

**THE ENGLISH LEARNING PERCEIVED BY THE 11th
GRADE STUDENTS OF SMK SAKTI GEMOLONG OF
COMPUTER ENGINEERING CLASS: A
PHENOMENOLOGICAL APPROACH**



**Submitted as Partial Fulfillment of The Requirement
for Getting Bachelor Degree of Education
in English Department**

By

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APPROVAL

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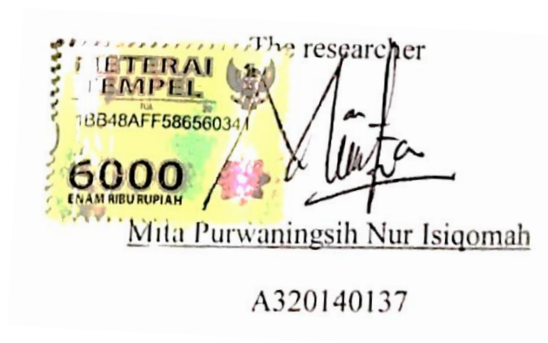
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ABSTRAK

Penelitian ini membahas tentang bagaimana proses pembelajaran bahasa Inggris menurut persepsi siswa SMK SAKTI GEMOLONG di kelas 11 jurusan Teknik Komputer Jaringan. Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan persepsi siswa di proses pembelajaran bahasa Inggris di kelas mereka. Tipe dari penelitian ini adalah kualitatif deskriptif. Subjek penelitian ini berdasarkan pengalaman dan pernyataan oleh lima siswa di kelas sebelas jurusan Teknik Komputer Jaringan di Sekolah Menengah Kejuruan. Metode pengumpulan data adalah wawancara dan metode analisis data adalah analisis isi. Hasil penelitian tentang persepsi siswa terhadap proses pembelajaran bahasa Inggris adalah: data dari narasumber yang dianalisis naik menjadi tiga tema yang digolongkan dalam dua kerangka, seperti: 1) persepsi siswa dalam proses pembelajaran bahasa Inggris terdiri dari empat tema, kepribadian guru penting untuk proses belajar siswa, materi di dalam kelas bahasa Inggris oleh persepsi siswa, media di dalam proses bahasa Inggris oleh persepsi siswa dan metode siswa di dalam kelas bahasa Inggris oleh siswa 2) kesulitan yang dihadapi oleh siswa dalam proses pembelajaran bahasa Inggris terdiri dari dua tema kompetensi siswa dan siswa cenderung merasa bahwa materi dan lingkungan pembelajaran adalah tantangan.

Kata Kunci : persepsi siswa, proses pembelajaran bahasa Inggris oleh siswa dari jurusan Teknik Komputer Jaringan dan kesulitan siswa.

ABSTRACT

This research discusses how the English learning process is perceived by students of SMK SAKTI GEMOLONG in 11th grade of computer engineering class. The purpose of this research is to know and describe students' perceived on English learning process in their class. The type of this research is descriptive qualitative. This research subject is experience and statement of five students in eleventh grade of computer engineering in vocational high school. The method of collecting data is interview and the method data analysis is content analysis. The result of the research on students' perception of English learning process are: the data from the interviewees which is analyzed can raise into three themes which classify in two framework, such as: 1) students' perception in English learning

process consist of four themes that are teacher personality is important for students learning process, the material in English class by students' perception, the media in the English learning process by students' perception, and the teacher's method in the English class faced by students 2) difficulties faced by students in English learning process consists of two themes students' competence and the students tend to feel that the material and environment is challenging.

Keywords : the perception, the English learning process by students of Computer Engineering, and the students' difficulties.

1. INTRODUCTION

As Jaekeun (2014) stated, that English is the most common language spoken by many countries around the world. The english is not a new thing to the learn these days, for almost every country in the world is speaking English as their first language. The english is important in our daily life because it is used almost in all aspects of the world such as business, medicine, engineering, technology, culture, and education. Since The english is used as an International Language. The Education in Indonesia also adopted the English as the subject in their curriculum.

Based on the decree No. 060/U/1993 stated by the Indonesia Minister of Education and Culture, the English program is a lesson at school from Elementary school, Junior High School until Senior High School. The English is an important subject to be learnt in Vocational High School. Based on Government Regulation *numb.19/2005article 70 paragraph 7* concerned that the assessment of learning outcomes by the government at the level of SMK / MAK or other similar forms, the National Examination includes Indonesian, English, Mathematics and vocational subjects that characterize the education program. The students said that English is not important than expertise program and the English is not easy to learn. Therefore, the researcher is interested to investigating the crucial part to find the problem of English learning process in their class.

There could be several difficulties faced by the learner in conducting learning English, like how the students' perception in learning English.

The perception is the activity, sensing, integrating and rating of physical objects and social objects and the sensing depends on the physical stimulus and social stimuli that exist in the environment (SesYoung:1956). There is close correlation between the perception and the object. The perception is to describe the changed object into the fact.

On the other hand, those who have the perception tend to have fact. Besides, the students' perception also becomes the hindrance in the learning English. The students' perception occurs when the students are afraid and incurious of the learning English.

English teacher which also focused on students' competence. Some of the students are less interest when the teachers ask them to write the material and assignment. The teacher realized that the students have problem in to memorize vocabulary, understand the material, and do not know how to good sentences.

The researcher take the students' perception to identify the problem because the teacher just know how to teaches in learning English. But, it does not always work for every students. The researcher need to know the problem solving that deserve attention.

The researcher uses descriptive qualitative research to collect the data. In this research, the researcher conducted interview with the students of SMK SAKTI GEMOLONG to describe and identify the diffulties of English learning in the 11th grade of computer engineering class of SMK SAKTI GEMOLONG of their perception.

2. METHOD

To collect the data and analyze the data the researcher use descriptive qualitative research in phenomenology study. According to Byrne (2001) phenomenology is a research of the experiencing of selected phenomena in the lifeworld of individuals that are able to connect with all the experiences of us collectively. It means that descriptive qualitative in phenomenology study is a type of research which analyzed the data based

on the experience in the life. Therefore, the phenomenology appropriately assisted the research goal. That is the reason why the researcher used descriptive qualitative in phenomenological approach to collect and analyze the data.

3. FINDINGS AND DISCUSSION

3.1. Students perception in English learning process

3.1.1. Teacher personality is important for students learnign process

Every teacher has a personality and the personality is different in every people. There is a good personality in a teacher when she teaches in the class. A good personality can be well accepted by students. She can be fun in teaching in the class. Therefore, the participants said that english learning process in the class being pleasant for them.

In collecting data the researcher found that the participant is well accepted to the learning. The participants are supposed that well accepted by students depending on some factors in their classroom. The researcher found that the teacher explained the material with fun and enjoy. It is proved by statements:

Pretty fun

The teacher gives the material in addition to many refreshing so it is not boring

English is enjoy material in the class

English lessons in the classroom is quite relaxed

Enjoy when able to understand the subject matter because the teacher is good personality

It can be implied that the participant feel well accepted for teacher in the English learning process for many reasons. The same statements that

appear are the fun learning by the teacher and accepted by students about teacher personality. The teacher is humble personality with her students, therefore she can motivate her students that English learn is easy to learn. And personality of the teacher is important for students because personality can influencing in the students learning process.

The researcher found some participants is less to accepting their teacher in the English learning process. They said that there is not good personality in a teacher when she teaches in the class. This personality can less accepted by the students. She is not interactive in teaching the English in the class. Therefore, the participants said that english learning process in the class is not fun for them.

In collecting data the researcher found that the participant is less accepted in the learning process. It is proved by statements:

Not enjoy, because the teacher explains too much like a chapter.

If the teacher give students some questions instead the teacher answering about her questions

Is not enjoy, because the teacher is too much to explained like one chapter to teach one meeting

Less refreshing, so direct material continues

English activity in the class is bored because the teacher is busy to explained and be like speak for herself

Teacher also clear to explained but it is too fast

The quotations above show the facts that the problems become complaints and difficulties in the process of learning English between teachers and students. Students get difficulties to learn the knowledge and it can

influence the examination. It can be implied that the participants feel less accepted by the teacher in English learning process for many reasons.

Based on the statements above, the researcher can find that teacher personality could influence the students learning process. If the teacher delivered the material with unmood feeling, therefore will influence the teaching method which is difficult to be understood by the students. If the teacher delivered the material with fun teaching then the teacher can explaining with clearly and the students can learning easily.

3.1.2. The material in English class by students' perception

In the learning process, the teachers use books and whiteboards to explain the material to the students. The teacher gives a little funny story to make the students interested in English learning process. They are interested listening to the story. But, not interested to the material in the class. It is proved by students' perception:

Many, such as tenses, make sentences with tenses etc.

such as tenses, descriptions so

The teacher teaches grammar, continues to make sentences using grammar, and translate text in the matter

Like tenses and descriptive text

Many assignment such English practice book, questions, and make good sentences uses tenses

The statements above can be implied the interviewees feel that the learning process materials in the classroom according to the curriculum used. Because always using the book as a learning reference. The interviewees said that the English learning process is hard to learn, but they try to work hard in understanding the material in their class. And the interviewees said

that they learning by their self because the often doing exercises in the class.

3.1.3 The media in the English learning process by students' perception

In the English learning process has a media to explain the material in the class. The researcher found that the students bored when the English learning process. It proved by the statements:

Teachers mostly use books while teaching. Some use LCD but not much material is displayed

As with the teacher usually, using a whiteboard and a book.

Books and whiteboards only

The tool is just books, lks, internet, and whiteboard.

The statements above can be implied that the tools used to teach the material to students are not many variants so the students get bored quickly to follow the lesson. The English as a foreign language is interesting to be known. The students also interested to learning English. But the instrument of the material for learning does not support.

3.1.4 The teachers' method in English class faced by students

The students are having a personal perception of the English learning process. This part will explain about the teachers' method of teaching in the class. The method of teaching comprises the principles and methods used by teachers to enable students learning. The goal of Project Based Learning is to increase learning motivation, teamwork, skills in achieving high academic levels / taxonomy of the level of creativity carried out in the 21st century

(Cole & Wasburn Moses, 2010). It means that a good method used for teaching is like a group in the world of work for a vocational school.

But after conducting interviews with students, researchers found that the methods teachers used to teach were not like the current curriculum used. It is verified by the statements such as:

Teachers just teach in front and explain the material only. if about the method less know

Do not know the method how essentially the teacher teaches in front of the class explain the material and ask the students to do the exercise questions

The teacher teaches, as usual, the teacher in front of the class explains the material

Based on the statements above, the researcher can conclude that the interviewees feel there are not all material in the class is delivered according to the existing curriculum. What students should learn in class with lots of discussions. But if only the class discussion is not effective to understand the material. Because many students have difficulty understanding the material without explanation from the teacher.

3.2 Difficulties faced by students in English learning process

3.2.1. Students' competence

Students in the English learning process in the class sometimes have difficulty which faced. The difficulty can appear because of any reason. One of the reason is when studying English the students are confused to choose the words.

The students think that it may be because of their vocabulary. They are less understand the meaning. When the teacher asks them to translate the text the students start with a long time to do it. And if the teacher gives the task

to make a text or sentences by applying the grammar, the students cannot finish off the task.

The students getting confused about combining the word to be grammatically right is a big problem for students. The students cannot really understand what grammatical structures to be used in their assignment. The teacher usually asks them about their competence. The students basically do not understand with their competence feel difficult in learning and understanding.

3.2.2 The students tend to feel that material and environment is challenging

The students in the English learning process sometimes have difficulties. The difficulty can appear because of some reasons. One of the reason is when they are studying English in the class, they feel that the material and environment is challenging. It is proved by the statements such as:

*Translating from english into bahasa*³¹

I feel difficult when translating sentences

Words in english and find the basic word before it changes the past tense

Not too able to apply the formula into the sentence

A little confused, having to memorize formulas such as subject, verbal, etc.

Based on the quotation above, the researcher found that the students tend to feel challenging when they translate sentences and understand the grammar in the English learning process.

Beside that, the researcher found that the environment is too challenging the situation in classroom activity of English learning process. It is proved by the statements:

Sometimes asking to the teacher about difficulties if class condition supporting to me

Sometimes other students annoying the learning process until difficult to concentration

Not interactive

I rembered if reviewing the material

Because the factor explains the teacher who explains the complete lack of confusion means how

There is no discussion about the material

The statements above can be implied that the participants tend to feel challenging when learning English in the class. From the statements above the students argue that the challenging of environment with english learning process because of many reasons. The statements proves to say it is conclude that the english learning process is challenging thing for participants as students.

4. CONCLUSION

Based on the research finding and discussion in this research, the researcher draws conclusion as follows:

The conclusion answers the problem statement of the research. The students perceptions of the English learning process in the class. The students assumes about their experiences and feelings when the English learning process and their difficulties in English learning process. Based on the participant, there are two explicative themes. There are the English learning process in the 11th grade of Computer Engineering and the difficulties faced by students in the 11th grade of Computer Engineering.

The result of this research, the researcher can present the conclusions. The data from the participants analyzed raises two themes which classify in four framework, such as: the first students' perception in English learning process consist of the theme teacher personality is important for the students learning process by students' perception. The teacher personality is imporant for the students because it can be influence to the students when the English learning process in the class.

Second, The students tend to feel that the material and environment is challenging. The material is very important in English learning process. It means that the material is not only conveyed by books or writing. Using oral will also be easier to understand. Beside the material, environment is also important by the students. It means that the teacher use the creative method to manage the class.

Third, the media in English learning process by students. It is also important to students because media as instrument to make easier understanding the material to students. Therefore, the teacher should to be creative to use the media in the English learning process. Fourth, the teacher's method in the English learning process. It is about the teachers' method when English learning process. The teacher should creative when delivering the material in the class. Use the syllabus before deliver the material.

The second difficulties faced by students in the English learning process consist of theme the students' competence and the students tend to feel that the material and environement is challenging. The sstudents' competency is about how the students' understanding the material in the class. They feel that the material is difficult when more than one chapter to understanding in the English learning. The students should to understanding the material in the home before or after learning English in the class. The material can be challenging for students in the English learning process. The material is internal factor of difficulites by students. And the environment can be challenging for students in the English

learning process. The environment is external factor for students in English learning process. The students should to attention when the English learning process.

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