



Students' Perception of the English Teaching and Learning Process in ITB AAS Indonesia During the 2022/2023 Academic Year

Tira Nur Fitria^{1*} 

¹Institut Teknologi Bisnis AAS Indonesia

ARTICLE INFO

Article history:

Received March 30, 2024

Revised June 10, 2024

Accepted June 18, 2024

Available online June 19, 2024

Kata Kunci :

persepsi siswa, proses belajar mengajar, kuliah bahasa Inggris

Keywords:

students' perception, teaching and learning process, English course



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2024 by Author. Published by Universitas Internasional Batam

ABSTRAK

Penelitian ini mendeskripsikan persepsi mahasiswa terhadap proses belajar mengajar bahasa Inggris di ITB AAS Indonesia pada tahun ajaran 2022/2023 melalui penelitian deskriptif kualitatif. Analisis menunjukkan bahwa dosen Bahasa Inggris bertanggung jawab menyampaikan silabus dan materi pembelajaran bahasa Inggris selama satu semester, menyampaikan kontrak pembelajaran, dan mendistribusikan buku/modul. Mereka juga mengajar bahasa Inggris menggunakan metode offline dan online, menggunakan platform e-learning institusi seperti Zoom dengan Live YouTube. Mereka memberikan materi pembelajaran setiap Minggu, mendiskusikannya dengan siswa, dan memberikan rangkuman/kesimpulan, penilaian, refleksi, umpan balik, dan tindak lanjut pada pertemuan terakhir. Dalam evaluasi ELT, dosen memberikan tugas bahasa Inggris, memberikan kelonggaran pengumpulan tugas, melaksanakan ujian tengah semester dan ujian akhir semester, memberikan kesempatan ujian lanjutan bahasa Inggris, dan menjelaskan nilai mata kuliah. Perencanaan, pelaksanaan, dan evaluasi ini sangat penting untuk meningkatkan kualitas pendidik, peserta didik, dan lembaga pendidikan. Dalam perencanaan, terlihat persepsi positif di kalangan mahasiswa mengenai penyelenggaraan dan fasilitasi proses belajar mengajar bahasa Inggris di awal semester. Dalam implementasinya, menunjukkan adanya dukungan yang kuat dari mahasiswa mengenai aspek proses belajar mengajar bahasa Inggris di ITB AAS Indonesia. Sedangkan pada evaluasinya menunjukkan adanya persepsi positif di kalangan mahasiswa mengenai penyelenggaraan dan penyelenggaraan penilaian dan tugas dalam proses belajar mengajar bahasa Inggris di ITB AAS Indonesia.

ABSTRACT

The study describes students' perceptions of the English teaching and learning process at ITB AAS Indonesia during the 2022/2023 academic year through descriptive qualitative research. The analysis reveals that English lecturers are responsible for delivering the syllabus and material for a semester of English learning, conveying the learning contract, and distributing books/modules. They also teach English using both offline and online methods, using institutional e-learning platforms like Zoom with Live YouTube. They provide learning materials weekly, discuss them with students, and provide summary/conclusion, assessment, reflection, feedback, and follow-up at the last meeting. In the ELT evaluation, lecturers provide English tasks, provide leeway for assignment collection, conduct mid-semester and final semester exams, offer opportunities for English follow-up exams, and explain the course value. These planning, implementation, and evaluation are crucial for improving the quality of educators, students, and educational institutions. In planning, it shows generally positive perception among students regarding the organization and facilitation of the English teaching and learning process at the beginning of the semester. In the implementation, it indicates a strong endorsement from students regarding various aspects of the English teaching and learning process at ITB AAS Indonesia. While in the evaluation, it indicates a positive perception among students regarding the organization and administration of assessments and tasks within the English teaching and learning process at ITB AAS Indonesia.

*Corresponding author.

E-mail addresses: tiranurfitria@gmail.com (Tira Nur Fitria)

1. INTRODUCTION

Learning is a desired change in behavior that is relatively stable over time and devoid of adverse effects. Communication is an inherent requirement for the process of learning: the learner must be exposed to a message from a sender and for the message to be transmitted to the learner via a medium (Ledford & Sleeman, 2002). Learning is a dynamic process involving a sequence of exchanges between teachers and learners, predicated on reciprocal connections that transpire within educational contexts, all to attain learning objectives. At its core, learning is a communication process between students and teachers, as well as among students themselves, that facilitates attitude change. Throughout the educational journey, both teachers and learners collaborate to actively participate in the achievement of designated learning goals (Fitria, 2022a). This indicates that the learning process occurs not only through the transmission of knowledge from teachers to learners, which would imply that learners are merely recipients of information but also through student-to-student and student-to-teacher interactions.

Of course, teaching and learning activities are a system made up of various parts. Among the elements that make up the learning process are: (a) objectives are crucial parts of the learning system. Everything is dependent on the objectives to be met. (b) The second part of the learning system consists of content lessons. The topic matter is the central component of the learning process in some contexts. (c) One element that also plays a crucial role is the method. This element plays a major role in determining the success of goal achievement. (d) Media are instructional resources—either with or without hardware—that are utilized to give pupils information. (e) An approach to evaluating a procedure and its output is evaluation. (Simonson et al., 2019) stated that the environment—which includes technology—teachers, students, content, technique, and materials are all essential elements of a successful learning system. The way these elements come together to form a learning environment is what makes it possible for students to learn. While, according to (Aggarwal, 2009), performance evaluation, instructional processes, entering behavior, and instructional goals are all parts of the teaching and learning process.

As a part of the learning process, it can be said that students also is one of the important parts. This is because the core of the process of formal education is teaching. While the core of the teaching process is student learning. Students are the determining element in the process of learning. Without students, there will be no teaching process. Since it is the students who need teaching, the teacher is only trying to fulfill the needs of students. The teacher plays a crucial role in elucidating, demonstrating, and fostering an environment that promotes introspective dialogue (Haukås et al., 2018). So students are components that are important in the relationship of the learning process. Students can give comments or opinions that are very valuable to improve the quality of the teaching and learning process which can later improve student learning outcomes.

An educator (teacher and lecturer) can predict with a better perception of the students for the next lesson because the teacher already knows in advance the perceptions that have been owned by students from the previous lesson (Slameto, 2015). The most significant aspect is the teacher or lecturer. To get good outcomes, a teacher or lecturer must possess certain attributes. As a result, the teacher/lecturer must be competent in carrying out their responsibilities (Fitria, 2021). Competence is one of the most crucial teacher/lecturer qualities; if a teacher lacks this competency, he will be unable to carry out his responsibilities. This is consistent with the implicit competence message, which emphasizes professionalism and self-skill. However, if someone (an educator) does not have competency in their subject, it will not provide ideal results. This shows the importance of student responses to the learning process so that they become suggestions for teachers to carry out the learning process that can achieve the goals of learning.

Perception is the result of an adaptive reaction to a stimulus. A highly complex stimulus is received by an individual; upon entering the brain, the stimulus is interpreted, given meaning, and subsequently interpreted through a further complex process; finally, perception is generated. Close relation in this research is perception or responses given by students as a result of stimulation or stimulus that has been previously given by the teacher/lecturer in the teaching and learning process. For this reason, students' perceptions of the learning process are needed, so that the learning process can be well conceptualized, thus, a teacher is required to be able to formulate and formulate goals for learning clearly and decisively.

Goals in the teaching and learning process are the first component that must be determined in process activities teaching and learning that serve as an indicator of teaching success. The material or content of the lesson is the content of the teaching objectives to be achieved. The material is available and formulated into one package in such a way that the process of teaching and learning activities can support the achievement of goals (Fitria, 2022b). Methods and tools are bridges or media to achieve goals and learning to be achieved. The assessment tool is used to find out whether the goal can be achieved or not,

because a process of learning activities teaching without ending with an assessment will not be able to measure success or whether or not an activity process.

There are several previous research related to this research. First, (Rosit, 2009) states that students' perceptions of learning by mathematics teachers were good. Meanwhile, the student's perception of facilities and infrastructure was of good value, and the perception of the reference book used. It showed that students' perceptions of learning at the International Standard School Pioneer (RSBI) are good, but there is still a need for consistent teacher enthusiasm in teaching and maintaining facilities and infrastructure as well as maximum book references. Second, (Permana et al., 2013) stated that sociology students in class XI MA Al-Qomar Mempawah had a positive view or response to the learning process. The perspective of teachers, media, techniques, and evaluation into the classification may be observed from each component of learning. Third, (Selviana et al., 2014) stated that in the subject content, the accounting teacher does an excellent job. The technique of accounting used is already fine. In media, the accounting is handled by the teacher is sufficient. Teachers' evaluations of student learning are also well-accounted too. To meet students' expectations for the delivery of learning objectives, accounting teachers needed to perform at their best. Third, (Gultom et al., 2015) stated that the biology practical work's concept, execution, evaluation, and advanced stage met students' expectations. Biology practical work is affected by implementation time, laboratory support, equipment completeness, teacher competence and comprehension, student quantity, intellect, and biology laboratory availability. It revealed that students' biology practical work perspectives are sufficient. Fourth, (Kamariah, et al., 2016) stated that teachers stated the purpose of learning, provided subject-related explanations, utilized instructional media, employed a variety of teaching methods, and conducted evaluations frequently to determine learning outcomes, according to student feedback. Fifth, (Mashuri, 2017) states that the student's perceptions of the learning process at SMA Muhammadiyah Kediri were included in the "good" category. It can be said that students' perceptions of physical education teacher learning are good. Sixth, (Kristianto et al., 2018) stated that the students' perceptions of teaching practice are related to four sub-variables. Teaching planning shows very good on average (82.20 %), classroom management shows very good on average (83.25 %), teaching method shows very good on average (84.07 %), and evaluation shows very good on average (97.20 %). It shows students' teaching practice in SMK Negeri 1 Padang reveals that students' perceptions are extremely good on average (83 %). Seventh, (Melyza & Aguss, 2021) state that SMA Negeri 1 Padang Cermin on student impressions of the process of implementing sports and health physical education learning during the COVID-19 pandemic is "Medium" (56.81 %). 42.04 % of the early criteria fall into the "Medium". Eight, (Halimahturrafiah et al., 2021) stated that 1) with an average score of 3.51, students believe that teachers at SMK Al-Inayah Tebo Jambi have done a decent job implementing the preliminary stage of learning activities. 2) At SMK Al-Inayah Tebo Jambi, students' opinions of the teachers' execution of the core stage are generally positive (average score: 3.30, 3). With an average score of 3.42, students' opinions of how well teachers at SMK Al-Inayah Tebo Jambi implemented the closing stage are rated as being fairly well. Ninth, (Marnia et al., 2021) stated that students' perceptions about the management of learning by the tutors in the District Learning Activity Center Padang Pariaman are: 1) learning planning has a good category with an achievement level of 78.4%, 2) learning implementation in a good category with an achievement rate of 84.6%, 3) learning evaluation in a good category with an achievement level of 87.8%, 4) overall student perceptions of Learning Management is included in the good category with an achievement rate of 79.4%. It was shown that the arrangements in the learning process carried out had gone well in the planning, implementation and evaluation. Tenth, (Fitriana et al., 2022) stated that 1) the geography learning process at the Dolan School homeschool consists of planning, implementing and evaluating mostly related to content standards; (2) students' perceptions of Geography learning at the Dolan School homeschool have positive perceptions of Geography learning.

The gap or novelty in the proposed research "The study describes students' perceptions of the English teaching and learning process at ITB AAS Indonesia during the 2022/2023 academic year" can be identified through a comparative analysis of previous studies. While several previous research works have examined students' perceptions of the teaching and learning process across various subjects and educational institutions, there appears to be a lack of specific focus on English language teaching and learning at ITB AAS Indonesia. Despite the wealth of literature exploring students' perceptions in other contexts, such as mathematics, sociology, accounting, biology, physical education, teaching practice, and learning management, there remains a gap in understanding how students perceive the English language teaching and learning process specifically at ITB AAS Indonesia.

Moreover, while some studies have investigated students' perceptions in Indonesian educational settings, they have primarily focused on different subjects or institutions, such as MA Al-Qomar Mempawah, SMA Muhammadiyah Kediri, SMK Negeri 1 Padang, SMK Al-Inayah Tebo Jambi, and Dolan School homeschool, rather than specifically addressing English language teaching and learning at ITB AAS

Indonesia. Therefore, the proposed research fills this gap by providing a comprehensive examination of students' perceptions of the English teaching and learning process at a specific institution during the specified academic year. This research contributes to the existing literature by offering insights into the unique challenges, opportunities, and dynamics of English language education at ITB AAS Indonesia, thereby enhancing our understanding of effective teaching and learning practices in this context.

From the previous studies above, all studies focus on the students' perceptions of the learning process. It is the same with this research. All previous studies have a different focus on the subject material such as Mathematics, Sociology, Accounting, Biology, Sports and Health Physical education, Geography, etc. However, the focus of the research is English subject. All previous studies take the setting of research in school (elementary and senior high school), while this research takes the setting of research in an institution (university). Based on the description above, researchers are interested in researching students' perceptions in the process of learning English at the institution, especially in ITB AAS Indonesia in the 2022/2023 academic year. With the limitation of research problems consisting of the main learning process, including planning, implementing, and evaluating learning in the 2022/2023 academic year. Therefore, the objective of this research is to know the students' perception of the teaching and learning process of English courses during one semester in ITB AAS Indonesia in the 2022/2023 academic year.

2. METHODS

Descriptive qualitative research is used in this study. Essentially, therefore, to arrive at various subjective accounts, qualitative researchers extract the co-created meanings they obtain from the data of their participants. Research often focuses on words, texts, and images rather than collecting statistical data (numbers). A qualitative researcher can utilize numbers to condense some of the main themes that participants and respondents produced (Hesse-Biber, 2016). As a result, the researcher will honestly and impartially summarise or convey information about students' perspectives and responses while they take English courses.

To gather data for this study, a questionnaire was utilized. In general, the questionnaire is more practical, efficient, and expedient (Khan, 2011). The questionnaire method involves the researcher developing a comprehensive survey that encompasses all pertinent inquiries regarding the subjects and concerns of the study under investigation. The questionnaire utilized is of the questionnaire variety. (Brace, 2008) states that this type consists of a respondent providing a limited number of predictable responses to a closed query. Closed questions are those that require only the binary response of "yes" or "no." This investigation involves a total of 115 participants, who are students enrolled in the first semester at ITB AAS Indonesia. The students are requested to complete the questionnaire provided in Google Forms; their answers are subsequently accessible in the Google Form Responses section. This research uses several steps to analyze data they are data reduction, data display, and conclusion (Miles et al., 2018). In this study, data reduction is done by collecting the required data and, after that selecting the data that can be used in the analysis. After the data is reduced, the next step is to display the data. Presentation of data can be done in the form of tables, pictures, graphs, etc. The third step is concluding.

3. FINDINGS AND DISCUSSION

Findings

This research is to know the students' perception of the teaching and learning process of English courses during the pandemic Covid-19 in ITB AAS Indonesia in the 2021/2022 academic year. The closed questionnaire is used to know the students' perceptions of the teaching and learning process of English courses including planning, implementation, and evaluation. The research findings can be seen below:

Planning

Activities to formulate objectives to be attained in a learning activity, methods to evaluate the attainment of these objectives, materials to be presented, strategies for delivering them, and preparation of instruments or media are all components of learning planning. Effective learning occurs when teachers can foresee and determine the actions that will be undertaken throughout the learning process through the use of learning planning.

Table 1. Planning of English Learning

No	Statements	Students' Response		
		Very Good	Good	Not Good

1.	The lecturer delivers the syllabus and the main material for learning English for one semester at the beginning of the meeting	58 (50.4 %)	57 (49.6 %)	0 (0 %)
2.	The lecturer conveys the learning contract of the English class at the beginning of the meeting	58 (50.4 %)	57 (49.6 %)	0 (0 %)
3.	The lecturer gives/distributes English learning books/modules for 1 semester at the beginning of the meeting	50 (43.5 %)	64 (55.7 %)	1 (0.9 %)

Based on table 2, shows that there are several plans in the English teaching and learning process. In the 1st statement, 58 students (50.4 %) stated “very good”, 57 students (49.6 %) stated “good”, then there was no student who stated “not good”. It shows that most of the students (50.4 %) stated that the English lecturers are very good at delivering the syllabus and the main material for learning English for one semester at the beginning of the meeting. In the 2nd statement, 58 students (50.4 %) stated “very good”, 57 students (49.6 %) stated “good”, then there was no student who stated “not good”. It shows that most of the students (50.4 %) stated that the English lecturers are good at conveying the learning contract of the English class at the beginning of the meeting. Then, in the 3rd statement, 50 students (43.5 %) stated “very good”, 64 students (55.7 %) stated “good”, and there was a student (0.9 %) who stated “not good”. It shows that most of the students (55.7 %) stated that the English lecturers are good at giving/distributing English learning books/modules for 1 semester at the beginning of the meeting.

Implementation

Learning implementation is a fundamental activity within the educational process, as it is anticipated that using this learning activity, behavioral changes in students will manifest as educational objectives. Furthermore, it is the aspiration of all stakeholders that every student attain optimal learning outcomes that align with their capabilities.

Table 2. Implementation of English Learning

No	Statements	Students' Response		
		Very Good	Good	Not Good
1.	Lecturers carry out English lectures according to the specified schedule (day and time)	56 (48.7 %)	59 (51.3 %)	0 (0 %)
2.	Lecturers use two languages (Indonesian and English) in English lectures	70 (60.9 %)	45 (39.1%)	0 (0 %)
3.	Lecturers deliver learning materials with interesting and fun teaching methods	51 (44.3 %)	64 (55.7 %)	0 (0 %)
4.	Lecturers teach to carry out English lectures carried out offline and online learning	58 (50.4 %)	56 (48.7 %)	1 (0.9 %)
5.	Lecturers teach English using institutional e-learning	35 (30.4 %)	76 (66.1 %)	4 (3.5 %)
6.	Lecturer teaching English by using video-conferencing such as Zoom	51 (44.3 %)	62 (53.9 %)	2 (1.7 %)
7.	Lecturers teach English by utilizing YouTube Live Streaming	45 (39.1 %)	68 (59.1 %)	2 (1.7 %)
8.	Lecturers deliver English learning materials using PowerPoint	47 (40.9 %)	67 (58.3 %)	1 (0.9 %)
9.	Lecturers deliver learning materials by providing basic material and examples of working on English questions together with students	55 (47.8 %)	60 (52.2 %)	0 (0 %)
10.	Lecturers provide English learning materials every week (every meeting)	54 (47 %)	60 (52.2 %)	1 (0.9 %)
11.	Lecturer conveys summary/conclusion, assessment and reflection, feedback, and follow-up at the end of the meeting)	49 (42.6 %)	66 (57.4%)	0 (0 %)

Based on table 2, shows that there are several plans in the English teaching and learning process. In the 1st statement, 56 students (48.7 %) stated “very good”, 59 students (51.3 %) stated “good”, then there was no student who stated “not good”. It shows that most of the students (51.3 %) stated that the English

lecturers are very good at carrying out English lectures according to the specified schedule (day and time). In the 2nd statement, 70 students (60.9 %) stated “very good”, 45 students (39.1 %) stated “good”, then there were no students who stated “not good”. It shows that most of the students (51.3 %) stated that the English lecturers are very good at using/mixing two languages (Indonesian and English) in English lectures. In the 3rd statement, 51 students (44.3 %) stated “very good”, 64 students (55.7 %) stated “good”, then there was no student who stated “not good”. It shows that most of the students (55.7 %) stated that the English lecturers are very good at delivering learning materials with interesting and fun teaching methods. In the 4th statement, 58 students (50.4 %) stated “very good”, 56 students (48.7 %) stated “good”, then a student (0.9 %) stated “not good”. It shows that most of the students (55.7 %) stated that the English lecturers are very good at carrying out both offline and online learning. In the 5th statement, 35 students (30.4 %) stated “very good”, 76 students (66.1 %) stated “good”, then 4 students (0.9 %) stated “not good”. It shows that most of the students (66.1 %) stated that the English lecturers are good at teaching English using institutional e-learning.

In the 6th statement, 51 students (44.3 %) stated “very good”, 62 students (53.9 %) stated “good”, then 2 students (1.7 %) stated “not good”. It shows that most of the students (53.9 %) stated that the English lecturers are good at teaching English by using video-conferencing such as Zoom. In the 7th statement, 45 students (39.1 %) stated “very good”, 68 students (59.1 %) stated “good”, then 2 students (1.7 %) stated “not good”. It shows that most of the students (59.1 %) stated that the English lecturers are good at teaching English by utilizing YouTube Live Streaming. In the 8th statement, 47 students (40.9 %) stated “very good”, 67 students (58.3 %) stated “good”, then 1 student (0.9 %) stated “not good”. It shows that most of the students (58.3 %) stated that the English lecturers are good at delivering English learning materials using PowerPoint. In the 9th statement, 55 students (47.8 %) stated “very good”, 60 students (52.2 %) stated “good”, then there were no students (0 %) who stated “not good”. It shows that most of the students (52.2 %) stated that the English lecturers are good at delivering learning materials by providing basic material and examples of working on English questions together with students. In the 10th statement, 54 students (47 %) stated “very good”, 60 students (52.2 %) stated “good”, then 1 student (0.9 %) stated “not good”. It shows that most of the students (52.2 %) stated that the English lecturers are good at providing English learning materials every week (every meeting). In the 11th statement, 49 students (42.6 %) stated “very good”, 66 students (57.4 %) stated “good”, then there were no students (0 %) who stated “not good”. It shows that most of the students (52.2 %) stated that the English lecturers are good at conveying summary/conclusion, assessment and reflection, feedback, and follow-up at the end of the meeting.

Evaluation

Evaluation is useful for measuring and assessing how far the learning objectives have been achieved to what extent there is student progress, and how the level of success is following the learning objectives.

Table 3. Evaluation of English Learning

No	Statements	Students' Response		
		Very Good	Good	Not Good
1.	The lecturer gives the task of understanding English learning material in the middle of the semester	40 (34.8 %)	72 (62.6 %)	3 (2.6 %)
2.	The lecturer gives the task of understanding English learning material at the end of the semester	39 (33.9 %)	74 (64.3 %)	2 (1.7 %)
3.	Lecturers give leeway/extension of time in collecting English assignments	65 (56.5 %)	50 (43.5 %)	0 (0 %)
4.	Lecturer gives the Mid-Semester Exam and Final Semester Exams	55 (57.8 %)	58 (50.4 %)	2 (1.7 %)
5.	The lecturer gives the English Mid-Semester Examination in the middle of the semester and the English Semester Final Examination at the end of the semester	45 (39.1 %)	69 (60 %)	1 (0.9 %)
6.	Lecturers provide opportunities to take English follow-up exams	55 (57.8 %)	59 (51.3 %)	1 (0.9 %)
7.	The lecturer explains the value of English including attendance/participation points, assignment scores, UTS, and UAS scores	55 (47.8 %)	59 (51.3 %)	1 (0.9 %)

Based on table 2, shows that in the 1st statement, 40 students (34.8 %) stated “very good”, 72 students (62.6 %) stated “good”, then 3 students (2.6 %) stated “not good”. It shows that most of the students (62.6 %) stated that the English lecturers are good at giving the task of understanding English learning material in the middle of the semester. In the 2nd statement, 39 students (33.9 %) stated “very good”, 74 students (64.3 %) stated “good”, then 2 students (1.7 %) stated “not good”. It shows that most of the students (64.3 %) stated that the English lecturers are good at giving the task of understanding English learning material at the end of the semester. In the 3rd statement, 65 students (56.5 %) stated “very good”, 50 students (43.5 %) stated “good”, then there were no students (0 %) who stated “not good”. It shows that most of the students (56.5 %) stated that the English lecturers are good at giving leeway/extension of time in collecting English assignments. In the 4th statement, 55 students (57.8 %) stated “very good”, 58 students (50.4 %) stated “good”, then 2 students (1.7 %) stated “not good”. It shows that most of the students (57.8 %) stated that the English lecturers are good at giving the Mid-Semester Exam and Final Semester Exams. In the 5th statement, 45 students (39.1 %) stated “very good”, 69 students (60 %) stated “good”, then 1 student (0.9 %) stated “not good”. It shows that most of the students (60 %) stated that the English lecturers are good at giving the English Mid-Semester Examination at the end of the semester. In the 6th statement, 55 students (57.8 %) stated “very good”, 59 students (51.3 %) stated “good”, then 1 student (0.9 %) stated “not good”. It shows that most of the students (57.8 %) stated that the English lecturers are good at providing opportunities to take English follow-up exams. In the 7th statement, 55 students (57.8 %) stated “very good”, 59 students (51.3 %) stated “good”, then 1 student (0.9 %) stated “not good”. It shows that most of the students (57.8 %) stated that the English lecturers are good at explaining the value of English including attendance/participation points, assignment scores, UTS, and UAS scores.

Discussion

Teaching and learning English can be said to run well when the goal of English learning can be achieved (Fitria, 2020). Several aspects can influence the success of English teaching and learning. Teacher or lecturer, language learner, technique, and instructional material are some of them (syllabus, lesson plan, and learning material). In teaching, the teachers/lecturers serve as facilitators in the preparation of instructional materials and the selection of relevant teaching methods. In terms of lecturers' responsibilities, they must be knowledgeable and skilled in their specialty (Una, 2021). As a result, the competence and professionalism of lecturers have a significant impact on the quality of teaching and learning. The instructional material is an urgent factor in the teaching and learning process. Learning materials are a key component of the teaching and learning process (Cunningsworth, 1995). It can be decided that the success of teaching depends on how far the supporting factors can be fulfilled. It is supported by (Stojković, 2019) that ICT tools are regarded as critical elements of teaching-learning environments in English educational settings owing to their significant contributions to the organization of the learning process.

The success of teaching and learning activities also shows the quality and competencies that have been designed in learning to be able to achieve mastery and learning carried out. In the process of teaching and learning, educators (teachers and lecturers) must understand the principles of learning first, so that basis will get optimal management results. Management of teaching and learning is a process of comprehensive learning initiated and planning, implementation, and evaluation of learning aimed at achieving the learning objectives that have been determined.

Planning of Learning

Planning is the process of putting together a list of actions that will be taken to accomplish certain objectives. It covers actions that are used to define objectives that are to be attained in a learning activity, procedures that are used to identify whether or not these goals have been reached, materials that are to be given, how they are to be delivered, and the preparation of tools or media that will be utilized. The development of learning implementation plans, as well as the preparation of learning media and resources, learning evaluation tools, and learning scenarios, are all included in the process of learning planning.

Learning planning is an activity that involves projecting what actions will be carried out in a lesson. This is accomplished by coordinating (arranging and responding) the components of learning in such a way that the direction of the activity (objective), the content of the activity (material), how to deliver activities (methods and techniques), and how to measure it (evaluation) are all clear and systematic. This indicates that learning planning is responsible for regulating and determining the components of both evaluation and assessment, as well as the components of objectives, materials, methods, or procedures. The method of learning planning enables teachers and lecturers to plan and decide what activities will be carried out throughout the learning process. This ensures that the teaching and learning process may be carried out efficiently. It is possible to have the plan developed based on the requirements within a specific time frame

following the desires of the planner. On the other hand, it is of utmost significance that the plans that have been devised be simply executed and continue to be focused. It is feasible for the implementation of learning to adhere to the goals that have been established if careful preparation for learning is carried out.

Based on the analysis, the learning planning in the English teaching and learning process includes:

a. Preparing of Syllabus

The syllabus provides a description of the several subjects' core skills as well as the competence requirements for each topic. When it comes to the construction of the learning framework for each subject's study material, the syllabus serves as their reference. Depending on the method of instruction that is being utilized, the development of the syllabus is modified. Several different curricula are the contents: The identity of the subject; The name of the educational unit and the class are both components of the school's identity. a categorical definition of competencies in elements of attitudes, knowledge, and abilities that students are required to learn at a school, class, and subject level; core competence, which is a categorical description of competencies; In the context of content or subjects, basic competence refers to a specific ability that encompasses attitudes, knowledge, and abilities connected to such issues. The subject matter is written in the form of points, and it covers pertinent facts, concepts, principles, and processes. It is prepared following the development of competency achievement indicators. Learning refers to the actions that are carried out by teachers and students to obtain the competencies that are required of them;

The act of gathering and analyzing data to evaluate whether or not a student has achieved the learning outcomes that have been set for them is known as assessment. The distribution of time following the number of hours of instruction that are included in the curriculum framework for a single semester or for a whole year; also, there are many different types of learning resources, including books, printed and electronic media, natural environments, and other learning resources that are pertinent to the topic at hand. The delivery of subject content is facilitated by learning media, which takes the shape of the learning process. Learning resources can take the form of books, print and electronic media, natural settings, or any other learning resources that are pertinent to the subject matter.

b. Preparing the Lesson Plan

A lesson plan serves as a teaching manual for the teacher. The teacher creates the lesson plan to facilitate instruction following the daily Standards and Basic Competencies. The lesson plan encompasses provisions about estimations or projections of what will be accomplished during teaching and learning activities, as well as the flexibility of implementing learning following the intended plan or not, in consideration of the situational nature of the learning process. With meticulous planning, the process and learning outcomes will approach the estimate with minimal deviation.

c. Preparing A Learning Contract

Lecture contracts are agreements between lecturers and students regarding various aspects of lectures, including the form and content of the learning program. This agreement is made at the beginning of the lecture and is used as a lecture guide. In learning, the existence of a lecture contract or a lecture contract is very important and meaningful. Lecture contracts are like signs and rules in the learning process that are obeyed by the academic community. The function of the lecture contract is to explain the roles and responsibilities of students and lecturers to improve learning efficiency. The guidelines for drafting a lecture contract are prepared with the intention of assisting lecturers in drafting a lecture contract/study contract for each subject being taught so that the implementation of the learning process in the classroom can be carried out properly, effectively, and efficiently.

Based on the findings above, show that there are several students' perceptions toward planning in the English teaching and learning process, are 1) most of the students (50.4 %) stated that the English lecturers are very good at delivering the syllabus and the main material for learning English for one semester at the beginning of the meeting, 2) most of the students (50.4 %) stated that the English lecturers are good in conveying the learning contract of the English class at the beginning of the meeting, 3) most of the students (55.7 %) stated that the English lecturers are good in giving/distributing English learning books/modules for 1 semester at the beginning of the meeting.

Implementation of Learning

The purpose of learning implementation is to motivate students to actively pursue the realization of their competencies, encompassing attitudes, knowledge, and skills. The learning process is driven by a clear purpose, which is to enhance students' cognitive, psychomotor, and affective development. The application of this learning process extends to all processes about products utilized in lecture delivery. The learning system is constructed according to plans that are pertinent to the learning domains, objectives, and

hierarchies. Teachers or speakers ought to capitalize on the potential of media and incorporate diverse learning strategies that correspond with the subject matter at hand. Additionally, institutions ought to provide pertinent media to facilitate the learning process.

The implementation of learning encompasses the systematic monitoring, evaluation, and periodic enhancement of lecture activities (including student and teacher attendance), lecture material preparation, and learning outcome assessment. Educators and lecturers ought to possess expertise and proficiency in the methodology. When choosing instructional approaches, educators must take into account both the circumstances and state of the pupils as well as the subject matter that is being taught. By employing effective and efficient learning strategies, teachers or lecturers ought to be capable of accomplishing the objectives of education. To encourage students to improve their learning outcomes, teachers and lecturers should also employ a variety of learning strategies. Through the use of a variety of approaches and methodologies, students are encouraged to think critically, explore, be inventive, and conduct experiments by utilizing a wide variety of sources. Furthermore, it is anticipated to cultivate attributes that are student-centric, collaborative, effective, holistic, and scientific, as well as contextual and thematic. The integration of learning resources, lecturers, students, and the environment can facilitate the application of various approaches, including collaborative, cooperative, problem-based, group discussion, simulations, and case studies.

Based on the findings above, it shows that there are several students' perceptions toward implementation of English teaching and learning process, they are: 1) most of students (51.3 %) stated that the English lecturers are very good in carrying out English lectures according to the specified schedule (day and time), 2) most of students (51.3 %) stated that the English lecturers are very good in using/mixing two languages (Indonesian and English) in English lectures, 3) most of students (55.7 %) stated that the English lecturers are very good in delivering learning materials with interesting and fun teaching methods, 4) most of students (55.7 %) stated that the English lecturers are very good in carrying out both offline and online learning, 5) most of students (66.1 %) stated that the English lecturers are good in teaching English using institutional e-learning, 6) most of students (53.9 %) stated that the English lecturers are good in teaching English by using video-conferencing such as Zoom, 7) most of students (59.1 %) stated that the English lecturers are good in teaching English by utilizing YouTube Live Streaming, 8) most of students (58.3 %) stated that the English lecturers are good in delivering English learning materials using PowerPoint, 9) most of students (52.2 %) stated that the English lecturers are good in delivering learning materials by providing basic material and examples of working on English questions together with students, 10) most of students (52.2 %) stated that the English lecturers are good in providing English learning materials every week (every meeting), and 11) most of students (52.2 %) stated that the English lecturers are good in conveying summary/conclusion, assessment and reflection, feedback, and follow-up at the end of the meeting.

Evaluation of Learning

Evaluation constitutes a fundamental task that teachers and lecturers are obligated to accomplish during learning activities. The teacher will ascertain the progress of students or pupils about learning outcomes, intelligence, special talents, interests, social relationships, attitudes, and personality through the utilization of assessments. An element of the tasks performed by an educator to facilitate the attainment of these academic objectives is learning evaluation. One such task is the assessment of learning outcomes, which measures the degree to which students' knowledge and abilities have progressed since receiving instructional materials and guidance from the teacher. Evaluation of learning outcomes is critical, and in this regard, a teacher must be genuinely impartial and competent; in this regard, a student's success or failure is at stake.

Among the many functions of evaluation are the following: 1) furnishing teachers with feedback that serves as a foundation for enhancing the teaching and learning process; and 2) refining student programs. 3) to provide exact data regarding each student's progress or learning outcomes. It is utilized, among other things, in the context of providing parents with progress reports on their children's academic development, determining grade increases, and ascertaining whether a student passes. 4) Ascertain students' appropriate teaching and learning environments based on their aptitude levels (as well as other pertinent attributes). 5) Acquire knowledge of the psychological, physical, and environmental contexts in which students with learning difficulties reside, as this information can subsequently serve as a foundation for addressing any challenges that may arise.

Evaluation implementation entails conducting assessments following the evaluation plan, employing either a non-test or a test (including a written, oral, and action test). There will be modifications between the test and non-test implementations. The practical execution of the learning outcomes assessment may be accomplished through written, verbal, or experiential means. The written examination comprises queries and answers, both of which are presented in written format. Oral examination topics are both

presented and responded to orally. Regarding the action test, the test questions take the form of directives or assignments that necessitate completion, with evaluation based on both the task completion process and the ultimate outcomes attained upon completion.

Based on the findings above, it shows that there are several students' perceptions toward evaluation of English teaching and learning process, they are: 1) most of students (62.6 %) stated that the English lecturers are good in giving the task of understanding English learning material in the middle of the semester, 2) most of students (64.3 %) stated that the English lecturers are good in giving the task of understanding English learning material at the end of the semester, 3) most of students (56.5 %) stated that the English lecturers are good in giving leeway/extension of time in collecting English assignments, 4) most of students (57.8 %) stated that the English lecturers are good in giving the Mid-Semester Exam and Final Semester Exams, 5) most of students (60 %) stated that the English lecturers are good in giving the English Mid-Semester Examination at the end of the semester, 6) most of students (57.8 %) stated that the English lecturers are good in providing opportunities to take English follow-up exams, 7) most of students (57.8 %) stated that the English lecturers are good in explaining the value of English including attendance/participation points, assignment scores, UTS, and UAS scores.

Implications stemming from the research on "Students' Perception of the English Teaching and Learning Process" are fundamental throughout the stages of planning, implementation, and evaluation in English language education. During the planning phase, insights gleaned from students' perceptions serve as guiding lights for curriculum designers, enabling them to craft English language courses that are not only captivating but also pertinent and efficient. This involves meticulously selecting materials, methodologies, and learning activities that resonate with students' preferences and requirements. Moreover, in teacher preparation endeavors, these insights inform educators about the necessity to equip themselves with the skills and knowledge imperative for fashioning dynamic and student-centric learning environments. This encompasses training in effective instructional strategies, adept classroom management techniques, and strategies for fostering amicable teacher-student relationships.

In the implementation phase, teachers incorporate these insights into their instructional strategies, aiming to heighten engagement and augment learning outcomes. This entails integrating more interactive activities, multimedia resources, and real-world contexts into English language lessons, thereby fostering a more immersive and enriching learning experience. Simultaneously, establishing regular feedback mechanisms facilitates ongoing communication between students and teachers. Such mechanisms allow for soliciting feedback on teaching methodologies, course materials, and classroom dynamics, thereby facilitating timely adjustments and improvements. During the evaluation phase, assessing students' perceptions of the teaching and learning process complements traditional assessment methods, offering insights into the overall effectiveness of English language instruction. This may involve administering surveys, conducting focus groups, or analyzing student performance and feedback. Furthermore, institutions can employ data on students' perceptions to evaluate the impact of English language programs and initiatives comprehensively. This entails assessing student satisfaction, engagement levels, and learning outcomes, thus discerning areas of strength and opportunities for enhancement within the educational framework. By integrating these implications into the planning, implementation, and evaluation stages, English language educators and institutions can enrich the quality and relevance of their programs, thereby fostering a more constructive and efficacious learning environment for students.

4. CONCLUSION

The learning component is a set of interconnected elements that are crucial in the teaching and learning process. It comprises teachers, students, objectives, methods, materials, learning tools (media), and evaluation. These components interact and influence each other, forming a unified whole. For instance, determining learning materials involves considering objectives and strategies, while evaluating learning involves evaluating learning objectives, media materials, and strategies. The relationship between planning, implementation, and evaluation is interdependent, as a teaching and learning activity requires a plan to achieve goals, manage it to achieve them, and evaluate it as a measure of comprehension and ability. These stages are not only related to the design of learning implementation and assessment of student learning outcomes but also occur in the learning of an educational institution. Through these stages, a learning activity can run smoothly.

Related to the planning, implementation, and evaluation in the teaching and learning process, lecturers should be able to maintain what has been achieved in terms of providing planning, implementation, and evaluation. The teachers/lecturers pay attention to the material lessons and carry out on an ongoing basis to review the process, progress, and improvement of student learning outcomes, for example in the form of assignments the form tests at the end of the subject matter, daily tests, test individual

abilities besides conducting routine evaluations such as mid-semester and end-of-semester tests. Teachers/lecturers should maximize their function as an educators as well as a mentor. This is a mentor who has the means and a series of efforts to advance teacher education, for example, always motivated to learn and guide students during the learning process.

In planning, it shows generally positive perception among students regarding the organization and facilitation of the English teaching and learning process at the beginning of the semester. In the implementation, it indicates a strong endorsement from students regarding various aspects of the English teaching and learning process at ITB AAS Indonesia. While in the evaluation, it indicates a positive perception among students regarding the organization and administration of assessments and tasks within the English teaching and learning process at ITB AAS Indonesia.

5. REFERENCES

- Aggarwal, J. C. (2009). *Principles, Methods & Techniques Of Teac*. Vikas Publishing House.
- Brace, I. (2008). *Questionnaire Design: How to Plan, Structure, and Write Survey Material for Effective Market Research*. Kogan Page Publishers.
- Fitria, T. N. (2020). Teaching English through Online Learning System during Covid-19 Pandemic. *Pedagogy: Journal of English Language Teaching*, 8(2), Article 2. <https://doi.org/10.32332/pedagogy.v8i2.2266>
- Fitria, T. N. (2021). Lecturer's Pedagogic Competence: Teaching English in Online Learning During Pandemic Covid-19. *Journal of English Education*, 6(2), Article 2. <https://doi.org/10.31327/jee.v6i2.1569>
- Fitria, T. N. (2022a). Microlearning in Teaching and Learning Process: A Review. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 2(4), 114–135. <https://doi.org/10.55606/cendekia.v2i4.473>
- Fitria, T. N. (2022b). Using Authentic Material and Created Material (Teacher-Made) for English Language Teaching (ELT): Benefits and Limitations. *JADEs Journal of Academia in English Education*, 3(2), 117–140. <https://doi.org/10.32505/jades.v3i2.4674>
- Fitriana, E., Fitriana, E., & Fitriana, E. (2022). *Persepsi siswa tentang proses pembelajaran dan hasil belajar geografi di Homeschooling Sekolah Dolan Kota Malang / Evi Fitriana* (Undergraduate Paper 0, Universitas Negeri Malang). <http://mulok.library.um.ac.id/index3.php/76213.html>
- Gultom, I. S. G. I. S., Arnentis', & Fauziah, Y. F. Y. (2015). Persepsi Siswa Terhadap Kegiatan Praktikum Biologi di SMA Negeri Pekanbaru. *Jurnal Online Mahasiswa (JOM) Bidang Keguruan Dan Ilmu Pendidikan*, 2(1), Article 1.
- Halimahturrafiah, N., Adi, N., Marsidin, S., & Nellitawati, N. (2021). Persepsi Siswa terhadap Pelaksanaan Pembelajaran oleh Guru di SMK Al-Inayah Tebo Provinsi Jambi. *Jurnal Pendidikan Tambusai*, 5(2), Article 2. <https://doi.org/10.31004/jptam.v5i2.1506>
- Haukås, Å., Bjørke, C., & Dypedahl, M. (2018). *Metacognition in Language Learning and Teaching*. Routledge.
- Hesse-Biber, S. N. (2016). *The Practice of Qualitative Research: Engaging Students in the Research Process*. SAGE Publications.
- Kamariah, Noor, A. S., & Rosyid, R. (2016). Persepsi Siswa Terhadap Proses Pembelajaran Ekonomi di Kelas X IIS SMAN N 6 Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 5(11), Article 11. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/17545>
- Khan. (2011). *Research Methodology*. APH Publishing.
- Kristianto, G. E., Martias, M., & Wagino, W. (2018). Persepsi Siswa Tentang Praktek Mengajar Mahasiswa Program Pengalaman Lapangan Kependidikan (PPLK) dalam Proses Pembelajaran di SMK N 1 Padang. *Automotive Engineering Education Journals*, 7(3), Article 3. <http://ejournal.unp.ac.id/students/index.php/poto/article/view/4173>
- Ledford, B. R., & Sleeman, P. J. (2002). *Instructional Design: Systems Strategies*. Information Age Publishing.
- Marnia, W., Jasrial, J., Rusdinal, R., & Rifma, R. (2021). Persepsi Siswa Tentang Pengelolaan Pembelajaran Oleh Pamong Belajar Di Sanggar Kegiatan Belajar Kabupaten Padang Pariaman. *Journal of Educational Administration and Leadership*, 2(2), Article 2. <https://doi.org/10.24036/jeal.v2i2.165>
- Mashuri, H. (2017). Persepsi Siswa Terhadap Pembelajaran Guru Pendidikan Jasmani Di SMA Muhammadiyah Kediri. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 3(1), Article 1. https://doi.org/10.29407/js_unpgri.v3i1.681
- Melyza, A., & Aguss, R. M. (2021). Persepsi Siswa Terhadap Proses Penerapan Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Pada Pandemi Covid-19. *Journal Of Physical Education*, 2(1), Article 1. <https://doi.org/10.33365/joupe.v2i1.950>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.

- Permana, A. A., Yusuf, M., & Sulistyarini. (2013). Persepsi Siswa dalam Proses Pembelajaran Sosiologi Kelas XI Madrasah Aliyah Al-Qomar Mempawah. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(6), Article 6. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/2239>
- Rosit, A. (2009). *Persepsi Siswa Terhadap Pembelajaran Matematika di Rintisan Sekolah Bertaraf Internasional SMP Negeri 1 Surakarta* [Undergraduate Paper, Universitas Muhammadiyah Surakarta]. <http://eprints.ums.ac.id/3379/>
- Selviana, Junaidi, & Maria. (2014). Persepsi Siswa Terhadap Pembelajaran Akuntansi di Kelas XI IPS SMA Islamiyah Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3(9), Article 9. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/6928>
- Simonson, M., Zvacek, S. M., & Smaldino, S. (2019). *Teaching and Learning at a Distance: Foundations of Distance Education*. Information Age Publishing.
- Slameto. (2015). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Rineka Cipta.