Learning Model Based on Perspective's Student

Leni Mardiah NPT
State Islamic University Of North Sumatra
Korespondensi penulis: lenimardiahnapitupulu@gmail.com

Ulfa Lifia Bahri
State Islamic University Of North Sumatra
Email: bahriulfa69@uinsu.ac.id

Deasy Yunita Siregar
State Islamic University Of North Sumatra
Email: deasyyunitasiregar@uinsu.ac.id

Abstract. English is a language used for verbal and written communication. A mastery of communication is being able to decipher meaning from data, ideas, and feelings and use language to progress domains such as science, technology, and culture. English language competency is necessary to stay current with changes around the world. This study looked at how various teaching strategies and classroom setups affect students' interest in exploring art and culture. The results show that when the right techniques are used, excellent facilities increase students' motivation and facilitate easier and more effective learning. Furthermore, the provision of high-quality learning environments and the effective use of instructional strategies can support and enhance students' motivation to study.

Keywords: Learning method, Learning Environment, communication

INTRODUCTION

According to Braine (2011), 375 million people worldwide speak English as their primary language, 375 million more speak it as a second language, and another 750 million use it as a foreign language. English language learning has been more popular in the twenty-first century; Graddol (2006) observed that even though average age increased, the number of learners increased. English's global influence has sparked both hope and worry. Forecasts indicate that it could emerge as the most extensively taught and utilized second language worldwide, which could have a favorable impact on social mobility and educational access. Some voice concerns despite these possible advantages. Critics contend that learning English does not always lead to greater social mobility and that not all English training is effective. There are worries that an overemphasis on teaching English as a second language (ELT) could push other languages out of the curriculum, minimize the significance of national languages, or hasten their demise. These discussions are supported by the widespread conviction that education is essential to a country's progress.

According to Neolaka et al. (2016), the 2013 national curriculum is an intentional effort by the Indonesian government to raise the competitiveness of its people. Uno (2008) highlights the need for certain learning activities in order to achieve educational objectives. She also

emphasizes the mutual relationship between motivation and learning. Majid (2008) goes on to say that motivation on the part of the students is essential to successful learning. The availability of learning facilities is a critical aspect that enhances students' motivation to excel academically in schools, according to Hallak (1990). According to Abraham (2003), "school facilities" refers to all of the locations that students use, including buildings and land, as well as classrooms and other equipment.

"School facilities" include buildings, furniture, and equipment that work together to provide a conducive and excellent learning environment in classrooms, according to Onwurah (2004) and Afolabi (1998). By offering playgrounds, structures, tools, and other tangible resources, schools hope to encourage students' drive for successful learning.

According to Adewunmi (2000) and Chandan (1999), the availability of a sufficient quantity of physical facilities has a significant impact on how motivated students are to learn. As evidenced by study by Anderson (1999) and Lackney et al. (1994), empirical investigations have been carried out to investigate the precise relationship between educational outcomes and the features of facilities. The availability of physical infrastructure has been the focus of many recent study. Ajayi and Ayodele (2001) assert that the availability of these vital resources is critical to the efficient operation of a school's monitoring and learning procedures. The importance of physical facilities in education is acknowledged, which emphasizes the necessity to comprehend and deal with these facilities' effects on student motivation for academic work and overall learning results.

Lackney et al. (1994) is one study that has clearly shown a relationship between school facilities and school-based learning motivation. According to Pradono et al. (2013), the learning process shows that a variety of elements, including physical conditions, features connected to age, building design, and overall school building conditions, have an impact on student accomplishment. Furthermore, students' motivation and intellectual capacity can be greatly impacted by the learning strategies they choose, which can enhance their incentive to learn (Pradono et al., 2013). Certain teaching strategies have the ability to provide students with interesting experiences that pique their interest and boost motivation, according to Govorov et al. (Lee et al., 2015).

According to Sawalha et al. (2017)'s review, well-thought-out learning settings and successful teaching techniques are critical factors that impact students' motivation to learn. The study's main goal is to identify the variables that affect students' ability to learn English, with a focus on how they view their teachers' use of instructional tactics. The study intends to give readers a thorough understanding of the suitable and successful strategies used in English

language acquisition while illuminating their effects on the motivation and achievement of students.

METHODS

Numerous study techniques, such as surveys, interviews, thought-aloud protocols, retrospective oral reports, journals, diaries, and observations, are used to examine listening learning processes (Macaro, Graham, & Vanderplank, 2007; Chamot, White, and Schramm, 2007). Of these, surveys are the most often employed techniques for researching language learning styles and learning strategies (Reid, 1987; 1993; Oxford 2011 by Wong and Nunan; 2012 Gilakjani). It was decided to use a questionnaire survey for this specific investigation. Three sections make up the questionnaire, which is described in Appendix 1: first, Basic data on the student, such as gender, listening comprehension proficiency in English at class, experience tutoring students in the classroom, and preferences for an English-learning environment. Second, Listening techniques for English that is reportedly learned. Third, Stated methods of learning English. This structured approach through questionnaires allows for a systematic exploration of students' listening strategies and learning styles, providing valuable insights into their preferences and experiences related to English language learning.

Students from XI SMK Negeri 1 Percut Sei Tuan conducted the research. A research consent form was given to parents to obtain parental consent for their children to participate in the study, before the questionnaire was given to the pupils. Confidentiality was ensured by the anonymous nature of the questionnaires. There were twenty individuals engaged in the study overall, all of whom are senior high school (XI) students. This strategy complies with regulations and ethical standards for research involving minors.

FINDINGS AND DISCUSSION

Information was gathered for the survey at SMK Negeri Percut Sei Tuan using questionnaires and survey methodologies. By outlining three strategies that are frequently employed in English classrooms, the researcher examined several approaches to English learning. The choices that were given to the participants were: first, the Translation Technique In order to emphasize comprehension, this entails translating words or sentences from the original language into English. Speaking Practice is the second This approach, which focuses on improving oral communication abilities, entails speaking and interacting verbally in English. Third, Grammar Tenses: This approach focuses on the application and study of grammatical structures, with a particular emphasis on English verb tenses. It's possible that

participants were asked to share their views or opinions on how effective they thought certain techniques were for learning English.

Based on the results from 20 participants, 15 were selected for the translation method, 2 for the grammar tense method, and 3 for the speaking practice. These results indicate that 75% of the participants rated the text translation method as effective in the learning process. From the interview data obtained, many of the participants believed that they did not understand the meaning of English. From the results of this interview, the main problem is the lack of basic knowledge of English. This is due to several factors, including the fact that the interviews revealed that the teachers were not aligned with the subject matter. This opinion is supported by the results of the data we received. It is true that if you do not consistently obtain information from the material, it will be difficult to understand it, especially when learning English. Lack of interest in learning also affects students' ability to apply effective learning methods.

Based on the questionnaire data we received, it appears that up to 50% of the participants were not interested in learning English. This shows that it is difficult to force English as a subject if students do not show a strong interest in learning. According to the survey data, 6 out of 20 students found the teacher's approach to teaching English at SMK Negeri 1 Percut Sei Tuan interesting. Fourteen students objected to this claim. This shows that the teacher method selection strategy is still not effective. It is clear that learning motivation has a significant impact on the interaction process when practicing English in the classroom.

Therefore, to facilitate this process, the instructor should prepare interesting materials. This requires creativity on the part of teachers. It is very important not to make learning English boring. Different methods and strategies should be used to motivate them to learn the language. It is the teacher's responsibility to learn to do their job well. The success of the teaching and learning process depends on teachers' efforts to motivate students to learn. Motivation is very important in educational and learning activities. Because motivation drives enthusiasm for learning and vice versa, and lack of motivation dampens enthusiasm for learning. Students who study with little or no motivation will not achieve optimal success. According to the questions we asked, the process of learning English is hindered by many obstacles. "Teachers may have poor teaching methods and provide only partially completed or irrelevant material." answer1 While teachers are explaining material in the classroom, research asked us questions to determine: That was understood.

As a result, 18 out of 20 people answered that they did not understand. This is consistent with the results of the attached interviews. The problem is unqualified teachers. When educators are not qualified to teach, the consequences impact the students they teach, especially those who use EFL (foreign language). Unqualified teachers often don't know how much their students are learning, they don't know how to teach their students a new language, and they don't know what they're good at or what they do. What needs to be improved in teaching? understanding vocabulary and sentence structure is also very important.

If students lack sufficient English vocabulary for the topics they interact with, the interaction process stagnates. Some people may have difficulty expressing themselves in terms that their partner or other members of the group can at least understand. To avoid this, teachers provide students with media such as word lists, flashcards, and PowerPoint presentations to help them quickly learn the necessary vocabulary. To support this, you can also provide sentence patterns, which are examples of possible sentence structures. "Students are confused when answering because it is difficult to memorize the content and there is a reason why the teacher cannot understand the explanation. answer 2 The results of the interviews we conducted are as follows: did. The students said that when studying English, it is difficult for them to understand because the teacher cannot explain it. This is related to the topic of the paper that the researcher is discussing and this method determines the level of understanding of the students.

Therefore, teachers play an important role in the educational process. Apart from teacher factors, in reality, students' motivation to learn English is still suboptimal. Due to lack of confidence, lots of new vocabulary and different sentence structure from Indonesian, many students tend to slack off or avoid this lesson.

CONCLUSION

It is clear from the data collected for this study that learning strategies have a big influence on students' English language acquisition. The crucial element for educators and learners alike is the deliberate choice of the best approach, which guarantees the efficiency of the educational system. This research will be disclosed and arranged in accordance with appropriate and precise protocols. According to the results of our investigation, SMK 1 Percut Sei Tuan offers its pupils extremely enough amenities. Examining each department that serves the interests of the students reveals unique resources including study areas, labs, and practice tools. However, there will be times when suggestions for improving upkeep and quality will be given. It is critical to recognize that the quality of facilities matters just as much as their

quantity when determining how adequate they are. Several practice rooms that aren't in the best of shape were found by our investigation. It is clear that efficient infrastructure and facilities are necessary for learning to occur.

First Percut State Vocational School Sei Tuan provides the facilities that are necessary to facilitate instruction and learning. Electricity for the school is provided by PLN, which helps to ensure that academic procedures run smoothly. Furthermore, an undisclosed provider offers internet connection, which facilitates and improves educational activities. After conducting field observations and analyzing data, the researcher provides insightful recommendations. First and foremost, it is advised that English teachers become well-versed in every facet of the Discovery Learning approach. In the end, this familiarity will help students in their learning process as it is essential for successful implementation. Second, educators need to understand the unique roles that students and teachers play in this method. With this insight, they may create classroom environments that are favorable to learning and enable teachers and students to provide feedback to one other. The purpose of these recommendations is to maximize State Vocational School 1 Percut Sei Tuan's teaching and learning environment's efficacy.

REFERENCES

Abraham, M. (2003). *Educational Administration in Nigeria*. Port Harcourt: Pan Unique Publishing Co, Ltd

Aunurrahman, A. (2014). *Study and Learning*. Bandung: Alfabeta.

Braine, G. (2011). *Introduction*. In G. Braine (Ed.), *Teaching English to the world: History, curriculum, and practice*(2nd ed., pp. xi–xiii). Mahwah, NJ: Lawrence Erlbau m.

Collins, P., & Lee, F. K. J. (2005). "English Grammar in Current Hong Kong Textbooks: A Critical Appraisal" *TESL Reporter*, *38*(1), 37–49.

Chou, M. H. (2015). "English Language Education in Formal and Cramschool Contexts: an Analysis of Listening Strategy and Learning Style" *Taylor and Francis Group*, *9*(1).

Ellis, R. (2006). "Modeling Learning Difficulty and Second Language Proficiency: The Differential Contributions of Implicit and Explicit Knowledge" *Applied Linguistics, 27*(3), 431–463.

Graddol, D. (2006). *English Next*. London, UK: British Council.

Hallak, J. (1990). *Investing in the Future Setting Educational Priorities in the Developing World*. IIEP and Pergamon Press.

Leonardi, V. (2011). "Pedagogical Translation as a Naturally Occurring Cognitive and Linguistic Activity in Foreign Language Learning" *Annali Online di Lettereferrara, 1*(2), 17–28.

Majid, A. (2008). *Plan of Study*. Bandung: PT Remaja Rosdakarya.

Nazari, A., & Allahyar, N. (2012). "Grammar Teaching Revisited: EFL Teachers between Grammar Abstinence and Formal Grammar Teaching" *Australian Journal of Teacher Education, 37*(2).

Neolaka, F., Manggoa, M., & Nenotek, S. A. (2016). "The Implementation of Curriculum 2013 at State Junior High School 1 Central Kupang, Kupang Regency Academic Year 2013/2014" *Journal of Education: Theory, Research, and Development, 1*(10).

Prameswari, N. S., Saud, M., Amboro, J. L., & Wahyuningsih, N. (2020). "The Motivation of Learning Art & Culture Among Students Indonesia" *Taylor and Francis Group*, *21*(1).

Richards, J. C., & Reppen, R. (2014). "Towards a Pedagogy of Grammar Instruction" *RELC Journal*, *45*, 5–25.

Uno, H. B. (2008). *Theory of Motivation and Its Measurement*. Jakarta: Bumi Aksara