

STUDENTS' PERCEPTION TOWARD ENGLISH SUBJECT AND THEIR LEARNING OUTCOME

Hafrizal*

Usman Kasim

Iskandar Abdul Samad

Universitas Syiah Kuala, Banda Aceh, Indonesia

ABSTRACT

This research aims to find out students' perception of the English subject and provides an overview of the students learning outcome at SMA Negeri 1 Jangka Buya, Pidie Jaya. The instruments used in this research are questionnaires, interview guides, and documentation. Students' perceptions are classified into three categories: education, economy, and social interaction, and one group of negative question models support the other three. The student's perception of English is dominant in education. Generally, the students of SMAN 1 Jangka Buya come from *dayah* (Islamic school). They believe that mastering English can help them promote Islamic teachings more effectively. The negative question is the second dominant result; most students admit that language is a medium to build up connection and communication verbally or through written text. Meanwhile, in the economy category, students believe that we can increase income with English language skills. It is also shown that students who have good grades in English also have a high perception of certain categories. In comparison, students who have low perception get low learning outcomes on the English subject. So that, the students' perception and background must be hardly noticed by the teacher in planning a good teaching and learning process.

Keywords: English Subject, Learning Outcome, Perception, Student.

* Corresponding author, email: hafrizal.chicha@gmail.com

INTRODUCTION

Perception is an essential factor that students have to learn. This factor shapes the way learners react to learning, and it can be a determining factor between success and failure. Positive factors contribute to success in education, while negative factors contribute to failure. According to Hazari (2014), students learn more effectively when they perceive the learning environment positively. Perception constructs people's beliefs and behaviors; in villages, especially isolated areas, people have no idea about the benefits of English. That is why they think English is not necessary to learn. Therefore, it needs to be noticed to pinpoint the challenges. Teachers must be aware of the difficulties and obstructions that students experience during the learning process, as Littlewood (2010) mentioned:

"Learners generally want to be proficient in actively using the foreign language. However, they come into a class with diverse motivations, attitudes and learning histories, which are said to be factors that influence their language learning process and achievement in general, and specifically their preferences in teaching methods and learning activities. (Littlewood, 2010, p. 46).

A positive or negative attitude is rooted in an individual's perception of certain objects or matters. Individuals observe things and events around them through their sensory receptors such as eyes, ears, nose, etc. It is supported by Sarwono (2010) that perception can make conclusions about what we see, hear and try to make the best guess. According to Akande (2009), perception can be understood as students' ability to justify their opinions and distinguish them from the presented research. It could be concluded that students' perception is a psychological process to respond, understand or want to understand about certain objects after receiving the stimulants from the outside.

Furthermore, Rudiyanto (2006) stated that students with positive perceptions would have good learning motivation, whereas negative perceptions can cause negative motivation. Based on that statement, it is clear that perception can influence students' participation and can affect their learning outcome, especially in Jangka Buya, where the students come from different backgrounds, societies, beliefs, and mindsets that can shape different perceptions toward English itself.

Another element that determines students' learning outcomes is social-economic background. The social-economic background is the economic and sociological total measure of a person's work, experience, and social position based on income, education, and occupation. According to Marmot (2004), in order to determine a family's social-economic status, the household income, the earners' education, occupation, and the combined income are analyzed. The differences in academic experiences and outcomes between American students from wealthy backgrounds and students from less economically advantaged backgrounds are enormous and have grown in recent decades (Reardon, 2011). Students whose parents have completed more years of education and have greater financial resources are likely to perform better in schools than students whose parents have less education and fewer financial resources. In Jangka Buya, the social-economic status of parents largely affected students' achievement activity at school, not all but many. However, most parents think it is impossible to continue their education to a higher level or choose a better quality school with a poor social-economic situation.

In this study, the researcher observed two things that have happened in Jangka Buya. To begin, the researcher had experience teaching basic English to *santri* (Islamic school students) at *pesantren* (Islamic school). However, teaching and learning activities were stopped since the Islamic school administration determined that English was unnecessary. Second, there was an English course center in Jangka Buya, where the researcher was also offered a position as a lecturer, but the course was closed owing to a lack of students. Furthermore, there are many other courses around the Jangka Buya area, but they always fail. Responding to this, the researcher had an interview with several students. Students have problems with learning interest and motivation, which is influenced by their perception of English itself. As a result, teaching and learning English is not only dilemmatic in society but also at school.

LITERATURE REVIEW

Human Perception

People strongly receive outside stimuli besides themselves, and they recognize the world by using their sensory devices. Through the stimulus they receive, people will experience perception. Perception is a process of obtaining a stimulus by an individual through its receptor tool. Stimulus is transmitted to the center of the nervous system, the brain, and

the psychological process to experience perception. Meanwhile, Rahmat (2007) expresses his opinion that perception is an experience of an object, event, or relation obtained by deducing information and interpreting messages.

Each individual's perception may be quite different, even though they viewed the same thing because each individual lives or observes an object differently, depending on various factors. There are four determinant factors related to the perception of an individual: The physical and social environment, the physical structure, the needs and goals of life, and past experiences, as stated by Mangal (2010, p. 106):

“Perception as a highly individualized psychological process that helps an organism in organizing and interpreting the complex patterns of sensory stimulation for giving them the necessary meaning to initiate his behavioral response.”

It can be concluded that perception is the ability to see, understand, and then interpret a stimulus to produce interpretation. Besides that, perception is a previous experience that often appears then becomes a habit. Therefore, students whose perceptions are positive about objects will behave positively about that object.

Motivation

According to Schunk, Pintrich, and Meece (2002), there are numerous definitions of motivation. The origin term “motivation” comes from the Latin verb “movere” means “to move”. The idea of movement is reflected in common ideas about motivation as being something that gets us going, keeps us going, and makes us finish tasks that we have been assigned. It means that whatever a person does, it cannot be separated from motivation.

Moreover, Dörnyei (2003) claims that there are three popular cognitive approach theories: Self-Efficacy Theory, Attribution theory, Goal, and goal-setting theory. Self-efficacy refers to perceived capabilities for learning or performing actions at designated levels. People who hold low self-efficacy for accomplishing a task may try to avoid it. Moreover, the Attribution theory became the dominant model in research regarding student motivation in the 1980s. While *Goal and goal setting theory* is that conscious goals and intentions direct human action, more challenging goals lead to higher performance levels than easy goals (Locke & Latham, 2002). This theory has attracted the author

to investigate students' perception toward English regarding their goal of learning.

Learning Outcome

The learning outcome is all effects that can be used to measure the value of using learning strategies. Learning outcome assessment aims to see the progress of students' learning process in mastering the teaching material that has been learned with the objectives set (Rohani, 2010). In comparison, Slameto (2008) stated that learning outcome is obtained after conducting learning activities that can be measured using tests to see students' progress. The average test results measure the learning outcome.

Learning outcomes can be grouped into three domains, namely cognitive, affective, and psychomotor. First, the cognitive domain is the purpose of education related to intellectual abilities or thinking abilities such as remembering and solving problems. Bloom's cognitive domain consists of six levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation. Second, the affective domain is concerned with attitudes, values, and appreciation. There are five levels in this affective domain, namely acceptance, response, respect, organization, and lifestyle. Third, the psychomotor domain includes all behaviors that use the nerves and muscles of the body. This domain has five levels: imitation, manipulation, precision, articulation, and naturalization (Sanjaya, 2009).

Suyitno (2011) suggests three learning outcomes obtained by students using problem-based learning models: problem-solving skills, adult models, and independent learning skills. Learning outcomes are used as a reference to determine the level of students' mastery of teaching materials by evaluating at the end of each learning process and testing the learning outcomes. While, according to Slameto (2010), some factors influence the learning process, but they can generally be classified into two groups, namely internal and external factors.

Internal factors are factors that initially come from individuals. The internal factors are the physical factor, the psychological factor, and the fatigue factor. A physical factor is a factor that can directly affect the learning process, such as health and disability. The psychological factor comes from a person's psychology, such as intelligence, attention, perception, interest, talent, motives, maturity, and readiness. The fatigue factor is viewed from two aspects, namely physical fatigue and mental fatigue.

External factors are factors that come from the outside of the individual. External factors that influence learning are grouped into three factors. First, the family factor, students who study will receive influence from the family in the way parents get educated, relations between family members, household atmosphere, and family economic condition. Second, the school factor, is a factor that comes from school or any educational institution of the students. School factors that influence learning include teaching methods, curriculum, teacher relations with teachers, student relations with students, school discipline, teaching and school time, standardized learning, building conditions, learning methods, learning style, and homework. Third, the community factor is a factor involved by students' activity in the environment and society such as mass media, friends, and forms of social life.

RESEARCH METHOD

This research was conducted in qualitative research. Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them". The definition is also supported by Arikunto (2010), who states that descriptive research seeks a fact, condition, and every item mentioned in a research report. The researcher does not manipulate any object of the research but only captures the real condition toward the object, and then all data will be presented clearly.

The data were obtained using questionnaires, interviews, and students' scores. This study was conducted at the Senior High Schools of Jangka Buya. The questionnaires were distributed to 25 students. Then the findings were analyzed through Likert scale to investigate students' perception toward English based on Goal and Goal Setting Theory question.

The researcher used a survey method to ascertain students' perceptions of the English subject in senior high schools in Jangka Buya. Additionally, the method itself has advantages in collecting data that involve many populations and samples, high flexibility for application, and ease of access.

RESULT AND DISCUSSION

Result of Students' Perception from Questionnaire

The research was conducted on November 2nd 2019, at the senior high school of Jangka Buya. The subjects of this research were students from grade XII MIA 1 Students at SMA Negeri 1 Jangka Buya. The questionnaire consists of 20 questions which are divided into four categories (economy, education, social interaction, and negative question) as the following table:

Table 1. Students' perception questionnaire score to each question

Question		Total students answer to each question					Total score	P= f/n	Result
Category	No	1	2	3	4	5			
Economy	Q1	1	0	3	18	3	97	77,6	HIGH
	Q2	0	1	2	19	3	99	79,2	HIGH
	Q3	0	2	3	12	8	101	80,8	HIGH
	Q4	0	2	2	18	4	102	81,6	VERY HIGH
	Q5	0	1	1	21	1	94	75,2	HIGH
Education	Q6	0	4	0	11	10	102	81,6	VERY HIGH
	Q7	0	5	3	11	6	93	74,4	HIGH
	Q8	2	2	1	5	15	104	83,2	VERY HIGH
	Q9	0	2	2	13	8	102	81,6	VERY HIGH
	Q10	1	2	1	12	9	101	80,8	HIGH
Social Interaction	Q11	7	4	3	6	5	73	58,4	MEDIUM
	Q12	1	9	2	6	7	84	67,2	HIGH
	Q13	7	4	1	12	1	71	56,8	MEDIUM
	Q14	0	2	6	8	9	99	79,2	HIGH
	Q15	0	4	1	10	10	101	80,8	HIGH
Negative Question	Q16	2	2	0	9	12	102	81,6	VERY HIGH
	Q17	2	3	9	13	7	95	76	HIGH
	Q18	0	3	1	9	12	105	84	VERY HIGH
	Q19	0	6	0	13	6	94	75,2	HIGH
	Q20	1	3	9	10	11	102	81,6	VERY HIGH
AVERAGE								76,84	HIGH

The table shows that most students in grade XII MIA 1 of SMA Negeri 1 Jangka Buya have a high perception of English (score 76,8). Seven questions got a dominant score ≥ 81 (very high), 11 questions got a score ≥ 61 (high), and only two questions resulted in ≥ 41 (medium). Totally Among those 20 questions of the questionnaire, 18 questions

clearly get positive score based on the interval formula: $I = \frac{100}{5}$

(Riduwan, 2007). So that the interval range is as follows:

Table 2. Range of Interval

0 – 20	Very Low
21 – 40	Low
41 – 60	Medium
61 – 80	High
81 – 100	Very High

The researcher is also analyzing dominant perception categories of students to identify which category makes students have more perception toward English. To make it clear, the data is arranged into the table below:

Table 3. Total students' score of each category

No	Nama	TotalScore in Category				Total	Result
		EC	ED	SI	NQ		
1	A	19	14	11	25	69	HIGH
2	B	18	20	16	12	66	HIGH
3	C	18	11	11	22	66	HIGH
4	D	20	23	23	11	77	HIGH
5	E	15	12	9	24	60	MEDIUM
6	F	19	19	10	22	70	HIGH
7	G	21	23	16	24	84	VERY HIGH
8	H	22	22	20	23	87	VERY HIGH
9	I	21	22	23	22	88	VERY HIGH
10	J	21	24	24	22	91	VERY HIGH
11	K	23	22	21	20	86	VERY HIGH
12	L	21	22	21	21	85	VERY HIGH
13	M	22	24	20	22	88	VERY HIGH
14	N	21	18	16	19	74	HIGH
15	O	20	23	21	25	89	VERY HIGH
16	P	20	20	20	14	74	HIGH
17	Q	20	23	9	22	74	HIGH
18	R	20	18	13	18	69	HIGH
19	S	16	19	12	16	63	HIGH
20	T	16	15	12	22	65	HIGH
21	U	20	19	18	21	78	HIGH
22	V	21	20	19	21	81	VERY HIGH
23	W	20	21	24	7	72	HIGH

24	X	22	23	17	22	84	VERY HIGH
25	Y	17	21	22	21	81	VERY HIGH
Total		493	502	428	598	1921	-
Result in %		78,88	80,32	68,48	79,68	76,84	76,84
Result in word		HIGH	HIGH	HIGH	HIGH	-	HIGH

Based on the table above, the perception of grade XII MIA 1 students of SMA Negeri 1 Jangka Buya towards English lesson in four categories is high. As evidenced by the Result column, 11 students get ≥ 81 (very high), 13 students get ≥ 61 (high), and one student gets ≥ 41 (medium). As a result, the total percentage of whole students is 76,84 (high).

The order of the students' perception category is also arranged into the graph to make it more simple for the reader to find out which category is more dominant, as illustrated by Figure 1 below:

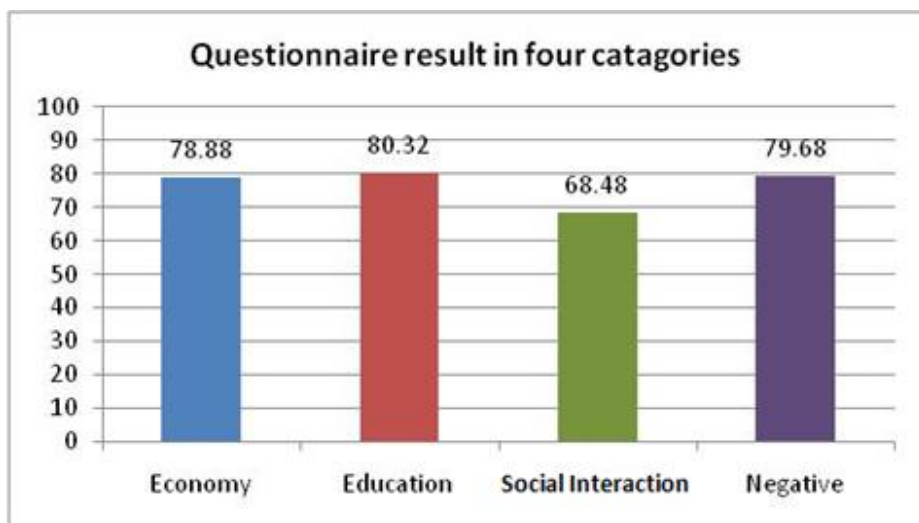


Figure 1. Student Perception Result

The graph above clearly illustrates the students' perception toward English in four categories. The number on the left part of the chart represents the range of intervals. The colored column is the percentage of the questionnaire result. Students' perception in the category of Education gets the highest percentage (80,32 %), followed by Negative (79,68 %), then Economy (78,88 %) and the last is social interaction (68,48).

In more detail, the education category has five questions. Question number 3 has the highest contribution with score 104, followed by question numbers 1 and 4 with 102. Question number 5 with score of 101, and the last is question number 2, with the lowest score of 93. This clarifies that generally, students' perception toward English at SMA Negeri 1 Jangka Buya is dominated at question number 3 from the aspect of education. Here is the table of education category scores:

Table 4. Students' perception in relation to education category

No	Name	Questionnaire Score					Total	(%)	Result
		Q1	Q2	Q3	Q4	Q5			
1	A	4	4	2	2	2	14	56	MEDIUM
2	B	2	4	4	5	5	20	80	HIGH
3	C	4	2	1	4	4	15	60	MEDIUM
4	D	4	5	5	4	5	23	92	VERY HIGH
5	E	2	2	5	2	1	12	48	MEDIUM
6	F	4	3	5	4	3	19	76	HIGH
7	G	4	5	5	4	5	23	92	VERY HIGH
8	H	5	4	5	4	4	22	88	VERY HIGH
9	I	5	3	4	5	5	22	88	VERY HIGH
10	J	5	4	5	5	5	24	96	VERY HIGH
11	K	5	4	5	4	4	22	88	VERY HIGH
12	L	4	5	5	3	5	22	88	VERY HIGH
13	M	5	5	5	5	4	24	96	VERY HIGH
14	N	2	5	2	5	4	18	72	HIGH
15	O	4	4	5	5	5	23	92	VERY HIGH
16	P	4	4	4	4	4	20	80	HIGH
17	Q	5	5	5	4	4	23	92	VERY HIGH
18	R	4	4	5	3	2	18	72	HIGH
19	S	2	3	5	5	4	19	76	HIGH
20	T	4	2	1	4	4	15	60	MEDIUM
21	U	5	2	3	4	5	19	76	HIGH
22	V	5	2	5	4	4	20	80	HIGH
23	W	4	4	4	5	4	21	84	VERY HIGH

24	X	5	4	5	4	5	23	92	VERY HIGH
25	Y	5	4	4	4	4	21	84	VERY HIGH
Total		102	93	104	102	101	502	80.32	HIGH

In the negative question, the highest contribution is obtained from question number 3, with a score of 105. Then, the second and third high scores are obtained from question 1 and question 5 with the same score of 102. Later on, the fourth score is obtained by question number 2, with a score of 95. Finally, the lowest score was obtained from question number 4, with a score of 94. However, this negative question has a different model of scoring rather than another category. In another category, participants will get more scores if they agree to a question, but in the negative, participants get more scores if they disagree. Here is the table of the negative question of the questionnaire:

Table 5. Students' perception in relation to Negative Question

No	Name	Questionnaire Score					Total	(%)	Result
		Q1	Q2	Q3	Q4	Q5			
1	A	5	5	5	5	5	25	100	VERY HIGH
2	B	2	2	2	4	2	12	48	MEDIUM
3	C	5	4	4	4	5	22	88	VERY HIGH
4	D	2	2	3	2	2	11	44	MEDIUM
5	E	5	4	5	5	5	24	96	VERY HIGH
6	F	5	4	4	4	5	22	88	VERY HIGH
7	G	5	5	4	5	5	24	96	VERY HIGH
8	H	5	4	5	5	4	23	92	VERY HIGH
9	I	4	4	5	4	5	22	88	VERY HIGH
10	J	4	4	5	4	5	22	88	VERY HIGH
11	K	4	5	5	2	4	20	80	HIGH
12	L	4	4	5	4	4	21	84	VERY HIGH
13	M	5	5	4	4	4	22	88	VERY HIGH
14	N	5	1	4	5	4	19	76	HIGH
15	O	5	5	5	5	5	25	100	VERY HIGH
16	P	4	2	2	4	2	14	56	MEDIUM
17	Q	5	4	4	4	5	22	88	VERY HIGH
18	R	4	4	4	2	4	18	72	HIGH
19	S	1	4	4	2	5	16	64	HIGH
20	T	5	4	4	4	5	22	88	VERY HIGH
21	U	4	4	5	4	4	21	84	VERY HIGH

22	V	4	4	5	4	4	21	84	VERY HIGH
23	W	1	1	2	2	1	7	28	LOW
24	X	4	5	5	4	4	22	88	VERY HIGH
25	Y	5	5	5	2	4	21	84	VERY HIGH
Total		102	95	105	94	102	498	79.68	HIGH

The highest score from the economy category is obtained from question number 3, with a score of 101. The second and third high score is obtained from question number 2 and question number 4 with the same score of 99. For fourth and fifth also have the same score of 97 obtained from question number 1 and question number 5. Here is the table of economy category:

Table 6. Students' perception in relation to Economy Category

No	Name	Questionnaire Score					Total	(%)	Result
		Q1	Q2	Q3	Q4	Q5			
1	A	4	4	3	4	4	19	76	HIGH
2	B	4	3	4	3	4	18	72	HIGH
3	C	4	4	3	4	3	18	72	HIGH
4	D	4	4	4	4	4	20	80	HIGH
5	E	3	4	2	2	4	15	60	MEDIUM
6	F	4	4	5	4	2	19	76	HIGH
7	G	5	5	4	4	3	21	84	VERY HIGH
8	H	4	5	4	4	5	22	88	VERY HIGH
9	I	4	4	4	5	4	21	84	VERY HIGH
10	J	4	4	4	5	4	21	84	VERY HIGH
11	K	5	4	5	5	4	23	92	VERY HIGH
12	L	4	4	5	4	4	21	84	VERY HIGH
13	M	4	4	5	5	4	22	88	VERY HIGH
14	N	4	4	5	4	4	21	84	VERY HIGH
15	O	3	4	5	4	4	20	80	HIGH
16	P	4	4	4	4	4	20	80	HIGH
17	Q	4	4	4	4	4	20	80	HIGH
18	R	4	4	4	4	4	20	80	HIGH
19	S	1	2	5	4	4	16	64	HIGH
20	T	4	4	2	2	4	16	64	HIGH
21	U	4	4	4	4	4	20	80	HIGH
22	V	5	4	4	4	4	21	84	VERY HIGH
23	W	4	4	4	4	4	20	80	HIGH
24	X	4	5	5	4	4	22	88	VERY HIGH
25	Y	3	3	3	4	4	17	68	HIGH
Total		97	99	101	99	97	493	78.88	HIGH

The last category is social interaction. The highest score is from question number 5, with a score of 101. The Second-order is from question number 4 with a score of 99. Question number 2 stands in the third position with a score of 84. The fourth is achieved by question number 1 with 73. And the last is question number 3, with a score of 71. Here is the table of social interaction category:

Table 7. Students' perception in relation to Social Interaction category

No	Name	Questionnaire Score					Total	(%)	Result	
		Q1	Q2	Q3	Q4	Q5				
1	A		1	2	1	3	4	11	44	MEDIUM
2	B		2	2	2	5	5	16	64	HIGH
3	C		1	1	1	4	4	11	44	MEDIUM
4	D		5	5	4	4	5	23	92	VERY HIGH
5	E		2	2	1	2	2	9	36	LOW
6	F		1	2	1	2	4	10	40	LOW
7	G		4	4	1	5	2	16	64	HIGH
8	H		4	5	1	5	5	20	80	HIGH
9	I		5	4	4	5	5	23	92	VERY HIGH
10	J		5	4	5	5	5	24	96	VERY HIGH
11	K		3	5	4	4	5	21	84	VERY HIGH
12	L		4	4	3	5	5	21	84	VERY HIGH
13	M		3	3	4	5	5	20	80	HIGH
14	N		3	2	4	5	2	16	64	HIGH
15	O		4	4	4	4	5	21	84	VERY HIGH
16	P		4	4	4	4	4	20	80	HIGH
17	Q		1	2	1	3	2	9	36	LOW
18	R		2	2	2	3	4	13	52	MEDIUM
19	S		2	2	2	3	3	12	48	MEDIUM
20	T		1	2	2	3	4	12	48	MEDIUM
21	U		1	5	4	4	4	18	72	HIGH
22	V		4	3	4	4	4	19	76	HIGH
23	W		5	5	4	5	5	24	96	VERY HIGH
24	X		1	5	4	3	4	17	68	HIGH
25	Y		5	5	4	4	4	22	88	VERY HIGH
Total		73	84	71	99	101	428	68.48	HIGH	

Based on research findings, the percentage of students' perceptions of English is generally high. The order of percentage of students' perception based on questionnaire results obtained at SMA

Negeri 1 Jangka Buya from highest score to lowest are (1) Education, (2) Negative Question, (3) Economy, and (4) Social Interaction.

Result of Students' Perception from Interview Guide

The result of the interview conducted by the researcher for eight students (30% of the sample) found 36 positive and 44 negative from 80 answers as illustrated by the following table:

Table 8. Total students' responses on interview

No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total Answer (+)	Total Answer (-)
1	A	-	-	-	-	-	-	-	+	-	+	2	8
2	B	-	-	+	+	+	+	-	+	+	+	7	3
3	C	+	-	-	-	+	-	-	-	-	-	2	8
4	D	-	-	-	-	+	-	+	+	+	+	5	5
5	E	+	-	+	-	+	-	-	-	-	+	4	6
6	F	+	-	+	+	+	-	-	+	-	+	6	4
7	G	+	+	+	-	+	-	-	+	+	+	7	3
8	H	+	-	+	-	-	-	-	+	-	-	3	7
Total		+5	+1	+5	+2	+6	+1	+1	+6	+3	+6	36	44
		-3	-7	-3	-6	-2	-7	-7	-2	-5	-2		

The most positive answer was obtained from questions number 5, 8, and 10; six students responded positively to each question. If question numbers 5, 8, and 10 are categorized, they are included in the education, negative, and lifestyle categories. While other high positive answers are also collected by questions 1 and 3, with five students responding positively during the interview.

There is no significant distinction between the result of the interview and the result obtained from the questionnaire. The student's perception of English from the education category is very high, the second-best order obtained from the answers to the negative question. At the lowest position, the students' perception of English is in the economic category.

Result of Students' Learning Outcome

Students learning outcome (score) is a vital part of students assessment in determining students achievement. Besides, students' scores can also function as a fundamental evaluation document for

teachers in the next learning phase. The students learning score of SMA Negeri 1 Jangka Buya can be seen in the following table:

Table 10. Students' Score at SMA Negeri 1 Jangka Buya

No	Nama	No. Ujian	Nilai Hasil Belajar	
			Pengetahuan	Praktek
			Nilai	Nilai
1	A	078	76	78
2	B	079	76	75
3	C	080	73	73
4	D	081	77	78
5	E	082	70	74
6	F	083	79	78
7	G	084	81	80
8	H	085	81	80
9	I	086	84	84
10	J	087	87	81
11	K	088	80	80
12	L	089	82	85
13	M	090	85	85
14	N	091	79	78
15	O	092	88	85
16	P	093	76	78
17	Q	094	75	75
18	R	095	75	75
19	S	096	79	78
20	T	097	75	77
21	U	098	79	77
22	V	099	86	85
23	W	100	75	78
24	X	101	85	84
25	Y	102	78	78
AVERAGE			79,24	79,16

The table above shows that students' score of SMA Negeri 1 Jangka Buya is significantly high in the aspect of cognitive and psychomotor. Ten students get a score >80, and 13 students get (>75). However, only two students get a lower score than the minimum competency criteria (<75). Both two students must have remedial processes to complete students' outcome target. Therefore, the researcher concluded that students' learning outcome is accomplished

and coherent with students' perception from a questionnaire at SMA Negeri 1 Jangka Buya toward English lesson.

Discussion

The student's perception at SMA Negeri 1 Jangka Buya toward English is very high in the Education category. Question number 3 (by using English, we can spread the teachings of Islam abroad) has the highest contribution. This indicates that students' perceptions of English at SMA Negeri 1 Jangka Buya are genuinely dominant at the point of *dakwah* (spreading Islamic teaching) because they think that English ability will aid them to spread Islam communicatively through preaching and writing books, particularly to other countries.

In negative question, students generally admit that language is a medium to build up connection and communication verbally or through written text. Students also believe that in the context of job seekers, the English ability becomes standard for employers in finding potential employees. The only reason for this is that those who understand English have more potential in terms of self-development and are more beneficial for the company's progress. Students also think that electronic media leads us to learn English more in this digital era since all information is mostly available in English.

In the economy category, students believe that we can do many things to increase income with English skills, for example, opening an English course and working as a translator, regarding that Jangka Buya was an area stroke by the tsunami on December 26th, 2004. At that time, many people increased their lives with English through the Non-Government Organizations (NGOs), and they worked as translators.

Besides, perception and students' learning outcomes influence each other. The questionnaire, interview data, and students' scores show that students who have good grades in the English subject also have a high perception. In contrast, students who have low perception get low learning outcomes on the English subject. The researcher took students' scores from English teacher and found out that from 25 students at SMA Negeri 1 Jangka Buya, there are 23 students passed the competency criteria. Only two students must have a remedial process.

CONCLUSION

The research results found the students' perceptions of the English subject from the education category 89.13%, the economy category 81.93%, the negative question 79%, and the social interaction

category 73%. The percentages of the result are classified into the high score category according to the range of intervals which the researcher has been determined. The result indicates that students still believe English ability plays a vital role in education. On the other hand, some students also have a high perception toward English in the category of economy. They believe that English ability can change career and income.

The researcher also found that the learning outcomes of the students of English in Jangka Buya are good since 23 students passed minimum competency criteria (>75) and only two students were in the remedial process. However, students who have low perceptions toward English gained low scores. This is because the students who have low perception were not motivated and lazy in learning. Therefore, the researcher concludes that the students' perception of English has a close relation with students' motivation, and then learning motivation affects students' attitude during the teaching and learning process in the classroom, which will result in students' learning outcomes.

SUGGESTION

The researcher offers some suggestions. English teachers should use various approaches, techniques, and strategies to improve students' teaching and learning quality, especially in motivating students and changing their perception of English. Learning is a mental process so that teachers also need to give attention to students' mental conditions. Additionally, students must learn English because, in this globalization era, English ability is strongly required in every aspect of life since English is the language of science, computers, diplomacy, business, and tourism. Knowing English increases the chances of getting a good job in a multinational company within your home country or finding work and study abroad. Moreover, future researchers can use this research as their reference in the same field. They are also expected to develop the limitation of this research and provide more detailed information about students' perception and their impact on learning outcomes.

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