

## ***The Perceptions of Society toward the English Course at Lembang Kole Barebatu***

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### **Abstract**

The objective of this research is to find out the perceptions of society toward English course at Kole Barebatu. In this research, the writer used quantitative descriptive method. The population of this research is the the society at Kole Barebatu, there were 844 people consists of 425 male and 419 female. The writer used stratified sampling because the number of object is relatively large. The writer took 31 societies as respondent. The writer choose the representatives of student, office staff, teacher, housewife, bussinesman, farmer, unemployment, and government as respondent. In collecting data, the writer used questionnaire to find out the perceptions of the society toward English Course at Kole Barebatu. The result shows that there are positive perceptions and negative perception from the society of English course at Lembang Kole Barebatu. The positive perception more dominant than negative perception. The positive perceptions such as, the society said agree with English course is important to learn, one of the way to get English knowledge is by a English Course, and can help the society to get a job in the future. The negative perception is the society is disagree if one of the tutors is a student. It means English course that the local government conducted at Kole Barebatu is very exemplary program and it can help the society to get a English knowledge.

**Keywords:** perception, society perception, English course

## **Introduction**

English language is the international language. English has a great influence towards the developments all over the world, especially in Indonesia. English becomes important, in Indonesian efforts to increase students achievement is always being conducted by the government. Effort the government to increase teaching and learning process is how to teach and increase students' achievement in education is not only for academic proposed but also for national environment in science and technology.

English education is one of the most important in human life, it means all of people can get education especially for students they get education in English. Education can transfer from one generation to the next generation, can run anywhere as long as condition and hardware are available. The implementation of education is executed in two parts formal education and non-formal education.

According to As Fordham (1993:11), states that non-formal education is any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives.

Non-formal education as teaching and learning process that run out of school, many feature in non-formal education are flexibility of time and duration of time, age of participants, material of enforcement and evaluation. English course as a kind of non-formal education is not controlled strictly by the government, the executor of the English course focused sometimes avoid teaching learning aids. Basically English course focused to increase the participants' ability in mastering their skills especially in English.

In the writer village at Lembang Kole Barebatu, there were some courses that the local government conducted like a Mathematic course and English Course programmed and supported by regency. This programmed was conducted for two years ago. It hopes by this programmed, the students or society who join this course in Kole Barebatu can knows to speak English in the future. This course was open for those who are interested to learn English, both for the schoolchildren and for the general adult. The government limits the participants for only 25 people per class and there are only two classes provided. Initially many participants interested the course at the time the new course was opened but gradually the students began to decrease. It seems there were among the people who grumbled because students who took this English course did not change in their learning achievement, so they also do not allow their children to take the course. Some are grumbling because their children are not registered because the quota for 50 people is enough.

## **Review of Related Literature**

Teacher plays an important role in teaching learning process. In teaching English as a foreign language the teacher need to vary way of teaching learning in order to get the students' interest and attention to the lesson. In teaching learning process there some factors, which can influence the successful goals in the formal school or non-formal school. They are curriculum, interest of material, method, teacher and students.

According to Gange (1996:730), teaching is a form of interpersonal influence aimed at a changing the behavior potential of another person. According to Ryan (1979:25), teaching is concerned with the activities which are concerned with guidance or direction of the learning of other.

Teaching English in Private course all levels of students, from early elementary to teens, from young adults to business professionals. When English in Indonesian, the teacher teach will be supported with English first courses greed specifically towards each age group

Coombs and Ahmed (1974:11) defined informal learning as lifelong process by which every individual acquires and gathers knowledge, skills, attitudes and insight from exposure to the environment at home or at work through reading newspaper and books or by listening to the radio or viewing films in television. Based on Coombs and Ahmed"s definition, informal education is unorganized, unsystematic and even unintentional at times.

Lightbown and Spade (2001:143) describe informal setting as the contexts in which the adult learner is expose to the target language at home or at work or in social interaction, and formal setting as the context where the target language is being taught to a group of second or foreign language learners. In the formal setting, the focused of learning is on the language itself. On the contrary, in informal language learning setting language learners interact with native speakers in the target language country use different technologies at home or at work, watch a movie or listen to music or song just as entertainment which can lead to language learning.

From the explanation above, teaching English in informal setting is away to teach a learner, where the teacher have any way to teach like teaching English read song lyrics in teaching learning process.

In accordance Delphant ( 2013:3), Delphant states non-formal education is organized with education activity outside the established formal system that is intended to serve and identifiable learning clientele with identifiable learning objectives.

Alan Rogers (1933:3) states non-formal education is characteristic by its own methods, approaches and field of action. It can occur in different contexts and in varying types of activities. Formal, non-formal and informal education complements each other and mutually reinforces the long life learning process.

But on the whole non-formal education in this context (education in developing countries) now seems to refer to more informal ways of providing schooling to children (and some adults who need it). When asked what is „non-formal“ about such a national system of schooling leading to recognized certificates or equivalent qualifications, the answer comes back that they are more „flexible“. They have less well qualified and trained teachers. They have a simplified form of curriculum. They often have different teaching-learning materials. They are frequently part-time and have more flexible dates of terms than the so-called formal schools. In some cases, they are viewed by educationalists and parents alike as a better form of schooling than the state schools; at other times, they are viewed as inferior, second-class.

Today, as we have seen, there is a new interest in the concept of non-formal education. It comes from a very different arena - Western post-industrial societies, and from a very different source - the discourse of lifelong learning/education. If one constructs education as a unitary activity which exists throughout life, then it becomes important to find new ways of breaking it into manageable units for handling the concept. The former divisions into primary, secondary and higher are precisely what lifelong learning/education wants to get rid of. Lifelong learning/education sees learning as taking place not simply in schools and colleges but throughout the whole of life, in many different locations and times. In order to embrace the totality of all forms of education under the rubric of lifelong education, the discourse of lifelong learning speaks of education “formal and non-formal” (sometimes with “informal” education or learning thrown in as well). Since lifelong learning/education has itself been co-opted by the states to two main aims, helping economic growth and promoting active citizenship, then the interest of the state and other agencies in non-formal education is with its contribution to these two ends (Aspin et al 2001; Field and Leicester 2000). But there is great uncertainty in this context as to what constitutes non-formal education, what the term refers to, what is its meaning. There are at least two main reasons for this. First, with the increasing diversity of formal education, it is no longer clear what is and what is not included under the rubric of formal education. Is open and distance learning part of formal or non-formal education? Are private commercial educational programs leading to officially recognized (often state-sponsored) qualifications part of the formal system or not? What about e-learning? What about the many different forms of schooling which are emerging? What about commercial “universities” or work-based degree programs? Where does formal end and non-formal begin? Secondly, the term non-formal education now covers a very wide continuum of

educational programs. At one extreme lies the flexible schooling model - national or regional sub-systems of schools for children, youth and adults. At the other extreme are the highly participatory educational programs, hand-knitted education and training, tailor-made for each particular learning group, one-off teaching events to meet particular localized needs. Most educational programs will of course lie somewhere between these two points. But to include both kinds of provision under the heading of non-formal education tends to lead to confusion, for they are very different in spirit and in form.

There is no single way to get knowledge, but there are many ways, like join a course, experience and behavior. Course is a part of non-formal education. Non-formal education was defined as every educational activity outside of formal: Non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs and Ahmed 1974: 8). But that too was very imprecise, and every country interpreted non-formal education in their own way. For some, it meant every educational program provided by the Ministry of Education apart from the schools and colleges (e.g. adult literacy classes). For others, it meant educational programs like schooling provided by non- governmental agencies (NGOs). For yet others, it comprised all the educational and training activities of other Ministries (Women's Affairs, Health, Labour and Employment, Youth and Sports and Culture, etc). Others again included within non-formal education the individualized learning programs for different and specific learning groups – women's discussion groups, for example, programs which approximate closely to social work and specialist counseling, whether provided by the state, NGOs, commercial agencies or other civil society bodies (religious organizations, trade unions, new social movements etc). Some took it to mean every educational activity apart from schools and colleges, including radio and television programs, the print media (newspapers and magazines etc). Whenever one reads any statement about non formal education at that time, it is important to ask what definition of non-formal education is being used.

According to Joanna Baker (2000:3), there is no single way to learn English. Some of students are learning English many ways and in different language contexts. Some of students see and hear English every day outside school, so they begin to use and understand English language almost effortlessly.

There are of course some exceptions to this trend of identifying non-formal education with alternative schools for children and adults. The Association for the Development of Education in Africa (ADEA) has set up a non-formal education working group which sees non-formal education in a wider sense than this (but also including non-formal schools for children). They want to try to

identify all parts of the non-formal education world (agricultural and health extension, for example, women's programs, income-generation training, environmental enhancement activities etc) and seek to integrate them into one non-formal education system, so that all such activities can be co-opted by government to help with the development of the country. Ethiopia is a prime example of this approach, with its national Directory of non-formal education. Under structural adjustment, with a smaller role for the state, it is felt to be important that all agencies engaged in any form of education and training, especially civil society bodies such as trade unions and the churches and other religious bodies, should contribute towards the national development goals. Indonesian government in realizing the important role English course, have protect the as a part of non-formal education. The implementation of English Course is based on the direction of the state guide and the regulation stimulate in education.

Based on the explanation above, the writer concludes that in our life, we have many ways to get knowledge achievement. Not only we get from school but we can study in other way like study out of school, like join a English Course or private English Course. Therefore English Course as a kind of non-formal education, that focused on the activities to give and increase knowledge of participants, that viewed as the executors and place in improving knowledge in English which the covers the four skills English Language, such as : listening, speaking, reading and writing. From studying by English Course, the society can easy to know a medias like a Internet, technology and globalization. There are many people get work or job it easy, because in this period some of company or business use a English language in their operation.

In Oxford Advanced Learner's Dictionary (2000:864), "perception is an idea, a belief or an image you have a result of how you see or understand something, the ability to see, hear, or become aware of something through the senses". Point of view and sensing are inseparable with perception. Everyone has a different perception one another. When someone sees something (noun/event), it will bring type perception whether positive or negative perceptions. Through of way to perceive it will affect the action and decision taken. Stimulus that received by the information received from the environment will help us to adapt to our environment.

The respond as a result of the perception can be taken by individuals with various forms. In response to a stimulus depends on the individual's attention. Feeling/emotion, thinking ability, the experience of each individual is not same, than in giving a response to a stimulus results from the perception may be different of another individual. With perception individual realize, understand and judge about the environment around them, the situation of the

environment and about the things that exist within the individual concerned. Perception has a subjective nature, because it depends on the ability and the circumstances of each individual, so it will be interpreted differently by individuals with each other.

According to Saks and John (2014:3), there are three components of perception, as follow:

#### The Perceiver

The person who becomes aware about something and comes to a final understanding. There are three factors that can influence his or her perceptions namely experience, motivational states, the perceiver will react to or perceive something in different ways, also in different situations he or she might employ a “perceptual defends” where they tend to “see what they want to see”.

#### The Target

This is the person who is being perceived or judged. “Ambiguity or lack of information about a target leads to a greater need of interpretation and addition”.

#### The situation

It also greatly influences perceptions different situations may call for additional information about the target.

In oxford (2000:129), society is people in general, living together in communities, or group people who join together for a particular purpose. They are living together in an area to make a good relationship. They help each other to solve their problem.

In addition, according to Linton (2016), Society is a group of people who had lived for long time and worked together, so become one organization which organizes each individual in society moreover; it makes every individual to organize their self and thinking as a part of social unity.

Based on the explanation above, the writer concludes that society is group of people who live in a particular area. They have law to manage in working as individual or in a group one. They have same purpose, so they care each other.

## **Method**

This research was conducted at Kole Barebatu, which is located Kecamatan Malimbong Balepe’, Kabupaten Tana Toraja. There are 844 societies it consists with 425 female and 419 male, but the writer only choose a part of the society in Kole Barebatu to interview. There was two course that conducted by the local government, they are Mathematic and English course. The research conducted on July, 2018.

The population of this research is the society of Kole Barebatu. The writer chose representatives of students (SD, SMP, SMA/SMK and students of college), government, unemployment, farmer, businessman, housewife, teacher, and official as respondents because the population is quite large.

In this research, the writer uses stratified sampling, because the society is quite large. The totals of respondents are 31 societies.

In this research, the writer used questionnaire as an instrument to get data. It aims to know what are the perceptions of Society toward The English Course at Lembang Kole Barebatu.

Table 3.1 The Likert Score Rating

| Optional          | Score    |          |
|-------------------|----------|----------|
|                   | Positive | Negative |
| Strongly agree    | 4        | 1        |
| Agree             | 3        | 2        |
| Disagree          | 2        | 3        |
| Strongly disagree | 1        | 4        |

## Results

From the result of data collection through questionnaire, the writer found item 1 got 17 strongly agree, score rating is 68; 14 agree, score rating is 42; none got disagree and strongly disagree; total score is 127. Item 2 got 15 strongly agree, score rating is 60; 15 agree, score rating is 45; 1 disagree, score rating is 2 and none strongly disagree; total score is 107. Item 3 got 18 strongly agree score rating 72; 12 agree, score rating is 36, 1 disagree, score rating is 2 and none strongly disagree; total score is 110. Item 9 got 16 strongly disagree, score rating 64; 9 agree, score rating is 27; 5 disagree, score rating is 10; and 1 strongly disagree, score rating is 1; total score is 102. Item 10 got 14 strongly disagree, score rating is 56; 9 agree, score rating is 27; 7 disagree, score rating is 14 and 1 strongly disagree with score rating is 1; total score is 98. Total of the respondents are 31.

From the table of negative statements, the writer found item 4 got 19 strongly agree, score rating is 19; 8 agree, score rating is 16; 2 disagree, score rating 6 and strongly disagree, score rating is 12; total score is 55. Item 5 got 8 strongly agree, score rating is 8; 18 agree, score rating is 36; 3 disagree, score rating is 9 and none strongly disagree. Item 6 got 6 strongly agree score rating 6; 22 agree, score rating is 44, 3 disagree, score rating is 9 and none strongly disagree; total score is 53. Item 7 got



5 strongly disagree, score rating 5; 18 agree, score rating is 36; 8 disagree, score rating is 24; and none disagree and strongly disagree; total score is 60. Item 8 got 14 strongly disagree, score rating is 14; 12 agree, score rating is 24; 2 disagree, score rating is 6 and 3 strongly disagree with score rating is 12; total score is 56. Total of the respondents are 31.

## **Discussion**

From the explanation above, the writer concludes that positive perception is dominant than the negative perception from the society.

Based on the result of the data analysis in previous section, the writer had learned and identified some perceptions of the societies toward English Course at lembang Kole Barebatu. According to Saks and Jaks (2016:9), there are two kinds of perception :

- a. Positive perception, is perception are that describe all of knowledge and respond object that perceived positively.
- b. Negative perception, is perception describes knowledge and response object that perceived negatively or not suitable the object of perception.

Based on the result of the data analysis in previous section, the writer had learned and identified some perception of the societies toward English Course at lembang Kole Barebatu. The description of the society perceptions were discussed such as:

Most of society agree with English Course at Kole Barebatu, it was supported by item 1, 2, 3,4,5,6, 9, and 10.

Some of the societies said disagree, supported by item 7 and 8.

From this result, the writer found out the different with the result in the previous study, the previous study is Souriyawongsa T., Raob I., Abidin Z.J.M. (2012). Study on Students' Motivation in Joining An English Course shows about the Students' Motivation in Joining An English Course which in this research the writer found out the society perception with English Course. The result from the previous study is there are many factors can motivate the learners such as occupations, business, further education, and communication with English native- speaks.

## **Conclusion**

Based on the data finding and discussion explained in previous section, it can

be concluded the societies perception is positive toward English Course at Kole Barebatu. The positive perception is dominant then the negative perception. It means English course that the local government conducted at Kole Barebatu is very exemplary programme and it can help the society to get a English knowledge.

Based on the conclusion above, the writer gives suggestions as follow:

a. The local government

The writer recommends that the government should be continue and success this course program is an effort to compulsory education for the society achievement.

b. The society

The writer recommends that the society can actively participate in English course.

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