CHAPTER IV

RESULT OF THE STUDY

In this chapter, the researcher tried to describe the findings from the questionnaires distributed to the *Kejar Paket C* learners. The questionnaire are analyzed in 3 themes, they are personal identity, learning materials, and learning activities.

A. Personal Identity

In this point, researcher explained about the range of *Kejar Paket C* learners' age, their job to earn their life, class family of their family, and their reason in joining *Kejar Paket C* program. The data shows that the ages of learners are varied from 16 to 32 years old. It means that they have a great diversity in terms of age which leads to the differences of experiences, interest, background knowledge, and point of view. Thus, teachers in *Kejar Paket C* program should vary their teaching methods and technique to make the learners more motivated so that the effective teaching learning can be achieved. This is supported by Ur which states that teacher should vary the topics, methods, and texts to avoid boredom and apply interesting activities to make the learners challenged or motivated[48].

The data also shows that their previous educational backgrounds are from *Kejar Paket B* program (29%), *SMP* (59%), and *MTS* (12%) and
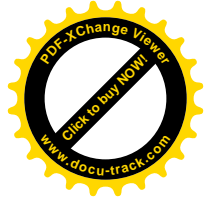
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[48] Penny Ur, *A Course in Language Teaching: Practical and Theory* (London: Cambridge University Press. 2001), 306.

graduated since 1995 to 2011. It can be interpreted that learners are also varied from their previous educational background which lead to the differences background knowledge they have. Even though the learners who are graduated from *Kejar Paket B* are in the low percentage, they should take it in to account that their study time in learning English when they study in the class is shorter than those who are from *SMP* or *MTS* which means that their language knowledge of English may less than theirs. Moreover the time when the learners graduate also influenced their language competencies. In view of the fact that they have graduated from *Kejar Paket B*, *SMP*, or *MTS* since 16 to 1 years ago, it is very possible that they have already forgotten what they have learned. Thus, the teachers should not only teach what is already stated in the curriculum but also re-teach English from the very basic things so that the learners will not get difficulties in understanding the lesson.

The reason why they join Kejar *Paket C* programs are also varied. Most of them want to get certificate (84%) to continue their study or get a better job, some want to be more knowledgeable (7%) and few of them prefer to study in *PKBM* because they only have time in the evening (3%), the rest (2%) states that they want to get friends and just go behind their friends. Based on the writer's observation, most of the learners work at in the afternoon. Some of them are sellers, maid, paper boy, parking attendant, shopkeeper, etc. In brief, most of the learners work in low level and it is matched with their main reason which states that they want to get

better jobs. Since they work, they do not have much time to learn or do the assignments from the teachers. It can be concluded that most of them have the main reason to pass the final exam and then get the certificate. Therefore, the teachers need to understand their purpose so that the teachers will teach what the learners really need.

B. Learning Material

The result shows that the highest respond about what learning materials learners need are articles or text from English handbook (93%). From the observation, the writer got information that learners prefer to have English handbook because the book usually contains what they should to learn and refer to the curriculum and they can review what they have learned. It supported by O'Neill in Kitao that in contrast argues that textbooks give possibility for the learners to review and prepare their lessons[49]. The other high percentage result of learning materials is articles from internet (79%). From the observation, some students states that the articles are needed to improve their reading comprehension because in the final examination they will find at least 4 or 5 passages. The data also show that there are 48 students (70%) that choose advertisement from English magazine or newspaper. It means that they seem to need to understand about advertisements. There are 43 students (63%) choose song and poem as the learning materials. It proves that most of the learners like fun learning. It is also supported by Kikuchi's finding that learners

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[49] Kitao, Kenji & Kathleen, *Selecting and Developing Teaching/Learning Material.* Retrieved on March, 31 2012

prefer fun learning with a positive classroom atmosphere instead of a serious classroom[50]. Furthermore, Kikuchi and Mattew states that learning is an emotional experience and the success of learning depend on learners' internal motivation or wants. Thus, teachers are suggested to create a fun and positive atmosphere to get a successful teaching learning. Meanwhile, letters get 39 responds from the learners (56%). It indicates that letters are quite important for the learners because after graduating from *Kejar Paket C* program, the learners expect to be able to write letters especially job application.

The learning materials that get low percentage respond from the students are letters (25%), while news from radio or television (42%). Even though the respondents of these learning materials are low, it does not mean that they should be skipped as long as the materials are needed to support the teaching learning. But, if it is possible the teachers could find other materials that are still related to the topic.

Table 1. Summary of necessary and unnecessary items in learners' preferred learning material.

| Item no	Learning Materials	Necessary	Unnecessary
1	Song and poem	63%	37%
2	Articles from newspaper or	71%	29%

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[50] [50] Keita Kikuchi, *Analysis of The Listening Needs for EFL Learners in A Japanese College* (Unpublished master thesis. Honolulu: University of Hawai'I at Manoa. 2001)
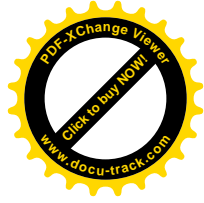
	English magazine		
3	Articles or text from English handbook	93%	7%
4	News from radio or television	42%	58%
5	Short story from English magazine or newspaper	67%	33%
6	Letters	25%	75%
7	Articles from internet	79%	21%
8	Advertisement from English magazines or newspaper	70%	30%

C. Learning Activities

Reading activities that are needed the most by the learners is reading story (91%). From the data, we can see that learners prefer to have fun activities. Thus, teacher should consider reading story as one of reading activities applied in the class that could motivate the learners. The second high percentage is to read note (90%). From the writer observation, learners see reading note as one of important practices because it is not only useful to practice their reading comprehension but also to review the teachers' explanation. Therefore, they consider having reading note in the class. The third is to find difficult words in the text (88%) and then
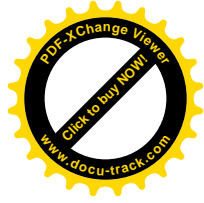
memorizing new vocabularies (87%). It can be concluded that learners are already know the important of vocabulary. It is supported by Anderson in Nunan that "the basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meaning of frequent vocabulary"[51]. Thus, strong vocabulary base abd ability to guess the meaning are crucial in reading.

Reading activities that get low percentage respond from the learners are reading text/ articles from internet or computer (42%). There were 63% students who do not choose game as one of reading activities in the class. Based on the writer's observation, learners see that game is something related to children, thus most of them do not expect to have it in the class.

Table 2. Summary of necessary and unnecessary items of learners' needs in reading activities

| Item no	Reading Activities	Necessary	Unnecessary
9	Reading story	91%	9%
10	Reading articles from newspaper or magazine	58%	42%
11	Reading note	90%	10%
12	Reading text/ articles from internet	42%	58%
13	Reading song lyrics and poem	65%	35%

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[51] David Nunan, Practical in English Language Teaching, 97.
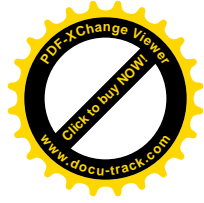
14	Finding difficult words in a text	88%	12%
15	Memorizing new vocabularies	87%	13%
16	Game	37%	63%

In writing practices and activities, the data shows that the learners need to practice arranging words into sentences (91%). The second rank is writing job application (90%). It indicates that the learners consider writing job application is important as they states that they want to get better jobs after graduating from *Kejar Paket C*. The third high percentage respond is writing summary of a text (83%). The other activities that the learners considers necessary are arranging sentences in to paragraph (79%), taking note (74%), dictation (71%), making compositions (73%).

The writing activities that get low percentage responds from the learners are giving punctuation (27%), writing a report (42%) and writing personal letter (43%). It indicates that based on learners' point of view, those three activities are not needed. Again, it does not mean that it will be completely skipped from the learning activities lists because if the activities are needed to support learners' study, the teachers still need to apply them in the class, but if possible teachers should find another activity that is more interesting and motivated the learners.

Table 3. Summary of necessary and unnecessary items of learners' needs in writing activities

Item no	Writing Activities	Necessary	Unnecessary
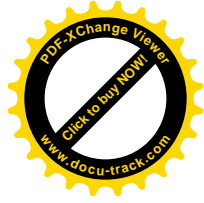
17	Arranging words in to sentences	91%	9%
18	Arranging sentences in to paragraph	79%	21%
19	Giving a text punctuation	27%	73%
20	Dictation	71%	29%
21	Writing summary of a text	83%	17%
22	Taking a note	74%	26%
23	Writing job application	90%	10%
24	Writing a report	42%	58%
25	Making a composition (narrative, personal story, procedure etc)	73%	27%
26	Writing letters	43%	57%

For listening and speaking activities, the highest respond is to have discussion (91%). It can be interpreted that the learners seem to see that discussion and describing things, people or event is important to increase their listening and speaking ability. The second highest respond is singing activity to learn pronunciation (84%). It is matched with learners' respond to the learning material which proves that song has high percentage. As stated before, it can be assumed that learners need fun environment to learn English. Role play (68%), listening to the song (66%), and telling story (58%) also get high percentage respond from *Kejar Paket C* learners. Again, the three activities are fun activities,. Thus, it strengthens the
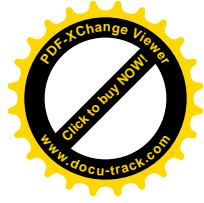
previous findings which show that the learners enjoy fun learning atmosphere.

The activities that get low percentage respond from the learners are free conversation with friends (46%) and speech (39%). Based on the writer's observation, during listening and speaking activity most of the learners are often reluctant to speak in front of their friends and tend to speak Bahasa even though in contrast few of them are eager to speak and make mistake. As stated by Ur that learners who have the same mother tongue tend to use it because the learners often feel unnatural to speak foreign language[52]. Nevertheless, these findings (conversation with the friends and speech) say the opposite of the data which proves that presentation is one of the learners need in learning English (82%). So, it can be concluded that learners consider presentation is more important than conversation with friends and speech.

The data also shows that the learners seem to think that listening news from television or radio is not really important (30%). It is maybe because they seldom watch or listen to the news. Even though most of the learners like to have fun activity, most of them do not expect to have game as one of listening and speaking activities (74%). Again, from the writer's observation, learners seem to see that games are quite childish for them.

Table 4. Summary of necessary and unnecessary items in learners' needs in listening and speaking activities
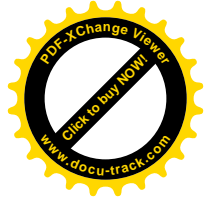
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[52] Penny Ur, *A Course in Language Teaching: Practical and Theory*, 124.

Item no	Listening and Speaking Activities	Necessary	Unnecessary
27	Singing to learn pronunciation	84%	16%
28	Listening to the song	66%	34%
29	Listening news from television or radio	30%	70%
30	Discussion	91%	9%
31	Presentation	82%	17%
32	Telling story	58%	42%
33	Role play (simulation)	68%	32%
34	Free conversation with friends	46%	54%
35	Game	26%	74%
36	Speech	39%	61%

From the data analysis that can be concluded that:

a) The range of *Kejar Paket C* learners' age varies from 16 to 32 years old. Their previous educational backgrounds are from *Kejar Paket B* program (29%), *SMP* (59%), and *MTS* (12%) and graduated since 1995 to 2011.

b) Most of the learners work in the afternoon as maid, paper boy, parking attendant, seller, shopkeeper, etc. Thus, they do not have enough time to review the lesson.

c) Only few learners come from middle and up class family. Generally, they learn in *PKBM* because they did not pass the National Final Examination or had some troubles in their formal school.

d) The main reason the learners study in PKBM is to get certificate (84%) to continue their study or get better job.

e) The English learning materials they expect to have most are articles from English handbook (93%), internet (79%) and English magazine (71%).

f) Most of the students like to have fun learning activities such as; singing, reading story, and role play but they do not expect to have games as the learning activities because they seem to see that games is quite childish for them.

g) Reading story (91%), reading note (90%) and finding difficult words in a text (88%) are reading learning activities that they need to have in the class.

h) For writing, the activities that they consider important are arranging words into sentences (91%), writing job application (90%) and writing summary of a text (83%).

For speaking and listening activities, they expect to have discussion (91%), singing activity to learn pronunciation (84%) and presentation (82%).