

Students' Responses on Material, Comprehension, and Interaction during the English Learning Process: A Case Study at Junior High School

¹Nurhayani

Universitas Muhammadiyah Kendari

nurhayani@umkendari.ac.id

*Maulina

Universitas Muhammadiyah Kendari

maulina@umkendari.ac.id

*Corresponding Author

³Rahmat Nasrullah

Universitas Muhammadiyah Kendari

rahmat.nasrullah@umkendari.ac.id

Article History

Received:

Reviewed:

Accepted:

Published:

Highlights

Students' responses on material, comprehension, and interaction during the English learning process are crucial indicators of their learning motivation, outcome, and success.

ABSTRACT: This study aims to determine the students' response to English learning process. The participant of this study was one class of the 8th grade students of junior high school. Data were collected in the form of classroom observations in one class and interviews with 4 students. The research design was qualitative descriptive method employing purposive sampling to choose participants. The results showed that students responded well to the English learning process, namely: learning materials, learning comprehension, learning interactions. They view an enthusiastic participation to every learning activity and learning materials delivered in the classroom as they understand topic of the lesson well. In addition to the students' response to the comprehension of learning, most of the students' said that they seldom find it difficult to answer the questions because they got a clear explanation from teacher before being given an assignment. In addition, responses to learning interactions, in collaborating and discussing to complete assignments, students' give different opinions during the learning process. This study concluded that during the learning process, students showed their learning motivation and fully-participated the learning experiences. This finding will dedicate to the integrity of the way to improve students' developmental achievement in English learning.

Keywords: Interaction, Learning English, Learning Material, Responses, Students' Comprehension

Introduction

English learning as a foreign language is lengthy and complex paintings. The students should totally paintings difficult to accumulate it. Factor of students' function, linguistic, learning system and the purpose will influence the students while the scholars want to gather the new language. It is not always simple because there are such a lot of variables involved in the procedure of acquisition (Brown, 2007). Learning English from time to time, students' abilities often have an impact on student responses in learning, because students have limited knowledge, according to Anton (2018) that students often do not like what they do not understand, but by discussing and being well informed. Slowly they change their point of view and way of thinking. So that students who feel challenged will have the drive to learn to improve students' abilities in providing responses, or opinions in study groups.

General English learning that focuses on colleges and high schools, according to Sari (2020) study based on students' responses to situations or conditions in the process of learning English in the eighth grade, seen from the context of students learning activities when a teacher asks a question to students automatically students will answer or not respond. It can be seen from the teaching methods or one of the topics that can attract students' attention to learn without realizing that these conditions can help students understand well in responding to teacher explanations during the learning process (Maulina et al., 2023; Zainal et al., 2022; Putra et al., 2021).

English learning which refers to the ability, as well as knowledge of student responses that are different for each student in order to fulfill learning, a learning that is given in order to achieve and provide a beneficial effect for students and teacher, Talley (2014) indicated that for each material in the learning process, of course, it can be seen how the student's own response when receiving material is measured from the ability to understand and most importantly able to stimulate the material well, to know the limitations and inability of students.

Response is usually often referred to in other words, namely an impression of something that is liked based on an event or a process of occurrence it can be concluded that the response is a reaction, which gives a reply or an answer, which is impressed to be heard through a communication or spoken word, issued by the speaker and the interlocutor, to stimulate something or a topic through a learning process between students and teacher, as well as students between groups in the class, which leads to language learning targets, aiming to find various information to achieve predetermined results (Maulina & Rusli, 2019; Maulina et al., 2022; Maulina et al., 2023).

Previous of the research has something to do with this research where the researcher want to see how students' respond in the process of learning in English, however, this research is different from the research above where this research focuses more on analysis which refers to students' responses to in English learning

at eight grade which applies standards as an assessment for further research on students' response in English learning.

Therefore, this study possesses a research question:

"What are students' responses in terms of learning material, learning comprehension, and learning interaction during the English learning process in junior high school?

Method

This study used a descriptive qualitative methodology. Descriptive qualitative research method is used to describe verbally how participants look, at understand and interpret various aspects of the environment and situation (Ary et al., 2010). A qualitative research-oriented technique used to identify, interpret, describe and develop theories about a phenomenon or setting. Scientific and subjective approaches were used to describe a more detailed existence study to collect data by used observation and interview to investigate student's response in English learning.

A class consisted of 29 students were selected purposively for observation, and 4 students for interviews lasted 30-45 minutes. The observation data were related to the field situation, where researchers were directly involved in the field by looking at several stages of teaching activities focusing on the material taught and learnt, how students comprehended the lesson, and the learning participation. In addition, semi-structured interview helped researchers synthesize data gain from teaching and learning observations to dig more information about the research focus.

Using the concurrent verification flow of analysis activity, researchers identified that data gained from observations and interviews were valid to be classified and simplified. Researchers described and discussed the research findings in a systematic form for a description, interpretation, and conclusion.

Findings and Discussion

Findings

This finding had been supported by the results of the analysis obtained from observation and interview data, this study trying to examine three components of learning. Learning material, learning comprehension, and learning interaction to students' responses in English learning.

1. Learning Material

The data from the results of the observation it can be seen from the students' response during the process of learning material in the English class. Based on the table below, it can be seen the results of the observations in the English class.

At the first meeting, 8 February 2022, Tuesday, 08.30 a.m - 09.50 a.m, the observation showed the process of learning at the classroom. At the beginning of activity in class, students get ready and sit in their respective chairs, before that students pray first, then students listen to their names being called by the teacher, then students prepare to receive learning material from the teacher. In this activity, students listen carefully to the teacher's explanation (Figure 1) regarding the topic to be carried out.



Figure 1 *The Learning Process*

Entering the core activity, students pay close attention to the material, namely on the topic of "past verbs" then the teacher explains from the material in several time intervals, then students are given the opportunity to write some past verbs on the blackboard, and then students are asked to distinguish or identify past verbs.

Regarding the observation data above, few students respond well, in this case it can be seen from the interview data.

"When the English teacher provides the material, and explains, I can easily understand some of the teacher's explanations, for example, like the teacher explains in English the teacher translates some sentences in Bahasa."

And the second meeting, 9 February, 2022, Wednesday, 07.30 a.m - 08.30 a.m, observations on the second day, the teacher prepares the class physically and mentally as the beginning of the next lesson the teacher warms up by giving some questions that have been explained in the previous meeting. Then proceed with writing down the topic to be taught, namely the topic "Recount Text" in this activity section it shows that students are silent and pay attention to the material presented by the teacher. In this case the material that discusses recount text in the next section the teacher tries to give students the opportunity to define a little shadow about the types of recount text.



Figure 2 *The Process of Previewing Materials*

From the learning process above, it can be concluded that students are able to understand a little well, from the teacher's explanation or discussion material that has been taught by the teacher (Figure 2).

In connection with the observation data above it show that students are enough response and this can be seen from the result of their interview.

"I can understand the lesson, but the explanation depends on how well the teacher teaches, so I certainly understand, but when the teacher explains a material, it is detailed during the learning process, so it is easy for us to understand the lessons taught by the English teacher."

And the third meeting 16 February, 2022, Wednesday 07.30 a.m-08.30 a.m observation on the third day of the learning process in the classroom, students paid attention to the material explained by the teacher, which was related to the "Tenses" lesson, one of the topics was about the simple present tense material, and the teacher also explained some of the use of verbs that were suitable for each sentence of various types of tenses. Then students write example sentences from the simple present tense and students pay attention and understand the teacher explanation, from each example sentence delivered by the teacher.



Figure 3 Teacher Explains Learning Materials

Regarding the observation data above, a few students, little understanding in this case, it can be seen from the interview data.

"In terms of interest, I am interested in the topic of learning that is often taught is about adverb material, and some tenses, one of which is the simple present tense, and in my opinion subjects I am understand a little bit."



Figure 4 Group Discussion Activity

And the last meeting 22 February, 2022, Tuesday 08.30 a.m - 09.50 a.m and observation on the fourth day, in the learning process in the classroom based on the picture above, before entering the core activity, the teacher greet and ask students how they are doing. And then, the teacher prepares the material they will learn, namely the topic of practicing dialogue conversation. Then students are asked to make groups, and they are given example of dialogue conversation in the package book, then before that they take notes in their notebooks, and the students listen to the teacher' explanation about how to have a good dialogue, related to the material about dialogue conversation.

In connection with the observation data above it show that students are good response and this can be seen from the result of their interview.

"Usually with good cooperation in groups, between students with one another, the tasks given by the teacher will be easily completed, and group discussions will go well, especially if my friend is smart, then automatically I am also smart and diligent in working together, to complete the task."

2. Learning Comprehension

The data from the observation some of the students' response to the learning comprehension, based on the picture below, it can be seen the result of the observation in the English class.



Figure 5 Students Identify the Task "Past Verbs"

Based on the material that has been explained by the previous teacher related to the topic of "past verbs" before that the teacher gives assignments to students, and then the teacher gives students the opportunity to ask again some things that are not clear about the material. Furthermore, students are guided by the teacher and given an explanation to answer questions and doing assignments that are still related to the topic "past verb". After that, students were given time to answer the question. They analyzed ten multiple choice questions. The question given is a past verb. From these questions, students are given the task of matching the most appropriate adverbs of time.

After students do the assignment, students are given the opportunity to answer questions by choosing the most appropriate answer, from the enthusiasm and ability of students when answering questions, students can answer or choose the most appropriate answer. So it can be seen from the student's is quite good response.

In connection with the observation data above it show that students are good and this can be seen from the result of their interview.

"For assignments I can work because previously, material and discussion have been given during the ongoing learning process, and for the English questions given by the teacher it also depends on the problem, if the questions are easy, then I can easily understand the questions."



Figure 6 Students Try to Answer and Explain the Pointed Questions

This can be seen from the students' responses, there were students who tried to discuss asking each other, and there were about 10 people who answered individually, then there were about 18 students who answered simultaneously, but there were still 1-2 people who did not answer. At the end of the lesson, most want to conclude the material that has been studied with the material "Recount text" and guided again by the teacher to clarify the material that has been studied.

In connection with the observation data above it shows that students are quite caring and responsive and this can be seen from the result of their interview.

"Sometimes I understand the assignment given by the teacher, and if I do not understand, I will ask the English teacher again about the assignments or questions given during the learning process."

3. Learning Interactions

The data from the observation of several students' response to learning interactions related to group discussion it can be seen below the results of observation in English class.



Figure 7 Assessment Activities

Meanwhile, Students made groups and wrote in their books. They were interested by the topic dialog conversation given by the teacher. They were able to cooperate with classmates during learning process. Before closing the learning process, teacher gave

feedback to the in order to make students more understand. After that teacher end the class. Over all could emphasize that students has been got the involvement when they were doing learning. In other words, the students brought good respond when they were following learning process.

In connection with the observation data above it show that students are interested respond and this can be seen from the result of their interview:

"Sometimes I can answer questions given by the English teacher during group discussions and if the questions are easy then I can easily answer them."

Discussion

Based on the research questions that addressed in the chapter one, it deals with the interpretation of the findings derived from the result of the description of data gained from the observation and interview. Relating to the data collected through observation and interview, the data emphasized that students had been got the similar respond when they were learning of English. In other words, the students brought quite respond when they were following English learning process. It was supported by the result of observation and interview during the learning process. The data confirms that students give enough response when they follow English learning. This is supported by the results of observations and documentation during the learning process. After doing observation by 29 students, and interview with 4 students as the representatives, the result is as following:

1. Learning Material

The results showed that students had enthusiasms and got interested when they following all activities in the classroom. This fact is supported by according to Maulina and Rusli (2019), learning English will be easy for students to understand, when the teacher can explain the subject matter in an interesting way. Students' understanding does not always run smoothly. When students have difficulty understanding learning, then there is an attempt to overcome this. Efforts made to help students who have difficulty understanding lessons can come from teachers and other students who understand better. However, In the case of question 1 whether they can understand the topic been taught. They were standing in the similar opinion that they could understand easily when the teacher explained the material in English after that teacher translated it into Bahasa. Beside that teacher explained the material very detail and clear. So, it can be concluded that students have good respond to this matter.

2. Learning Comprehension

In terms of the question about whether or not they could answer the question given learning part. However, in the case of how they respond in answering the question, most of them said that they sometimes could not respond fast because teacher usually used English. This fact is in line with the result of research, Lar and Maulina (2021) on the effect of feedback from teacher on students motivation show that the effect of feedback can be seen from the behavior of students when they are learning, this is because feedback can make students interested in learning the lessons being

taught. Teach, can increase self-confidence, increase learning activity and make them comfortable learning in class. Meanwhile, on the question about whether or not they like the topic that had been taught, most of them said that they by teacher, most students could answered them because, they had got clear explanation before they were given the task. So, it can be concluded that students gave quite respond to this like the topic. Besides that, students understand the task given because teacher gave brief and clear explanation to run the task.

3. Learning Interaction

Furthermore students stated that they could retell the past topic such as recount text, simple present tense, past verbs and short dialog. However, in terms of collaborating and discussing with their friend to complete the task, students said they could collaborate with their group to finish the task easily they could give different opinion and get suggestion. Based on this fact it is in line with the theory, Maulina (2018) also said that discussion is an exchange of ideas between two or more people which aims to obtain a common view on a problem that is felt together. Thus discussion is a learning method in the process of students learning to solve problems correctly through mutual agreement. They also said that they could accept any suggestions and opinions from their group. After that they reported the result of the discussion in front of the class. They emphasized that they like to discuss with their friend because discussing the task with friend could make them complete the task easy and fast.

The finding above is in line with the theory from Astuti (2019) Components of Response in English learning of that are commonly used are three types of learning components such as: Learning Material, Learning Comprehension, and Learning Interaction.

Conclusion

This research was putting the emphasize in analyzing students' response towards learning English at a junior high school which applied standard as an assessment and for next research on learning English. The explained about learning process in the classroom. It showed that learning process was running quite well. The students gave good response to the every single activity in the opening session to the last session of learning process. Over all, we could emphasize that students had given good response to the learning process.

From the research about students' response in English learning, the researchers could draw the conclusion that students brought good responses to that learning process. It can be proved by the result of observation and interview where all the students took participation actively in every activity and gave enough respond. When the students can understand what they are learning, but when students find cases that they cannot understand and lack of response when they find learning difficulties, students sometimes do not respond to what they learn, students lack of understanding when receiving lessons transferred by the teacher.

The result of this study indicated that learning process made students learning through the content and order given by teacher with controlling time, place, steps and speedy learning. It is proven by the findings of the data interview. It is hoped that the students can improve their motivation in terms of learning English and enriching their

experiences in the future. Besides, it is hoped that this research can encourage them to consider a better ways of learning English to improve students' enthusiasm in learning. The teacher also can apply interesting methods to enrich their learning atmosphere.

There are still many aspects that can be analyzed about learning process of English. Future researchers can investigate another side of learning process, and then the result of this study may be used as early information to conduct further researches. Learning English as a foreign language is lengthy and complex paintings. The students should totally paintings difficult to accumulate it. Factor of students' function, linguistic, learning system and the purpose will influence the students while the scholars want to gather the new language.

Acknowledgement

The confidential peer reviewers of Mataoleo: Journal of English Education and Linguistics provided insightful and constructive feedback, for which we are grateful. This study has been improved in incalculable ways and saved us from committing numerous errors due to the generosity and expertise of all contributors; any remaining errors are exclusively our responsibility.

References

Anton, O. (2018). Students' responses to English learning at SMP Maitreyawira Batam. *Komposisi: Jurnal Pendidikan Bahasa, dan Sastra, dan Seni*, 19(1), 19-3.

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in Education (6th Eds)*. Wadsworth Group

Astuti, K. (2019). Students' positive responses toward homework given by English teachers at vocational high school. *Journal of English Language and Pedagogy*, 2(1), 19-26.

Brown, H. D. (2007). *Principles of language learning and teaching (5th Eds)*. Pearson Longman Inc.

Lar, M. A. A., & Maulina. (2021). Students' self-Confidence in speaking for a live presentation: a Literature Review. *Klasikal: Journal of Education, Language Teaching and Science*, 3(3), 88-95. <https://doi.org/10.52208/klasikal.v3i3.111>

Maulina. (2018). Gender differences in language development , acquisition , comprehension , and production Abstract : *Proceeding of the 65 the TEFLIN International Conference*, 65(1), 180-184.

Maulina, M., & Rusli, T. I. (2019). Pre-service teachers performance in implementing teaching methods at TEFL class. *Klasikal : Journal of Education, Language Teaching and Science*, 1(1), 19-26. <https://doi.org/10.52208/klasikal.v1i1.6>

Maulina, M., Ignacio, J. F., Bersabe, L. A. C., Serrano, A. J. D., Carpio, N. G., & Santos, E. G. D. (2022). Technology-based media used in teaching listening skills. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 11(1), 85-99. <https://doi.org/10.26618/exposure.v11i1.6564>

Maulina, M., Hastianah, H., & Herianah, H. (2023). Undergraduate students' perception of the use of

WhatsApp-Based speaking instructional materials. *Indonesian TESOL Journal*, 5(1), 58–75.
<https://doi.org/10.24256/itj.v5i1.2584>

Maulina, Rahim, T. R., Cortez, A. O., Narciso, S. A. V., & Said, A. (2023). Social media as mobile oral Chat-Based constructive communication to improve speaking skills. *Decode: Jurnal Pendidikan Teknologi Informasi*, 3(1), 139–150.
<https://doi.org/https://doi.org/10.51454/decode.v3i1.144>

Putra, M. T. I., Maulina, M., Muthmainah, M., Asrifan, A., Apriani, E., Resueño, & Peroddin. (2021). Teaching communicative grammar: A literature review. *CAPE COMORIN: An International Multidisciplinary Double-Blind Peer-reviewed Research Journal*, 3(02), 63-68.

Sari, A. L. (2020, January). Students' responses on the use of Powtoon in EFL classroom. *Bogor English Student and Teacher (BEST) Conference*, 2, 17-20.

Talley, P. C. (2014). Students' responses to learner autonomy in Taiwan: An investigation into learners' beliefs. *International Journal of Humanities and Social Science*, 4(4), 24-34.

Zainal, A. S., Said, A., & Maulina. (2022). Analisis pemberdayaan pendidikan di Kota Kendari dengan metode One Help One. *Jurnal Ilmu Manajemen Sosial Humaniora (JIMSH)*, 4(1), 1-11.