, learning process always started and ended together. Teacher never grouped or divided students based on students' ability, in short students' ability generalized by Teacher.

- c) Controlling and Developing the Lesson

Teacher always explained exactly as written in text book, never beyond the textbook only gave example that related to daily life is the most developed material Teacher made.

- d) Developing the variety of learning methods

Teacher never tries another method. Teacher only gives speech and explanation in Teacher's chair in front of the class and sometimes written example in whiteboard.

- e) Developing and Using Learning Tools, Media and another Relevant

No media ever used by Teacher in this school

- f) Organizing and implementing learning program



Teacher never organize learning program even only lesson plan, the pattern always same in form of explain definition, structure, content, and exercises.

g) Evaluating students' learning output

Students' learning output is not available since homework always answered together with Teacher in class and assignment never assessed, the only way to know students' learning output is final test and it cannot evaluate until next year.

e. Cognitive component on students' side

Students' cognitive point is based on students' score in final test at the end of semester because that was only instrument existed, only the first grade didn't take any test yet.

Students' score in final test have narrow gap among them, the lowest is 71 and the highest 78 and all of them passed them passed the minimum requirement of school score (*KKM*) which means they succeed in their class.

2. The factors that influenced teachers and students perceptions towards English learning

There are many factors that influenced perception itself, and there are many theories came from experts. According to Stephen P. Robins (1996: 225) there are 3 factors that affected perception;

a. Preceptor (Individual)

If someone sees something and tries to give interpretation about what preceptor saw, preceptor will be influenced by individual characteristics such as attitude, motive, needs, experience, knowledge and hope.

b. Object of Perception

Object can be person, things, or events. The kind of object usually has influence to preceptor, and cannot see as theoretical otherwise the relation with another preceptor. That made human more to make a group based on similarity such as same nationality or same event and try to separate the different thing.

c. Situation

Perception should see in contextual which means situation when perception happened, situation is factor that have role in process of forming perception.

Miftah Toha (2003:154) states there are factors that affected perception are :

1) Internal factor

Consist of Feeling, attitude, personality, assumption, wish or hope, focus, learning process, body condition, mental disorder, value and need, interest and also motivations.

## 2) External factor

Consist of Family background, information gathered, knowledge, and social needs, intensity, size, motion repetition, new things, familiar and commonness.

In book entitled *Psychology*, 2008 explained psychology affects how human percept and what human percept can categorize into two factors there are Psychology and Culture (Wade & Tavis, 2007: 209)

Because some of them have similarity researcher will categorize it into two sections there are psychology and culture

### a) Psychology (Internal)

Psychology points are based on needs, hope, believe, and past experience since another points such as attitude and knowledge already explained.

#### 1) Need

Researcher direct question to find out their need, and almost every students' answer is students' need to master English in order they can speak with foreign tourist, only one student answer need English learning for requirement of student's job.

Teacher's need is more support from government in form of text books, media, and any material that will help learning so students can mastering English and students can achieve higher target and not only about pass national examination.

## 2) Hope

Teacher's hope is students learn English for getting skill not only pass through National Examination.

Students' hope is every of them have almost similar answer; their wish is to pass national examination.

## 3) Emotion

Interview result showed they are happy doing this English learning, both teacher and students.

## 4) Past experience

Teacher refuses to answer question about past experience, teacher only answered that teacher graduated from one of education institution in Banjarmasin and also teacher hasn't experience teaching in *Shiratut Thalibin* since its teacher's first year.

Students' past experience almost similar since they came from same place, only few of them learned English in junior high school (*program paket B*).

## b. Culture

Culture will be analyzed based on Hofstede's cultural dimensions that explained about collectively portray the impact of the culture ingrained in

society on the values of the members of that society. They also describe the relationship between these values and behavior, with the help of a structure based on factor analysis. In other words, this theory studies significant aspects of culture and provides them a rating on a comparison scale (Hofstede: 1997: 09).

### 1. Individualism / Collectivism

This dimension focuses on relationship between the individual and the group. Highly individualistic cultures believe individual is most important unit.

Highly collectivistic cultures believe group is most important unit. Alalak cultures especially in *Shiratut Thalibin Salafiya* Boarding school they live in collectivism culture based on observation that they always do in group even teacher not ordered them to make a group.

### 2. Uncertainty Avoidance

This dimension focuses on how cultures adapt to changes and cope with uncertainty. Emphasis is on extent to which a culture feels threatened or is anxious about ambiguity.

Culture in research site showed they can be categorized into low uncertainty avoidance based on observation that no punishment when students are late or students felt calm when teachers are late.

### 3. Power Distance

This dimensions focuses on the nature of human relationship in terms of hierarchy.

Table 4.1 Predictors of Power Distance

Predictors	High	Low
Climate	Warm	Cold
Population Size	Large	Small
Wealth	unequal distribution	Equal distribution

Based on Predictors table, Shiratut Thalibin Salafiya boarding school have warm climate, small population, and equal wealth distiribution and based on observation the role of class leader when this research conducted never shown up, only Teacher have higher position.

### 4. Masculinity / Femininity

This dimension focuses on how extent to which a society stress achievement or nurture. Masculinity is seen to be the trait which emphasizes ambition, acquisition of wealth, and differentiated gender roles. Femininity is seen to be the trait which stress caring and nurturing behaviors, sexuality equality, environmental awareness, and more fluid gender roles.

Researcher can't determine clearly whether the culture site masculine or feminine, but probably the culture is feminine since they are not competing to be the best in class and also no huge difference in their score.

#### 5. Long-Term / Short-Term Orientation

This dimension focuses on orientation in thinking to get goals, whether they live by day or are concerned about the future.

Based on observation, the culture of the research site tends to be short-term orientation since they showed that they emphasize on reciprocation of gifts, favors, and greetings then comparatively static, more conventional mentality at least for one and a half month when research was conducted and also negativity in economic growth.

#### 6. Indulgence / Restraint

Sixth dimension is unable to observe since it takes long time to observe and many events needed.

### **B. Discussion**

#### 1. Teacher's and Students' perception

##### a. Teacher's perception in general

Written at finding data Teacher's perception based on Teacher's attitude with ABC Model the affective component is positive, behavior

component is positive, and cognitive point is negative and it means PPN Triode.

PPN triode is the combination of positive Affect, positive Behavior and negative Cognitive components. Here, an individual likes the product but having lot of confusion during the evaluation based on various sources. After proper clarification, he takes favorable action over the product. For example, the person who likes a particular model of a car is having a negative feedback and different opinion from various sources. Finally, he gets clarification by the Sales Executive of the showroom and it culminates into a favorable decision to purchase the car. In this scenario one can observe a clash between feelings and beliefs but at last feelings dominate beliefs and leads to positive response (Jain. 2014: 8).

Based on explanation above and if we synchronize with situation it will be Teacher likes English learning but having a lot of confusion during the class since teacher has to face a new students that learnt English, after took some time to get used with students and in the end she took favorable action over students to make students feel comfortable learning English.

#### b. Students' Perception in general

Written at finding data, students' perception based on student's attitude with ABC Model are Affective side is positive, behavior side is negative, and Cognitive point is positive and it means PNP Triode.



PNP triode is the combination when both Affect and Cognitive components are positive but the Behavior is negative. In this situation, an individual is having both positive feelings and beliefs towards an object, even though he takes an unfavorable decision. For example, an individual who likes a car and after positively evaluation, visits the showroom to purchase the car. But, because of Sales Executive's opinion to wait for one month, he postpones or cancels the decision to purchase the car. This triode reflects, from the model, that even both affect and belief are unidirectional and positively respond on an object, the response goes in the opposite direction (Jain : 2014).

Based on explanation above and if we synchronize with situation, students' is having both positive feelings and beliefs towards an object, even though he takes an unfavorable decision. Student likes English learning and beliefs English is good for them. But, because of Teacher method only one and no variation, Students made unfavorable decision such as joking in class or not getting attention to the lesson.

## 2. Factors that influenced Teacher's and Students' perception toward learning English

### a. Psychology Factor (internal)

#### 1) Need

Alalak is part of Banjarmasin which the majorities of people is Islam and still hold Islamic values. The education is more about

Islamic science rather than general science, proved by different total time in school, when religion science got Monday until Saturday from 08.00 morning until 01.00 Afternoon and General Science (Math, English, etc.) only got time once a week every Friday, from 02.00 Afternoon until 05.00 afternoon.

Alalak is not Bali or Venesia that has famous tourism spot which won't make foreign tourists come to Alalak and it means English is not necessary and people in Alalak most of them work as carpenter, fisher or merchant based on researcher observation.

Globalization for now has small impact in Alalak, people in Alalak don't really need to know news in USA or England and also no dollar transaction in Alalak.

## 2) Hope

Teacher's hope is students learning English not only for passing National examination, but also mastering English.

Students' hope are simple, students only want to pass national examination which it has relation with their culture especially in short-term condition dimension and also English is not their main subject at school and also English's benefit for them only to speak with foreigner.

## 3) Emotions

Teacher and students said they are very happy doing English learning. The researcher hasn't any knowledge about reading people emotion.

#### 4) Past Experience

Teacher refused to answer question about past experience and only answered that teacher graduated from education institution in Banjarmasin and 2016 is first year teacher has duty in *Shiratut Thalibin*.

Students' past experience has correlation with need point, since they don't need English too much, they only took English as requirement for graduating junior high school. The year this research conducted is the first year English learning conducted in Senior high school degree so students don't have much experience in learning English at senior high school.

### b. Culture

#### 1) Individualism / Collectivism

This dimension focuses on relationship between the individual and the group. Individualistic cultures believe individual is most important unit while Collectivistic cultures believe group is most important unit.

Research site culture is collectivism, there are several reasons. First teachers and students are Indonesian we believe in *Pancasila* as our

moral mainframe that stated in third point is the unity of Indonesian and also Indonesian considered group harmony and cohesiveness is highly valued (Moffat. 2012: 8).

## 2) Uncertainty Avoidance

This dimension focuses on how cultures adapt to changes and cope with uncertainty. Emphasis is on extent to which a culture feels threatened or is anxious about ambiguity.

Indonesians may also place less emphasis on punctuality. Be patient, as it is considered disrespectful to show signs of annoyance. A popular Indonesian phrase 'term jam karet' means "time that stretches like rubber" (Moffat. 2012: 8).

## 3) Power Distance

This dimensions focuses on the nature of human relationship in terms of hierarchy.

Hierarchical relationships are respected, emphasized and maintained and superiors are often called "bapak" or "ibu" which means the equivalent of father or mother, sir or madam (Moffat. 2012: 9).

It Happened in Research site, even hierarchy is not shown up among students but it still applied to relation between Teachers and students.

## 4) Masculinity / Femininity

This dimension focuses on how extent to which a society stress achievement or nurture. Masculinity is seen to be the trait which emphasizes ambition, acquisition of wealth, and differentiated gender

roles. Femininity is seen to be the trait which stress caring and nurturing behaviors, sexuality equality, environmental awareness, and more fluid gender roles.

Friendliness is valued in Indonesia. Indonesians are known to hide negative feelings and avoid confrontation, rarely raising their voices (Moffat. 2012: 10).

Blame should never be publically aimed at any individual or group Indonesians appreciate people speaking softly. Loud people may be interpreted as aggressive (Moffat. 2012: 10).

Based on characteristics that explained above, Indonesian is feminine culture since mostly about nurturing behavior.

#### 5) Short term orientation

Based on observation, culture of research site tend to be short term orientation since they showed that they are focused on respected tradition and emphasis on reciprocation of gifts, favors, and greetings then comparatively static, more conventional mentality at least for one and half month when research conducted and also negativity in economic growth.

Due to the diverse nature of Indonesian society where each province has its own language, ethnic make-up, religions and history, most people will define themselves locally before nationally (Moffat. 2012: 11).