

## Conference Paper

# Cadets' Perceptions on the Teaching Methods and Their Influence on Cadets' Language Learning Process: A Study on the Co-curricular English Class of PIP Semarang

Latifa Ika Sari and Ria Hermina Sari

Politeknik Ilmu Pelayaran Semarang

## Abstract

Cadets' perception is very important in teaching and learning process. Cadets who perceive the teaching methods used by their teachers positively are more likely to achieve better results. This study aims to investigate cadets' perceptions on teaching methods used by English teachers in the Co-curricular English class and how they influence cadets' language learning process especially on the aspect of language improvement, motivation, self-confidence and attitude. As many as 200 questionnaires were distributed randomly to the first-year cadets of PIP Semarang and 10 of the cadets were involved for the interview. The study found that 79.2% cadets have positive perception towards the teaching methods used by English teachers, while the rest (20,8%) have negative perception. This study also revealed that cadets perceive their class more positively if the teachers use interesting method such as games and challenge. It is expected that the result of this study can become an evaluation to improve teaching and learning process ahead.

Corresponding Author:

Latifa Ika Sari

latifa.ika@gmail.com

Received: 20 July 2019

Accepted: 22 August 2019

Published: 29 August 2019

Publishing services provided by  
Knowledge E

© Latifa Ika Sari and Ria

Hermina Sari. This article is  
distributed under the terms of  
the [Creative Commons](#)[Attribution License](#), which  
permits unrestricted use and  
redistribution provided that the  
original author and source are  
credited.Selection and Peer-review under  
the responsibility of the ICTSD  
2018 Conference Committee.

**Keywords:** perceptions, teaching method, language improvement, motivation, self-confidence, attitude

## 1. Introduction

In the era of globalization and technology advancement, English becomes a very important and outstanding language. English is considered as a global language because it develops a special role that is recognized in every country (Crystal, 2003). As we know today, English is widely used in many aspects of human's life. We can see English in newspapers, magazines, advertisements, television programs, office manuals, machinery instructions, social networking sites, and in many other places.

Considering the importance of English, it is crucial that every education institution provide a qualified English language teaching to all students. Politeknik Ilmu Pelayaran (PIP) Semarang is one of Maritime Education and Training institution which produce

 OPEN ACCESS

seafarers and logistic officers in which English language ability is highly needed by the graduates to be able to perform their duties well. Therefore, it is necessary to provide cadets of PIP Semarang with adequate knowledge and skill of English language to prepare them in facing the work industry. One of the way is to make sure that teaching methods used by English teachers are appropriate with the syllabus and suitable with students' need and interest.

The significant role of teachers in language learning has been acknowledged by the world. A Teacher is considered as a key element that influences the process of teaching and learning in the EFL classroom. Several researchers have investigated teachers' roles in the classroom. Ibrahim (2016) in his study about classroom management found that teachers can facilitate a perfect learning environment where students have opportunities to express themselves and to be able to make use of learning activities. Teachers' variation during teaching can also facilitates students' learning and lead to classroom control. In line with Ibrahim's study, Han (2014) found out that students have high expectation towards the teacher. Students expect that their teacher can become a guide, facilitator, assessor, psychological coordinator, peer co-operator, source of information, as well as a learner and researcher. Students' expectation and perceptions then can develop their learning autonomy which is very crucial in language learning. Thus, students' perception towards their teacher's method of teaching is very crucial.

Other researchers have conducted research related to students' perception. Ampadu (2012) in his study about students' perception found that students' learning is highly influenced by what the teacher does and what he/she doesn't do because he/she is the person who controls students' learning experiences. Further, he recommends that students' evaluation of their teachers' teaching should be considered in evaluating the effectiveness of teachers' teaching. Dauda, Jambo and Umar's study in Mathematic class (2016) indicated that the teachers' qualification, teaching methods and instructional materials were highly perceived by students as important determinants of their success in learning.

The studies conducted by the previous researchers give the writers idea of investigating cadets' perceptions on the teaching methods and their influence on cadets' language learning process in PIP Semarang, particularly in English co-curricular class. The research questions which guide this study are (1) What are cadets' perceptions on teaching methods used by English teachers in the Co-curricular English class?; 2) How cadets' perceptions influence their language learning process?

## 2. Literature Review

### 2.1. Cadets' Perception

Perception has become a popular terminology that many experts provide various definitions. Démuth (2013) stated that perception is a process of acquiring and processing of information. According to the direction of information flow, it can be divided into two basic groups: First, the bottom-up process, in which information starts at the lowest sensory level and then gradually move to more complex processes which take place in higher structures which are responsible for more global and abstract ways of thinking. Second, the top-down process in which when processing sensory stimulus, one starts by 'feeling' sensory data on receptors but the processing of information involves a downward influence of higher cognitive contents which organize and later determine them.

Al-Said (2015) quoted Oxford Dictionary mentioned that perception is the tendency of individual that requires acceptance or rejection response towards different subject. It is a psychological state that carries a positive or negative tendency. Dauda, Jambo and Umar (2016) stated that perception is the way people judge others with whom they are in contact. A person's judgement will determine how he/she thinks, feels and behaves. Further, they elaborated that students' perception of their teacher has great influence towards their attitude in learning. From those definitions, it can be concluded that cadets' perception is a process of acquiring and processing information which involves cadets' individual psychological judgement (positive or negative) towards something. Perception at the end will influence cadets' attitude towards English language learning.

### 2.2. English Language Teaching Methods

Ganyaupfu (2013) in his research article mentioned that teaching is a continuous process which aims to produce desirable changes in learner by using appropriate methods. A teaching method is considered effective if it suits students' need since every student has individual perceptions. In accordance with Ganyaupfu, Yükselir (2017) stated that when considering methods regarding language teaching, it is important to consider the needs of learners. He quoted Devlin and Samarawicklevra (2010) that 'the quality of higher education teaching and learning is related to the shared understandings of teaching, which requires incorporating skills and teaching activities with a wide range of multiple contexts'. He then added that teaching in a higher education context will be more effective if it is more learner-centered, more collaborative and more technologically

driven. Moreover, Ökmen and Kılıç (2016) stated that there have been many teaching and learning methods developed and implemented. However, we cannot claim that there is one single effective method that works for all class situations. Therefore, it is necessary for teachers to understand the basic rules, limits, limitations, usage, and characteristics of the selected methods. Ökmen and Kılıç then quoted from Murcia (2013) that language teaching methodology is differentiated between two types of approach. The first approach focuses on using a language (i.e., speaking and understanding), the second approach focuses on analyzing a language (i.e., learning the grammatical rules). They also mentioned Gunes (2011) opinion in their article.

*The knowledge of language rules was taught instead of teaching using language skills. This usage and opinion started to change through the 1950s. Instead of giving knowledge about language, usage of language in daily life and communication became important. Nowadays it is common idea "Language is a social interaction tool" (Gunes, 2011).*

According to Deelip, Faruk and Gadilohar (2016), English language teaching has undergone great changes over the years. In earlier days, students were burdened with various studying, lectures materials, prescribed texts, etc. Hackathorn, Solomon and Blankmeyer (2011) also stated that traditionally, college lectures involved teachers verbally explaining the material to students, while the students passively receiving and recording it into their memory. However, the modern trend of English language teaching is more student-centered. Collaborative learning and interactive approach are widely used and there are significant and complex student-teacher interactions inside and outside the classroom.

Anil (2017) stated that motivation and self-confidence are personality traits which can help students in learning language successfully. Self-confidence and motivation will boost students' process of learning a language. Therefore, it is important that teachers use teaching methods that can enhance students' motivation and self-confidence in order to support their process of learning.

### 3. Methods

#### 3.1. Research Design

This study employed mix-method design by using questionnaire and interview to investigate cadets' perceptions on the teaching methods and their influence on cadets' language learning process. The setting of the research was on co-curricular English

class of PIP Semarang which is usually held after the main class schedule. The co-curricular English class was conducted twice in a week and spent 100 minutes for each meeting.

### **3.2. Population and Sample**

The population of this study was the first-year cadets of PIP Semarang majoring in Nautical Study, Marine Engineering Study and Port and Shipping Management Study which consist of 372 cadets all together. All cadets have joined the co-curricular English class for two semesters. 200 cadets were randomly selected (regardless their gender) to be given questionnaire and 10 of them were asked to join an in-depth interview with the researchers.

### **3.3. Data Collection**

The researcher distributed 200 questionnaires, however only 192 questionnaires were completed and were able to be analyzed. The questionnaire consists of 20 statements related to cadets' perception on teaching methods used by their teachers, including the learning improvement, motivation, self-confidence and attitude. Interview was used as additional instrument to generate deeper information about the influence of the teaching methods on cadets' language learning process. The interview was recorded and transcribed. Both the questionnaire and interview were in Bahasa Indonesia and translated into English to suit the format of this research report.

## **4. Results and Discussions**

The findings are presented in two sections. First, cadets' general perception towards the teaching methods used by their English teachers in Co-Curricular English Class. Second, cadets' perceptions on the aspect of learning improvement, motivation, self-confidence and attitude.

### **4.1. Cadets' General Perception**

In determining the category of positive and negative perception, the researchers calculate the overall score of cadets. For items that are answered by 'strongly agree' cadets will get score 4; for items that are answered by 'agree' cadets will get score 3; for items

that are answered by 'disagree' cadets will get score 2; and for items that are answered by 'strongly disagree' cadets will get score 1.

After calculating the overall score, the researchers then categorize all cadets into 2 categories: positive perception and negative perception. Cadets who answer 'disagree' on 25% out of all 20 items are considered to have negative perception. Thus, the range of the categorization is described as follow: score 20 – 55 is considered as having negative perception and score 56 – 80 is considered as having positive perception.

After doing calculation and categorization, the researchers found that the majority of cadets (79.2%) have positive perception towards the teaching methods used by their English teachers in Co-Curricular English Class.

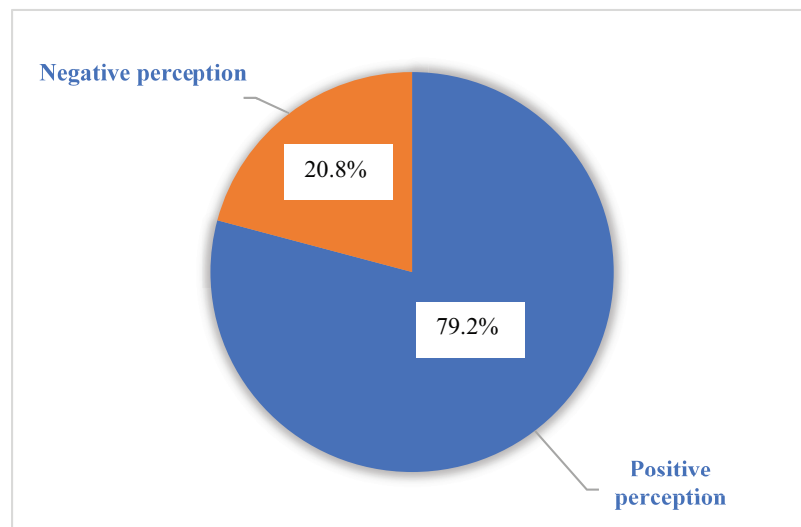


Figure 1: Cadets' General Perception.

#### 4.2. Cadets' Perceptions on the Aspect of Learning Improvement, Motivation, Self-confidence and Attitude

Table 1 below demonstrates to what extent cadets perceive that teaching methods used by their teachers can facilitate their language learning improvement. In general, it can be seen that the majority of cadets perceived that the teaching methods used by their English teacher can facilitate their language learning improvement. 98.5% of cadets (the aggregated result of 'agree' and 'strongly agree') agreed that the teaching methods used by their teacher are appropriate with the topic of teaching materials. 93.2% of cadets believed that the teaching methods can improve their English skills. 90.1% of cadets confirmed that their learning difficulties were solved by the teaching methods.

TABLE 1: Cadets' Perception that the teaching methods can facilitate their learning improvement.

No	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean
1.	The teaching methods used by my teacher are appropriate with the topic of teaching materials	18.8	79.7	1.0	0.5	3.17
2.	The teaching methods used by my teacher can improve my English skills	18.2	75.0	6.3	0.5	3.11
3.	The teaching methods used by my teacher can help me to solve my learning difficulties	13.5	76.6	9.4	0.5	3.03
4.	I can learn English easier because of the teaching methods used by my teacher	14.1	71.4	14.6	0.0	2.99
5.	I can practice my English skills through the teaching methods used by my teacher	15.6	72.9	11.5	0,0	3.04

The learning improvement is also stated by some of cadets during the interview. Here are some examples:

*Yes, there is [learning improvement]. At the beginning I don't know some terminology of Maritime English. But after joined the class, I learned about windlass, portside, starboard side, astern, etc. – Cadet 3*

*From semester 1, I learned introduction. Then I learn grammar such as simple present tense, present continuous tense, simple past tense. Then...I learned [asking and giving] direction, how to give speech in front of the audience, telephoning. Then...writing letter, email, and grammar about preposition, perfect tense and future.– Cadet 5*

*Yes, [there is] improvement in Maritime English. – Cadet 8*

However, there were 14.6% of cadets who thought that the teaching methods could not make their English learning become easier. And there were 11.5% cadets who perceived that they could not practice their English skills. The reason why cadets perceived that way is because some teachers use Indonesian as their mother tongue most of the time.

*To be honest, if I compare this class with the previous one, the teacher can improve my vocabulary, but he cannot push me to speak English more actively. In my opinion, it is because he uses Indonesian language more often than English. He explains [the materials] using Indonesian. – Cadet 2*

Correspondingly, Table 2 below demonstrates to what extent cadets perceive that teaching methods used by their teachers can enhance their motivation in learning

English. In general, it can be seen that the majority of cadets perceived that the teaching methods used by their English teacher can enhance their motivation in learning English. 90.6% of cadets agreed that the teaching methods used by their teacher can motivate them to communicate using English. 91.1% of cadets have high motivation to practice the materials and 90.6% cadets felt that their curiosity towards English materials is improved.

TABLE 2: Cadets' Perception that the teaching methods can enhance their learning motivation.

No	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean
1.	The teaching methods used by my teacher can motivate me to learn English independently	17.2	64.1	18.2	0.5	2.98
2.	The teaching methods used by my teacher can motivate me to communicate using English	18.8	71.9	8.3	1.0	3.08
3.	I have high motivation to practice English materials that have been taught	24.0	67.2	8.9	0.0	3.15
4.	The teaching methods used by my teacher can improve my curiosity towards English	18.8	71.9	9.4	0.0	3.09
5.	The teaching methods used by my teacher can improve my participation in the classroom	10.4	78.6	10.9	0.0	2.99

From the interview, it is found that cadets' motivation in the classroom is enhance because the teacher gives challenge and reward if they can win the challenge. That kind of activity is perceived as a fun way of learning by cadets. It makes them not easily get bored in the classroom. Here are some examples of the interview excerpts:

*My teacher on the first semester gave motivation to us that he will give reward to the cadets who get good score. The teacher bought us some food. So everybody had high spirit to get the best score. – Cadet 8*

*In Miss Arni's class, I had a competition with Wazir. The one who win the competition will get a reward. Even though I lost from Wazir, the competition gave me motivation for learning. – Cadet 9*

*Yes, [there is] motivation to learn [English] constantly, so I can speak more fluently. – Cadet 6*

*Yes, [I] often [have conversation] with my roommate [in dormitory]. [Because of the afternoon English class] my friends are motivated to learn English too. – Cadet 10*



However, there are 18.7% of cadets perceived that the teaching methods used by their teacher cannot motivate them to learn English independently. Some cadets said that they did not have environment that support their English practice. After the English class, they came back to dormitory where the language used mostly Indonesian and Javanese.

*It's different, here most people use Javanese [Bahasa Jawa]. In PIP, a lot [cadets] cannot speak English, [it's] not because [the cadets are] not talented, [it's] because [they] don't want to. The culture must be changed! – Cadet 7*

*Yes, sometimes [I want to practice my English], but [there is] no media [friends to speak with]. – Cadet 6*

Moreover, in relation with the self-confidence in learning English, Table 3 below describes to what extent cadets perceive that teaching methods used by their teachers can enhance their self-confidence in learning English. In general, it can be seen that the majority of cadets perceived that the teaching methods used by their English teacher can improve their self confidence in learning English.

TABLE 3: Cadets' Perception that the teaching methods can enhance their self-confidence in learning.

No	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean
1.	The teaching methods used by my teacher can enhance my self-confidence in communicating using English	18.2	65.6	16.1	0.0	3.02
2.	I feel confident when my teacher asks me to perform in front of the class	13.5	67.7	18.8	0.0	2.95
3.	The teaching methods used by my teacher make me believe that I can finish my assignment related to English	8.9	74.0	16.7	0.5	2.91
4.	The teaching methods used by my teacher make me not afraid of asking or giving opinion during the class	13.0	73.4	13.5	0.0	2.99
5.	I feel confident to actively participate in all activities in English classroom	14.6	72.9	12.5	0.0	3.02

Here are some examples of the interview excerpts:

*The English Class gave benefits to my English. Because after studying here, I felt that my English has been improved. Even though my speaking is just so-so and not too fluent, but I still tried to speak. – Cadet 5*

*When I was on the first semester, I was asked to introduce myself. I was thinking that it was one of the way to practice to perform in front of the*

*class. At least in front of my friends I could show my ability. If I make mistake, the teacher will help me to correct it. – Cadet 4*

*[I] still feel some difficulty [to speak English], but [I'm] not shy [to speak English]. – Cadet 8*

The percentage of the positive perception, however, is only around 81 – 87 %. This is the lowest aspect compared to others. The findings indicate that teachers need to give attention on how to improve cadets’ self-confidence to communicate using English language.

Furthermore, regarding the cadets’ attitude towards English language learning, Table 4 below shows the responses of questions whether cadets perceive that teaching methods used by English teachers enhance their attitude towards English language learning.

TABLE 4: Cadets’ Perception that the teaching methods can enhance their attitude in learning.

No	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean
1.	The teaching methods used by my teacher attract my interest in learning English	23.4	67.7	8.3	0.5	3.14
2.	I feel happy when learning English because of the teaching methods used by my teacher	26.0	62.0	12.0	0.0	3.14
3.	The teaching methods used by my teacher support me to learn English actively	19.3	63.5	16.1	1.0	3.01
4.	The teaching methods used by my teacher make me feel that English is easy	17.2	67.2	15.1	0.5	3.01
5.	I always wait for English lesson because I like the methods used by my teacher	23.4	61.5	14.1	1.0	3.07

Generally, it can be seen that most of the cadets (83 – 91 %) perceived that the methods applied in the afternoon co-curricular English class enhance their attitude in learning English. They found that the class was interesting, fun and un-stressful. The methods carried out by the teachers made the cadets felt comfortable in learning English, so that they can understand English easily. Here are some examples of the interview excerpts:

*At first, we have the jokes, then [we] continue to the lesson. [It's] to make us not stressful, because there were seniors. [The teacher is] still young, so [he's] funny, [we] feel comfortable. – Cadet 3*

*Interesting, [we are] happier in the afternoon English class, because we can use English more often. [There's] game, exciting, not only learning the same things [over and over again]. [We do] not feel sleepy or bored. – Cadet 6*

*[We are] not only active, but aggressive [in answering the questions]. [It's] exciting, never get bored.. – Cadet 1*

*The way [of teaching] is different with the lecturers here. [The teacher is] more friendly and able to control the classroom. Here [morning class] is stricter, like in military, so we don't feel comfortable in learning. The teacher [of afternoon English class] brings the lesson in an easy way, so we understand [easily]. – Cadet 8*

*The class is exciting...because living in PIP, [there are] many activities, drum-band sometimes, [it's] tiring. We as a cadet, prefer to learn [English]. – Cadet 9*

The cadets' positive attitude towards learning English language is more likely influenced by the methods used by the teachers during the learning process. The teachers applied different methods (i.e. learning by movies, game, presentation, discussion, etc.) in the classroom that made the cadets feel comfortable, so they didn't feel afraid to participate actively in the class.

## 5. Conclusion

This study, which is also a work in progress, has shown that after attending the co-curricular English class, the cadets were able to give both positive and negative feedbacks towards to what extent the teaching methods applied in the co-curricular English class influenced the cadets' language learning process.

Most of the cadets perceived that the teaching methods gave a positive feedback in the aspects of learning improvement, motivation, self-confidence and attitude, particularly in learning improvement and attitude. It was most likely due to the teachers have made use of different interesting methods (i.e. visual learning with movies, game, challenge, group presentation, interactive discussion, etc.) during the learning process that made the cadets enjoy the class, so that the cadets found easier to learn English.

In addition, this study also revealed that the method used in the learning process was still unable to greatly motivate the cadets to learn English independently (for example, in dormitory). Although, it was mainly because of the environment which did not support the cadets to practice their English daily, i.e. most of the cadets in PIP preferred to speak Javanese instead of English, it is necessary to find an appropriate solution towards this issue.

In relation with the cadets' self-confidence, the study showed that there were numbers of cadets (18,8 %) who still felt less confident when they were asked to perform in front of the class. This issue more or less was influenced by the lack of English proficiency of the cadets themselves, so that they felt nervous if they were asked to speak in front of others. Thus, it is crucial to find suitable teaching methods that can improve the cadets' self-confidence when speaking in front of others.

## References

- [1] Al-Said, Khaleel M. (2015). Students' Perceptions of Edmodo and Mobile Learning and their Real Barriers towards them. *TOJET: The Turkish Online Journal of Educational Technology*, 14 (2), 167-180.
- [2] Ampadu, Ernest. (2012). Students' Perceptions of their Teachers' Teaching of Mathematics: The Case of Ghana. *International Online Journal of Educational Sciences*, 4 (2), 351-358.
- [3] Anil, Beena. (2017). Applying Innovative Teaching Methods in a Second Language Classroom. *International Journal of Research in English Education*, 1-9. DOI: 10.18869/acadpub.ijree.2.2.1.
- [4] Crystal, David. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.
- [5] Dauda, Bala., Jambo, Hyelni Emmanuel., Umar, Muhammad Amin. (2016). Students' Perception of Factors Influencing Teaching and Learning of Mathematics in Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria. *Journal of Education and Practice*, 7 (20), 114-122.
- [6] Deelip, Kamalja Mahesh., Faruk, Khatik Salman., Gadilohar, Hitesh Tarachand. (2016). Modern Approaches and Methods in Teaching English Language. *International Journal of Research & Innovation*, 2 (3), 6-13.
- [7] Démuth, Andrej. (2013). *Perception Theories*. Kraków: Trnavská univerzita
- [8] Ganyaupfu, Elvis Munyaradzi. (2013). Teaching Methods and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*, 2 (9), 29-35.
- [9] Hackathorn, Jane., Solomon, Erin D., Blankmeyer, Kate L. (2011). Learning by Doing: An Empirical Study of Active Teaching Techniques. *The Journal of Effective Teaching*, 11 (2), 40-54.
- [10] Han, Ligang. (2014). Teacher's Role in Developing Learner Autonomy: A Literature Review. *International Journal of English Language Teaching*, 1 (2), 21-27.

- [11] Ibrahim, Mohammed Hassan Abdel Rahman. (2016). Classroom Management: The Effectiveness of Teacher's Roles. *Education and Linguistics Research*, 2 (1), 69-84.
- [12] Intarapanich, Chutima. (2013). Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR. *Procedia-Social and Behavioral Sciences*, 88, 306-311.
- [13] Ökmen, Burcu., Kılıç, Abdurrahman. (2016). The Effect of Language Teaching Methods on Academic Success in Turkey. *Journal of Education and Training Studies*, 4 (10), 193-199.
- [14] Yükselir, Ceyhun. (2017). Understanding ELT Academics' Teaching Methods in the United States: A Qualitative Study. *Journal of the Faculty of Education*, 18 (3), 325-333. DOI: 10.17679/inuefd.344836.