

STUDENTS' PERCEPTION TOWARD ENGLISH WEEK AT DARUL HIKMAH JUNIOR HIGH SCHOOL IN PADANG PANJANG

Yulia Dewi Suryani¹, Yenni Rozimela², Aryuliva Adnan³

English Department

Faculty of Languages and Arts

Universitas Negeri Padang

Email: yuliadewi.suryani@yahoo.co.id

Abstrak

Penelitian ini bertujuan untuk: 1. mengetahui persepsi siswa SMP Darul Hikmah Padang Panjang terhadap kegiatan English week dari aspek kognitif, afektif dan konatif, 2. Menemukan faktor-faktor yang mempengaruhi persepsi siswa SMP Darul Hikmah Padang Panjang terhadap kegiatan English week. Penelitian ini dilaksanakan di SMP Darul Hikmah Padang Panjang dengan jumlah siswa sebanyak 89 orang. Penelitian ini dilakukan dengan menyebarkan angket dan meminta siswa mengisi angket berdasarkan petunjuk yang diberikan lalu mewawancarai beberapa siswa untuk mendapatkan informasi yang lebih rinci. Hasil penelitian menunjukkan bahwa siswa mempunyai persepsi yang sangat bagus terhadap kegiatan English Week.

Key Words: English Week, Perception, Darul Hikmah

A. Introduction

Nowadays, educational system in Indonesia uses KTSP (curriculum of unit education level). Based on KTSP, there are four skills that should be mastered in learning English. They are listening, speaking, reading and writing. By mastering listening and reading skills, students can get some information from what they listen and read. Meanwhile, speaking and writing are kinds of output skills which mean that the students will produce some ideas.

There are 3 main goals in teaching learning English based on KTSP. The first one is developing the competence of communication in oral and written form to achieve the functional literacy level. The second one is having awareness about the nature and importance of English to raise the nation's competence in globalization. The third one is developing students' understanding about the correlation between language and culture. To achieve those goals, students are required to be able to use English as a language to communicate. It means the students are able to produce and use English text, in spoken or written form. The standard of students' English ability at junior high school is the students are expected to be able to use the language in communication.

¹ Student of English Language Teaching Program of FBS UNP graduated on September 2013

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

³ Co-Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

To achieve the goals of KTSP, the students have to practice their English continuously. Some teachers tend to use fun activities in order to catch students' interests to learn English. Teachers try to invite them to learn while playing or doing fun activities. They ask students to watch video, singing, playing games etc in teaching learning process. Unfortunately, students have limited time to practice and explore their English ability in the class. It is caused by the amount of students in the class; not all of them can get many chances to show their ability. Then, the time to teach and learn English in the class is limited around 2x45minutes in one meeting. They can forget what they have learned in the classroom as long they do not practice it outside. It means students have to have more practice out of the class.

When the writer was in Darul Hikmah as an instructor for an event called English party, around four days, writer was communicating in English with students. The students were actively communicated in English although sometimes there were some mistakes in grammar. They were also having good pronunciation, and rich of vocabulary. By looking at the Darul Hikmah students' ability in communicating in English when writer was there, the writer asked the English teacher what made them active and good to communicate in English? The teacher said they have English Week program in their school.

English Week is an activity when in a week per month students and all of people in that school communicate in English. If there is a student in that school does not use English during English week he will get punishment. It is held to attract students' interest in improving their English ability and facilitate them to communicate in English during the week. It is around seven days in a month. The participants, all of students in Darul Hikmah junior high school, communicate by using English in each activity. They use English in the classroom with their teachers. They communicate with the staff in English. They talk to friends in English. They also use English to the non English teachers, except in teaching and learning process. People in their school would also use English.

Not every school has English Week program, so that the writer was interested to interview some teachers in Darul Hikmah about English Week. From that informal interview, it seems that English Week has good advantages in exploring students' ability to communicate by using English. It facilitates students to have more chance to practice their English. It helps students to be more confident to have conversation in English. It facilitates students to explore their English ability continuously. Then, it also makes students more active to speak in English. It can help teachers to achieve the goals of teaching and learning English in curriculum that students are expected to be able to access the language in communication.

The advantages and the implementation of English Week made the researcher interested in finding out the participants' perception toward English Week. Besides, the writer wants to promote English Week to teachers or other schools as program that facilitates students improving their English based on the students' perception.

Before writer conducted this research, there were some interesting questions need to be answered, such as; is the ability of students in English communicated really affected by joining English Week? If yes, does their perception toward

English Week also influence their English ability? It has been stated before that students who does not use English during English Week gets punishment but it does not mean all of them are actively participated in English Week activities. Student can choose keeping silent or using gesture to avoid speaking English so that they cannot be punished. To answer that questions, researcher interested in finding out students' perception toward English week. It refers to three components; *cognitive* (students' cognition, point of view and beliefs toward English Week), *affective* (students' likeness and dislikes toward English Party) and *conative* (students' tendency to act or not act in English Week activity). These questions motivate researcher to find out the students' perception to know their perception toward English Week in their school.

According to Slameto in Mahdalena (2008:2) there are two factors that influence learning achievement. They are internal and external factors. Internal factors are something influenced that come from inside students themselves. Internal factors consist of several factors like biological, psychological and phisic detect. In biological factors includes health, IQ and intelligence. In psychological, the factors include anxiety, motivation, perception and attitude. External factors are something influence that come from outside of students, such as learning source, teaching method, learning environment and school environment. The writer wants to see the problem that comes from students themselves. It is about "students' perception toward English Week activities".

According to argument above, the purpose of this study were to know the students' perception toward English Week in cognitive, affective and conative components, then to find out the factors that influence their good/bad perception.

B. Research Methodology

This research was a descriptive research. The population of the research was all of students at Darul Hikmah junior high school in Padang Panjang. The number of participant was 89 students: 34 students in grade VII, 21 students in grade VIII and 34 students in grade IX. The sampling technique used was total sampling.

The instruments used were a questionnaire and mobile phone recorder for interview. The data were collected by administering questionnaire to students and interviewing some students and teachers. The questionnaire was constructed in *likert* task. The students were asked to read each statement and check the column whether they Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The questionnaire was consisted of 47 items. The time to do it was 30 minutes, they had more than a half minute for each item. Then it was completed by interviewing some students.

The data were analyzed through the following steps:

1. Questionnaire was analyzed through summing up the point of each item's response (SA=4, A=3, D=2, SD=1) and find the average score.
2. To find out the percentage score of student's perception, researcher used:

$$P = F/N \times 100$$

In order to get the mean score of the data, the researcher uses this formula:

$$M = \sum x/N$$

3. Then, the mean score was converted into four categories; very poor (0.00-1.00), poor (1.01-2.00), good (2.01-3.00), very good (3.01-4.00).
4. Interviewing some students

C. Discussion

After analyzing students' response of questionnaire, based on the Likert scale level, the score was categorized into very good, good, poor and very poor. It was found that 81.71% students have good perception toward English Week and 18.29% students have bad perception. Students' perception in cognitive component: 80.49% good, 19.51% bad; in affective component: 82.93% good, 17.07% bad; and in conative component: 82.93% good, 17.07% bad.

Students' perception toward English Week is presented in this following table:

Component	Stdents' perception
<ul style="list-style-type: none"> • Cognitive: <ol style="list-style-type: none"> a. students' cognition toward English Week b. students' point of view toward English Week c. students' beliefs toward English Week 	<p>Very good</p> <p>Good</p> <p>Very good</p>
<ul style="list-style-type: none"> • Afective <p>; students' likes and dislikes toward English Week</p>	<p>Very good (almost all of students like to join English Week)</p>
<ul style="list-style-type: none"> • Conative <p>;students' tendency to act/not to act in English Week</p>	<p>Very good (almost all of students tend to be actively participated in English Week activities)</p>

Based on the interview data, it was found that:

1. The reasons that make students have good perception toward English Week are; no pressure, not afraid of making mistakes, increasing their vocabulary, more confident, get more insight through news and English religion speech.
2. The reasons that make students like English Week are: teachers' motivation and interaction, friends' supports, dicipline of the students, morning news in the morning (fresh) situation.
3. The reasons that make students not actively participated in all of activities in English Week are; less chance in morning news and speech activity, their writing skills and reading is not really improved, the topic sometimes is not interesting.

Based on the findings, it could be concluded that students' perception toward English Week in cognitive component is very good. Students' perception toward

English week in affective component is very good. Students' perception toward English week in conative component is very good. The causes that influence students' good/ bad perception toward English week are; Good: improving speaking and reading skill, teachers, students, enjoying, more confident, situation. Bad: not really improve reading and writing skills.

D. Conclusion

From the results of this study, the researcher could conclude that almost all of students at Darul Hikmah junior high school have positive perception toward English week. Almost all of them had positive perception toward English week.

Moreover, the details of students' perception toward English Week were divided into four conclusions as follows: first, almost all of students at Darul Hikmah junior high school have very good perception toward English Week in Cognitive component. Second, almost all of students at Darul Hikmah junior high school have very good perception toward English Week in Affective Component. Then, almost all of students at Darul Hikmah junior high school have very good perception toward English Week in Conative component.

The causes that influence students' good perception are: first, English week facilitate them to improve their speaking and listening skills. Second, students enjoy speaking English during English week without any pressure. Third, they are also confident and not afraid in making mistakes. Fourth, teachers are cooperative and help students to be actively participated in English week. They also motivate students in joining extra activities in English week. Fifth, the students (friends) are also cooperative and support each other. Students who obedient with the rule of English week make other students enjoy the English week. Sixth, students enjoy the time and situation of English week extra activities such as morning news and speech.

Although almost all of students at Darul Hikmah have positive perception, few of them have bad perception. The causes that influence students' bad perception are: first, English week does not much facilitate them in improving their reading skills. Second, English week does not much facilitate them in improving their writing skills.

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. Teachers in Darul Hikmah

From the result of this study, generally students' perception toward English Club activities was good. Only few students had bad perception toward several items. The items were about morning news activity and speech activity that do not facilitate them in improving reading and writing skills. Therefore, the researcher would like to give some suggestions to the teachers of Darul Hikmah school about English Week. Teachers should change some rules of speech and morning news activity or add more activity in them that will improve students' reading and writing skills more. For example, teachers ask the students to read news paper and make their own news in morning news activity. Then, students who listen to their friends' news write down a note and make their own writing about the news. Next, for speech activity, teachers should ask students to make their own speech by reading some sources. Students should take a note and make summary from students' speech.

2. Students

Students have to be aware that their perception toward a lesson or program will influence their learning achievement. If they have critics and suggestion they must tell the teachers as input and consideration.

BIBLIOGRAPHY

- Arindita, S. 2003. *Hubungan antara Persepsi Kualitas Pelayanan dan Citra Bank dengan Loyalitas*
- Brown, H. Douglas. 2004. *Language Assessment, Principles and Classroom Practices*. New York: San Francisco State University.
- Crow, Lester D. 1963. *An Outline of General Psychology*. New Jersey: Littlefield, Adams and Co.
- Filedman, Robert S. 1999. *Understanding Psychology*. Singapore: McGraw Hill College
- Forgus. 1996. <http://psychologymania.wordpress.com/2011/07/10/persepsi-jenis-jenis-persepsi-dinamika-persepsi-prinsip-prinsip-persepsi-determinasi-persepsi/> retrieved on September 2, 2012
- Gay, L.R. and Airasian. 2000. *Educational Research Sixth Edition*. New Jersey: Prentice Hall

- Gay, L.R. 1987. *Educational Research*. Ohio: Merrill Publishing Company.
- Hamka, Muhammad. 2002. *Hubungan Antara Persepsi Terhadap Pengawasan Kerja dengan Motivasi Berprestasi*. Unpublished thesis. Surakarta: Universitas Muhammadiyah Fakultas Psikologi.
- Hildi, Syafmi. 2005. *Students' Perception toward English Club activities*. Unpublished thesis. STAIN Batusangkar
- <http://hikmah.or.id/index.php?pilih=hal&id=15> retrieved on November 25, 2012.
- Hughes, Arthur. 2002. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Kasmiasi. 1994. <http://www.masbow.com/2009/08/apa-itu-persepsi.html> retrieved on September 2, 2012
- Kotler, Philip. 2000. *Marketing Manajemen: Analysis, Planning, implementation, and Control*
- Mahdalena. 2008. *Students' Perception toward English Club activities*. Unpublished thesis. STAIN Batusangkar
- Purwana, Bayu H. 2010. *Pentingnya strategi pembelajaran mind perception dalam pembelajaran pendahuluan*. Jakarta: Universitas Islam Negeri
- Seliger, Herbert W. and Shohamy, Elana. 1989. *Second Language Research Methods*. Oxford: Oxford University Press.
- Silverman, Robert E. 1979. *Essentials of Psychology*. United States: Prentice Hall.
- Slameto. 1995. *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta
- Syafei, An Fauzia R. 2006. *KTSP (Kurikulum Tingkat Satuan Pendidikan)*.
- Tomlinson, Brian. 2003. *Developing Materials for Language Teaching*. Cambridge: Cambridge University Press.
- Walgito, Bimo. 2003. *Pengantar Psikology Umum*. Yogyakarta
- Wortman, Camille B. 1999. *Psychology, Fifth Edition*. United States: tem C Graw Hills Company.