

Students' Perceptions Toward The Methods of English Language Teaching For The Fourth Semester Students Of Management Department At UKI Toraja

Shilfani, S.Pd., M.Pd.¹⁾
Meikhel Yoes Ruruk Gotti²⁾

^{1,2)}Program Studi Pendidikan Bahasa Inggris
Universitas Kristen Indonesia Toraja
Jl. Nusantara No. 12 Makale

Kabupaten Tana Toraja, Sulawesi Selatan

¹⁾ shilfani@ukitoraja.ac.id, ²⁾meikhelyoes8@gmail.com

ABSTRAK

The objectives of this research are (1) to find out the methods are used by the lecturer in English Language Teaching for the fourth semester students of Management department at UKI Toraja, (2) to find out the students' perceptions toward the method in English Language Teaching for the fourth semester students of Management department at UKI Toraja. The informants of this study were the fourth semester students of Management Department who had programmed English courses. The writer used snowball sampling to collecting data. There are 16 students as research informants. The writer collected the data by conducting semi-structural interviews. After transcribe the interview result, the writer apply qualitative method by Miles and Huberman technique in order to analyze the data. The data was collected from the fourth semester students of Management Department at UKI Toraja still active in that university. There were 16 students who have been interviewed and they have programmed English courses. The interview was held in Tana Toraja, on Wednesday 15th July 2020 untill on Tuesday 21st July 2020. The resut of this research are the methods used by lecturer in English Language Teaching in the fourth semester students of Management Department at UKI Toraja are reading methods and the silent way while the student's perceptions toward the method used by lecturer in English Language Teaching in the fourth semester students of Manegement Department at UKI Toraja is Negative perception the methods are less effective in English Language Teaching, students felt bored, students felt scared and nervous in English Language Teaching and sometimes do not understand the material taught by the Lecturer. Based on the results above, the writer concludes that there are two methods are used by English lecturer in English Language Teaching and there are some perception (Negative Perception) from the students as mention above.

Kata Kunci: *Perceptions towards, English Language Teaching, Students*

I. Introduction

English Language Teaching (ELT) is an inherently social process, where different strategies for effective learning can be implemented. not ea-

sy task so that is why the educator necessary to use methods to teach English as a Foreign Language. The educator has big influences to reach the students' comprehend the materials. English Language Teaching or ELT refers to the

activity of teaching English to non-native speakers. In English Language Teaching, an aspect that is very aware of in terms of the method. Because, the success or failure of a program of English Language Teaching is often assessed in terms of the method used, the method determines the content and how to teach the language. According to Freeman (2000:23), Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. They are clear about their attraction towards certain methods and also think that why have they repelled certain method.

Some people say that the method is not so important in learning English, what is important is the willingness to learn and the quality of the student, while the method merely as a tool only. However, regardless of agree or disagree on the importance of the method, the fact remains that if there is a lack of success in learning, the teacher is required to review the methods that have been used. Furthermore, feedback from other participants can be instantaneous if the language used is considered inappropriate since it may affect the effective performance of a role.

Because the importance of the method in every teaching and learning, the writer wants to know what methods are used by lecturers in teaching English and how students' perceptions about the English teaching and learning process which includes methods that are used by lecturers to teach English.

In creating young entrepreneurs with global insightful, it is necessary to apply a learning system that suits their needs, In Management Department, English is taught as a general subject. English is very important to be learnt in another faculty because it can provide the students to be able to speak English and can help them to work in foreign companies, by knowing English language. It can create many opportunities in international markets and regions. In fact, based on writer pre-observation, the students' of Management Department claimed they were still confused with the English language being taught which was not too deep, the selection of inappropriate methods also hinders students to receive material taught by the lecturer, English learning

taught by every English lecturer has a different perception with the perception of Management students.

II. Review of Literature

A. Definition of Perception

The perception from the Latin perceptio, percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the process by means of which the information from outside environment is selected, received, organized and interpreted to make it meaningful to people. In addition, Robbins (2005:134) in Darmuh (2016:12) defines that perception was the process take by individuals to govern and to interpret perception of sensory to give significance in their environment. The students' perception can be one of the students' evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need for learning. The study about perception is useful for lecturer more efficient in teaching Students' Perception.

1. Types of perception

There are some types of perception there are:

(a) Perception of speech

Perception of speech is the process by which the sounds of language are heard, interpreted, and understood.

(b) Perception of touch

Perception of touch is the process of recognizing objects through touch. It involves a combination of sensory perception of patterns on the skin surface and perception of hand position and confirmation.

(c) Perception of taste

Taste is the ability to perceive the flavor of substance including, but not limited to food. Human receives the tastes through sensory organs called taste buds or gustatory cay cully concentrated on the upper tongue.

(d) Perception of the social world

Perception of social world is the part of

the perception that allows people to understand the individuals and groups of their social world and element of social cognition.

2. Kinds of perception

According to Priyeti (2010:10) there are two kinds of perception:

- (a) Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation.
- (b) Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively (not suitable with the object of perception)

3. Process of perception

Psychologist Bruner in Bulawan (2017) has developed a model of perception, according to him people go through the following process:

- (a) When we encounter an unfamiliar target we are open to different informational cues and want to learn more about the target.
- (b) In the second step we try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
- (c) At this stage, the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. We also actively ignore and even distort cues that violate our initial perceptions. Our perceptions becomes more selective and we finally paint a consistent picture of the target.

B. English Language Teaching (ELT)

English Language Teaching (ELT) is the practice and theory of learning and teaching English for the benefit of people whose first language is not English. According to Richard & Rodger (1999:15), the elements that underlie learning theory can be seen in some ELT practices. However,

one of these elements can be described as a principle of communication: activities that involve real communication that develops learning. The second element is the principle of duty: the activity in which language is used to carry out tasks which means developing learning. The third element is the principle of meaningfulness: language that means supporting the learning process for students. Learning activities are therefore chosen according to how well they (the teacher) involve their students in the use of meaningful and actual language (not just a practical machine about language patterns).

C. Method

According Richards & Rodgers (2001:19), "method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach". Similarly, Norland defines method is often viewed as a series of procedures or activities used to teach language in certain a way. Richards and Rodgers (2001:19) revised and extended the original Anthony model. Approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) it refers to term procedure. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools. According to Mackey .W.F. (1950:170) : A Method must include four things viz., Selection of Linguistic Material, and Gradation of Linguistic Material, Techniques of presentation, and Practice by people. Some of English teaching methods are described below:

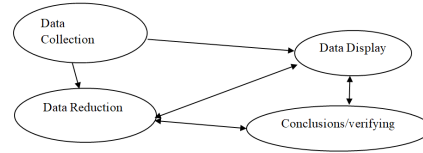
1. The Grammar-Translation Method
2. The Direct Method
3. Total Physical Response (TPR)

4. Reading Method
5. The Situation Method
6. Natural Method
7. Audio Lingual Method
8. Communicative Language Teaching
9. The Silent Way
10. Suggestopedia

III. Research Methodology

In this research, the writer used Qualitative Descriptive. Bogdan & Biklen (1982:27) state that Qualitative Descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from video tapes, audio tapes, or electronic communications are used to present the findings of the study.

1. Research Design One of the most important parts in research activities is regarding the method used to get an answer to something research or often called the research method. In the research method required an approach that is used as foot hold of a series of implementation activities in research. Choose Certain approaches in research activities have their own consequences as a process that must be followed consistently from beginning to end in order obtain maximum results and scientific value according to capacity, coverage and purpose of the research.
2. Informant and Setting The informant of this research were the fourth semester students of Management Department at UKI Toraja academic year 2019/2020. There are 300 students and divided into 12 classes (Class A until L). The writer used snowball sampling to choose the fourth semester students of Management Department as a sample. The writer took some fourth semester students of Management Department as respondents until the writer got enough data.
3. Procedure of Data Collection To collect data, writer used several steps, they are as follow :
 - (a) Prepared questions for students.
 - (b) Looked for cellphone numbers or user name social media of the fourth se-



Gambar 1: *Technique of analyzing data*

mester students of Management Department at UKI Toraja.

- (c) Gave questions to interview students.
- (d) The informant answered questions.
- (e) Recorded answered from students during the process interviewed.
- (f) Analyzed data collection.

4. Technique of Analyzing Data

The technique of analysing data, the writer used Miles and Huberman technique in Sugiono (2013: 247) consist of four procedures as follow:

IV. Finding and Discussion

A. Finding

In this section, the writer presents findings from interviews in the fourth semester students of Management Department at UKI Toraja. The writer interviewed 16 students as participants with 8 questions. The writer records all the questions and answers interviews in the form of sound recordings. The following of the data analysis of the interview interpreted by the writer as follow.

- Extract 1 : he methods used by Lecturer in English Language Teaching
- Extract 2 : Students feel the methods used by Lecturer are less effective in English Language Teaching
- Extract 3 : Students feel bored with the methods used by lecturer in English Language Teaching
- Extract 4 : Students feels scared and nervous in English Language Teaching
- Extract 5 : Students sometimes do not understand the material taught by the Lecturer
- Extract 6 : Students opinions on the methods they need in English Language Teaching

Tabel 1: *Data display of Students' Perceptions Toward the Methods of English Language Teaching for the Fourth Semester Students of Management Department at UKI Toraja*

No	Extract	Explanation	Sources
1	The methods used by Lecturer in English Language Teaching	<p>S1: The lecturer gives the material, then give an explanation then the student who is more actively working on the assignment and looking for the material.</p> <p>S16: Hmmm... the lecturer method in teaching in the class is relevant because I think... the lecturer first explains the material then ee ... trains the students to play an active role in learning the material.</p> <p>S4: Eee... Lecturer sometimes give material to students and then explain, sometimes the lecturer also appoints students to read the material and the lecturer forms a group for discussion.</p> <p>S7: In my experience lecturer give the material then explained, sometimes students are appointed to read the material, maybe it is also an exercise in reading.</p>	S1,S2,S4,S7,S8,S11, S12,S13,S15,S16.

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Tabel 1 (lanjutan)

No	Extract	Explanation	Sources
2	Students feel the methods used by Lecturer are less effective in English Language Teaching	<p>S3: Yes i have, hmm... sometimes the lecturer only gave material to present in front of the class and the lecturer didn't give too much explanation.</p> <p>S7: Eee... Yes i have, because the lecturer only give material without being explained.</p> <p>S11: Yes i have, because ee... sometimes the lecturer explains too fast or how to convey the material is still too difficult for students to understand.</p> <p>S13: Hmm .. I have, for example the lecturer only asked for a presentation, we were not given clear material directions to be presented.</p>	S1,S2,S3,S5,S6, S7,S10,S11,S12, S13,S16.
3	Students feel bored with the methods used by lecturer in English Language Teaching	<p>S3: Hmm... i have, because it's too monotonous that's the lecturer method.</p> <p>S5: I have... because the method doesn't vary.</p> <p>S7: Often, because it's not interesting, sometimes it's bored and not understood.</p> <p>S13: Oo... I have, if the method the lecturer teaches is not varied, monotonous, surely i feel bored.</p>	S3,S5,S7,S8,S10, S11,S12,S13,S15.

bersambung

Tabel 1 (lanjutan)

No	Extract	Explanation	Sources
4	Students feels scared and nervous in English Language Teaching	<p>S3: Yes i do ... scared when lecturer asked in English that can't be understood.</p> <p>S4: Eee... nervous because I'm afraid of being asked and afraid to pronounce the words in English.</p> <p>S10: Yes i do.. because sometimes the lecturer ee... suddenly points to answer the questions asked by the lecturer in English.</p> <p>S12: I sometimes feel scared or nervous every time I study in class, because I'm afraid if suddenly asked in English then I don't understand or told to read then wrong in pronunciation and then laughed at by classmates.</p>	S1,S3,S4,S5,S10, S11,S12,S15,S16.
5	Students sometimes do not understand the material taught by the Lecturer	<p>S2: Ee... sometimes the delivery of material in the class is unclear.</p> <p>S4: Sometimes the lecturer speaks too fast, especially in English.</p> <p>S7: Ee.. that the way of delivering the material is less clear and usually the lecturer is too fast to explain.</p> <p>S15: Hmmm... the explanation is usually not clear, too fast and usually use high languages so sometimes students confused about the meaning.</p>	S1,S2,S3,S4,S5, S6,S7,S8,S10,S11, S12,S15,S16.

bersambung

Tabel 1 (lanjutan)

No	Extract	Explanation	Sources
6	Students opinions on the methods they need in English Language Teaching	<p>S1: Creating groups for discussion, giving freedom to learn and occasionally playing music.</p> <p>S3: The lecturer explains the material then ee students discuss in groups, then the rest is given freedom in learning.</p> <p>S6: Um... I like when in learning English the lecturer give freedom to students to learn and other creative methods.</p> <p>S10: I like the method with music playing, because I am calmer when there is music in the learning process.</p>	S1,S2,S3,S4,S6, S7,S8,S10,S11,S15

B. Discussion

In this section, the writer discuss and describe the methods used by the lecturer in English Language Teaching in the fourth semester of Management Department at UKI Toraja and student's perceptions toward the method in English Language Teaching used by lecturer based on what has been displayed in the data display section.

1. The methods used by Lecturer in English Language Teaching

The learning method is the most important part in carry out the learning process. Learning should be carried out in interesting methods that are able to arouse students' interest in carrying out learning. The method is defined as a method or procedure used to achieve certain goals. The word "learning" means all the efforts made by educators to make the learning process happen to students.

2. Students feel the methods used by Lecturer are less effective in English Language Teaching

Effective learning is learning that is able to bring students to achieve the expected learning goals or competencies. Efficient learning is a learning activity that takes place using relatively little time and resources. Furthermore, it was stated that learning needs to be created into interesting events to be able to increase students' interest and motivation to learn.

3. Students feel bored with the methods used by lecturer in English Language Teaching

Each subject has its own characteristics and contains specificities that distinguish one subject from another. Therefore, the method of teaching each subject is different. Some deliver only theoretical, some require practice, some even have to do experiments or experiments. Lecturer must apply appropriate methods so that the lessons they convey are not boring. Students who are able to absorb lessons easily can be more active than students who are less able to absorb lessons well, this is because most of them assume that he will not be able to understand the lesson. This is the most important cause in

building boredom for students. Therefore, every lecturer is required to stimulate the activeness of students.

4. Students feels scared and nervous in English Language Teaching How active students in class can be seen from how often the interaction is built up, both between students and lecturers, students and students. Dialogue is at least marked by the student's active response to the questions given by the lecturer, or conversely the students actively ask the lecturer, but not all students can do that especially in learning English.

5. Students sometimes do not understand the material taught by the Lecturer

The success of the learning process is also determined by the ability of an educator to facilitate the process of absorption of knowledge given to students, which then conducts evaluation activities to determine the extent of the success of educators in delivering learning material. The lack of students' ability to understand the subject matter does not always come from the student's own self, but can also be caused by the teacher's factor.

6. Students opinions on the methods they need in English Language Teaching

The method is very important that a teacher must have before entering the class and must be used by a teacher. The method is very influential in teaching with the value method can be good or bad, with the method also learning can be successful or fail, most teachers who master the material but can fail in learning because did not get the right method to understand students. Therefore the method is very important in education, because the method is the initial foundation to achieve an educational goal and the principle of success of a learning. In essence, if the methods are used well, the results will have an impact on the quality of good education, but if the methods used are not good, the results will also affect the quality of learning that will not be good too.

V. Conclusion and Suggestion

A. Conclusion

Referring to the findings and discussion in the previous chapter, the writer concludeds that :

1. The methods used by lecturer in English Language Teaching in the fourth semester students of Management Department at UKI Toraja are reading methods and the silent way.
2. Based on the finding and discussion explained in previous section it can be argued that The student's perceptions toward the method used by lecturer in English Language Teaching in the fourth semester students of Manegement Department at UKI Toraja is Negative perception the methods used by Lecturer are less effective in English Language Teaching, students felt bored with the methods used by lecturer in English Language Teaching, students felt scared and nervous in English Language Teaching and sometimes do not understand the material taught by the Lecturer.

B. Sugestion

Based on the result of data analysis, the writer has some suggestions as follows:

1. For students
The writer would like to puts some suggestion to help the students in Learning English as follow; when learning in class students should be more calm and focused, so that the feeling of fear and nervousness can be overcome, do not laugh at, ridicule, and demean their friends when speaking English, accept every input given by others and students should be more active in asking lecturers about material that is not yet understood to overcome the ineffectiveness in Learning English.
2. For lecturers of English Department
English lecturers are advised to help students improve their English skills, lecturers must also use more varied learning methods so that students do not get bored in the learning process because monotonous learning

methods make students more bored, lecturers must also be able to make the classroom atmosphere more comfortable.

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