

**STUDENTS' PERCEPTION OF ENGLISH LESSON AT SDN BLANG
MEE LHOONG ACEH BESAR**

THESIS

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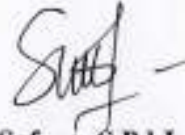
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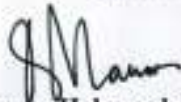
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ABSTRACT

The research of the analysis of students' perception toward English lesson had been done at SDN Blang Mee Lhoong Aceh Besar on Saturday, May 14th 2022. The problems of this research are; what are students' perceptions of English Lesson at SDN Blang Mee Lhoong Aceh Besar? And what problems are faced by students of SDN Blang Mee Lhoong Aceh Besar in the English class? There are two purposes of this research, namely; to find out students' perception of English lesson and to investigate the problems faced by the students of SDN Blang Mee Lhoong Aceh Besar in the English class. This research is qualitative research with questionnaire and interview as the instrument. The data that had been collected then analysed using simple percentage formula and descriptive analysis. The result of this research showed that the majority of students gave positive responses to nine out of ten statements that were provided in the questionnaire. Meanwhile, students agreed to one of the statements which stated that English is a difficult subject to learn. All these results were also supported with the result of interview. It was concluded that the students have positive perception toward English lesson. However, the students had problem with the difficulty of English as a foreign language itself.

Keywords: Students' Perceptions, English Lesson

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language with the biggest percentage of users is very important to learn in this globalization era.¹ English is used throughout the world and it is accessible because global information is mostly delivered using English through media, such as television and internet.² By learning English, learners have the knowledge and they can understand new expressions that are acceptable for other speakers of that language. So, learners can have the ability to use and to understand English to communicate with others.

Due to the fact that it is very important to learn English, nowadays, English education is implemented as one of the subjects in schools. In response to the growing needs for appropriate English communication in EFL courses, various countries, including many East Asian countries, have introduced English in schools.³ For example, countries such as Korea, Taiwan and Japan have begun to introduce English at the Elementary School level.⁴

However, in Indonesia, the English curriculum for elementary schools (grade 1-9) has been abolished since the 2013/2014 school year by the decision of the Ministry

¹ Hui-Ju Wu, “*Beliefs About Learning English: A Study of Non-English Majors from a University in Taiwan*”, no. 4 (2010): 165-192.

² Lusia Neti Harwati, “*World Englishes: Threat or Opportunity for Indonesians?*”, no. 1 (2012): 872-877.

³ Ya-Chen Su, “*EFL Teachers’ Perceptions of English Language Policy at the Elementary Level in Taiwan*”, no. 3 (2006): 265-283.

⁴ *Ibid.*

of Education and Culture, with the reason that elementary school students are required to focus on the national language in order to foster a sense of nationalism since early age. Despite the new regulation, the government still allows schools to have English classes as an additional class and not a compulsory class as before. Procurement of English class should also be based on the ability of schools, both from teaching staff and facilities.

During the researcher 5-month stint at SDN Blang Mee Lhoong, Aceh Besar, the researcher opened an English class for grade 6 students. During this time, the students showed great interest in learning English, especially those who were under the lower grades. Based on these observations, the researcher was moved to learn more about the students' perceptions of the English class.

Student perception is one of the elements in measuring the level of success in teaching and learning activities. This success, especially in English language proficiency, can be seen by looking at how students perceive the teaching and learning process.⁵ Knowing students' perception provides an opportunity for teachers to be able to find out whether the teaching techniques and learning materials provided are able to have a positive influence or not. When students give a good perception of the teaching and learning process, students tend to find it easier to achieve good results according to learning targets. On the other hand, if students give a bad

⁵ Peter J. Collier & David L Morgan, *"Is That Paper Really Due Today? Differences in First-Generation and Traditional College Students' Understanding of Faculty Expectations."*, ResearchGate, April 2008.

perception, then students tend to find it difficult to understand the learning process and that will lead them to poor results.

The theme of analyzing students' perceptions of English is not something new in educational research. Many researchers have conducted several studies with the same theme using varied research methods and objects;

Wiwit Nor Wijayanti in her research *Students' Perception On The Use Of English As Medium Of Interaction In The Class At SMK Muhammadiyah 3 Makassar (2019)*, tried to find out students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar. She used qualitative research and the instruments of the research were questioner and interview.

In another study, Rutvita Ayu Luhuringtyas in her thesis *Teachers' and Students' Perceptions Toward Learning English In SD Negerin 1 Baturagung (2013)*, tried to find out teachers' and students' perceptions toward learning English in SD Negeri 1 Baturagung. She used descriptive method and the instruments of the research were semi structured interview and close-ended questionnaire.

Based on the explanations above, the researcher decided to conduct research in order to describe students' perceptions in English lessons at SDN Blang Mee Lhoong, Aceh Besar.

B. Terminologies

To provide a better understanding of the study, the operational definitions of the following terms are employed:

1. Perception

Perception is the process taken by individual to govern and to interpret perception of sensory to give significance in their environment⁶. In this study, perception is significant to know how the students perceive about English lessons at SDN Blang Mee Lhoong Aceh Besar.

2. English Lesson

English lesson is a process of activities to develop contextual English language skills that are accepted according to the context and conditions and daily situations of students.⁷ This is to produce a form of learning English that facilitates the language needs of students.

C. Research Questions

Based on the background of the study above, the researcher formulates the following research questions:

2. What are students' perceptions of English Lesson at SDN Blang Mee Lhoong Aceh Besar?
3. What problems are faced by students of SDN Blang Mee Lhoong Aceh Besar in the English class?

⁶ Stephen P. Robbins, *Organizational Behavior*, 15th edition, (New Jersey: Prentice Hall, 2012).

⁷ Iriany Kesuma Wijaya, "Pembelajaran Bahasa Inggris di Sekolah Dasar" no. 1 (2022): 120-128.

D. Aims of the Study

Based on the statement of the problem above, the objectives of the study are following:

1. To find out students' perception of English Lesson.
2. To investigate the problems faced by students of SDN Blang Mee Lhoong Aceh Besar in the English class.

E. The Significance of Study

The significance of the study can be considered into two:

1. Theoretically

In addition to insight into English education research, this research is expected to be used as a contribution of knowledge in an effort to develop the implementation of learning in English lessons for elementary school students.

2. Practically

a. School

The results of this study can be used as information input for the school in English lessons. Therefore, they will be able to assign English lessons to the students of SDN Blang Mee Lhoong, Aceh Besar.

b. Teachers

The results of this study can be a source of information for teachers to make innovations in English lessons. So that English lessons can be interesting and useful lessons.

c. Students

The results of this study can be additional knowledge about English lessons, thus making students more interesting to learn English.

d. Further Research

The results of this study are expected to be used as the basis for further research, especially those related to the perception of elementary school students towards English lessons.

F. Research Methodology

1. Research Design

In this research, the research approach used is a qualitative approach. Qualitative research is conducted to describe the current status of phenomena that existed at the time of the study.⁸ It intends to understand the phenomena about what is experienced by the subject of the research such as, behavior, perception, motivation, and actions in the form of words and language in a special context that are natural and by utilizing various natural methods.⁹

Therefore, this approach is used by the researcher to answer the two

⁸ Donald Ary et al., *Introduction to Research in Education*, 10th edition, (Boston: Cengage Learning, 2018)

⁹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2017)

research questions of this research, namely; what are students' perceptions of English Lesson and what are the problems faced by students in the English class.

2. Data Collection

In this part, the researcher used two techniques in collecting the data, those are: questionnaire and interview.

a. Questionnaire

In this research, the type of questionnaire used is a close-ended questionnaire with Likert scale design. The process was done step by step as follows; the researcher first gave the explanation to the students about the purpose of the questionnaire and how to answer the questions; then researcher informed the objectives of the questionnaire after distributing them to the participants; and the participants of the research were given 30 minutes to answer the questionnaire.

b. Interview

The use of structured interviews is intended for students as the reinforcing data on the results of students' perception. This process was also done step by step as follows; the researcher gave the explanation to the students about the purpose of the interview; the interview then began after the researcher informed the objectives of the interview.

3. Data Analysis

In analyzing data, the researcher used a formula that adopted by the Greek since ancient time¹⁰ called *simple percentage formula*. This formula is used to analyze the questionnaire so that the researcher could find the students' perception of English lesson at SDN Blang Mee Lhoong, Aceh Besar.

$$\% = \frac{P}{Q} \times 100$$

% : Percentage

P : Number of Parts

Q : Total Number¹¹

While to analyze interview, the researcher analyzed by using descriptive analysis. With descriptive analysis, the researcher could find more information about students' perceptions and the problem they faced in learning English lesson.

G. Population and Sample

1. Population

Population refers to any collection of specified groups of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals.¹² In this research, the population was a group of 6th grade students of SDN Blang Mee

¹⁰ Eugene Smith David, *History of Mathematics*, vol 2, (Mineola: Dover Publication, 1958), p 247-249.

¹¹ Janaki Ramudu, "Simple Percentage Analysis", Course Hero, May 2012.

¹² Amitav Banerjee, Suprakash Chaudhury, Statistics Without Tears: Populations and Samples, *Industrial Psychiatry Journal*, no. 1 (2010): 60-65.

Lhoong, Aceh Besar in academic year 2021/2022 which consisted of 11 students who participated in the English class.

2. Sample

Sample is a limited number of elements from a population to be represented in the research.¹³ If the total population is less than 100 people, then the total population can be taken as a sample. But if the population is greater than 100 people, then 10-15% or 20-25% of the total population can be taken.¹⁴

In this research, because the population is lesser than 100 students, the researcher used descriptive sampling which is known to be an effective sampling method in approximating the distribution of a random variable. The researcher took all the 11 students from population as research sample to analyze students' perception on English Lesson through questionnaire and interview.

¹³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010)

¹⁴ *Ibid.*

CHAPTER II

THEORETICAL REVIEW

A. Perception

1. Definition of Perception

Perception is the process of how the information is acquired through the sensory receptors (e.g., eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch.¹⁵ In other words, by passing perceptual process, people can interpret their idea meaningfully based on what they see, hear, taste, smell, and touch. It is a process to input message or information to human brain by the human perception that continuously make relation with environment.¹⁶ This relation is done by the five senses those are; sense of sight, sense of feeling, sense of smell, and sense of touch.

Perception is the process taken by individual to govern and to interpret perception of sensory to give significance in their environment.¹⁷ Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how individuals respond to the information and it can be said that perception is a process where individuals take in sensory information from the environment and

¹⁵ Paul Henry Mussen, *Psychology: An Introduction*, (Lexington: Heath, 1977), p 31.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfa beta, 2008), p 38.

¹⁷ Stephen P. Robbins, *Organizational Behavior*, 15th edition, (New Jersey: Prentice Hall, 2012), p 14.

use that information in order to interact with the environment. It allows individuals to take the sensory information in and make it into something meaningful.

Perception can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions.¹⁸ The perceptions of an individual eventually give rise to an individual's attitudes. It is also stated that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.¹⁹

In psychology, there are terms of processing the information received from the observations, one of term is perception. Perception is a psychological function that starts form the sensation, continued multiple stimuli at once.²⁰ Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning. From the explanation above, the researcher concludes that perception is process of observing something in the brain to interpret it in the form of opinions or feelings that occur based on the experiences experienced by individuals.

2. Types of Perception

¹⁸ Michael W. L. Chee, "Frequency of Concrete Words Modulates Prefrontal Activation During Semantic Judgments", *Regular Article*, no. 1 (2002): 259-268.

¹⁹ Ruth Millikan, *Varieties of Meaning*, (Cambridge: MIT Press, 2004), p 103.

²⁰ James F. Calhoun & Joan Ross Acocella, *Psychology of Adjustment and Human Relationships*, (New York: McGraw-Hill, 1990), p 21.

The perception divided into three types as follow:²¹

a. Person Perception

Person perception refers to the process of processing information in which a person uses it to know and think about other people. The type of information that usually part of this process are; characteristics, qualities, and states of mind. Humans build the image of others to stabilize relationships in the process of interaction.

Person perception allows an individual to predict the behavior of other individuals, so that they can take appropriate steps to achieve the goals of a relationship that is built. Those who are sensitive to the concept of person perception tend to be able to understand the behavior of their interlocutor and be able to predict their future actions.

b. Social Perception

Social perception is where individuals understand their position in the social world. This is often related to the profession or position they hold such as; professional athletes, politicians, leaders, criminals, entertainers, fathers, mothers, sisters, brothers, etc. Social perception can only occur in social interactions, humans use information from previous interactions when they build a new interaction. Social perceptions that require social interactions trigger humans to become more than just individualistic beings.

²¹ Stephen P. Robbins, *Op.Cit.*

The pattern of interaction or social relations that occurs is continuous and requires humans to store and use the information collected in accordance with the required situation. How a superior's perception of his subordinates affects the way he interacts with them is a common example of social perception.

c. Perception of Situation

Social psycholinguistics views situations as social factors that influence a person's experience or behavior at a particular time and place. It is the interaction of space and time in which humans act in certain ways according to the conditions they face. The situational context in which the occurrence of a stimulus to the information that has been stored in their minds has consequences in their interpretation of the newly obtained information. The reactions that arise from these interactions depend on the stimuli obtained.

3. Factor that Influenced Perception

Everyone has different perception. The existence or level of human perception can be influenced by several factors. There are some factors considered to be important influences on the selection of stimulation and can be used for the perception of people and situation;²² *intensity*, an intensive stimulation can give more attention than the less stimulation; *size*, the bigger object the bigger the interest which easier to see; *contrast*, differences between high valued object with other objects that are commons is interesting.

²² Claus Christian Carbon, “*Understanding Human Perception by Human-made Illusion*”, *Frontiers in Human Neuroscience*, July 2014.

Many people are aware of it or not, doing strange things to attract attention. Exceptional behavior attracted attention because of the difference principle; *movement*, there are many things that more interesting than the silence; *repetition*, repetitive things that can attract attention. However, if it happens too often, it can result in saturation meaning and lose the perceptive meaning; *familiarity*, things that are familiar known to attract more attention; *something new*, new things also attract attention.

The explanation above shows that changing a person's perception of something is a complex thing with a variety of causes both internally and externally. That way, the factors that can cause changes in someone's perception are interesting things to study where the results of the analysis can answer many questions about perception.

B. English Lesson

English is one of the dominant languages used globally in the aspects of education, business, trade, science, law, tourism, international relations, health, and technology. Studying English gives students the opportunity to communicate with citizens of the world from different cultural backgrounds. By mastering English, students will have greater opportunities to interact using various texts. From these interactions, they gain knowledge, learn various skills, and human behavior needed to be able to live in the world's diverse cultures.

In Indonesia, English lesson is taught to the students starting from the elementary school, junior and senior high school until university. It was shown that

how “English has become increasingly important as a foreign language in Indonesia”.²³ General English learning at the elementary and secondary education levels (SD/MI; SMP/MTs; and SMA/MA) provides opportunities for students to open up insights related to themselves, social relations, culture, and job opportunities that are available globally. Studying English gives students the ability to gain access to the outside world and understand different ways of thinking.

Their understanding of this socio-cultural and intercultural knowledge can improve their critical thinking skills. By understanding other cultures and their interactions with Indonesian culture, they develop a deep understanding of Indonesian culture, strengthen their identity, and can appreciate differences.

Learning English is focused on strengthening the ability to use English based on six basic language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of texts. The minimum achievement of learning these six English skills refers to the Common European Framework of Reference for Languages (CEFR) and is equivalent to level B1.²⁴ Level B1 reflects the specifications that can be seen from the ability of students to; maintain interaction and convey what is desired in a variety of contexts with clear

²³ Karim Mattarima & Abdul Rahim Hamdan, “Learners’ Motivation and Learning Strategies in English Foreign Language (EFL) in Indonesian Context”, *Journal of Edupres*, no. 1 (2011): 100-108.

²⁴ Randolph Quirk, *The Use of English*, (New York: St. Martin’s Press, 1968), p 77.

articulation; express the main idea comprehensively; and maintain communication even though it is sometimes wobbly.²⁵

English lesson in elementary school (SD) is categorized as compulsory subject. Thus, English lesson based on Indonesian Ministry of Education and Culture is categorized as the curricular program that intended to develop students' attitude, knowledge and skills competences, and to reinforce students' capability of the existences in the community of national and international.²⁶

The Component of English lesson includes the teaching learning process and the material used in the classroom. These two components are sustaining each other. It means that the successful of English lesson result depending on teaching learning process and the material used in the classroom. In delivering process of EFL, there are some components that may influence the English Lesson. These components of teaching learning process are as follows:²⁷

1. Curriculum

In the process of teaching learning an English teacher obliged to follow some obligations from the government which is named as curriculum. A curriculum is a plan to arrange the past and present professional practice, that including the experiences of learners have in a particular subject, and it is

²⁵ *Ibid.*

²⁶ Ministry of Education and Culture, *Permendikbud Nomor 67 Tahun 2013*, Kemdikbud, 2013.

²⁷ Cepi Riyana, *Komponen-Komponen Pembelajaran*, (Bandung: Rajawali, 2013), p 61.

purposed for gaining the extensive goals of particular objective.²⁸ It means that curriculum consists of several branches that related to the goals, methods and outcomes of teaching learning process.²⁹

The attained curriculum is what students have learned, their experiences and attitudes about learning.³⁰ The curriculum is made to provide some educational management in teaching learning activities for the teacher and the student to perform their roles as effective as possible.

2. Method

Method is a tool to help teacher and student to have good result in pedagogical activities by applying it in the design of teaching/learning process.³¹ It is facilitating teacher and student to have an effective result at the end of pedagogical activities. Thus, teachers facilitate the students to teach them how they could learn the best by themselves and guide the students to have the best learning strategies for their learning process.³² Then, students should consider what kind of methods they felt they learn most from. Moreover, teaching method used might influence students' interest in teaching learning process.

²⁸ Salem Altaieb, *Teachers' Perception of the English Language Curriculum in Libyan Public Schools: An Investigation and Assessment of Implementation Process of English Curriculum in Libyan Public High Schools*, Digital Commons, November 2013.

²⁹ Shirley Lefever, "Are National Curriculum Objectives for Teaching English Being Met in Icelandic Compulsory Schools?", *Tímarit um menntarannsóknir*, no. 6 (2013): 107-128.

³⁰ *Ibid.*

³¹ Etuk N. Etuk et al., "Students' Perception of Teachers' Characteristics and Their Attitude towards Mathematics in Oron Education Zone, Nigeria", *International Education Studies*, no. 2 (2013): 197-204.

³² Ya-Ching Chang, *Students' Perceptions of Teaching Styles and Use of Learning Strategies*, TRACE, January 2013.

Students' participation could affect by teaching method used in the classroom and students learning outcome as well. Besides, the method used by teacher in teaching learning process is influencing teacher capability in delivering knowledge.³³

Moreover, related to the effectiveness of teaching method used, Justifying on whether or not the teaching method good is not easy to measure, because it affected by many factors, such as teachers' standard evaluation, learning methods applied, students' characteristics, tools, society, environment, and culture. Teaching methods should be aligned with the material taught, context, the characteristics, interest or need of teacher and students.

3. Teacher

In education, teacher is the most important profession that used to determine whether or not the education is success. Teacher is the professional who supply knowledge, skills and values to the learners for preparing them to face the challenges and sustaining them to associate well in the society.³⁴ It means that teacher is a person who has mastering the knowledge, skills and values through educating, training and enhancing her or his personal quality. Teacher has the roles as the deliverer, the adviser, the developer and the manager in teaching learning activities.

³³ Etuk N. Etuk et al., *Op.Cit.*

³⁴ Gervas Zombwe, *The Significance of Quality Teacher Training for the Development of Quality Education: Preparing Teachers for the Ever-Changing World*, (Dar es Salaam: HakiElimu, 2009), p 22.

There are some responsibilities of a teacher that includes the resource of knowledge, facilitator, maintain the discipline, creative researcher, role model in good behavior, mentor and an evaluator.³⁵ It means that the teacher has the role as the teaching subject, who thinks over the goals, the pedagogical strategies and delivers the subject material. And the students as the learning subject as the receiver and the measurement of teaching learning goals success.

In teaching process, the teacher becomes the source of knowledge, the deliverer of the material and the facilitator in the classroom. The work of teaching includes planning, maintaining, creating explaining, assessing, giving a solution and evaluating.³⁶

4. Learner

Learner also known as student is the term to name the perceiver of knowledge who attends pedagogical program at the school. It has the most important role in the learning process, such as the measurement to determine whether or not the lesson goal successfully done.

There are four characters of students; extraverts or introverts, sensors or intuitors, thinkers or feeler, and judger or perceiver.³⁷ They have different way for receiving, understanding and expressing their learning style, but each of students

³⁵ *Ibid.*

³⁶ Deborah Loewenberg Ball & Francesca M. Forzani, "The Work of Teaching and the Challenge for Teacher Education", *Journal of Teacher Education*, no. 5 (2009): 497-511.

³⁷ Richard M. Felder & Rebecca Brent, "Understanding Student Differences", *Journal of Engineering Education*, no. 1 (2005): 57-72.

have the same destination that to learn the knowledge and to perform their expertise skills both hard and soft skills.

However, the differences between students should be taken as resources to be used, not obstacles to be confronted.³⁸ Learning is a process of active engagement, the mind changes through repeat use of it; it's able to change the structure of the brain.³⁹ In the process of learning, learners could associate with the teachers, the lesson material or one another.⁴⁰ It means, in English lesson, the learners are also learning about behavior, attitude and values to interact with the teacher, environment in the form of formal contexts. These learning experience will later be used as the provision to be practiced in the community.

5. Material used

The English teacher usually uses the handbook or textbook as the guide to engage the teaching and learning process. Teachers use textbook as the main source material because of its advantages.⁴¹ It was arranged to develop students' language skills and it was provided as text-based learning in the form oral and written context, and English language is settled as the main communication.⁴²

³⁸ Suzanne M. Wilson & Penelope L. Peterson, *Theories of Learning and Teaching: What Do They Mean for Educators? Working Paper*, (Washington DC: National Education Association Research Department, 2006), p 8.

³⁹ *Ibid.*

⁴⁰ Habibah Elias, "Relationship Between Students' Perceptions of Classroom Environment and Their Motivation in Learning English Language", *International Journal of Humanities and Social Science*, no. 1 (2011): 240-250.

⁴¹ Siti Nurhayati Diniah, "Teachers' Perceptions Towards the Use of English Textbook in EFL Classrooms: A Descriptive Study of EFL Teachers at One Islamic Senior High School in Cirebon", *Journal of English and Education*, no 1 (2013): 185-195.

⁴² Ministry of Education and Culture, *Op.Cit.*

Textbook used in teaching learning process might give benefit for both the teacher and the students. Furthermore, the textbook should include the clear explanation in order to help student understand the new material, such as adding the illustration picture and the list of the new vocabularies.⁴³ When the students able to understand the material better, their active and critical thinking will automatically increase.

English material content should be useful, meaningful and interesting for students. The appropriate material should be contextualized, stimulate interaction, encourage learner to develop learning skills and strategies, offer opportunities for integrated language use, attractive, have appropriate instruction and also flexible.

6. Material source

The use of English material could be from some sources that are compatible with the need of student cognitive and proficiency level. It should relevant with student age, grade, and what students need to learn in their level. Language lesson includes the use of authentic and adapted materials that are compatible with the comprehension and language capability level of the learner, and accessible through the activities.⁴⁴

The content of the English textbook should be interesting for the learners, so that they can enjoy the process of teaching and learning. Then, the material also should be useful, and able to support and increase the students' desire to learn

⁴³ *Ibid.*

⁴⁴ Jack C. Richards, "Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design", *RELC Journal*, no. 1 (2013): 5-33.

English. In delivering the material, the teacher also might use the media such as video, audio, newspaper, and magazine.

English learning media should provide the example or model of English material in the form of audio, video, text, or animation.⁴⁵ Thus, the media for delivering material should be accessible during the teaching and learning process, especially if the material is taken from the internet. The teacher should prepare the material as good as possible before doing the activities if the adapted source will be given as the material. Through media, the teacher will be able to presents the material clearly, increasing students' interest, provide them examples as experiences and improve students' understanding toward the materials.⁴⁶

C. Problems that could be faced by the students

Learning a second language has never been easy. In this case, learning English as a second language. Especially if you study English in a non-native English-speaking country like Indonesia, which faces many challenges because English is not a common language to use in the society. Just as there are problems when learning a foreign language in general, there are also challenges when learning English as a second language.

⁴⁵ Herman Dwi Surjono & Heni Rita Susila, *Op.Cit.*

⁴⁶ Sudiran, "Students' Perception Towards the Use of Internet as Learning Media to Promote Reading Comprehension Skill", *Sino-US English Teaching*, no. 9 (2015): 684-692.

The following are problems or challenges that are commonly experienced by students in learning English, especially through English classes at school:⁴⁷

1. Unqualified teacher

This is the most significant and most neglected issue. What makes this problem so difficult to solve is, because most Indonesians are unable to master English whether it be from students, educators, government or the general public, they cannot determine who is a good English teacher and who is not. Whatever the teacher says, whether true or false, will be considered true by the students.

This causes a lot of confusion among students because different teachers tell them different things. One of the main causes of this problem is the difficulty of teachers translating from their mother tongue. For example, the pronunciation of English words by teachers who use vowels that do not exist in English follows the pronunciation in their mother tongue.

In addition, the teacher's English language skill and teaching ability, namely how to manage a class, also determines whether a teacher has the qualifications or not. Classroom management is very important to make the class conducive and effective.

⁴⁷ Jacob Ado Ama, *Challenges Encountered by Learners of English as a Second Language*, Owlcation, January 2022.

2. Learning materials that are not in accordance with the ability of students.

Learning material is one of the important aspects in the ongoing process of effective teaching and learning. In Indonesia, learning materials are generally regulated nationally through the Ministry of Education and Culture. The distribution of learning materials is often a challenge for teachers to adapt to the diverse abilities of students in each region or even in the classroom.

Teachers are required to design procedures for delivering learning materials that have been arranged with the target that the material taught to students is the material they need and is easy to understand. Teachers are required to design procedures for delivering learning materials that have been arranged with the target that the material taught to students is the material they need and is easy to understand. Submission of material directly from textbooks that have been arranged often makes it difficult for students to grasp the learning content. Therefore, teachers are recommended not to stick to textbooks, but to creatively modify the delivery method so that the teaching and learning process becomes more effective.

3. Limited learning environment

The limited learning environment does not refer to the weather, the availability of equipment and furniture in the classroom, or the location of the school. Although all these factors can affect the learning process, in learning English, the activities that occur outside the classroom are the most important. In

most cases, students only attempt to speak proper English in class when they are under supervision. In addition, students do not always hear the people around them speak English properly or do not use English at all. As a result, students will find it difficult to learn proper English.

In addition to the three points above, there are also several problems that are often encountered in English classes. These problems include:

1. Over-use of native language in the classroom

Students will find it easier to learn another language if they are forced to use it. Teachers should be wary about requiring students to communicate in English especially when in a classroom where the interaction process between students and teacher as well as students and students takes place.

2. Students become too dependent on teacher

Part of the general learning process is having problem solving skills independently of the subject being studied. If a student goes to the teacher with every little problem he faces, that student will never be able to develop the skills he has learned. If students insist that they don't know how to say or do something on their own, they need to be reassured that they really can with positive feedback and encouragement.

3. Strong student dominated the class

No matter how well students are sorted, there will still be differences in how much students know and how quickly they can absorb learning material. Setting the pace of teaching focusing on the strongest students will leave the weaker ones

behind. Weaker students should not be forgotten in class discussions and activities in order to create equal and effective learning.

Apart from the problems that students may encounter in an English class, in general every individual may encounter the following problems when they study English as a foreign language whether its internal or external factor that cause these problems. The following problems are:⁴⁸

1. Negative transfer

This happens when the target language transfer process is carried out using the mother tongue or first language so that it is difficult or completely incomprehensible. This is because each language generally has a different structure.

2. Cultural differences

As is known, English is the official language of several countries in the world, such as the United Kingdom, United State of America, Australia, New Zealand, Canada, and others. English which is the mother tongue for the majority of the population in these countries is a cultural product of these communities. English develops along with the development of these cultures so that students be aware to the culture of the language, especially the problem of everyday vocabulary.

3. Accent

⁴⁸ Nuraeni, "Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language," (UHAMKA International Conference on ELT and CALL (UICELL), Jakarta, November 21-22 2019), 77-96.

In general, there are 160 distinct English dialects spread across all English-speaking countries. Most of these accents sound very different from one another and in many cases use different spelling and word structures. This is of course a problem that will be faced by students during the process of learning English.

4. Arbitrary language

For students who study English as a foreign language, this is a problem that they are likely to face. In English, what is written is often different from what is spoken. This will certainly be a dilemma for students, especially in Indonesia, where both Indonesian and the mother tongues of each ethnic group are generally phonemic orthography.

5. Grammar and vocabulary

Although often referred to as an easy language to learn, English is a language that is classified as difficult to learn for those whose mother tongue is not from the Germanic language family. Indonesian and all the languages in Indonesia, which are languages of the Austronesian language family, will also feel the same way. Especially the problem of grammar and vocabulary which is very different from the language of the students. Students will have difficulty in constructing a phrase or sentence due to different grammatical structures.

6. Pronunciation

Students are required to be able to pronounce words, phrases, or sentences in English well to be understood by listeners. This is certainly a

problem that cannot be avoided by students who study English. English is a foreign language that comes from a language family that is different from the language of the students. This makes the pronunciation of English very foreign in the mouths of the students. This is where the importance of learning English from an early age is intended so that their oral movement can be trained properly to pronounce words in English.

Based on the explanation of the points above, it can be concluded that there are several kinds of problems that can be encountered by students when they are going to learn English, especially at school. In this study, the researcher will analyze the difficulties that students may face in learning English, especially in terms of strategy and learning materials.

CHAPTER III

FINDING AND DISCUSSION

A. The Description of Research Location

The research was conducted at SDN Blang Mee Lhoong Aceh Besar on Saturday, 14 May 2022. SDN Blang Mee is an educational unit with an elementary level in Lamkuta Blangmee, Lhoong Sub-district, Aceh Besar District, Aceh. In carrying out its activities, SDN Blang Mee is under the auspices of the Ministry of Education and Culture (Kemdikbud). The research was focused on 11 students from 6th grade who participate in the English class as an extracurricular subject in SDN Blang Mee Lhoong Aceh Besar.

B. Research Procedure

In this research, the researcher used the qualitative approach to conduct the research. As it was intended to understand and describe the phenomena that happened in the English class. These phenomena are students' perceptions and the problem that they face in English class. This research was conducted by using questionnaires and interviews as the instruments for collecting the required data.

A questionnaire is a popular method of gathering data because it's a fast, efficient, and inexpensive means of gathering a large amount of information from a sizeable sample. This is particularly effective for this research where the information required is students' perception with a small number of samples. The interview was

used to support the gathered information as it is mostly used to explain better information.

C. Research Finding

1. Result of Questionnaire

Questionnaire sheets were shared to see the responses of the samples to basic things about English subjects such as the level of difficulty, teacher performance, and also the importance of English.

a. Students' familiarity with English

No	Statements	Responses				
		SA	A	N	D	SD
1	I have knowledge about English	9%	37%	9%	45%	-

Table 3.1. Statement 1

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students, namely 45% of the total sample, stated that they are not familiar with English as they had no knowledge of English.

From these findings, the researcher found that students who stated disagreed that they are familiar with English had not been exposed to English or were not exposed enough so they become familiar until they experienced the English lesson that was taught at school. These students were probably exposed to English words from time to time from various sources but not on a repetitive scale that makes them familiar.

Besides, the researcher also found that 37% of students from the total sample stated agree that they are familiar with English as they have knowledge of English. the researcher found that students who stated that they are familiar with English had been exposed to English from early on, whether from kindergarten or entertainment media (video, music, games, etc.) that were purposely introduced by their parents. In addition to that, 9% of the total sample also stated strongly agree that they are familiar with English which means they are exposed enough to English that made them confident.

Apart from the answers above, the researcher also found that 9% of the students from the total sample were considered neutral. The researcher found that these students did not consider themselves familiar with nor completely blind to English.

From the explanation above, it can be stated that the majority of students familiar with English with those who responded agree and strongly agree dominated the form. This result might contribute to a positive perception of English lessons. However, it was a small margin gap among those who responded to disagree.

b. The importance of English for students' futures

No	Statements	Responses				
		SA	A	N	D	SD
2	English is important for my future	55%	45%	-	-	-

Table 3.2. Statement 2

The results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar by the researcher showed that the majority or 55% of students from the total sample stated strongly agree that mastering English is important for their future.

The researcher found that the students were very aware of the importance of mastering English for their future. With the development of technology, students are easy to be exposed to information about the development of the world. Thus, making them more aware of what's happening right now.

The result also showed that the rest of the sample stated agreed that English is important for their future. This response supports the majority of the responses positively, so it can be concluded that all the samples supported the statement that English is important for their future.

c. English as part of students' self-confidence boost

No	Statements	Responses				
		SA	A	N	D	SD
3	Having proficiency in English makes me look cool	-	73%	18%	9%	-

Table 3.3. Statement 3

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar by the researcher, it was found that 73% of students from the total sample stated agree that mastering English makes them feel better and boosts their self-confidence.

The researcher found that the ability to speak English was highly desired by the students. Although at this time they are still learning the basics of English. However, imagination or fantasy when they are able to speak English which makes them look cool is one of their motivations to learn English.

However, not all students have this view. The researcher found that 18% of the total sample gave a neutral response to the statement saying “having proficiency in English makes me look cool”. They argued that everything depends on the learners’ personality. In addition, the researcher also found that 9% of the total sample stated disagreed that having the ability to speak English makes them look cool. They consider the ability to speak English to be the same as other abilities and is something that is common. When an ability is common and normal for many people, then the ability is not special and does not have a big impact on a person's self-confidence.

From the explanation above, it can be stated that the majority of students agree with the statement that having the ability to speak English makes them look cool followed by some neutral responses and a small percentage disagree.

d. English lesson as an interesting subject for the students

No	Statements	Responses				
		SA	A	N	D	SD
4	English lesson is interesting to learn	27%	55%	18%	-	-

Table 3.4. Statement 4

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students, namely 55% of the total sample, stated agree that English is an interesting subject to learn.

The majority of the sample agree with the statement that English is an interesting subject to study. The researcher found that the students had already been exposed to English through media such as films and YouTube content. They feel interested when they see the interaction in English which generally shows people with a good standard of living. This makes them believe that English is a high-class language and therefore interesting to learn. This statement is also supported by 27% of the total sample who strongly agree that English is a very interesting subject to learn.

However, in addition to the two positive responses, there was also a neutral response stated by 18% of the total sample. These students feel that English lesson is the same as other subjects where whether or not they are interested in a subject depends on the interests of the student.

From the explanation above, it can be stated that the majority of students agree with the statement that English is an interesting subject to learn and some stated strongly agree all in favor of this statement. However, there were a small number of the total sample stated neutral.

e. English is a difficult subject to study

No	Statements	Responses				
		SA	A	N	D	SD
5	English is a difficult subject to learn	9%	45%	9%	28%	9%

Table 3.5. Statement 5

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students, namely 45% of the total sample, stated agree that English is a difficult subject to learn.

The researcher found that there were several factors that made the students feel that the English subject was difficult to learn. English is a foreign language that comes from a different language family, so the pronunciation, sound produced, and also grammar is different from the language they use (Acehnese / Indonesian). In addition to language technique problems, teaching methods and also the material taught in class sometimes make students feel difficult. In addition to the percentages above, there are also 9% of the total sample who stated strongly agree with the statement presented.

In addition to the positive response, the researcher also found a negative response to the statements made. Where as many as 28% of the total sample stated disagree that English is a difficult subject to learn. This is also supported

by 9% of the total sample who stated strongly disagree with the statement. The students think that English is an easy subject to learn.

In addition to the findings above, the researcher also found that 9% of the total sample stated neutral. The students stated that English subject were neither difficult nor easy because it depended on many factors, one of which was students' motivation to learn it.

From the explanation above, it can be stated that the majority of students agree with the statement that English is a difficult subject to learn and a small number of responses stated strongly agree all in favor of this statement. However, there are also a considered number of the total sample who stated disagree that English is something difficult to learn and this response was also supported by a small number of responses that stated strongly disagree. Apart from both the positive and negative responses, there are also a small number of the total sample that stated neutral.

f. Teacher's role in managing the class

No	Statements	Responses				
		SA	A	N	D	SD
6	The teacher makes the class less boring	37%	45%	-	18%	-

Table 3.6. Statement 6

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority

of students, namely 45% of the total sample, stated agreed that the teacher made the class less boring.

The researcher found that the students agreed that the English class was not boring because the teacher used fun learning strategies. This is also supported by 37% of respondents from the total sample stating strongly agree that teachers play a major role in making English class fun.

However, apart from the positive responses above, the researcher also found a negative response where 18% of the total sample stated disagree that the teacher played a role in making the class less boring.

From the explanation above, it can be stated that the majority of students agree with the statement that the teacher has a big role in making the class less boring and a considered number of responses also stated strongly agree all in favor of this statement. Meanwhile, the rest of the total sample stated disagreed that the teacher is making the English class less boring.

g. The material used is easy to comprehend for the students

No	Statements	Responses				
		SA	A	N	D	SD
7	The material taught in English class is easy to understand)	-	82%	9%	9%	-

Table 3.7. Statement 7

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority

of students, namely 82% of the total sample, stated agree that the material taught is easy to understand.

The researcher found that the students agreed with the statement above where the learning materials given by the teacher were easy to understand. The teacher is assessed to provide material that is in accordance with the student's absorption ability so that it is easy to understand.

In addition, the researcher also found that 9% of the total sample gave a "disagree" response with a statement stating that the material being taught was easy to understand. they think that the material being taught is quite difficult. The researcher also found that the remaining 9% of the total sample gave a "neutral" response to the statement that the material taught in English class was easy to understand. They argue that the material being taught is sometimes easy to understand, but sometimes difficult to understand.

From the explanation above, it can be stated that the majority of students agree with the statement that the material given by the teacher was easy to understand. However, there are also a small number of the total sample stated disagree that the material given to be considered easy to understand as they found it difficult. Meanwhile, the remaining total sample stated neutral that the material taught by the teacher is easy to understand.

h. English class as a trigger to learn further

No	Statements	Responses				
		SA	A	N	D	SD
8	English class triggers me to learn English further	18%	73%	9%	-	-

Table 3.8. Statement 8

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students, namely 73% of the total sample, stated agree that the English class they take triggers them to learn English further.

The students agreed that the English course they took was a trigger point for them to study English further. The same thing was also supported by 9% of the sample who stated strongly agree.

But not only did a positive response, the researcher also found a negative response to the statement in which the English subjects they took became a trigger point for them to learn English further. As many as 9% of the total sample stated "neutral" on the statement.

From the explanation above, it can be stated that the majority of students agree with the statement that the English class they took was a trigger for them to study English even further and followed by a number of responses that stated strongly agree. Meanwhile, the remaining total sample stated neutral that the English class they took was a trigger for them to study English even further.

i. English as a recommended subject

No	Statements	Responses				
		SA	A	N	D	SD
9	More students should join the English class	45%	37%	9%	9%	-

Table 3.9. Statement 9

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students, namely 45% of the total sample, stated strongly agree that more students should join the English class.

The researcher found that the students were very interested in English and knew how important it was for their future. Their enthusiasm was so great, that they wanted more students to take the English class. This statement is also supported by 37% of the total sample who agree with the statement.

However, the researcher also found that 9% of the total sample rejected the statement that they wanted more students to take English classes. While the remaining 9% gave a neutral response.

From the explanation above, it can be stated that the majority of students agree with the statement that they want more students should join the English class and a considered number of responses also stated agree, all in favor of the statement. However, there are also a small number of the total sample who opposed the statement by stating disagree. Meanwhile, the remaining total sample stated neutral that more students should join the English class.

j. The need for English class in elementary school

No	Statements	Responses				
		SA	A	N	D	SD
10	English class is required to be studied in elementary school	45%	55%	-	-	-

Table 3.10. Statement 10

Based on the results of a questionnaire conducted on a group of 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students, namely 55% of the total sample, stated agree that English class is important to be implemented in elementary school.

In this last statement, the researcher found that the students already understood the importance of English for their future, so they wanted English to be taught from when they were still at an early age. This is also an effort to prepare themselves when they enter high school later. The rest of the total sample, which is 45%, fully stated "agree" with the statement.

From the explanation above, it can be stated that all of the students agree with the statement that English class is very important at the elementary school level with the majority stated agree and the rest of the sample stated strongly agree all in favor with the statement.

2. Result of Interview

Interviews were held to collect data to support the data found in the questionnaire.

a. English in general

Based on the results of interviews conducted on 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students stated that English, in general, is something interesting for them. As stated by one of the samples below:

Question:

“Are you interested in learning English?”

Answer:

“Yes, I’m very interested in learning English.”

In addition to the findings above, the researcher also found that the remaining of the total students stated that they were not interested in English. As stated by one of the samples below:

Question:

“Are you interested in learning English?”

Answer:

“I’m not interested in learning English.”

From the data above, it can be seen that the majority of students gave positive answers to the questions asked, and a small number stated otherwise. That way, the researcher concluded that the students have a positive perception of English in general as the majority of the answers indicated so.

b. The existence of the English class

Based on the results of interviews conducted on 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that all students stated that they are happy with the existence of English class at school. As stated by one of the samples below:

Question:

“Are you happy with the English class at school?”

Answer:

“Yes, I’m happy with the English class at school.”

From the data above, it can be seen that all the students gave positive answers to the questions asked. That way, the researcher concluded that the students have a positive perception of the existence of the English class at elementary school.

c. How do students feel during the teaching and learning process?

Based on the results of interviews conducted on 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that the majority of students stated that they do not feel bored during the proses of teaching and learning in the English class. As stated by one of the samples below:

Question:

“Do you sometimes feel bored in the English class?”

Answer:

“I do not feel bored in the English class.”

In addition to the findings above, the researcher also found that the remaining of the total students stated that they were sometimes feeling bored during English class. As stated by one of the samples below:

Question:

“Do you sometimes feel bored in the English class?”

Answer:

“Yes, sometimes I feel bored in English class.”

From the data above, it can be seen that the majority of students gave positive answers to the questions asked with only a small number responding otherwise. That way, the researcher concluded that the students have a positive perception of the atmosphere of the English class they took based on the majority of the responses.

d. The way the teacher manages the class

Based on the results of interviews conducted on 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that all of the sample, namely the total sample, stated that the teacher gave a positive performance during the teaching and learning process of English. As stated by one of the samples below:

Question:

“Does the teacher teach English in an interesting way and easy to understand?”

Answer:

“Yes, the teacher teaches English well in the class.”

From the data above, it can be seen that all the students gave positive answers to the questions asked. That way, the researcher concluded that the students have a positive perception of the teacher's performance in the English class which means the teacher managed the class well.

e. Is English considered to be a burden for the students?

Based on the results of interviews conducted on 6th-grade students of SDN Blang Mee Lhoong Aceh Besar, it was found that all of sample of the total sample, stated that English class is not a burden that can disturb their performances in other classes at school. As stated by one of the samples below:

Question:

“Is the English class a burden to you?”

Answer:

“No, English class is not a burden for me.”

From the data above, it can be seen that all the students gave positive answers to the questions asked. That way, the researcher concluded that the students have a positive perception of the English class position among other subjects at the elementary school.

D. Discussion

This research was conducted to identify students' perceptions toward English lesson and also the problem they faced in the English class. The results of the questionnaire provided the researcher with the required information in order to

answer the research questions. For statement 1, as many as 46% of students from the total sample gave a positive response to the familiarity with English. The positive responses were also collected from statement 2 where all the responses, showed no opposition. That means the students know very well how important English is for their future. Another positive response was also gathered from statement 3 as most of the students agree that being able to communicate in English is something cool and makes them more confident in the real life. The majority of the students also agreed that English is an interesting subject to learn in statement 4. In statement 5, the researcher collected a negative response toward English lesson as the majority of students agree that English is a difficult subject to learn. Meanwhile in statement 6, the teacher's performance received positive responses where the students agreed that the teacher making English learning fun, although some students gave an opposite response. The students also gave positive responses toward the material that the teacher taught them as they found it easy to understand in statement 7 with a small number stated disagreed and neutral. In statement 8, the students agreed that the English class they took, was able to trigger them to study English more as it gave them motivation to learn more. The students also agreed that English should be promoted to other students as well which is stated in statement 9. And also, in statement 10, all students agreed that English is a very important subject that needs to be taught in elementary school.

Apart from the results in the questionnaire, the researcher also used the results from the interview as supporting data. In the first question regarding what students'

thought about English, the majority of the students answered that English is something interesting for them to learn. In the second question, the question was about the existence of the English class at school and the students answered that they were very happy with the English class at school. In the third question, the students were asked whether they feel bored in the English class and the students answered that they do not feel bored at all. In the fourth question, the question was about how the teacher managed the class and the students answered that the teacher taught English well so it was easy to understand and did not make them feel bored during the class. In the last question, the students were asked whether they see English as a burden and can affect negatively their performances in other classes, and the students answered that they do not see English as a burden and that taking an English class does not affect their performances in other classes.

From both of these results, it was shown that students had positive perceptions of the English lesson that was conducted in SDN Blang Mee Lhoong Aceh Besar. However, students faced problem in learning English due to the difficulty of learning English as a foreign language that has differences in grammar and sound from Indonesian or Acehnese.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research in chapter III, the researcher concluded that:

1. The students had positive perception on English lesson at SDN Blang Mee Lhoong, Aceh Besar.
2. In learning English lesson, students faced problem regarding the difficulty of English language as a foreign language itself.

B. Suggestion

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. The researcher suggests that English teachers should always try to improve the learning strategy and also construct a more efficient material for the students so it would not hinder the development of students' English mastering.
2. For students, the researcher suggests that students shall actively learn English either at school or outside the school as it is an important skill for their future.
3. Meanwhile for other researchers, the researcher suggests that the results of this study be used as an example for conducting other research with the same theme by taking into account internal and external aspects.

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Jalan Muhammadiyah No. 91 Bathoh Lieng Bata Telepon/Fax. (0651) 27569
BANDA ACEH 23245

SURAT KEPUTUSAN

Nomor : 046 /UM.M5/Q/FAI/2022

Dekan Agama Islam Universitas Muhammadiyah Aceh,

Menimbang:

- Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan,
- Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

Mengingat:

- Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
- Keputusan Badan Akreditasi Nasional Perguruan Tinggi No.7416/SK/BAN-PT/Ak-PPJ/S/XI/2020 Tanggal 17 November 2020;
- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal **4 Februari 2022**

MEMUTUSKAN :

- Menetapkan : 1. Menunjuk saudara :
- Cut Mawar Helmanda, S.Pd.L, M.Pd**
Sebagai Pembimbing I.
 - Siti Safura, S.Pd.L, M.Ed**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : Almira Andra Salsabila D
N P M : 1805180010
J U R U S A N : Tadris Bahasa Inggris
J U D U L : Students' Perception of English Lesson at SDN Blang
Mee Lhoong Aceh Besar

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku.
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan dirobah dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh,

Pada Tanggal : **7 Februari 2022**

D e k a n,

Dr. Saiful, S.Ag., M.Ag



Tembusan :

- Rektor Universitas Muhammadiyah Aceh
- Koordinator Kopertais Wilayah V Aceh
- Mahasiswa Yang bersangkutan
- Arsip -



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BANDA ACEH 23245

Nomor : 388 /UM. M5/Q/FAI/2022 Banda Aceh, 12, Mei 2022
Hal : Permohonan Rekomendasi Izin Penelitian
Data Menyusun Skripsi

Kepada Yth :
Sdr. Kepala SD Negeri Blang Mee Lhoong Aceh Besar
Di-
Tempat

Assalamu'alaikum Wr. Wb.

Dengan Hormat, Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya bapak memberi izin dan bantuan kepada :

1

Nama : Almira Andra Salsabila D
NPM : 1805180010
Jurusan : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Gp. Tanjong Kec. Ingin Jaya Kab. Aceh Besar

Untuk mengumpulkan data pada :

SD Negeri Blang Mee dalam Rangka Menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul:

“Students' Perception of English Lesson At SD Negeri Blang Mee Lhoong Aceh Besar,”

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam
Dekan

Dr. Rosnidarwati, S. Ag, MA



PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SD NEGERI BLANG MEE

NSS. 101060104005, NPSN. 10107358

Jl. Banda Aceh – Calang, Km. 50, Kecamatan Lhoong, Kode Pos. 23354, Email : sdn_blangmee01@yahoo.co.id

Nomor : 422/SDBN/47/2022

Lhoong, 14 Mei 2022

Lampiran : --

Hal : Telah Mengambil Data Penelitian

Kepada Yth :

Ibu Dekan Fakultas Agama Islam
Universitas Muhammadiyah Aceh

Di-

Tempat

Assalamu'alaikum Wr.Wb.

Berdasarkan surat Ibu bernomor 388/UM.M5/Q/FAI/2021 tanggal 12 Mei 2022 perihal tersebut Permohonan Izin Mengumpulkan Data Menyusun Skripsi, dengan ini kami memberitahukan bahwa:

Nama : Almira Andra Salsabila D
NPM : 1805180010
Fakultas : Agama Islam
Jurusan/Semester : Tadris Bahasa Inggris/ VIII (Delapan)
Judul Skripsi : "Students' Perception of English Lesson At
SD Negeri Blang Mee Lhoong Aceh Besar"

Benar yang namanya tersebut di atas telah mengambil data di SD Negeri Blang Mee, sejak tanggal 14 Mei 2022 dalam rangka penyusunan skripsi sebagai syarat untuk menyelesaikan studinya.

Demikianlah surat ini di buat dengan sebenarnya agar dapat dipergunakan seperlunya.

Wassalam,

Kepala Sekolah SD Negeri Blang Mee



Nurhidar, S.Pd

NIP. 19730604 1999030 2 012

Instrument 1 Questionnaire Guide

Questionnaire Guide

Kamu diminta untuk memberikan tanda centang (✓) pada kolom yang menurutmu paling menggambarkan persepsimu terhadap mata pelajaran Bahasa Inggris. Silahkan kamu merespon pernyataan-pernyataan berikut dengan jujur apa adanya. Terima kasih atas partisipasi dan ketersediaan untuk mengisi *questionnaire* ini.

Ket:

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Statements	Responses				
		SS	S	N	TS	STS
1	Saya memiliki pengetahuan tentang Bahasa Inggris.					
2	Bahasa Inggris merupakan bahasa yang penting untuk masa depan saya.					
3	Mampu berbicara Bahasa Inggris membuat saya merasa lebih keren.					
4	Mata pelajaran Bahasa Inggris adalah mata pelajaran yang menarik untuk di pelajari.					

5	Bahasa Inggris merupakan mata pelajaran yang sulit untuk dipelajari.					
6	Guru membuat kelas Bahasa Inggris menjadi tidak membosankan.					
7	Materi yg diajarkan di kelas Bahasa Inggris mudah untuk dipahami.					
8	Kelas Bahasa Inggris yang saya ikuti membuat saya lebih tertarik untuk mempelajari Bahasa Inggris.					
9	Saya ingin lebih banyak siswa yang mengikuti kelas Bahasa Inggris.					
10	Kelas Bahasa Inggris diperlukan untuk dipelajari di sekolah dasar.					

Instrument 2 Interview Guide

Interview Guide

Interview ini di buat untuk mendapatkan informasi tentang persepsi siswa terhadap mata pelajaran bahasa inggris dan juga menemukan masalah yang mereka hadapi di kelas bahasa inggris. Infomasi yang didapatkan, akan digunakan sebagai salah satu objek penelitian bagi thesis *Students' Perception of English Lesson at SDN Blang Mee Lhoong Aceh Besar*, oleh Almira Andra Salsabila D.

Mohon jawab pertanyaan dibawah ini dengan sebenar-benarnya!

1. Apakah kamu tertarik belajar Bahasa Inggris?
2. Apakah kamu senang dengan adanya kelas Bahasa Inggris disekolah?
3. Apakah kamu terkadang merasa bosan dalam kelas Bahasa Inggris?
4. Apakah guru mengajar Bahasa Inggris dengan baik (menarik dan mudah dipahami)?
5. Apakah kelas Bahasa Inggris menjadi beban bagimu?



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BANDA ACEH 23245

SURAT PERNYATAAN
PERTANGGUNGJAWABAN PENULISAN SKIRPSI

Saya yang bertanda tangan di bawah ini:

Nama : Almira Andra Salsabila D
NPM/Angkatan : 1805180010/2018
Jurusan : Bahasa Inggris (TEN)

Menerangkan dengan sesungguhnya bahwa:

1. Skripsi saya yang akan segera diuji adalah benar-benar pekerjaan saya sendiri (bukan ciplakan).
2. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi hasil ciplakan, maka saya akan menanggung resiko dibatalkan Kelulusan Sidang Skripsi oleh Fakultas Agama Islam Universitas Muhammadiyah Aceh.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 23 Agustus 2022

Mengetahui,
Pembimbing I

Cut Mawar Helmanda, S.Pd.L., M.Pd.

Yang menerangkan,
Mahasiswa

Almira Andra Salsabila D

Kajur Tardis Bahasa Inggris

Rahmatun Nisa, S.Pd.L., M.Pd.

AUTOBIOGRAPHY

1. Name : Almira Andra Salsabila D
2. Place / Date of Birth : Banda Aceh / April 16th 2000
3. Gender : Female
4. Religion : Islam
5. Nationality / Ethnicity : Indonesian / Bataknese
6. Marital Status : Single
7. Address : Gp Tanjong, Ingin Jaya, Aceh Besar, Aceh
8. Occupation / Reg. Number : English Education Department /
1805180010
9. Parent's
 - a. Father's Name : Alm. Hidayat Saputra D
 - Occupation : -
 - b. Mother's Name : Nora Silaban, A.Md. Keb., S.KM
 - Occupation : Midwife
10. Education Background :
 - a. MIN Model Banda Aceh, Banda Aceh, graduated in 2012
 - b. SMP Negeri 6 Banda Aceh, Banda Aceh, graduated in 2015
 - c. SMA Negeri 4 Banda Aceh, Banda Aceh, graduated in 2018
 - d. English Education Department of Faculty of Islamic Studies
University of Muhammadiyah Aceh, Banda Aceh, graduated in 2022

Banda Aceh, June 15th 2022

Almira Andra Salsabila D