

CHAPTER IV

FINDINGS AND DISCUSSION

The findings and discussion are the fourth chapter in this study. It contains two important parts, such as findings and discussion. The findings consists of the results of research obtained in the field with questionnaire and interview. The discussion consists of data analysis described in the findings by comparing it with the theories that had been collected in this study.

A. Findings

This data presentation described about the result of research on the questionnaire and interview result as the primary data for supporting the topic about the analysis of students' perception on the content of English for Mathematics at Mathematics Department of UIN Antasari Banjarmasin. It was to know about students' perception on the content of English for Mathematics at Mathematics Department of UIN Antasari Banjarmasin.

In this research, the researcher conducted to collect questionnaire data on March, 11th and 12th and the interview data collected on March, 19th, 20th, and 22th. There were four class (A, B, C, D), especially in sixth semester at Mathematics Department. They had ever learned English for Mathematics at fifth semester beforehand. Based on it, the researcher wanted to analyze students' perception on the content of English for Mathematics based on their experience.

1. The students' perception on the content of English for Mathematics at Mathematics Department of UIN Antasari Banjarmasin.

In this research, the researcher gave sixteen questions to collect questionnaire data and interview data. The first question is what do you think how the subject of English for Mathematics is?

For class A, it had five respondents for this research. One person said easy level, she thought the English for Mathematics is comfortable and interesting subject. Four people thought it is enough part, they thought English for Mathematics had “specific terms” and “high vocabularies” so that they had to effort to understand it.

For class B, it had five respondents for my research. Three people described English for Mathematics was enough part. They were under impression that it helped them to understand mathematics material in English. Two people thought English for Mathematics was difficult. They thought English for Mathematics was difficult, because they didn't master and catch on English well.

For class C, it had five respondents. One person explained that English for mathematic was easy because she thought its tutor was interesting and eager. Three people talked that English was enough because it had high vocabularies and they have not English basic. One person thought it was difficult because she never understood everything in English.

For class D, it had five respondents. One person thought that English for Mathematics was easy, she told which English for Mathematics didn't use English for all of its content. One person thought that it was enough. She thought the its purpose was so confused. Three people thought that it was difficult because they didn't understand English well.

Based on the questionnaire and interview, there were twenty responses about the first question on the research questionnaire. Three respondents answered for easy part. Eleven respondents answered for enough part. Six respondents answered for difficult part. For easy part, many respondents gave the reasons why they said it was that the English for Mathematics was fun subject and in this material they didn't present it in the classroom. For enough part, they gave the explanation was the subject was so complicated because it had many words that so high level so that they did not understand it. For difficult part, they actually did not know English well and they were so confused.

The second questions is how do you think about Mathematics book in English?

At class A, there were five people who been the participation in this research. Two people thought that mathematic book in English was easy and interesting. One person thought it was enough because she regarded that its content was not clear. Two people thought it was difficult because they didn't know its vocabularies and they didn't understand.

At class B, there were five people. One person thought it was enough because the book was consisted of the materials and the its example. Four people thought it was difficult because they told the books had complicated vocabularies and no explain from the teacher for it.

At class C, there were five respondents for this research. Two people thought the book was quite because they thought that it depended on the people who learns it. If she/he understand English well it will be enough to understand it and the opposite. Three people thought it as difficult because it had high vocabularies level and need to effort to understand. At class D, there were five respondents that all of them said that the mathematic book in English was difficult. They thought the book had difficult vocabularies. They also thought it was so hard to understand it.

Based on questionnaire and interview, there were twenty respondents to answer this question. In the second questions of this questionnaire two people said it was easy because they thought the book was easy and interesting to learn. Four people said it was enough because they had a perception, if someone person had a good English skill she/he will enough understand to learn it. Fourteen people said the mathematics book was difficult because she told it had high or specific vocabularies so that they didn't understand it.

The third questions is what do think about applying the subject of English for Mathematic in classroom?

At class A, five people participated in this research. Four people of them said it was good because while it was being applied. The teacher gave the instruction to read the materials and to speak in front of the classroom. So, it would be good application and interesting activity. One person said that it was enough because when applying this subject, the teacher order to memorize the vocabularies.

At class B, there were three people said that the activity was awesome because while applying this subject in classroom they thought they were taught by teacher like practice teaching learning so that they knew how to make a good application in classroom. Other than that, through this class the thought it would improve their intelligent and helped them to learn the mathematic book. One person said that it was enough because they were ordered by teacher making a syllable and RPP then applying and teaching it using English. One person thought it was difficult because he didn't know the vocabularies so that he didn't understand it while the teacher applied it in classroom.

At class C, all of participants thought that applying English for Mathematics in classroom was wonderful. They felt it was good assembling because they thought it helped them to improve their ability to be the teacher someday and its assembling was so effective and highly structured.

At class D, three people thought it was so good because the assembling was so good and it helped them to improve their speaking

English skill. Two people thought that the assembling of English for Mathematics in classroom was so boring because they didn't know the vocabularies so that they didn't understand to comprehend it and to present it in classroom and they thought bored.

Based on questionnaire and interview, there were twenty people in this research who participated to answer the question. Fifteen people said that the assembling of English for Mathematic in classroom was so awesome. Two people said that it was so enough because the teacher ordered them to make syllable and RPP then to teaching practice using English. Three people said that it was boring because they didn't know the its vocabularies and couldn't present it in English.

The fourth questions is what do you think from the four skills contained in English (such as listening skill, reading skill, speaking skill, and writing skill) which skills that it is applied in teaching of English for Mathematics is?

At class A, they said that reading skill, speaking skill and writing skill were very dominant that was 100% and Listening was only 20%. At class B, they said that listening skill was dominant that was 100% then reading skill and speaking skill were 80% and writing skill were only 60%. At class C, they said that reading and speaking skills were 100%, in writing skill was 80% and listening skill was 40%. At class D, speaking skill was dominant that was 100%, reading and speaking skills were 80% then in writing that was only 40%.

Based on questionnaire and interview, the assembling of English for Mathematic in classroom the English skills that was applied in teaching got that speaking skill was very dominant. Writing skill was about 75%. Reading skill was it 60% and listening skill was only 45%.

The fifth questions is do you use English in the classroom? If yes, when does it! if not, give the reason?

At class A, four people said that “yes” they used it when they were presentation, asking and answering the questions and when it was obligation. One person said that “no” because they weren’t familiar in English. At class B, three people said that “yes” that they used English in classroom when they were presentation, discussion, and if it was obligation. Two people said that “no” because they weren’t confident and weren’t familiar in English. At class C, four people used English when they were presentation, discussion, and the lesson was doing. One person said that “no” because she couldn’t use English. At class D, two people said that “yes” they used it when the lesson was doing and discussion. Three people said that “no” they weren’t familiar in English.

Based on questionnaire and interview, there were thirteen people said that “yes” they used English when they were presentation, asking and answering the questions, discussion and if it must. Seven said that “no” because they didn’t feel confident and some of them weren’t familiar in English so that they couldn’t use English when the lesson was doing.

The sixth question is what do you think about the content of English for mathematics book easy to understand?

At class A, four people thought it was so enough to understand because it consisted of basic materials and one person said that it was easy to understand it. At class B, two people said that it was enough understood because the book had many example questions and had vocabularies that was easy to understand it. Three people said that the book was difficult to understand because they said that it consists of difficult vocabularies and they didn't have skill in English.

At class C, three people thought the book was enough to understand because the book consisted of many pictures and many example questions. Two people thought difficult to understand because it consisted of high vocabularies level. At class D, two people said that the book was easy to understand. Three people said that it had difficult vocabularies.

Based on questionnaire and interview, there were twenty participations to answer this questionnaire. Three people said that the book was easy to understand. Nine people said that enough to understand because the book consisted of many example questions, many pictures, and had basic materials. Eight people said that the book was difficult to understand because it had high vocabularies level so that they didn't understand it.

The seventh question is what do you think you have the difficulty in understanding of the content of Mathematics book in English?

At class A, all of participants said that they had difficulty to understanding it because they thought the book had difficult explanations and formulas and the vocabularies so high. At class B, five people said that they had difficulty because they all thought the book had difficult vocabularies and its content so that they couldn't understand it very well.

At class C, all of participants said that they had difficulty. Some of them said that they couldn't understand English. The others said that the book has difficult vocabularies. At class D, three people said that the book was difficult to understand because the material was so hard and they couldn't use English. And two people said that they had not difficulty for it.

Based on questionnaire and interview, there were eighteen participants said that they had difficulty to understand the mathematics book in English because they told they couldn't understand in English and the book had difficult vocabularies level. Two people said that they were fine to learn mathematics book in English.

The eighth question is what do you think, in the five chapters involve in English for Mathematics you had been learned, which contents that you regard to easy understand are?

At class A, five people chosen algebra to be easy content. In other hand, some people included trigonometry and measurement to be easy

contents in chapter five. At class B, almost participants chosen measurement to be easy content. One person included the geometry to be the one person. The other chosen everything content in chapter five to be easy content. At class C, four participants chosen chapter 1 about measurement. The other chosen geometry. At class D, one person chosen word problem involving ratio proportion and percentage. One person chosen algebra, geometry and measurement.

Based on questionnaire and interview, algebra was to be an easy content in English for Mathematics book. Measurement, geometry, and ratio proportion and percentage were too.

The ninth questions is what do you think, in the five chapters involve in English for Mathematics you had been learned, which contents that you regard to difficult understand are?

At class A, all of participant chosen statistic to be difficult content. The others chosen trigonometry and probability to be the one person. At class B, statistic and probability were chosen by three people and one person chosen algebra and trigonometry.

At class C, almost of participants chosen statistic and probability and two people chosen ratio chapter. At class D, three participants chosen probability. One person chosen geometry and trigonometry. And the other said that everything was difficult because they were not taught by the teacher.

Based on questionnaire and interview, statistic and probability were to be difficult content in English for Mathematics book. Trigonometry, geometry, and algebra were too.

The tenth questions is what do you think, in chapter 1 about measurement, estimation, and using formula. How are the contents showed in this chapter?

At class A, two people said that all of contents in chapter 1 were easy. Three people said that it was enough to understand. At class B, three people said that it was easy and two people said it was enough to understand. At class C, one person said it was so easy to understand. Four people need to an extra effort for understanding it. At class D, one person said that the contents were so easy. Two people said that they thought confused to understand it. Two people said that they didn't know about all of the contents in chapter 1 of English for Mathematics book.

Based on questionnaire and interview, there were seven people said that the contents of chapter 1 was so easy. Eleven people said that they needed to an extra effort to understand all contents. Two people said that he didn't know English well so that he thought difficult to understand it.

The eleventh questions is what do you think, in chapter 2 about using algebraic equations to solve problem. How are the contents showed in this chapter?

At class A, four people thought enough to understand it because they had to extra effort to understand the materials. One person thought

difficult for it because the explanation was like story that need to strong understand it. At class B, one person said that it was easy to understand because she told that she learnt to solve trouble using symbol and letter. Three people thought the materials was so enough to understand because they thought the calculations was easy and they had to extra efforts for understanding the questions. One person said that it has difficult vocabularies. At class C, they hadn't been taught about the materials by the teacher. At class D, three people thought easy to understand the materials and one person said that it was enough or had to learn more for understand it and one person said that the materials was so difficult.

Based on questionnaire and interview, there were four people said that the topic was easy to understand. There were eight people said they had to understand it more and more. Eight people said that they had difficulty to understand the materials.

The twelfth questions is what do you think, in chapter 3 about word problems involving ratio proportion and percentage. How are the contents showed in this chapter?

At class A, four people said that the materials were so enough to understand it and one person thought difficult for comprehending it because the vocabularies were so difficult. At class B, it was same like A class. Four people said that it was so enough to understand it because its content was not clear, the words were so difficult but they thought little bit to understand the materials. One person said that it was need some

explanations for understanding so that she thought difficult for it. At class C, they hadn't been taught about the materials by the teacher. At class D, two people said that it was easy. One person said that the materials was so enough to understand it and two people said that it was difficult.

Based on questionnaire and interview, two students said that the materials were so easy. Nine people said that the materials were enough to understand it and nine people said that the materials were so difficult.

The thirteenth questions is what do you think, in chapter 4 about word problems involving geometry and trigonometry. How are the contents showed in this chapter?

At class A, four people said that the materials were so easy to understand because the materials provide the pictures to support it. One person said that the materials were so difficult. At class B, one person said that it was so easy because it had pictures for supporting it. Three people said that in this materials they had been taught the point so that they were enough to understand for it. One person said that it was the materials were so hard.

At class C, some of them hadn't been taught it and the others had. For the people who had been taught it thought the materials were so easy because it had support pictures for it. At class D, two people thought easy to understand it because the materials had pictures for supporting it so that they understood well for the materials. Two people thought the material

were enough to understand and one person thought the material was difficult to understand.

Based on questionnaire and interview, twelve people said that the materials were so easy. Five people said that the materials were so enough to understand and three people thought it was so difficult.

The fourteenth questions is what do you think, in chapter 5 about word problems involving statistics, counting, and probability. How are the contents showed in this chapter?

At class A, two people said that the materials needed extra effort for understand it and three people said that the materials were so difficult because its story had a term that must been understood it. At class B, two people said that the materials was so easy and three people said that the materials had difficult vocabularies so that they didn't understand it well.

At class C, they hadn't been taught about the materials by the teacher. At class D, one person said that it was enough to understand and four people said that they were hard to understand it because they had difficulty for understanding the materials. Based on questionnaire and interview, two people said that the materials were so easy. Three people said that when they wanted to understand it they had to have extra effort for understanding it and fifteen people said that the materials were so difficult

The fifteenth question is what do you think, the vocabularies in English for Mathematics book, there are many mathematics vocabularies? If ‘yes’, please mention them!

All of participants from all classes said that “yes” there are the mathematics vocabularies. They are *let, set, square, and multiply, circle chart, pie chart, angle, power of number, right, triangle, edges, add, less than, found, cube, formula, right, average, plus, less, equals, probability, divide, circular cone persons, width, length, fraction, interest, compact, approximately, circumference, and rhombus.*

The sixteenth question is what do you think, the grammar in English this for Mathematics book is right?

There were sixteen participants said that the book was right but four people said “no” because they thought they didn’t know about it.

B. Discussion

The data which had been from the questionnaire and interview are presented in findings. Then, the data were analyzed and reported systematically based on the research question which was about the analysis of students’ perception on the content of English for Mathematics at Mathematics Department of UIN Antasari Banjarmasin. The problem was faced by students’ perception in learning English for Mathematics at fifth semester. In this research, the researcher took at sixth semester students because they had ever learned English for Mathematics. Based on

it, the researcher would take and would know to their perception based on their experiences.

In chapter 1 of English of Mathematics Book “How to solve word problems in mathematics. Based on the questionnaire data and interview data about the content of measurement, estimation, and using formula. It was known from it, the students who said the content was easy because as long as the lessons were explained by the teacher they thought easy to understand it. The students who said it were from the different classes. They were two people from class A, three people from class B, one person from class C, and one person from class D. The students who said the content was enough to understand they were three people from class A, two people from class B, four people from class C, and two people from class D because they almost understood the all contents. The students who said the materials was so difficult to understand only two people were from class D because they didn’t know English very well. The students said their perception based on their experience.

In chapter 2 of English of Mathematics Book “How to solve word problems in mathematics”. Based on the questionnaire data and interview data about the content of using algebraic equations to solve problem. It was known it, the students who thought the materials was easy to understand consisted of one person was from class B, and three people were from class D. They said that the materials consisted of symbol and letter so that they could understand it easy. The students who thought the

materials was enough difficult to understand consisted of four people were from class A, three people were from class B, and one person was from class D. They needed to extra efforts for understanding the materials because they were confused in question parts of the materials. The students who thought the materials was really difficult consisted of one person was from class A, one person was from class B, and one person was from class D. They thought they didn't have many vocabularies so that they didn't get the materials. And for at class C, they thought the material was difficult to understand because they hadn't been taught about the materials by the teacher.

In chapter 3 of English of Mathematics Book "How to solve word problems in mathematics". Based on the questionnaire data and interview data about the content of word problems involving ratio proportion and percentage. It was known it, the students who thought easy for understanding the materials consisted of two people were from class D. The students who thought enough for understanding it consisted of four people were from class A, four people were class B, and one person was from class D. And the students who thought difficult for understanding the materials consisted of one person was from class A, one person was from class B and two people were from class A. And for at class C, they thought the material was difficult to understand because they hadn't been taught about the materials by the teacher.

In chapter 4 of English of Mathematics Book “How to solve word problems in mathematics”. Based on the questionnaire data and interview data about the content of word problems involving geometry and trigonometry. It was known it, the students who thought easy for understanding it consisted of four people were from class A, one person was from class B, and two people were from class D. They thought the materials were easy because the contents provide the picture to support them. The students who thought enough difficult to understand it consisted of three people were from class B and two people were from class D. The students who thought the materials were so very difficult consisted of one person was from class A, class B, and class D. And at class C, some of them hadn't been taught it and the others had. For the people who had been taught it thought the materials were so easy because it had support pictures for it.

In chapter 5 of English of Mathematics Book “How to solve word problems in mathematics”. Based on the questionnaire data and interview data about the content of word problems involving statistics, counting, and probability. It was known it, the students who thought easy for understanding it consisted of two people were from class B. Two people were enough to understand the material from class A and one person were enough to understand the material from class D. The students who thought the materials were so very difficult consisted of three people were from class A, three people were from class B, and four people were from class

D. And for at class C, they thought the material was difficult to understand because they hadn't been taught about the materials by the teacher.

Based on all chapter that explained above and what they have learned based on their experience. There were some people who said the content was easy and enough to understand and there were some people who said the content was very difficult to understand. The results of the research conducted provided a result that everyone had their own perceptions of objects or events, etc. Every person's experience must have perceptual differences even though the object or event was the same. Seeing that each person had different perceptions of objects or events, in the accordance with the theory stated by Mulyana (2000, p. 75) which explains that everyone has a difference in the process of capturing the meaning of social objects or events that we experience in our environment.

It is also the same as explained by Stephen P. Robins (2009, p. 119) that one's experience is very influential in one's perception because it happens if someone sees something and tries to give an interpretation based on their experience and what they saw. Besides that also explained by Gibson et al (1989) that each individual has their own perception based on their stimulus even though the object we perceive is the same. Because everyone has their own perceptions based on their own perceptions.