

**EXPLORING THE STUDENTS' PERSPECTIVE ON
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
LEARNING : A QUALITATIVE STUDY**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
In English Education**



SEKAR DEWI NAWANGSARI

31801800032

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION
SCIENCE SULTAN AGUNG ISLAMIC UNIVERSITY
SEMARANG**

2022

PAGE OF APPROVAL

A Final Project entitled

**EXPLORING THE STUDENTS' PERSPECTIVE ON
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
LEARNING : A QUALITATIVE STUDY**

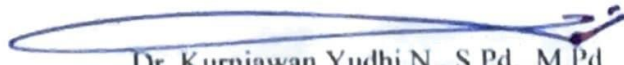
Prepared and Presented by:

SEKAR DEWI NAWANGSARI

31801800032

has been approved by the advisor and to be examined by the Board of
Examiners.

Semarang, 5 September 2022


Dr. Kurniawan Yudhi N., S.Pd., M.Pd.
Advisor

PAGE OF VALIDATION

A Sarjana Pendidikan Final Project on

**EXPLORING THE STUDENTS' PERSPECTIVE ON ENGLISH AS AN
ADDITIONAL LANGUAGE (EAL) LEARNING : A QUALITATIVE
STUDY**

Prepared and Presented by

**Sekar Dewi Nawangsari
31801800032**


Defended before the Board of Examiners
On 5 September 2022
and Declared Acceptable

Board of Examiners

Chairman : Dr. Kurniawan Yudhi N. S.Pd., M.Pd

Examiner 1 : Nur Ekaningsih, S.Pd., M.Pd

Examiner 2 : Elok Widiyati., S.Pd, M.Pd



Semarang, 5 September 2022

Faculty of Languages and Communication Science

UNISSULA



Dr. Kurniawan Yudhi N., M.Pd.

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and my degree obtained from that paper.

Semarang, 5 September 2022

The Writer



Sekar Dewi Nawangsari
NIM 31801800032



MOTTO AND DEDICATION

MOTTO

“Don’t be trapped in someone else’s dream.”-V

DEDICATION

I dedicated this thesis to:

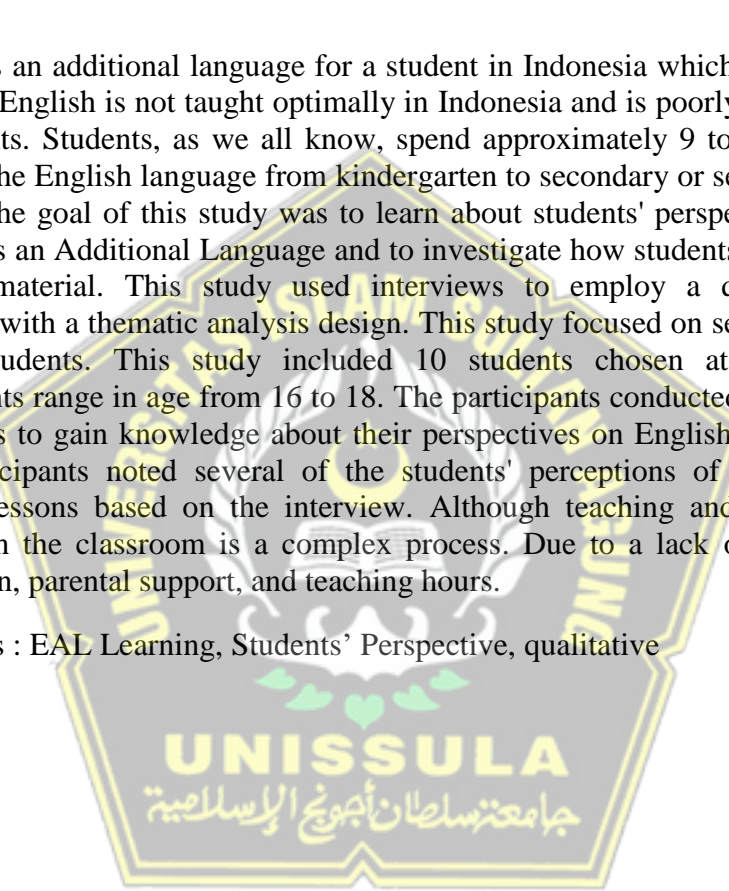
- **My family, especially My beloved parents, who have brought me up with their love, care, and always give me support**
- **My beloved brother and sister who also always support me**
- **My friends in UNISSULA, E1 and E2, and also especially my best friend (Widya, Nanda, Salma, Ririn, Iffah, Zakiya, Intan)**

ABSTRACT

Nawang Sari, Sekar Dewi (2022). Exploring the Students' Perspective on EAL Learning: A Qualitative Study. English Education Study Program Bachelor Degree. Islamic University of Sultan Agung. Advisor : Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

English is an additional language for a student in Indonesia which is taught in school. English is not taught optimally in Indonesia and is poorly received by students. Students, as we all know, spend approximately 9 to 10 years learning the English language from kindergarten to secondary or senior high school. The goal of this study was to learn about students' perspectives on English as an Additional Language and to investigate how students perceive English material. This study used interviews to employ a qualitative approach with a thematic analysis design. This study focused on senior high school students. This study included 10 students chosen at random. Participants range in age from 16 to 18. The participants conducted in-depth interviews to gain knowledge about their perspectives on English learning. The participants noted several of the students' perceptions of receiving English lessons based on the interview. Although teaching and learning English in the classroom is a complex process. Due to a lack of student motivation, parental support, and teaching hours.

Keywords : EAL Learning, Students' Perspective, qualitative



INTISARI

Nawang Sari, Sekar Dewi (2022). Menggali Perspektif Siswa tentang Pembelajaran EAL: Penelitian Kualitatif. Program Studi Pendidikan Bahasa Inggris S1. Universitas Islam Sultan Agung. Pembimbing : Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

Bahasa Inggris merupakan bahasa tambahan bagi siswa di Indonesia yang diajarkan di sekolah. Bahasa Inggris belum diajarkan secara optimal di Indonesia dan kurang diterima oleh siswa. Siswa, seperti kita ketahui, menghabiskan waktu sekitar 9 hingga 10 tahun untuk mempelajari bahasa Inggris dari taman kanak-kanak hingga sekolah menengah atau sekolah menengah atas. Tujuan dari penelitian ini adalah untuk mempelajari tentang perspektif siswa tentang bahasa Inggris sebagai Bahasa Tambahan dan untuk menyelidiki bagaimana siswa memahami materi bahasa Inggris. Penelitian ini menggunakan wawancara dengan pendekatan kualitatif dengan desain analisis tematik. Penelitian ini difokuskan pada siswa sekolah menengah atas. Penelitian ini melibatkan 10 siswa yang dipilih secara acak. Peserta berkisar antara usia 16 hingga 18 tahun. Para peserta melakukan wawancara mendalam untuk mendapatkan pengetahuan tentang perspektif mereka tentang pembelajaran bahasa Inggris. Para peserta mencatat beberapa persepsi siswa dalam menerima pelajaran bahasa Inggris berdasarkan wawancara. Meskipun pengajaran dan pembelajaran bahasa Inggris di kelas merupakan proses yang kompleks. Karena kurangnya motivasi dari pihak siswa, kurangnya dukungan dari kemauan siswa sendiri dan dukungan orang tua, dan kurangnya jam mengajar.

Kata Kunci : Pembelajaran EAL, Perspektif siswa, Qualitative

ACKNOWLEDGEMENT

In the name of Allah SWT, the researcher would like to reveal my sincere and deepest gratitude to Allah for blessing, health, motivation, and inspiration during the finishing of this final project.

In this opportunity, the researcher also very grateful and thanks to people who have contribute their idea and time they are:

1. Prof. Dr. Gunarto, SH., M.Hum as the Rector of UNISSULA.
2. Dr.Kurniawan Yudhi Nugroho,S.Pd., M.Pd, as the Dean of Faculty of Language and Communication Science of UNISSULA.
3. Elok Widiyati, S.Pd., M.Pd, as the Head of English Education Study Program of Faculty of Language and Communication Science of UNISSULA.
4. Dr. Kurniawan Yudhi Nugroho,S.Pd., M.Pd, as my advisor who has given advice, knowledge, and support in finishing this study.
5. All of the lectures and the staff of the English Department who had given guidance and assistance during my study.
6. Fahmi Mubarak, S.Pd, as the English teacher of *Envelope School* for help and cooperaton during this research.
7. To all my friendsin College of Languages and Communication Science Faculty.

Finally, I realize that this study is still far for being perfect.
However, I hope that this study will be useful for the readers.

Semarang, 5 September 2022



Sekar Dewi Nawangsari
NIM 31801800032

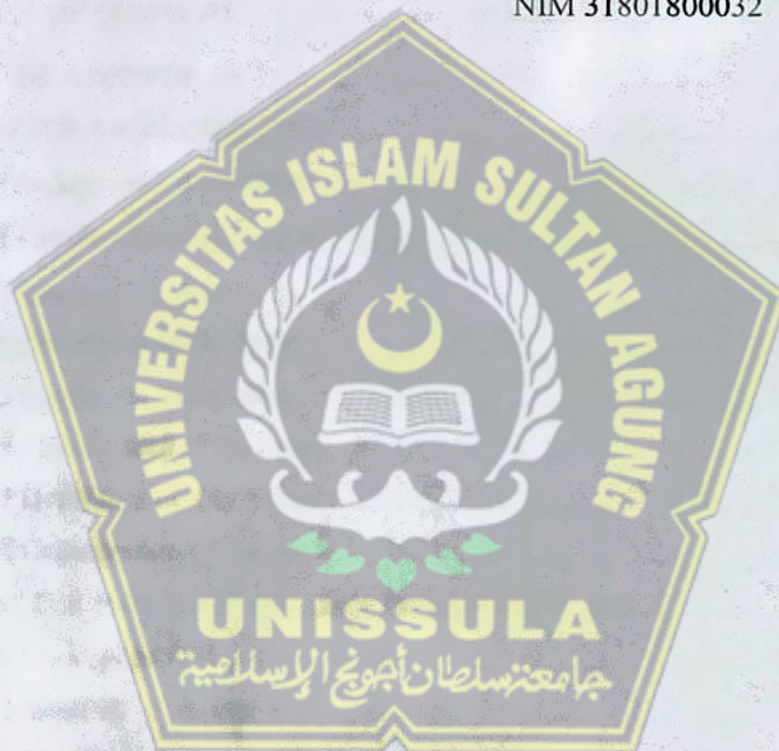
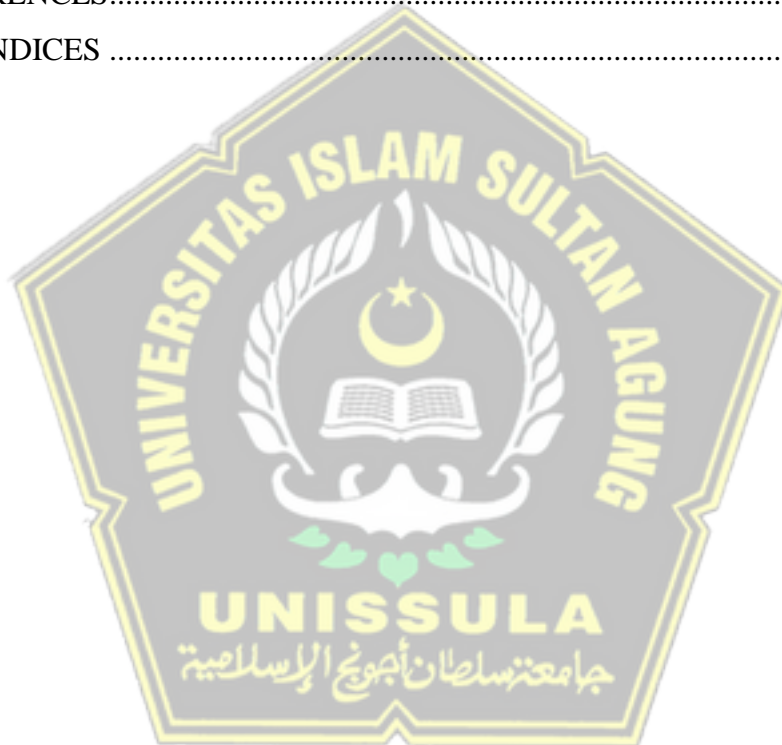


TABLE OF CONTENTS

COVER	i
PAGE OF APPROVAL	Error! Bookmark not defined.
PAGE OF VALIDATION	Error! Bookmark not defined.
PAGE OF STATEMENT	iii
MOTTO AND DEDICATION	v
ABSTRACT	vi
INTISARI.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS.....	x
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic.....	3
1.3 Research Question	3
1.4 Objectives of the Study	3
1.5 Limitation of the Study.....	4
1.6 Significance of the Study	4
1.7 Definition of Key Terms	5
1.8 Organization of the Study.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Concept of EAL.....	7
2.2 Students' Perspective	8
2.3 English Learning to Senior High School.....	9
2.2 REVIEWS OF PREVIOUS STUDIES	11
CHAPTER III METHOD OF STUDY	14
3.1 Design of the Study	14
3.2 Subject of the Study	15
3.3 Instrument of the Study	15
3.4 Validity of the Instrument	16
3.5 Technique of Collecting Data.....	16
3.6 Data Collection Procedure.....	18

3.7 Data Analysis	18
CHAPTER IV FINDING AND DISCUSSIONS	20
4.1 FINDINGS.....	20
4.1.1 Profile of School.....	20
4.1.2 Data Collection Process.....	21
CHAPTER V CONCLUSION AND SUGGESTIONS.....	31
5.1 Conclusion.....	31
5.2 Suggestion.....	32
REFERENCES.....	33
APPENDICES	36



List of Appendices

APPENDIX I	Surat Ijin Penelitian.....	37
APPENDIX II	Approval Letter	38
APPENDIX III	Lembar Validation	39
APPENDIX II	Interview Transcript.....	42
APPENDIX III	Documentations.....	65



CHAPTER I

INTRODUCTION

This chapter consists of eight main sections, namely the background, the reasons for choosing the topic, the research question, the objectives of the study, the significance of the study, the definition of key terms and the organization of the study.

1.1 Background of the Study

Nowadays English is seen as an international language, and the practice of teaching and studying English as a foreign, second, or additional language is being discussed and tested in various parts of the world. A second language is typically learned, though it can occasionally also be "acquired" or obtained depending on the environment and the input that the learner receives, refers to (Abikar, S & Mirioglu, M. 2019). Language acquisition or learning necessitates a significant time and effort on the part of both the learners and the teachers. For most Indonesians, learning English is a difficult task. English is an Additional Language for a student in Indonesia which is taught in school. Because English as a foreign language for Indonesian learners. Learning a language other than the main language or mother tongue (L1). English is a foreign language that is not used as the main means of communication in Indonesia. English only occurs in schools, not as a means of daily communication. (EAL) is a term used to describe both students and program and one that acknowledges that for some students, English may be their third or more language.

English as a mandatory subject taught in Indonesia is not taught optimally and has not been well received by students. Students as we know, spend about 9 to 10 years from kindergarten to secondary or senior high school learning the English language, however many of them are still not able to master the language after completing secondary or senior high school. The proof is that the ability of English-speaking students is not capable. And based on the 2021 English Proficiency Index (EPI) by EF Education First, EPI Indonesia is ranked 80 out of 112 countries. When compared to EPI achievements in neighboring countries, Indonesia's EPI is far below Singapore, the Philippines, and Malaysia. These three countries managed to occupy the top three EPI positions in the Asian region. Singapore is ranked fourth in the global EPI in the "very high proficiency" category. Thus the four basic skills in language learning which are listening, reading, speaking, writing, and speaking seem to be the most important ones in terms of judging a learner's effective ability to use the language (Mohd Nor et al., 2019). So the purpose of learning English is so that students are able to master 4 basic English skills.

As a result, it's important to comprehend learners' perspectives and experiences with learning this additional language in identifying the challenges and obstacles they face in the classroom. From previous research, research has been carried out from a non-native perspective (Lochland, P. 2020), regarding Teachers Perspectives by (Abikar, S & Mirioglu, M 2019) and Employee Perspective by (Hu, J. & Gonzales, L 2020). So that this study aims to enrich the results of previous research, by raising the issue of

exploring the students' perspective. Because none of these studies discusses students as one of the important stakeholders in schools.

1.2 Reasons for Choosing the Topic

There has been a lot of research done on this, "exploring students' perspectives on English as an Additional Language," but no research has been done on students, so I would like to raise the issue of a specific students' perspective (student/teacher details). The authors chose high school students for a reason: English language proficiency is a very complex task given the nature of what is involved in speaking for students in EFL classes. As a result, it can be difficult for teachers to assist students in improving their English skills.

Based on the illustration above, the researcher believed that exploring students' perspectives is a technique that can be used to learn how the students perceived English lessons as the role of the teacher.

1.3 Research Question

Based on the background of the study and reason for choosing the topic, the researcher formulates the problem statement as follow: How do the students perceive about their EAL Learning at school?

1.4 Objectives of the Study

The objectives of regarding the question above, the purposes of this research is: to find out students' perspectives on English as an Additional Language.

1.5 Limitation of the Study

Researchers limit the research in this study, and it is impossible for this research to cover all problems. Due to limited manpower, financial support, and time, the scope of the author's research will be limited to one aspect only, namely exploring students' perspectives on learning English as an additional learning, especially for high school students, Envelope School students. Respondents consisted of grades 10 and 11, from the science and social studies majors. (Evansa, C & Waring, M 2011)

1.6 Significance of the Study

This result of the study is expected can give contributions for teacher, reader, and the researcher.

1. For teacher

The result of the study is expected to be an input to the English teacher in solving the students learning problem. From this research hopefully can give contribution to English teacher to insight for input on curriculum-making, to make inputs to strengthen students in schools related to learning English.

2. For reader

This research is expected to opening the horizons of readers, including teachers. Because this research is intended to explore students' perspectives in learning English, it is hoped that this research will provide students' views on learning English, so that readers or teachers can find out what problems students face in learning English.

3. For researcher

From this research, it is hoped that it can become knowledge for myself in developing myself as a future teacher candidate. Because with this research the researcher becomes a picture of how things are going in the learning process, and knowing the perspective of students' at least becomes knowledge for what to do later when becoming a teacher.

1.7 Definition of Key Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used:

Students' perspective: The students' perspective refers to their tendency toward something, conceptual framework, other individuals, social condition, or institution, which result from either personal experience or observation, according to (Bloemert et al., 2019). The students' perspective, it can be understood that what is meant by perspective is where something is viewed from a certain point of view to be known or to know something to be observed.

EAL : EAL is defined as “English as an Additional Language” in SCAA “who're in the system of studying English on their access to school” (ibid: 2) and who intend to analyze all curriculum topics completely through the medium of English. EAL is a term that is used to describe both students and programs, and it recognizes that

English may be a third or additional language for some pupils (Oksana, A. 2017). So, an EAL student is a student who comes from a language background other than English.

1.8 Organization of the Study

The researcher divides this research paper into five chapters in order to make easy understanding this paper. They are as follows:

Chapter I is Introduction. It covers of the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the significance of the study, the definition of keyterms and the organization of the study.

Chapter II presents reviews of related literature regarding the research topic and the previous studies from journal, book, and internet. The current material handling equipment is explained. The principle for storage design and policies of order picking are also comprised. Lastly, the methods for evaluating system and proposing alternative are described.

Chapter III is method of study. It delivers the design of the study, subject of the study, data of the study, instrument of the study, technique for collecting data, data collecting procedure, data analysis, time schedule.

Chapter IV is analysis of results and discussion. The results of the study contain what learning styles are in accordance with the needs of students in learning.

Chapter V is a conclusion and research suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of EAL

English is recognized as a foreign language or an additional language, not a second language, and as a result the teaching and learning of English only occurs in schools, not as a means of daily communication. (EAL) is a term used to describe both students and program and one that acknowledges that for some students, English may be their third or more language. Learning of English as a foreign language is always a challenging task (Akbari, Z. 2016). In comparison to their language peers, EAL students exhibit lower test accuracy, and their high understanding ratings suggest that they are unaware of their difficulties (Khasawneh, M. A. S. 2021). This issue caused the researcher to look into and try to find the key factors influencing the students' learning difficulties with the language, such as those that relate to acquiring language abilities.

EAL is defined as English as an Additional Language (EAL). Oksana, A. (2017) states that EAL is used to explain pupils “who're in the system of studying English on their access to school” (ibid: 2) and who intention to analyze all curriculum topics completely thru the medium of English. Because of English is important role and position as a lingua franca, mastery of English is very important today. The general difference between target language and mother tongue is in grammar as well as vocabulary.

Foreign language students also from English backgrounds differ from one another in their preference for learning process.

2.2 Students' Perspective

Students are the main subject and play an important role in the learning process, that places the learner at the center of the system and pays more attention to student aspects. Teachers as educators have a role to guide, whose main role is to encourage and motivate students to pursue goals and understand learning. All learning activities start from students and return to students, therefore it is always related to students. Instead of interacting with teachers, students are expected to do so with one another, following (Nguyen et al., 2014). And hence, cooperative learning and encouragement are crucial components of effective teaching and learning.

Students as individuals who have extraordinary potential do not mean they do not have problems in learning. Students are subjects in the learning process, according to (Evansa, C. & Waring, M. 2011). There are many cases where teachers have carried out their duties in teaching optimally with various methods and innovations, but it is not uncommon for students to experience difficulties in learning so that learning objectives are not achieved. Therefore it is important to understanding student view and experience in learning English in order to identify the difficulties and impediments that they face in the classroom.

Perspective is a point of view, or a person's way of describing something based on what he sees or feels. As reported by (Risan, 2021) perspective as "the way a person interprets or behaves toward an event or

problem occurrence". Perspective is a person's point of view or view of an object where people are free to express their opinions according to what they see. (Umam, A.& Handini, H. 2021) indicate that learning about students' viewpoints, perspectives in asking students' thoughts regarding feedback from teachers, and opinions of peers are all important factors to consider. The students' perspective refers to their tendency toward something, conceptual framework, other individuals, social condition, or institution, which result from either personal experience or observation, according to (Bloemert et al., 2019). It is free to communicate whatever that sees in our mind, because it is based on what individuals feel and observe, no one can control a person's perspective.

Student perspective is the way students think about a subject. Students' perspectives of a learning environment affect how much they learn, and thus have an impact on the instructional environment's efficacy (Bloemert et al., 2019) . In other cases, existing learning strategies are used, but they are not always compatible with the teacher and students.

2.3 English Learning to Senior High School

In Indonesia, English is widely taught in schools since kindergarten. Therefore, high school students can speak well at least two languages. English and Indonesian are quite different, students face many problems in learning English, such as grammatical errors, speaking, and listening. Students struggle to learn English as a second language, which is a multifaceted issue that requires a well-organized and diversified solution.

In practicing English, students must master four skills, listening, speaking, reading, and writing. The difficulty is described by (Diana et al., 2021) as follows: first, students are unsure of the grammatical structure. Students have limited mastery of vocabulary. They don't know how to put sentences together; second, they don't know how to understand the content of sentences in time or distinguish among words that sound alike. Third, before expressing words verbally, students always consider their native tongue. This is also due to students' fear of making mistakes when speaking, their lack of vocabulary, and their embarrassment at making errors; and fourth, students' vocabulary and understanding of structure and grammatical are poor.

Learning is defined as the process of transforming experience into knowledge (Abikar, S. & Mirioglu, M. 2019). The role of teaching is to guide, facilitate, and encourage the student, as well as to provide the conditions for learning. Students must have confidence, great enthusiasm, and a good attitude toward their studies in order to develop this capacity (Nguyen et al., 2014). The role of the teacher in the classroom is not only to utilize acceptable teaching materials, but also to comprehend various elements of material selection. Teachers will always face new problems in terms of how well a teaching strategy works, how students process lesson material, how to increase classroom engagement, and how a teacher's teaching style affects students.

The situation where students cannot learn as they should is a learning problem. This is an obstacle in the student learning process. These

problems have an impact on students learning English as a foreign language. Which then makes it difficult for students to achieve the goal of learning the language. They make learning English tough for themselves.

Because of English is important role and position as a lingua franca, mastery of English is very important today. The general difference between target language and mother tongue is in grammar as well as vocabulary. Foreign language students also from English backgrounds differ from one another in their preference for learning styles. With such a view, it is important to consider the material that will be given when teaching because this will have an impact on the learning process.

2.2 REVIEWS OF PREVIOUS STUDIES

In compiling this research, the researcher refers to several previous studies related to this research. Some of them are as follows:

The first research was conducted by (Abikar, A & Mirioglu, M. 2019). With research entitled “Reflecting on the English as Additional Language (EAL) Learning Process of Two Refugee Pupils in the Context of the UK and Turkey: Teachers' Perspectives” This research aims to understand the ways to improve these pupils' English language reading skills. The subjects of this study were two Arabic native speaker pupils (Salah (pseudonym) 9-year-old, without prior formal and informal education who were admitted to Year 4 in West of England primary school, UK. Ahmed (pseudonym), 8 years old in Year 3 in a South Turkey school learning English as a subject, possible as his third language, in addition to

Arabic and Turkish). Action research and structured interviews were used to collect the participants' data. The data is presented in thematic analysis with the structured interview. This research found that the whole-word approach when reading a word, is the preference for both participants rather than the phonic approach. This final study found that this study received no specific financial support.

The second study was conducted by (Lochland, P. 2020). With research entitled "The accentedness of English as an additional language (EAL): A nonnative speaker's perspective". This study aims to make judgments about the speech of others, such as accentedness. The subject of this study was this study asked 100 EAL users (One hundred participants were randomly selected to partake in the study, which was completely voluntary). Data collection is done through an online survey. The data is processed quantitatively, which is then processed and analyzed using Excel and SPSS software packages. As a result of this research, this paper examines two factors that can influence the accentuation rating of 100 EAL users towards four types of English: German English, Japanese English, Mandarin English, and French English. The first factor investigated was the impact of shared first language background among EAL users on their accent assessment. The results showed that interlocutors with the same first language background did not find their accent weaker than other types of EAL accents. The second factor considered to influence the assessment of accents on NNS (Non-Native Speakers) against different EAL variations is the typology of the first language shared between speaker and listener. The

findings show that foreign speakers (NNs) do not find their accents weaker than other types of EAL accents.

The third study was conducted by (Hu, J & Gonzales, L. 2020). With research entitled "English-as-an-Additional-Language Employees' Perspectives on Writing in the Workplace". This study aims to present study results on workplace writing from English-as-an-additional-language (EAL) employees' perspectives, and share findings on how educational institutions in British Columbia can better prepare EAL students to write in the workplace. The subjects of this study were nine EAL employees who graduated from British Columbia universities and were working at English-medium companies in Canada. Data collection is done by interview. The data is processed qualitatively. As a result of this research, the participants highly valued writing accuracy; however, their education did not prepare them adequately. In addition, the participants suggested that universities offer more communication, business, and professional writing courses; enhance support services; invite employers and EAL employees as guest speakers; and incorporate real-life scenarios into the curriculum.

After knowing their research, there are similarities with what the researchers will study, namely: (a) using the thematic analysis method as a data analysis technique. (b) using interviews as a descriptive qualitative method to collect data. There are differences with my research, namely: (a) this research is not carried out quantitatively. (b) this study also did not use an online survey. (c) in processing the data, the researcher did not use Excel and SPSS.

CHAPTER III

METHOD OF STUDY

This chapter describes research methods which include research design, population and sample, research variables and indicators, research instruments, procedures, research data collection, and research data analysis.

3.1 Design of the Study

In this study, the researcher adopted a qualitative research method, according to (Triyogo, A & Hamdan, H. 2018) qualitative research is descriptive study focusing on observing and describing events as they happen, with the goal of acquiring all of the richness of everyday behavior inside the hopes of discovering phenomena that would be missed if only a more cursory examination had been used. In accordance with the objectives of this study, to explore the perspective of high school students on accepting English as an Additional language.

The methodology that used in this study is to use qualitative. This is based on the purpose of this study, namely to explore students' perspectives. According to researchers, qualitative research is very suitable because this research approach produces descriptive data in the form of written or oral data from people or respondents studied. The form of research is descriptive research which is only intended to describe the state or status of phenomena in certain situations.

3.2 Subject of the Study

The subjects of this study were students at one of the high school in *Envelope School*. Participants in this study were random sample students. But on this research, researchers only took 10 students, consisting of 3 male and 7 female. Participants in this study were around 16-18 years old.

Characteristics	
Age	16-18 years old
Male/Female	Male 3, Female 7
Educational Status	Senior High School
School	Envelope School

3.3 Instrument of the Study

In this study, researchers used the Instrument List of Questions as an instrument to get data from respondents regarding students' perspective on English as an additional language in English learning. In this study, researchers conduct personal interviews with respondents. Interviews are used to obtain information from students as respondents for research purposes and are expected to explore more information on respondents. With interviews, data are expected to answer the research formulation. Researchers as interviewers provide several questions during the interview. Before the interview, the research was used to the school (research location), then asked permission from the teacher who taught English subjects and made an appointment by informing the research plan when it would be implemented.

3.4 Validity of the Instrument

The ability of an instrument to measure the characteristics of the construct being studied is known as the validity refers to (Zamanzadeh et al., 2015). In accordance with (Ã, S. S. F. & El-masri, M. M. 2005) validity is how well a sample of items on a particular instrument is chosen to reflect the construct being measured. Therefore in this study the instrument for collecting data must be valid. It means items in the instrument are equal and proportional in their distribution as a test indicator.

The process of determining an item's representativeness for the domains of skills, tasks, knowledge, and other things that are being measured is known as content validity. In order to validate the tool, the researcher also looked at instruments related to exams with lecturers and instructors who are professionals at teaching English. For instruments in the form of interviews, content validity used to check the validity of the instrument by comparing the content of the instrument and its suitability with the researched. Content validity is carried out to ensure whether the contents of the interview questions are appropriate and relevant to the study objectives. This ensures that the instrument reflect theoretical concepts than some other phenomena according to (Shrotryia, V. K. & Dhanda,U. 2019). The validity ensures that the assessment instrument measures what it purports to measure.

3.5 Technique of Collecting Data

In collecting research data, researchers used primary data collection, which was obtained directly from students, using the results of interviews

with respondents. According to (Umam, A & Handini, T 2021) interview is a fairly popular way of gathering qualitative data because it is recognized a frequent communication between both the interviewer and the interviewee who does not bring up statistical data. The respondent would have a deep relationship with the researcher.

The interview process contained open-ended questions, which allowed for interaction between the interviewer and the key informants as well as freedom for the key informants to express their thoughts and perspectives on the topic. In accordance with (Wijaya, K.F 2021) open-ended interviews are relevant for obtaining extra valid oral data from participants because their statements of specific phenomena sounded as realistic and accurate. Semi-structured interviews were used, which are common in educational research when the researcher intends to assist a directed learning and teaching discussion and among teaching peers by Premier, J . (2021).

The interview questions were created in response to the following research questions. During the interviews, a total of 18 questions were asked. Because the interviews were semi-structured, the interviewer could ask follow-up questions if necessary. The questions focused on students' perceptions of learning English as an additional language (EAL) at school.

Obtained from interviews with students in-depth. To analyze the collected data, the writer uses descriptive analysis. Which was analyzed qualitatively by the researcher. The data collection used in this study was

through interviews by asking several questions face-to-face between the researcher and the respondent with interview text guidance.

3.6 Data Collection Procedure

This section contains an explanation of the time and place of data collection, and things related to research. As stated above, in this study, researchers used interview techniques to collect data.

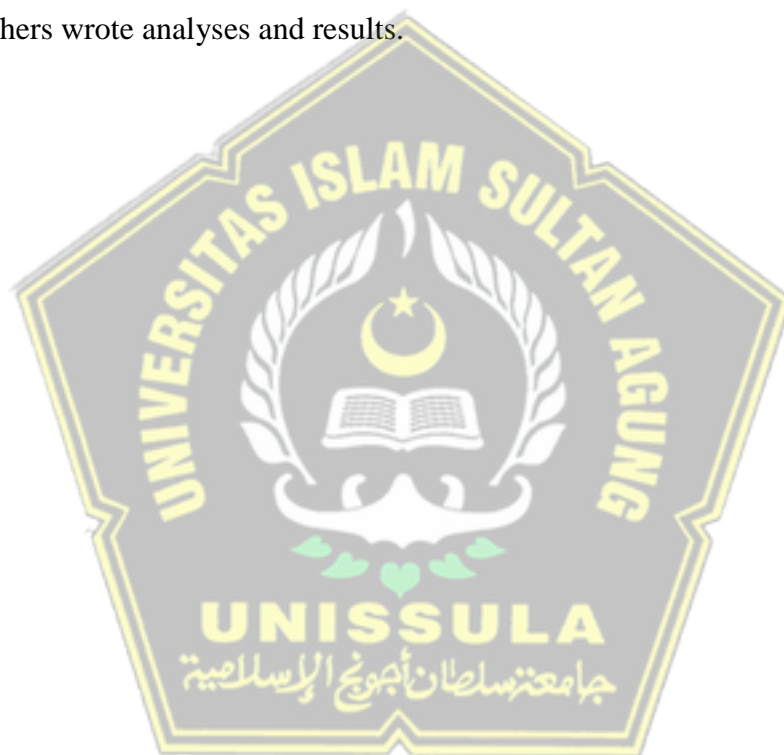
Researchers conducted interviews by giving verbal related questions to explore the information needed in this study which regarding their perspectives regarding English as additional language. In this study, the researchers conducted interviews with class X students. Interviews were conducted on around May. After getting information from the interview in a small sample, the researcher would then analyze it.

3.7 Data Analysis

In processing the data analysis of the results of the study, the researchers used the Thematic Analysis. Thematic analysis was used to explore and enhance significant statements through suitable classification approaches when analysing the data, according to (Doloksaribu, N. & Simanjuntak, D. C. 2021). In analyzing the data, the researchers used Thematic analysis with several steps; a) Taking an initial read of the text data b) Dividing the data into groups c) Marking with codes d) Reducing and looking for repetition e) Starting to collapse codes into themes.

Data analysis in this study began when the data collected. The data gathered from the interviews with respondents were automatically analyzed

and divided into groups based on similar responses or perspectives. The researcher then discovered several common themes among the individuals. Then, descriptively, general themes are covered. We coded, examined, and categorized the topics in the data after transcribing and immersing ourselves in it. Guided by our research questions, in this analytical process we focus on a series of interconnected ideas that have been withdrawn and handled during learning English. Finally, based on the information gathered, the researchers wrote analyses and results.



CHAPTER IV

FINDING AND DISCUSSION

This section discusses the analysis of the research findings and discussion found by researchers when conducting research on students' perspectives on English learning.

4.1 Findings

This section describes the information that derived from analysis of the data by using thematic analysis.

4.1.1 Profile of the School

The location of this research is Senior High School in Central Java. Envelope School is a school located in one of the areas in Central Java. Envelope School was inaugurated on June 5, 1996, in accordance with the Letter of the Head of the Regional Office of the Ministry of Education and Culture of Central Java Province Number 761/I 03.28/U-1996 concerning the Procurement of New Buildings Packages of Junior and Senior High School Units in Districts Fiscal Year 1996/1997.

The 1996/1997 academic year became the first year of Envelope School in accepting new students to take part and color the world of education in the Regency. And in the 1998/1999 school year, Envelope School for the first time succeeded in graduating its best sons and daughters with the title of the 4th best high school in the district. Along with Envelope School's struggles in the world of education, it is now 24 years old. With

determination as well as the vision is "School based on IMTAQ, excelling in science and technology, excelling in sports and arts and ready to compete in the global era with the spirit of nationalism".

4.1.2 Data Collection Process

In this study, the researchers conducted interviews with 10 students of *Envelope School*. At the time of the interview, the researcher asked several questions related to the students' perspectives of receiving English lessons as an additional language at school. When collecting data, researchers used procedures; Before conducting interviews with students, the researcher asked the identity of the students as an observation of the students' background. The findings of this data relate to students' perceptions of English subjects which are actually an additional language. The data collection process was carried out from June 13, 2022 to July 16, 2022. The data was obtained through the interview method. Data collection was taken from data sources, namely 10 students of *Envelope School*.

Researchers conducted direct interviews with respondents consisting of 18 questions in open-ended questions with students. A total of 10 students answered these open-ended questions, then the students were allowed to answer questions in Indonesian. When collecting data, researchers used procedures; before conducting interviews with students, the researcher asked about the identity of the students as an observation of the student's background. The first process is to divide the results of the interview into several parts. In the division process, it is adjusted to the reduction process.

This is done as soon as the data is obtained. In this reduction process, the researcher collected all the information that had a correlation with the students' perceptions of receiving English lessons as an additional language at school. Then the results of the interviews were arranged in the form of patterns and groups according to the research questions. In this reduction process, the researcher collects all information that has a correlation with how students perceive students in receiving English lessons as an additional language at school. The second is displaying data. In this step the data grouping is more specific. The data is more categorized in the short term and the researcher takes data related to the types of students' answers. The last step is to conclude the data. In the last process the researcher will find out what factors influence students in accepting English learning at school.

After conducting the analysis, the researcher found that the codes were broken down into five themes from the answers to students' perceptions of learning English. There are:

a) Students' perspective of English lesson

The results of students' answers regarding their perception of English lesson that English is interesting to learn, and because of its role as an international language, is very important to master at this time. As the student stated:

Student 1: "I think it's quite interesting, and always makes me curious."

Student 2: "I think English is very important, for in this era as an international language, it is absolutely necessary to have the ability to speak English as a plus for the skills you have."

Student 4: "English is useful for the future. It's nice to be able to learn this international language even though I find it difficult to use it."

Student 5: "An interesting language to learn because of its role as a global language."

Student 8: In my opinion, actually learning English is easy if we know it. Because as a universal language that often appears in everyday life such as on cellphones, games, operating computers, therefore I like it at least I know the basics."

Student 10: "Very fun. Fun too. And I'm quite interested in learning it."

Based on students' answers, the researcher found that the remaining perspectives on English were very diverse, they thought that English was a fun language to learn even though they had difficulty in applying it when speaking but one thing that stands out is that students realize the important role of learning English which is actually an international language and of course mastering English will be very useful in the future. One student also thinks that mastering English is very important because it often appears in everyday life such as using smartphones, playing games, or operating computers.

b) Learning environment

The result of students' answers regarding the learning environment when learning English is that the learning process in English class is fun and active. Based on student answers:

Student 1: "the teacher's attitude when teaching is cool, so I like it when I learn English even though I don't understand it well."

My feeling when learning English is happy. At the beginning of the lesson I was still able to accept the material being taught but when it started for a long time I became bored."

Student 2: "I quite understand. Because the teacher teaches then gives an understanding in Indonesian, so I understand the material given."

Student 3: "Fun, but sometimes the teaching method is not fun. But if the teacher is cool, that's great, so our brains can accept it and it's easy to understand. The way of teaching is not cool because the teacher is monotonous, only giving material which is then discussed together."

Student 4: "English lesson Pretty fun. I like English quite like it. Because can learn a new language. I also like watching foreign films like Korean films that provide English subtitles, so I quite like it."

Student 5: "English lesson comfortable and fun. I also quite like it, because it adds insight, I also want to be able to go abroad when I grow up. Interested enough. Although sometimes I feel awkward because it is difficult to pronounce the words."

Student 6: "Learning is too fast, yes, because now (PTM) the time is limited. But yes, it is quite fun. I like English from listening to songs to liking English."

Student 7: "English lessons in class are sometimes easy, sometimes difficult. Depends on the material. Some materials are easy and some are difficult."

You say you like it, you like it, but sometimes you feel curious about certain materials."

Student 8: "Fun. Easy to understand, I am also interested in learning English." Yes, like it or not. Fun but sometimes difficult to understand especially present tense material. But my feeling during the lesson was cool, because the teacher's way of teaching was cool so I got carried away."

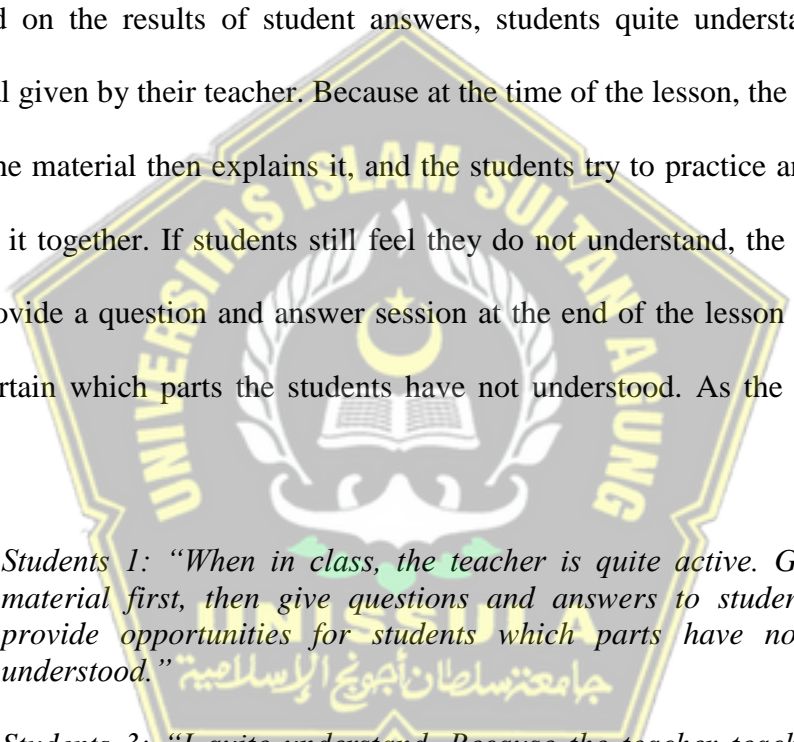
Student 10: "English lesson in class Exciting. increase knowledge of foreign languages. Because I think English is a must, you have to learn. I also like. Because English is a foreign subject that must be mastered for our provision in today's era."

From the students' answers, the researcher found that students liked English and they were also aware that English was a foreign language that must be learned. From the students' answers, they also felt that learning English took place comfortably and pleasantly, but their feelings also depended on the material or the way the teacher carried it during teaching.

Students feel comfortable during learning because English lessons are comfortable and fun even though they sometimes have difficulty accepting lessons. Students feel happy because the teacher teaches clearly because the teacher teaches English also uses Indonesian, making it easier for students to understand better.

c) Teacher way to teach English

Based on the results of student answers, students quite understand the material given by their teacher. Because at the time of the lesson, the teacher gives the material then explains it, and the students try to practice and then discuss it together. If students still feel they do not understand, the teacher will provide a question and answer session at the end of the lesson session to ascertain which parts the students have not understood. As the student stated:

Students 1: "When in class, the teacher is quite active. Give the material first, then give questions and answers to students and provide opportunities for students which parts have not been understood."  *جامعته سلطان أبو جوح الإسلامية*

Students 3: "I quite understand. Because the teacher teaches and then gives an understanding in Indonesian, I understand the material given."

Students 4: "When in class, the teacher is quite active. Give the material first then give questions and answers to students and provide opportunities for students which parts have not been understood."

Students 5: "first the teacher gives the material, explains then the students are asked to try to do it, then explain together"

Students 8: "the teacher gives the material, then the students try it, then it is usually explained together."

Students 9: if the teacher who teaches me there is interaction, usually he tells the students one by one to try to do it

The researcher found that during the learning activities in the classroom the teacher delivered the subject matter orally in English and Indonesian so that it was easier to understand. Then the teacher gives practice questions and assignments for students to deepen their understanding of the material that has been presented previously so that students really understand the material s being studied.

And usually, after practicing working on questions, the teacher will jointly discuss the results of the answers together with the students, and the teacher will provide opportunities for each student to actively answer or be active in joint discussions. And at the end of the session, the teacher opens a question and answer session to clarify the material and increase the activity of students. The material that has been explained by the teacher is asked again to students to determine the level of understanding of the material that has been conveyed. Provide a question and answer session for students who want to ask questions.

And additional questions regarding the hours of English lessons at school, according to students' answers:

Students 2: “In 1 week there is only 1 meeting, it is 2 hours of lessons. One hour of lessons is 30 minutes, meaning that in the meeting there is 1 hour. “

It would be a shame if the English lesson only one meeting a week. This also affects the quality of students in understanding English. Even though

English also needs to be frequently trained so that students are proficient in speaking English.

d) Learning difficulties

From the question of what difficulties are experienced by students in English lessons and how they overcome their difficulties, and from the results of students' answers that most students complain that they have difficulty understanding certain materials, and in overcoming these difficulties students prefer to ask their friends for help. Based on students' answers:

Students 1: "I have difficulty learning the Present Tense material."

Student 3: "Yes. Using verbs. Because there are so many present tense formulas. to a friend. But I rarely ask friends, I prefer to find it myself. Whether it's from youtube or google."

Students 4: "The difficulty is when apply the verb to the formula to make a sentence. Sometimes it's confusing, if it's in PTS, it's dispersed, so it's hard to complete it. friends. But I rarely ask friends. At least search for yourself on google."

Students 6: "Difficulties exist. I think the material is difficult and makes me less interesting in the material, so it's hard to get into my brain. Ask the teacher and friends too. Usually, at the end of the session, the teacher asks if there is something that has not been understood, I usually ask. Or maybe when I'm at home, when I'm learning to do something, it's hard to ask a friend."

Students 9: "Yes. Difficulty in understanding the meaning of sentences, because I do not master vocabulary. Ask the teacher as well as a friend. If I ask the teacher, I usually ask via WA, if it is to my best friend."

Students 10: "Yes. I find it difficult to understand the function of VERB 1 2 3. Usually, I am more of a friend, yes, because it's easier to be asked questions because I'm the same age."

From the students' answers, the researchers found that students had difficulty in receiving lessons on certain materials. Some complained about the lack of vocabulary mastery and students did not understand how to apply the material in the field. So that when they have difficulty with certain material, they prefer to ask or ask for help from a smart friend to help them understand the material. Although there are some students who also take advantage of the question and answer moment at the end of the lesson or if there are still things that are not understood, the students ask the teacher via WhatsApp, because the teacher has provided additional services since the pandemic to the students to ask if there are difficulties during learning.

e) The role of parents in helping their child study at home.

The role of parents at home for their children also depends on family background. And this plays an important role in the development of student motivation and achievement. As the student stated:

Students 1: "The one who likes to supervise is usually dad, but just making sure I'm studying, doesn't help or teach me."

Students 2: "Usually, the father supervises but does not accompany him directly, because perhaps the parents do not understand the material. If the mother does not participate in supervising, because she may be tired after work and come home from work busy with homework."

Students 3: "Supervise. But the one who watches over my sister more often. Because I have 2 siblings and it's pretty disciplined if I don't study at home."

Student 4: parents don't supervise, because they are busy with their work

Students 6: "supervise. But yes, just watching, not learning together."

Students 9: "Yes. Usually, my father also supervises."

Based on student statements, the researcher concluded that some parents play a role in supervising children's learning at home and some parents do not supervise their children's learning because they are busy with work. Even though parents do not help directly by participating in teaching their children about lessons, they only supervise and make sure their children learn.

4.2 Discussion

Based on the results of interviews, researchers found how students' perceptions of students' perspectives on English learning. From the results of the analysis, it was found that teaching English in the classroom is very complex. Due to the few teaching hours, the students' own lack of motivation, the parents' lack of support, and their own lack of will.

Based on the student's statement "1 meeting 2 hours of lessons. 60 minutes" (because they learn English in one week only 1 meeting). And it is from this that the teacher's factor is the most influential in learning. This is supported by the statement. According to (Fauzi, I. & Khusuma, I.H.S 2020), the key to the success of education is held by the teacher, one of which is held by the teacher because the teacher directly touches the students in education. Then, the teacher must also ensure that the learning process runs well because of his responsibility and professionalism as a teacher. However, in such conditions, it becomes very dilemmatic in carrying out teaching and learning activities. And for parents, especially family background plays an important role in the development of student motivation and achievement. This is supported by (Latipah et al., 2021) explaining that parental

involvement is the role played by parents as a form of parental control over their children's lives by involving themselves in the development of their children's lives. Attendance shows the physical presence of parents in children's school activities. The physical presence of parents is seen as a positive or pleasant stimulant for children. In this condition, the role of parents is very large in their study journey.

From the data obtained, the researcher concludes that students at *Envelope School* in receiving lessons, especially English, are only limited to learning like subjects in general. Although they are interested and feel happy when learning English, they do not have the will to study deeper. Plus they only get English lessons only once a week, which makes English lessons very complex plus problems from the many aspects. Teachers teach less variety in presenting material that does not liven up the class atmosphere, students' own motivation, and also parental support. Thus, it can be concluded that the relationship between students, the environment, teachers, and parents is very important and necessary in providing a stimulus that has an impact on students' enthusiasm to carry out activities.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts, the first part contains the conclusions of the research results and the second part contains suggestions.

5.1 Conclusion

Based on the findings and discussion of this study, the researcher concludes that there are three factors that influence motivation students in perceiving English Learning; students, teachers, and parents. There is a relationship between these three factors in providing a stimulus that has an impact on the enthusiasm of students to carry out activities in learning English. Because English lessons in Indonesia itself act as an additional language, and at school students have to learn English but it's unfortunate that their English lessons only meet 1 meeting in one week. In fact, learning English requires practice in order to master it.

However, at *Envelope School*, students have quite good responses to English and they are also aware of the role and position of English as an international language which they must at least master for the future but they do not have the motivation to learn English. And the role of parents in guiding their children and supervising children's education at home so that they can provide full support for their children in learning not only learning English but all lessons. In this learning system the key is in the teacher, and the teacher does play an important role in it to make students active in

English lessons. This is supported by the statement according to (Nguyen et al., 2014) and "all successful teaching is dependent on learning".

5.2 Suggestion

Observing the results of this study, the researcher offers the following suggestions:

1. For teachers at the Envelope School, it is very necessary to pay attention to the method or form of teaching style, to improve teaching methods so that students' motivation in learning English is high. so that students feel learning English is fun plus the means or methods of teaching because they actually play an important role in increasing enthusiasm and motivation to learn for students.

2. For further researchers who are interested in conducting similar research, this research can be used as a reference for them to support their research. It is also recommended for further researchers to take a larger sample in their research because the sample of this study was only 10 respondents. They are also advised to conduct research for a longer period of time to obtain more valid and more reliable data.

3. For the readers who are interested in this theme, hopefully this research will provide an overview and readers will know the problems that occur in learning English in class. There are still many aspects that can be analyzed about students' perspective on English learning others related to English. And from this research can be used as a reference for them to support their research.

REFERENCES

- Ã, S. M. F., & El-masri, M. M. (2005). *Focus on Research Methods Handling Missing Data in Self-Report Measures*. 488–495. <https://doi.org/10.1002/nur>
- Abikar, S., & Mirioglu, M. (2019). Reflecting on the English as Additional Language (EAL) Learning Process of Two Refugee Pupils in the Context of the UK and Turkey: Teachers' Perspectives. *International Journal of Education, Training and Learning*, 3(1), 1–7. <https://doi.org/10.33094/6.2017.2019.31.1.7>
- Akbari, Z. (2016). The Study of EFL Students' Perceptions of their Problems, Needs and Concerns over Learning English: The Case of MA Paramedical Students. *Procedia - Social and Behavioral Sciences*, 232(April), 24–34. <https://doi.org/10.1016/j.sbspro.2016.10.006>
- Bloemert, J., Paran, A., Jansen, E., & van de Grift, W. (2019). Students' perspective on the benefits of EFL literature education. *Language Learning Journal*, 47(3), 371–384. <https://doi.org/10.1080/09571736.2017.1298149>
- Diana, N., Yunita, W., & Harahap, A. (2021). Student' Perception and Problems in Learning English Using Google Classroom During the Covid-19 Pandemic. *Linguists : Journal Of Linguistics and Language Teaching*, 7(1), 10. <https://doi.org/10.29300/ling.v7i1.4274>
- Doloksaribu, N., & Simanjuntak, D. C. (2021). Students' Perspective and Experience on the Use of English As Medium of Instruction in Introduction To Business Class: a Qualitative Interview Study. *PROJECT (Professional Journal of English Education)*, 4(2), 230. <https://doi.org/10.22460/project.v4i2.p230-243>
- Evansa, C., & Waring, M. (2011). Exploring students' perceptions of feedback in relation to cognitive styles and culture. *Research Papers in Education*, 26(2), 171–190. <https://doi.org/10.1080/02671522.2011.561976>
- Fauzi, I., & Sastra Khusuma, I. H. (2020). Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(1), 58–70. <https://doi.org/10.25217/ji.v5i1.914>
- Florenso Wijaya, K. (2021). Exploring EFL Teachers' Perspectives on Collaborative Learning Activities in Senior High School Contexts. *Journal of English Teaching*, 7(2), 118–132. <http://ejournal.uki.ac.id/index.php/jet>
- Hu, J., & Gonzales, L. (2020). *English-as-an-Additional-Language Employees' Perspectives on Writing in the Workplace*. 5(1), 91–98.

<https://doi.org/https://doi.org/10.14288/bctj.v5i1.343>

- Latipah, E., Kistoro, H. C. A., & Putranta, H. (2021). How are the parents involvement, peers and agreeableness personality of lecturers related to self-regulated learning? *European Journal of Educational Research*, 10(1), 413–425. <https://doi.org/10.12973/EU-JER.10.1.413>
- Lochland, P. (2020). The accentedness of English as an additional language (EAL): A nonnative speaker's perspective. *Asian Journal of English Language Studies (AJELS)*, 8(December 2020).
- Nguyen, H. T., Warren, W., & Fehring, H. (2014). Factors affecting English language teaching and learning in higher education. *English Language Teaching*, 7(8), 94–105. <https://doi.org/10.5539/elt.v7n8p94>
- Oksana, A. (2017). Exploring Teacher and Learner Views on the use of Formative Assessment in Primary EAL Classrooms: A Case Study. *I-Manager's Journal on English Language Teaching*, 7(3), 41. <https://doi.org/10.26634/jelt.7.3.13591>
- Premier, J. (2021). Teachers' Experiences of Educating EAL Students in Mainstream Primary and Secondary Classrooms. *Australian Journal of Teacher Education*, 46(8), 1–16. <https://doi.org/10.14221/ajte.2021v46n8.1>
- Risan, R. (2021). Journal of English Language Teaching Students' Perspective toward English Learning for Non-EFL Students in Higher Education. *Journal of English Language Teaching*, 10(3), 494–506. <https://doi.org/10.24036/jelt.v9i3.114388>
- Saleem Khasawneh, M. A. (2021). Language Skills and their Relationship to Learning Difficulties in English Language from the Students' Point of View. *Shanlax International Journal of Education*, 9(4), 128–135. <https://doi.org/10.34293/education.v9i4.4082>
- Shrotryia, V. K., & Dhanda, U. (2019). Content Validity of Assessment Instrument for Employee Engagement. *SAGE Open*, 9(1). <https://doi.org/10.1177/2158244018821751>
- Triyogo, A., & Hamdan, H. (2018). Students' English Learning Strategies At Senior High School in Lubuklinggau. *JELLT (Journal of English Language and Language Teaching)*, 2(2), 29. <https://doi.org/10.36597/jellt.v2i2.3271>
- Umam, A., & Handini, T. (2021). Students' Perspective on Project-Based Assessment in Writing Classroom. *Journal of English Education and Teaching*, 5(4), 504–513. <https://doi.org/10.33369/jeet.5.4.504-513>
- Zamanzadeh, V., Rassouli, M., Abbaszadeh, A., Majd, H. A., Nikanfar, A., & Ghahramanian, A. (2015). Details of content validity and objectifying it in instrument development. *Nursing Practice Today*,

I(3), 163–171.

