

**THE ROLES OF PEACE CORPS VOLUNTEER IN ASSISTING
ENGLISH TEACHING AT SMAN 1 TEGALOMBO PACITAN**

THESIS



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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ABSTRACT

Putri, Selvi Franciska. 2022. *The Roles of Peace Corps Volunteer in Assisting English Teaching at SMAN 1 Tegalombo Pacitan.* Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic of Ponorogo, Advisor Dra.Aries Fitriani, M. Pd.

Keywords: *Peace Corps, Peace Corps Volunteer, English Teaching, Students' Perception.*

Peace Corps is a volunteer program run by the Us Government. The Peace Corps program in Indonesia has been developing since 2010 until now. There are a lot of schools in Indonesia have proposed partnership with Peace Corps. However, there is has been little research on its roles in assisting English teaching. Thus, the researcher conducted this research.

The aims of this research were to describe the roles of Peace Corps volunteer in English teaching at SMAN 1 Tegalombo Pacitan and how the students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching.

This research was conducted in SMAN 1 Tegalombo Pacitan. It applied qualitative research with application of case study, where the researcher's in this research is a participant observer. The researcher collected the data by using interview, observation, and documentation. After completing the data collection, the researcher processed the data in written form by using three steps: data reduction, data display, and conclusion drawing/verivication.

The results of the research shown there were several roles of Peace Corps volunteer in assisting English teaching at SMAN 1 Tegalombo Pacitan. Those roles are: volunteer as learner, volunteer as co-teacher, volunteer as change agent, volunteer as co-trainer, and volunteer as mentor which are aimed to help the school, especially the teachers and the students. The students' perception in learning English with the involvement of Peace Corps volunteer is positive. They were more interested and motivated in learning English.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research focus, and statement of the problems, objectives of the study, significances of the study and organization of this thesis.

A. Background of the Study

In Indonesia, there are some schools or colleges which use native speaker's services or helps for improving English skill as a foreign language or target language. The English native speaker is someone who was born in the country which uses English as the first language, has learned English during childhood, and lives in the English-speaking environment.¹ Generally, native speakers can give benefits for students by providing a model for good acquisition of the sound system, providing their students with an excellent role model in terms of pronunciation and helping them build up their confidence in using language for communication.²

In teaching English, the native speaker uses many kinds' interactive method and technique to make the class more fun and interesting. Like the native speaker at SMAN 1 Tegalombo Pacitan, who applied various method and technique in assisting teaching English.

¹Georgia Andreou &Ioannis Galantomos, "The Native Speaker Ideal in Foreign Language Teaching," *Electronic Journal of Foreign Language Teaching*, Vol 6, No 2, pp. 200-208 (Singapore: 2009), 201-202.

²Richard Cloued, "Native vs Non-Native Teachers: A Matter to Think Over," (Universidad de Las Palmas de Gran Canaria, 24 April, 2006), 4.

Based on the researcher's preliminary observation at SMAN 1 Tegalombo, the native speaker is a volunteer. The researcher conducted an interview with Ms. Marjiah, the English teacher of SMAN 1 Tegalombo, on 25th of November 2019. The teacher said that SMAN 1 Tegalombo, Pacitan has one English volunteer under an organization called Peace Corps.³

Peace Corps organization is found in 1961, the Peace Corps sends American volunteers to serve at the grassroots level in villages and towns across the globe to meet its three-point legislative mandate of promoting peace and friendship by improving the lives of those they serve, helping others understand American culture, and sharing their experience with Americans back home.⁴

The Peace Corps Act states the agency's purpose as the following: to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas, men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if trained manpower.⁵

Thus, the activities undertaken by volunteers are diverse, including community work, such as building a school or, teaching English to children or conservation-based projects that involve scientific research or ecological

³Look at Interview Trascript Number 01/W/25-11/019

⁴Marian L. Lawson, "The Peace Corps: Current Issues", Congressional Research Services, (October 12, 2018), 1.

⁵ Kelly Dolan, "Civic Engagement and Peace Corps Recruitment Efforts in the State," (Graduate College Dissertations and Theses Dissertations and Theses, University of Vermont, Vermont, 2016), 2-3.

restoration, such as reforestation and habitat and species protection.⁶ In addition, for some sectors, college degree is needed.

Still based on the interview, the Peace Corps volunteer at SMAN 1 Tegalombo named Mr. Kieran Hubber. He is from Missoula, Montana and will serve at SMAN 1 Tegalombo for 2 years. Started on September 2018 and will be ended on December 2020.⁷ Mr. Kieran will help the English teacher in teaching in the classroom. In addition, Mr. Kieran is also having plan to make some activities like extracurricular session to improve the students' English skills.

Based on the interview, the Peace Corps volunteer and the English teacher through team teaching project, collaborate in teaching English in the classroom. In the collaboration, the Peace Corps volunteer applied various methods and techniques. By applying new method and technique in teaching, the students are experiencing more interactive teaching models and they are very enthusiastic when it comes to English learning.

A number of research was conducted related to Peace Corps volunteer and the counterpart teacher. One of those research is a research by Fahima Solihatin entitled "An Analysis of Collaborative Teaching Strategy of a Peace Corps Volunteer and a Counterpart Teacher in Teaching Speaking at SMK Muhammadiyah 6 Banyuwangi."

⁶ Peter Smith, "Volunteer Tourism, Life Politics and Third Space: A Critical Analysis,"(Canterbury: Canterbury Christ Church University, 2018), 1.

⁷Look at Interview Trascript Number 01/W/25-11/019

Based on Fahima's research, Peace Corps volunteer and the counterpart teacher applied several types of collaborative teaching strategies.⁸ However, there is has been little research that discussed on the Peace Corps volunteer roles in assisting English teaching. Thus, the researcher conducted this research.

Based on the explanation above, the researcher wants to conduct a research about **“The Roles of Peace Corps Volunteer in Assisting English Teaching at SMAN 1 Tegalombo Pacitan.”**

B. Research Focus

From the background of the study above, the researcher conducted a research which is focused on the roles of Peace Corps volunteer in assisting English teaching on eleventh grade students in academic year 2020/2021 at SMAN 1 Tegalombo Pacitan.

C. Statements of the Problem

These are the statement of the problems of this research:

1. What are the roles of Peace Corps volunteer in English teaching at SMAN 1 Tegalombo Pacitan?
2. How is students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching?

⁸Fahima Solihatin, “An Analysis of Collaborative Teaching Strategy of A Peace Corps Volunteer And A Counterpart Teacher In Teaching Speaking At SMK Muhammadiyah 6 Banyuwangi.” Thesis of master degree of English Language Education, (University Of Muhammadiyah, Malang, October 2019), 30.

D. Objectives of the Study

The objectives of the study of this research are related to the statement of the problem. These are the objectives of the study:

1. To know the roles of Peace Corps volunteer in English teaching at SMAN 1 Tegalombo Pacitan.
2. To know the students' perception in learning English with the involvement of Peace Corps volunteer in the process of teaching.

E. Significances of the Study

The results of the study are expected to be able to increase the knowledge about the volunteer program in the school and its roles in assisting English teaching. In addition, this research is expected to provide theoretical and practical significances

1. Theoretical

The results of this study can serve as contribution to provide important experience in teaching and learning English especially about the roles of Peace Corps volunteer in English teaching.

2. Practical

a. Students

For the students, this research is expected to help the students motivate themselves in learning English with the involvement of the English volunteer. Besides that, this research also gives them new

experience in learning English and how they interact in the classroom with other people besides their teacher.

b. Teachers

For English teacher, the outcome of the study will serve as feedback for them about the new method in teaching. By knowing the new method, they may hope that they are motivated to make the English learning more fun and interactive.

c. Future Researchers

For future research, the researcher has a new reference that can be used. Moreover, the researcher can make new method in learning English so the people's interest in learning English increasing.

F. Organization of the Study

Organization of the thesis is given to make the readers understand the content of the thesis. This thesis consists of six chapters:

CHAPTER I : Chapter one is introduction. It contains the background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

CHAPTER II : Review of related literature. It covers review of previous research findings and theoretical framework.

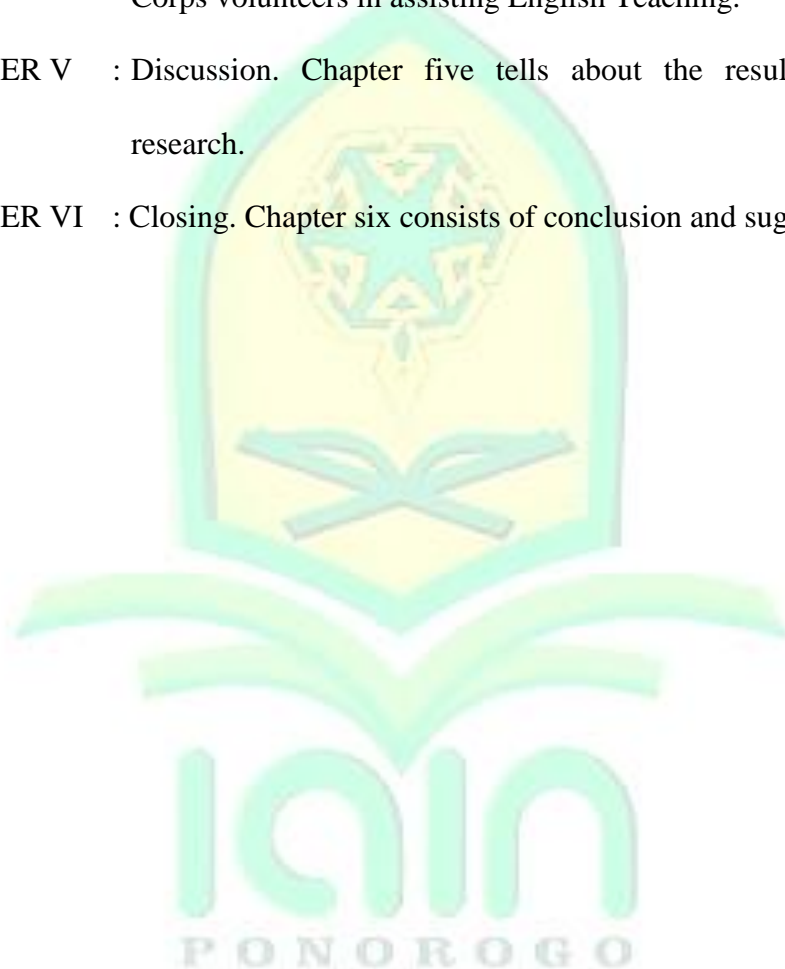
CHAPTER III : Research method. This chapter includes research approach and design, researcher's role, research setting, data and

source of data, data collection technique, data analysis, data analysis technique, verification of data validities, and research procedure.

CHAPTER IV : Research finding. This chapter explains about general data and specific data of the research related to the roles of Peace Corps volunteers in assisting English Teaching.

CHAPTER V : Discussion. Chapter five tells about the result of the research.

CHAPTER VI : Closing. Chapter six consists of conclusion and suggestion.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORITICAL BACKGROUND

This chapter includes the previous research findings and theoretical background related to the research.

A. Previous Research Findings

There are some previous researches related to the research the researcher wants to conduct. The first research is conducted by Fahima Solihatin entitled “An Analysis of Collaborative Teaching Strategy of a Peace Corps Volunteer and a Counterpart Teacher in Teaching Speaking at SMK Muhammadiyah 6 Banyuwangi.” This is a thesis for master degree of English language education, University of Muhammadiyah, Malang, October 2019.

This is a descriptive qualitative research by using classroom observation and interview to both Volunteer and the Counterpart teacher. The research took a place at SMK Muhammadiyah 6 Banyuwangi of eleventh grade in 2018/2019 academic year. The research was focused on the collaborative teaching between native speaker and the teacher in teaching speaking at SMK Muhammadiyah 6 Banyuwangi.

From this research, it was revealed that interactive collective and traditional collaborative were strategy used in teaching speaking. The interactive collaborative means the team collaborate in designing curriculum and in this type of collaboration this teaching highly flexible according to need

at time at teaching rather than in advance. While in traditional time teaching the native speaker and the teacher were jointly responsible for the instruction of the students.⁹

The similarity between the previous research and this research is about team-teaching program or collaborative program between Peace Corps volunteer and teacher in teaching English. However, this research is different from the previous research where the previous research focused on collaborative teaching speaking strategy while this research is about the roles of Peace Corps volunteer in assisting English teaching.

The second research was done by Faridah Nur Halimi, entitled “The Native Speaker Teacher’s Technique in Improving Students’ Speaking English Ability to the Eight Grade Students of MTs N Punung in Academic Year 2016/2017”. The research was presented for the degree of *sarjana* in English education of IAIN Ponorogo. This research is a descriptive qualitative research and is using case study as design. The data was gathered in order to know the results were by using interview and observation. The results of the research was: There are techniques Native speaker used to improve students’ speaking English ability, namely cooperative learning, question and answer, drilling technique and by using song.¹⁰

It has similarity with the researcher’s research which is has the same theme about native speaker. The native speaker in this research is a volunteer

⁹Solihatin, *Op. Cit.*, 27.

¹⁰Faridah Nur Halimi, “The Native Speaker Teacher’s Technique in Improving Students’ Speaking English Ability to the Eight Grade Students of MTs N Punung in Academic Year 2016/2017”, (Ponorogo: IAIN Ponorogo, 2017), 79.

from Peace Corps. In addition, the research's focus is different. The previous research was focused on technique used by the native speaker in improving students' speaking English ability. While the researcher's research focused on the roles of Peace Corps Volunteer in assisting English teaching.

The third, this reasearch has similarity with the research by Fathor Rasyid, entitled "Peace Corps Volunteers: Culture Shocks Encountered and Strategies to Overcome during Pre-Service Training in Indonesia".Based on the results, there were three strategies to cope with culture shock. They were self-confidence and optimism, accepting a new culture, and social support.¹¹

It is similar because the researcher use the same subject, namely Peace Corps volunteer. In which, the volunteer have to overcome the culture shocks in assisting english teaching. However, this research is different from the previous research, where is the previous research focused on the culture shocks and its strategies during the volunteer service, this research will focused on the volunteer roles in assisting english teaching.

Next, the research by Nur Wahyuni entitled "The Contribution of Speaking Practice with the Native Speaker to Student's Speaking Ability in Junior High School". It was revealed that speaking practice with native speaker made a positive contribution to students' speaking ability. It increased students' confidence in using English.¹²

¹¹Fathor Rasyid, "Peace Corps Volunteers: Culture Shocks Encountered and Strategies to Overcome during Pre- Service Training in Indonesia" (Kediri: Pusat Kajian Humaniora (Center for Humanities Studies 2021)), 1.

¹²Nur Wahyuni and Indah Afrianti "The Contribution of Speaking Practice with the Native Speaker to Student's Speaking Ability in Junior High School" (Dompus: Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan, Vol. 2, No. 3, 2021)), 251.

This research has similarity with the researcher's research about the native speaker, because Peace Corps volunteer is also considered as native speaker. The difference between the researcher's research and this previous research is its focused.

Then, research entitled "Students' Perception Towards Native and Non-Native Speaker Teachers" by Ratih Ayu Wulandari, Asih Rosnaningsih, and Fairus Sintawati. This research was qualitative study based on a descriptive approach by using close-ended questionnaire, semi-structured interview, and documentation.¹³

The research revealed that native and non-native English teachers had their own specific roles in the Indonesia context. Students needed native more than non-native because the native speakers can bring successful teaching-learning process since they truly understand the appropriate strategies in learning the language.¹⁴

The similarity between the researcher's research are the native speaker and students' perception. The later is similar to the second research problem about the students' perception in learning english with the involvement Peace Corps volunteer (native speaker). However, while this research focused on students' perception, the researcher's research more focused on the roles of Peace Corps volunteer in assisting English teaching.

¹³Ratih Ayu Wulandari, Asih Rosnaningsih, and Fairus Sintawati, "Students' Perception Towards Native and Non-Native Speaker Teachers", *Eternal (English Teaching Journal)* Vol. 12, No. 2, (2021), 84.

¹⁴*Ibid*, 93.

B. Theoretical Background

1. Peace Corps Volunteer

a. Definition of Peace Corps Volunteer

Volunteering is any activity in which time is given freely to benefit another person, group or organization.¹⁵ It means, the volunteers do not ask monetary compensation in return. The concept of volunteerism can be further broken down into formal and informal volunteering.

Informal volunteering is any assistance given directly to non-households individuals, for instance helping a neighbor.¹⁶ While formal volunteer, is defined as any unpaid contribution of time to activities of organizations. There are so many organizations which managed the volunteer, and one of them is Peace Corps.

The Peace Corps is a well-known cross-national volunteering opportunity for United States' citizens. Peace Corps Volunteer works at the grassroots level to create change that lasts long after their service. Peace Corps has two mandatory requirements to be eligible for volunteer service:

a. The volunteer must be an American citizen.

¹⁵Arthur A. Stukas, et al, "Volunteerism and Community Involvement: Antecedents, Experiences, and Consequences for the Person and the Situation," *The Oxford handbook of pro-social behavior*, (New York: Oxford University Press), 3.

¹⁶Damiano Fiorillo and Nunzia Nappo, "Formal and Informal Volunteering and Health across European Countries", *Journal of Travel Medicine*, (2005), 2.

b. The volunteer must be at least 18 years old.¹⁷

Besides those requirements, the volunteer must begin in-country service with Pre-Service Training (PST) before two years of service at the permanent site (service country that has been chosen). This training will take about 3 months. The Peace Corps uses a competency-based training approach. After that, Peace Corps staff will measure trainees learning achievement and determine if they have successfully achieved competency to swear-in as a Peace Corps Volunteer.¹⁸

Successful trainees are when they have passed competence in various technical, linguistic, cross-cultural, health and safety and security areas. While the trainee who failed to meet standards, attain any of the selection standards by the competitions of training, or maintain these standards during service, may be grounds for de-selection and disqualification from Peace Corps.¹⁹

After the trainees are selected as a Peace Corps Volunteer, they will work in different areas. Their work experience to qualify, it should be specifically related to the position they are seeking. However, for most of its positions requires a four-year college. As Peace Corps serves at the invitation of host country governments, host nations have the right to identify their own needs and may choose to set a

¹⁷Ashley Lenihan, "Who Can – and Who Cannot – Apply to be a Peace Corps Volunteer", (September, 2, 2015), <https://www.peacecorps.gov> (accessed on March, 29, 2020 at 15.41)

¹⁸Peace Corps, Volunteer Handbook (March, 2020), 6.

¹⁹Ibid.

degree requirement. A college degree may even be a requirement to obtain a work visa in some countries.²⁰

In other cases, some work even need high technical education and qualifications (such as Math and Science Teachers, Teacher Trainers and Natural Resources Conservation and Management). Completing a four-year college degree program in good standing also gives applicants experience in areas essentials to successful Peace Corps Service: exposure to new ideas, problem analysis and solving, analytical writing, communication, creativity, critical thinking and how to break apart complex issues.

b. The History of Peace Corps

President John F. Kennedy is credited with the creation of the Peace Corps. He first suggested the idea of a Peace Corps on his campaign trail. He asked 10,000 college students at The University of Michigan in Ann Arbor on October 14, 1960.²¹ The future President asked the crowd how many of them would be willing to serve their country and the cause of peace by living and working in the developing world.

President John F. Kennedy also proposing initial blueprint for the Peace Corps stated that “whenever feasible, the overseas projects

²⁰Ashley Lenin, “Do I Need College Degree to Serve in the Peace Corps? (Part 1)”, <https://www.peacecorps.gov/stories/do-i-need-a-college-degree-to-serve-in-the-peace-corps-part-1> (September, 23, 2015), accessed on March 29, 2020

²¹MilanaBaish, “Returned Peace Corps Volunteers’ Perception of Impact: on Their Community and The Volunteer”, Plan II Honors Program, (Austin: The University of Texas, May 2019), 6.

themselves should be administered through contracts with colleges, universities and other educational institutions.”²² In addition, Kennedy suggested that if Americans volunteered in underdeveloped country, they might encourage international peacekeeping in conjunction with enhancing American images.²³

The students’ reaction was both swift and enthusiastic, and since then, over 220.000 Americans have responded to this enduring challenge. In addition, Peace Corps has demonstrated how the power of an idea can capture the idea of an entire nation.²⁴

In 1961, after Kennedy was selected as president of the United States, he created the Peace Corps on March 1. People who wanted to be the volunteer, they would have an intense three-month training period and were followed by two years of service in an underdeveloped country.²⁵

In the same year, the first Peace Corps Volunteers accepted assignments to serve in Ghana, West Africa. Since then, more than 200,000 men and women have served in 139 countries. Peace Corps

²²Kevin F. Quigley, “The Peace Corps and Higher Education: Finally the Envisioned Partnership?”, *Journal of Higher Education Outreach and Engagement*, Volume 17, Number 2, (University of Georgia).

²³Encyclopedia, “Peace Corps” <https://www.encyclopedia.com/social-sciences-and-law/political-science-and-government/us-government/peace-corps/> (accessed on March 5, 2020 at 09.00 am)

²⁴Peace Corps, “The Founding Moment.” <https://www.peacecorps.gov/about/history/founding-moment/> (accessed on March 12, 2020 at 19.30)

²⁵Encyclopedia, “Peace Corps” <https://www.encyclopedia.com/social-sciences-and-law/political-science-and-government/us-government/peace-corps/> (accessed on March 5, 2020 at 09.10 am)

²⁵Janet Kerley and Susan Jenkins, “The Impact of Peace Corps Service on Host Communities and Host Country Perceptions of Americans”, Office of Strategic Information, Research and Planning, 2010.

activities cover issues ranging from HIV/AIDS education to information technology and environmental preservation.²⁶

c. The Goal of Peace Corps

One of the basic Peace Corps principles regarding community work was that the participants or volunteer needed to prepare themselves in conditions similar to those they would face in host countries.

Peace Corps volunteer is American citizens. They bring mission as follows:

- a) To help the people of interested countries in meeting their need for trained men and women.
- b) To help promote a better understanding of Americans on the part of the peoples served.
- c) To help promote a better understanding of other peoples on the part of Americans.²⁷

d. Peace Corps in Indonesia

The first program of Peace Corps in Indonesia was in 1963 and initially sent a total of 46 volunteers to work in coaching and physical education. Two years later, the program ended in 1965 due to mutual

²⁶Sara Sweeney, *Hide And Seek: How And Why Peace Corps Panama Volunteers Conceal And Reveal Parts of Their Social Identities And Perceived Impacts On Their Cultural Integration*, SIT Graduate Institute, August 2018.

consent of the two governments against the backdrop of political unrest and concern for the safety and security of the Volunteers.²⁸

In October 2006, the Indonesian government invited Peace Corps to send assessment team to consider the feasibility of re-establishing a Peace Corps Program. The assessment was completed in February 2007, followed by the updated safety and security assessment. The negotiations between Indonesian government and Peace Corps completed in November 2009 and a formal Memorandum of Understanding was signed on December 11, 2009. During this time, the initial project was English Teaching and Teacher Training. Finally on June 15, 2011, the Peace Corps negotiated and signed Implementing Arrangements with the Ministry of Religious Affairs and Ministry of Education and Culture.

There were eighteen volunteers returned to Indonesia in March 2010 as part of English teaching and teacher training project. In this capacity, volunteers work at high school in East Java where they co-teach 10th and/or 11th grade English with Indonesian counterpart. Besides that, the volunteer also implement extracurricular opportunities for students to practice English and life skill.²⁹

²⁸Obama White House, "Fact Sheet: Expansion of the Peace Corps Indonesia Program" <https://obamawhitehouse.archives.gov/the-press-office/2011/11/1/fact-sheet-expansion-peace-corps-indonesia-program> (accessed on March 22, 2020 at 20.20)

²⁹Kathy A. Buller, "Final Report on the Program Evaluation of Peace Corps/Indonesia", (September 19, 2012), 1-2.

e. The Roles of Peace Corps Volunteer in Assisting English Teaching

In education sector, volunteers teach in public school or *madrasah* (Islamic School). The volunteer will co-teach with one or more local teachers in the range of middle school or senior high school.³⁰ Besides as co-teacher, the volunteers also have some roles in Indonesian school.

The role of volunteer is to help people help themselves. It is because people cannot be developed; they can only develop themselves. “Helping people help themselves” mean in term of daily life, volunteer is expected to join the community in its learning process, as teacher and student, facilitator and participant. Besides that, there are other roles. Here are several roles of Peace Corps Volunteer in assisting English teaching:³¹

1) Volunteer as learner

As a learner the volunteer takes responsibility for mastering new knowledge, skills, and attitudes.

During their volunteerservice, the volunteer as a learner is obligated to embrace several key learning responsibilities.

These are the responsibility of volunteer as a learner.³²

³⁰Peace Corps, “Project in Indonesia”, <https://www.peacecorps.gov/indonesia/projects> ,(accessed on February 6, 2019 at 09.05)

³¹Peace Corps, Roles of the Volunteer in Development: Toolkits for Building Capacity, (Peace Corps: Infomation and Collection Exchange, 2002), 4.

³²Ibid.

- a) Maintaining an open state of mind, open to different ideas and ways of doing things (a mind is like a parachute—only useful if it is open).
 - b) Actively participating in suggested activities, including reflecting on your learning and sharing your perceptions and insights with other Trainees and Volunteers.
 - c) Engaging with people in your community to learn about your technical area in the local context.
 - d) Integrating cultural and language learning to understand the technical subject matter in a local context.
 - e) Provocatively seeking additional information to fully understand the issues and topics.
 - f) Setting learning goals for yourself and working consistently to accomplish them.
- 2) Volunteer as co-teacher

Co-teacher means the volunteer will work with the local teacher to do co-teaching. Co-teaching is defined as simultaneous teaching, whereas teachers combining their skill in planning, implementing and evaluating teaching and learning together. Co-teaching itself can be applied in various ways, such as: one

teaches and one observes, one teaches and assist, station teaching, parallel teaching, alternative teaching, and teaming.³³

Based on Peace Corps volunteer's Handbook, the assigned volunteer will be obligated to do co-teacher 16-20 hours per week. Volunteer will co-teach with one or more local teachers in his/her service place, in this case at SMAN 1 Tegalombo to improve students' learning in English and to enhance students' life and academic skill.

3) Volunteer as Change Agent.

A change agent is someone who generates ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networks to help people move forward in reaching their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss. For Peace Corps Volunteers, the role of change agent is virtually inevitable.³⁴ People in the community will observe the volunteer as they go about their work and play, and some of them will try things they see the volunteer doing just because they think the volunteers are "cool." Thus, during his/her service without they are realizing it, volunteer may be influencing people to think and act differently.

³³Marjut Kokko, Marjatta Takala, Paivi Pihlaja, "*Finnish Teachers' View on Co-Teaching*", BJSE, Volume 48, Number 1, 2021, 114.

³⁴Peace Corps, "Role of the Volunteer in Development Toolkits for Building Capacity; Toolkit 2", (Washington DC: 2012), 2.

The volunteer is expected to help the community. In the context of school, a volunteer is expected to help school community members. The key of “help” is helping people understand their options and make informed decisions about their future without trying to force a particular change on them. It also means helping them learn how to make their own changes.

An important aspect of serving in the role of change agent is to be aware of the implications of change. Sometimes simple idea can change the way people in thinking and change people’s lives. In addition, even a volunteer cannot predict the way things will turn out, even so a volunteer can analyze and understand the potential impact of his/her works in an effort to be less *ad hoc* and more intentional in serving his/her community.³⁵

4) Volunteer as co-trainer.

Peace Corps, volunteers often team with their counterparts or perhaps one or more leaders from the learning group to work as co-trainers. Together, they assess the needs of the learners, and then design participatory activities that help participants acquire the new knowledge and skills they want. Co-trainers establish partnerships with their learners, partnerships through which people discover their own strengths and develop critical thinking skills.³⁶

³⁵Peace Corps, “Role of the Volunteer in Development Toolkits for Building Capacity; Toolkit 2”, (Washington DC: 2012), 3.

³⁶Peace Corps, “Role of the Volunteer in Development Toolkits for Building Capacity; Toolkit 3”, (Washington DC: 2012), 3.

5) Volunteer as mentor.

Webster's dictionary in Role of the Volunteer in Development Toolkits for Building Capacity; Toolkit 6 defines *mentor* as: "A wise and trusted teacher or counselor." The term comes from Greek mythology—Odysseus, King of Ithaca asked his trusted friend, mentor, to look after his son while he fought the Trojan War. In the context of capacity building, mentoring is a personal or professional relationship in which a more experienced individual (the mentor) acts as a guide, role model, coach, and sponsor to a less-experienced person (the mentee).

During the Peace Corps service, volunteer will likely encounter several opportunities to both *be a mentor* and *be mentored*. Sometimes volunteer may find that certain people in the community choose the volunteer to be their mentor because they regard volunteer as a role model.

f. The Duties of Peace Corps Volunteer

Peace Corps volunteer work in different places. According to volunteer handbook, the volunteers assigned to serve in specific projects. Such as: in the sectors of agriculture, community economic development, education, environment, health, and youth in development.³⁷ Additionally, there also are the volunteers who work in

³⁷Peace Corps, "Volunteer Handbook", (September 2017), 40.

other sectors, like work in information technology, HIV/AIDS, and other cross-cutting initiatives are integrated into many program areas.³⁸

Based on Implementing Arrangement Peace Corps Program in Indonesia, the specific duties of Peace Corps volunteer as TEFL in Indonesia school as follows:³⁹

- 1) Become familiar with current English language teaching practices through classroom observation, interviews, and material review.
- 2) Review current resources using in teaching English (e.g. standards, curriculum, textbooks, audio-visual and ITC resources, assessment tools, etc.)
- 3) Collaborate with principals and teachers to develop a work plan to support the needs/priorities of the teachers and students.
- 4) Co-plan lesson in cooperative with teachers and develop supplementary teaching materials to support the national curriculum and standards. Help teachers integrate ITCs for English instruction as well as low-cost materials using locally available resources.
- 5) Team-teach between 16-20 hours per week with Indonesian teachers.

³⁸Kerley and Jenkins, Janet Kerley and Susan Jenkins, *The Impact of Peace Corps Service on Host Communities and Host Country Perceptions of Americans*, Office of Strategic Information, Research and Planning, 2010.

³⁹ General Secretary and Head of Foreign Planning and Cooperation Bureau, "Implementing Arrangement Peace Corps Program in Indonesia," <https://ktln.setneg.go.id> (accessed on February 20, 2020 at 14.23)

- 6) Model communicative language teaching with actively engages students to use English for communication and learning in the content area. Integrate critical thinking and task-based or project-based learning.
- 7) Work with school staff to review course calendars, resource needs and priorities, and opportunities to mentor and support teachers and students beyond the classroom.
- 8) Where requested, collaborate with teachers and administrators to design activities for teachers enhance their English language skills.
- 9) Promote transparency and open communication among teachers, staff, students and parents.
- 10) Based on school/community needs interests as well as personal interest, engage students, parents and other community members in extra-curricular and community-based activities such as English clubs, sports, scouting, environmental programs and theater.

2. English Teaching

a. Goal of English Teaching

English teaching is vitally important. There are many terms of teaching English that had been developed during past five decades. So far, we can discover that teaching English can be portrayed as Teaching English as a Second Language (TESL), Teaching English as

a Foreign Language (TEFL), and Teaching English as Other Language (TESOL).⁴⁰

In Indonesia, English is taught as a Foreign Language (TEFL). James stated that English as foreign language (EFL) refers to any non-native language learned anywhere it is not spoken naturally.⁴¹ Even it is learnt as foreign language, English is very important. English as a window on the world does play a vital role in our social context.⁴² For example, for higher education or when someone is looking for a job.

Based on Ministerial Regulation of Education, in english teaching the students not only learn about the “language” itself, but they learn to do various things that are useful for their lives by using english. The goal of english language teaching is to develop the students’ potency in order to have communicative competencies in interpersonal discourse, transactional and functional by using spoken or written english accurately and acceptably global about the factual and procedural knowledge as well as the noble values of the nation’s character in the context of living at home, school, and society’s environment.

Thus, for all of aspects of teaching (goal, material, learning process, media, sources, and assessment) are sought to have similarity with the real worls outside the classroom. In addition, the elements of

⁴⁰Ibid.

⁴¹ James B. Wold, *Difficulties in Learning English as Second or Foreign Language*, Degree Master of Arts Thesis, (Regius University: May 2016), 7.

⁴²Avinash. M and Rennet Samson, *The Importance of English In The Modern World*, Research Scholar, Volume-3, (Chennai: Sathyabama University, 2014), 3.

language (grammar and vocabulary including pronunciation and the writing) can be seen as a tool not a goal; a tool to use English language correctly and strategically according to the purpose and the context. The learning process is using students centered, thus the students are expected to be able to learn by doing.

This goal will be impossible if the learning patterns implemented are still using the old one; teacher centered, based on textbook, and dominated by written language. The process of learning needs to provide opportunities for students to do a more natural learning process.

The skills the students had learnt during school days will continually use inside and outside the educational setting. In a wider society, their good knowledge of English will be very useful. There are two reasons why English is inevitable, the first English is meant to communicate and it creates a great opportunity for a person's employment. The second one, English is indispensable for communicating to people worldwide.⁴³

Besides that, in this modern era, where technology plays an important role in it, such as the use of computers, internet, electronic mail, etc., the need of English is demanded, both in the form of written and spoken.

⁴³ Ibid.

b. The Four Skills in English Teaching

There are four skills in English Teaching. Those skills are listening, speaking, reading, and writing. They are separate yet bound together with an inseparable bond.⁴⁴ Writing and speaking are called productive skill because learner/user not only active but also produce something during the process. It produces sounds in speaking and symbols (letter) in writing. While on the other hand, reading and listening are categorized as receptive skills. Receptive means the learner/user passive during the process and receives information either through reading or listening.⁴⁵

In Indonesia, some of English skills for senior high school do not taught directly, but rather taught indirectly in some materials.

1) Listening

Listening is the mental process of constructing meaning from spoken input.⁴⁶ In listening, the ears receive spoken text and send it to the brain. Furthermore, the brain will search for the meaning.

Even though listening widely used, in fact in foreign language class it is categorized as less taught skill. As matter of

⁴⁴Lorena ManajSadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature Studies*, Vol.1, Nr. 1, (AleksanderXhuvani University Elbasan Albania, April 2015)

⁴⁵Noushad Husain, "Language and Language Skills," *Education*, (Maulana Azad National Urdu University, 31 March 2015), 3.

⁴⁶U Chit Su Maung.Op. Cit.

fact, it is accepted as a complex and intricate process in itself and enables us to understand spoken language.⁴⁷

2) Speaking

Speaking is a productive skill that can directly and empirically observed, those observation are invariably colored by the accuracy and the effectiveness of test-taker's, which necessarily compromise reliability and validity of an oral production test. There are basic types of speaking: imitative, intensive, responsive, interactive, and extensive.

3) Reading

According to Anthony, Pearson & Raphael in U Chit Su Maung reading is the process of constructing meaning through the dynamic interaction among the readers" existing knowledge, the information suggested by the written language, and the context of the reading situation.⁴⁸

Furthermore, reading is a self-discovery process. During this process, readers interact with written materials by investing both cognitive and meta-cognitive efforts to decompose new knowledge so as to make or infer meaning.⁴⁹

⁴⁷DeryaTuzcuEken and ŞükranDilidüzgün, "The types and the functions of the listening activities in Turkish and English course books," *Procedia- Social and Behavioral Sciences* 152, (2014), 990.

⁴⁸U Chit Su Maung, "Developing the Four Skills of Language Teaching Staff through Lesson Preparations," (Lashio University, 2014), 6.

⁴⁹Ebru Kaya. The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students, 4(1-2), (Üniversite park Bülten, Turkey, 2015), 38.

Reading has some types such as scanning, skimming, intensive reading, extensive reading and interactive reading aloud.

4) Writing

Writing is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function.⁵⁰ It is meant for conveying thoughts, ideas, and facts in easy and lucid language.⁵¹

c. Method and Technique in English Teaching

Technique is any of a wide variety of exercises, activities, or tasks used in language classroom for realizing the objective of the lesson. It means, technique is a particular activity applied by teacher during the lesson to achieve the goal of the lesson.

Nowadays, method in English teaching has so many types. The more interactive a method, the more enthusiastic the student is. By applying interactive method and technique, it is easier for students to understand the material. Besides that, it will make the classroom condition way better when the teacher chooses the suitable technique for her/his lesson.

There are so many methods that can be applied in English teaching. Those methods are: Grammar Translation Method, Direct

⁵⁰V Satya Sri Durga and C S Rao, "Developing Students' Writing Skills in English - A Process Approach," *Journal for Research Scholar and Professional of English Language Teaching*, Issue 6, Vol. 2, (2018), 1.

⁵¹Ibid, 2.

Method, Audio-Lingual Method, Dessuggestopedia, CLL, TPR, and CLT.

1) Grammar Translation Method

Grammar Translation Method is a classical method that in early century. This method was used for the purpose of helping of students read and appreciate foreign language literature, it was also hoped hat through the study of grammar of the target language, and students would become more familiar with the grammar.⁵²

There are some techniques in grammar translation method which mention as follows:⁵³

- a) Translation of literary passage
- b) Comprehension question
- c) Memorization

2) Direct Method

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.⁵⁴ It means in this method, students learn directly in English.

⁵²Susilowati and Puji Sri Rahayu, "Teaching Techniques Applied in Senior High School for Students With Special Needs (SMALB)," *Journal Tarbiyah*, Vol. 5 No. 2 (IAIN Antasari Banjarmasin, Banjarmasin, November 2016), 61.

⁵³ Ibid.

⁵⁴Diane Larsen-Freeman and Marti Anderson, *Techniques & Principles in Language Teaching*, Third Edition (UK: Oxford University Press, 2011), 26.

There are some techniques that can be applied in direct method:⁵⁵

- a) Reading Aloud
 - b) Question and Answer Exercise
 - c) Getting Students to Self-correct
 - d) Conversation Practice
 - e) Fill-in-the-blanks Exercise
 - f) Dictation
 - g) Map Drawing
 - h) Paragraph Writing
- 3) Audio-Lingual Method

Audio Lingual Method was based on structural linguistics and behavioral psychology. In other words the way acquires the sentence patterns of target language is repetition of dialogues about everyday situation that are imitated and drilled to make the response automatic.⁵⁶ Basically, it uses drill to teach.

The techniques used in this method as follows:⁵⁷

- a) Dialog memorization
- b) Repetition drill

⁵⁵ Ibid, 34-35.

⁵⁶ Susilowati and Rahayu, "Teaching Techniques Applied in Senior High School for Students With Special Needs (SMALB), 62.

⁵⁷ Ibid.

4) Desuggestopedia

Desuggestopedia is the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and/or the negative association they may have toward studying and thus to help them overcome the barriers to learning.⁵⁸

5) Community Language Learning

CLL in which learners in classroom they were not just as a “class” but as a “group”, a group in need of certain therapy and counseling. The students seated in circle with the teacher outside of the circle. Besides that, the students are allowed to share their learning experience to get to know one another to build community.⁵⁹ The activity of the conversation was taped for later listening at the end of each session.

Here are techniques can be used:⁶⁰

- a) Transcription
 - b) Reflection in Experience
- #### 6) Total Physical Response

TPR is a teaching technique that enables students to acquire new English vocabulary by listening to and carrying out spoken commands. In TPR activities students are not required to speak, the

63. ⁵⁸Freeman and Anderson, *Techniques & Principles in Language Teaching*, Third Edition,

⁵⁹Ibid.

⁶⁰Ibid, 63-64.

tutor models commands and continually repeats and review them until the students can carry the commands with o difficulty.⁶¹

- a) Using commands
- b) Role Reversal
- c) Action Sequence

7) Communicative Language Teaching

Community Language Learning is a technique in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor or knower while the learner acts as a collaborator (client), although sometimes this role can be changed.⁶² This is also known as the Counseling-Learning method. Some of the techniques are:⁶³

- a) Authentic Materials
- b) Scrambled Sentences
- c) Language Games
- d) Picture Strip Story
- e) Role Play.

Both the method and the technique are used to make teaching and learning easier.

⁶¹Ibid, 64.

⁶²Freeman and Anderson, *Techniques & Principles in Language Teaching*, Third Edition.

⁶³Ibid.

d. Assesment in English Teaching

Assesment is an ongoing process that encompasses a much wider domain. There are two types of assesment: summative assesment and formative assesment.

1) Summative Assesment

Summative assesment purposes to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unitof instruction. A summation of what a student has learned implies looking back and taking stock of hoe well the student has accomplished objectives, but does not necessarily point the way to future progress.

There are three types of summative assesment:

a) Midterm and final examination

Midterm and final examination is created to enable management to gain an independent assessment of the progress so far when the course period. It is also able to know the level of course success and identify lessons learnt for future actions.

b) Portfolios

A portfolio is a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given course.

c) Journals

A journal is a log or account of students' thoughts, feelings, reactions, assessments, ideas, or progress toward goals that usually is written with little attention to structure, form, or correctness.⁶⁴

2) Formative Assessment

According to HindaJirdeh Hussein, formative assessment referred to an assessment for learning is a continuous feedback and feed forward with a specific goal of enhancing teaching as well as learning. In today's classroom, formative assessment is seen as an important way in which teachers can help students in understanding and ways to engage the learner into the concepts.⁶⁵

Formative assessment is usually posited that it is predominantly about enhancing learning, whether or not enhancements are seen in subsequent formative task, however students often view their performance in summative assessment as a measure of how much they have learnt in a course.⁶⁶

⁶⁴Douglas H Brown, *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education) 2004, 6.

⁶⁵Hinda Jirdeh Husssein, "The Impact of Using Socratic based Formative Assessment to Enhance Student Achievement in a Nutrition Course: a Digital Forward Assessment," *Journal for Researching Education Practice and Theory (JREPT)*, No 1Vol 2 (2019), 37.

⁶⁶Geoffrey Crisp, *Teacher's Handbook on e-Assessment*, 6.

Formative assessment type as follows:

a) Multiple Choice

Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. It contains a question which have more than two choice of answers, usually there are a, b, c, d and e. Moreover, the multiple choice format can be used with isolated words, words in a sentence context or words in whole texts.⁶⁷

b) True-false

Compared to multiple choice items, true-false items are relatively easy to construct because there is no need to construct response alternatives. It is essential that the statement in the stem can only be classified as true or false if the students really have knowledge or understanding of the content.⁶⁸

3) Matching items

Matching items are often recommended for testing associations, definition or characteristics or examples of concepts. Further, matching items are efficient because several questions are implicitly integrated into one item, and since the format does not

⁶⁷ Scott Thornbury, *How to Teach Vocabulary*, (Edinburg: Longman Pearson, 2007), 129-132.

⁶⁸Jaap Scheerens, Cees Glas and Sally M Thomas., *Educational Evaluation, Assessment, and Monitoring: A Systemic Approach*, (Netherlands: Swets&Zeitlinger, 2003), 98.

entail construction of distracters, matching items are easier to construct than common multiple choice items.⁶⁹

3. Perception

a. Definition of Perception

A perception is man's primary form of cognitive contact with the world around him. As all conceptual knowledge is based upon or derived from this primary form of awareness, the study of perception has always had a unique significance for philosophy and science.⁷⁰

Perception is a motivated activity of individuals using resources in their environment. Perception is active, not passive; it is an effortful search for meanings and values.⁷¹ A perception is an active process that plays a role, not just the stimulus that about him but also the individual as a whole of his experiences, motivations and attitudes that are relevant in response to a stimulus. Individual linked with the outside world. In order to the observation can be occurred, it is necessary to provide object that was observed by the senses and attention is the first step as a preparation to conducting observation.

The definition of perception in Gestalt's concept, perception is that human tends to arrange stimulus along the line of a certain natural urge that is probably related to arrangement and classify function in the brain. The natural urge is the result of a learned experience. Through

⁶⁹*Ibid.*, 100.

⁷⁰Robert S. Cohen and Marx, W. Wartofsky, Boston Studies In The Philosophy Of Science, D.Reidel (Publishing Company/Dordrecht-Holland), 137.

⁷¹Bakhurst, David, and Stuart G. Shanker. (Eds). Language, Culture, and Self. (Thousand oaks, California: Sage Publications, 2001).

the learning process, knowledge, and experience of human, these will give meaning and response to the accepted stimulus. It means that the ability of every human to give meaning and response to the accepted stimulus in every object whether it is an event situation, condition, person, and experience in psychology.⁷²

Based on the definitions above, the definition of perception can be defined as a the way human interpreting, understand, and feel stimulus which is received.

b. The Processes of Perception

Perception can affect phase of teaching performance. When student learns and he understands, he will be motivated to continue learning.⁷³ Perception process is cognitive process affected by experiences and learning process that will provide form and structure for the object captured by five senses. The individual's knowledge also takes a part in the perception process. It provides the meaning to the object captured by individual, and then component of individual will play a role in deciding answer in the form of attitude and behavior.⁷⁴

There are three processes in making perception:

1) Selection

Selection is the first stage in the process of perception, during which we convert the environment stimuli into meaningful

⁷²D. Hoffman, The perception of color from motion. *Perception & Psychophysics*, (1995) 761–777.

⁷³Schunk, Dale. *Learning Theories: An Educational Perspective* (Sixth ed.). (New York: Pearson Education. Inc, 2012)

⁷⁴Foster, John. *The Nature of Perception*. (New York: Oxford University Press, Inc., 2000)

experience. In daily life we are bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name a few. Since our world embraces everything, these are countless stimuli at our sensory organ simultaneously and waiting to be processed. However, we can not perceive all of the information available to us, because in doing so we would experience information overload and disorder. However, we perceive only part of the information from environment through a selective process. When being surrounded by many competing stimuli, we only pay attention to those stimuli which we are familiar with or interested in through the selective process of perception. Thus, the existence of perception's partiality, which will possibly cause misunderstanding in communication. Chen and Starosta stated that the partiality of our perception is the origin of misunderstanding in interactions, especially perception systems.⁷⁵

2) Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting

⁷⁵G. M., Chen, & W. J., Starosta.. *Foundations of intercultural communication*. (Shanghai: Shanghai Foreign Language Education Press., 2007), 35.

things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationality. If we close our eyes and think what our university library is, we experience an organized environment with an internal and external structure.⁷⁶

Organization allows us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes.

Perception at this stage enjoys two characteristics. First, the organizing process gives human perception structure. We always put raw stimuli from the outside world into structured meaningful experience. Second, the process shows that human perception possesses stability. That is to say, after we select stimuli and put them into categories, the selected stimuli become durable.⁷⁷

⁷⁶Ou Qiong, *A Brief Introduction to Perception.*, (Studies in Literature and Language Vol. 15, No. 4, 2017), 19.

⁷⁷Ibid.

3) Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli.⁷⁸ Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer's arriving at the crime spot can be interpreted differently—the victim may regard it as soothing and relief-giving, but the criminal will definitely be frightened by it. Such interpretation differences arise because culture provides us with a perceptual lens that greatly influences how we interpret and evaluate what we receive from the outside world.⁷⁹ When confronting a physical object or event, almost everybody agrees on its objective part of meaning, but what it means to any unique individual varies according to that individual's past experiences and cultural background.

Different experiences and backgrounds will result in people's attributing different meanings to the same stimulus, so perception diversity appears. In the meaning-attribution process, people from cultures that are close will have similar store of past experiences and knowledge, so they will probably attribute

⁷⁸Ibid.

⁷⁹L.A. Samovar, R.E. Porter, & L.A. Stefani, *Communication between cultures* (3rd ed.). Beijing: Foreign Language Teaching and Research Press., 2000), 57.

similar meanings to the same stimulus, thus similar perceptions. Then with these similar perceptions, it is easier for communicators to understand the accurate meaning of each other's verbal and nonverbal behaviors, so communication goes smoothly. By contrast, if communicators use experiences or knowledge gained from their own culture to explain the unknown behaviors in another culture, they will attribute quite different meanings to the same stimulus, then perceptions differ and communication problems arise.

c. Types of Perception

The field of the study that deals with levels of perception is called psychophysics. Experimental psychologists investigate the relationship between the physical properties of stimulus pattern and the perceived effect of stimuli. For example, they may study the relationship between sound frequency and the perceived pitch of sound. On this source state that perception has three level complexities they are detection, recognition and discrimination:⁸⁰

a. Detection

Detection refers to whether people can sense that they are being stimulated by some forms of energy. For example, a light may be so dim they are barely detection its presence.

⁸⁰T.W Muchtar in Asrina “*Student Perception Toward Teacher's Teaching Performance*”,(2013). 11.

b. Recognition

Recognition means being able to identify as well as detect a particular pattern of stimulation. For example, a person may here a song and identifies the lyrics of this song.

c. Discrimination

Discrimination means being able to perceive one pattern of stimulation as different from another. For example, a person may hear slight difference between two similar musical tones. It can be concluded by the authors that perception has three level complexities there are detection, recognition, and discrimination.

d. Forms of Perception

The general perception is a response based on an evaluation directed towards an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus effect. Thus it can be seen that there are two forms of perception that is both positive and negative.⁸¹

a. Positive Perception

The positive perception is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

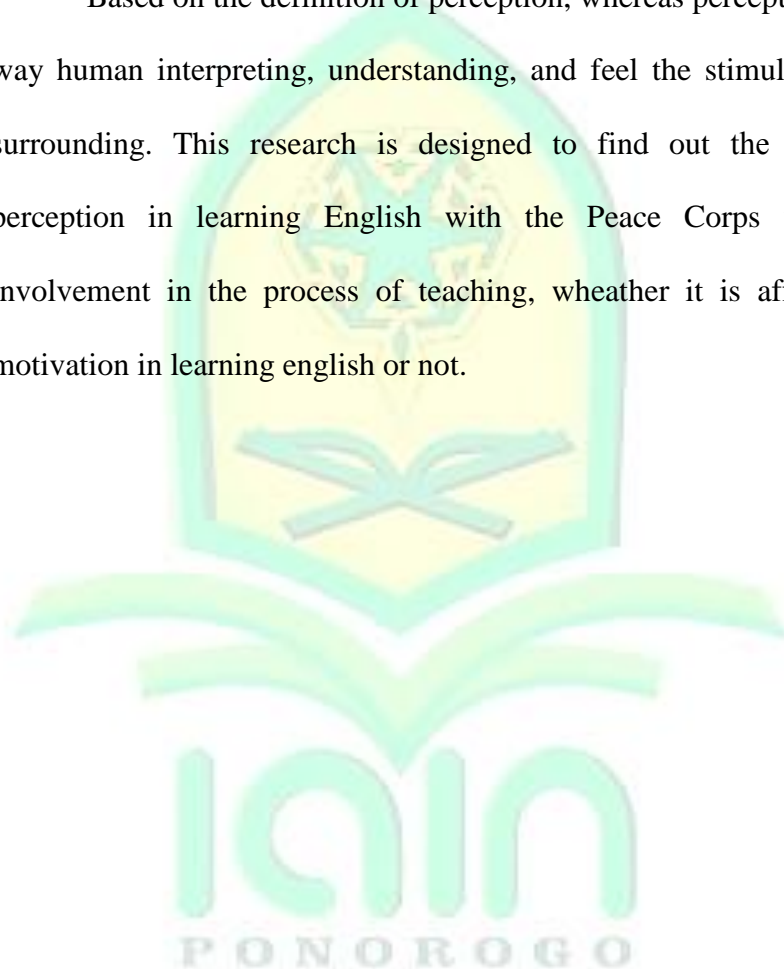
⁸¹Walgiono, in Oktari "The Student Perception On English Lecturer's Technique In Teaching Perbankan Syariah Study Program At First Semester of STAIN Curup", (STAIN CURUP 2017), 11.

b. Negative Perception

Perception or view of an object and refers to circumstances in which the subject captured tend to reject because it does not correspond to his personal.

e. Definition Students Perception

Based on the definition of perception, whereas perception is the way human interpreting, understanding, and feel the stimulus or the surrounding. This research is designed to find out the students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching, wheather it is affect their motivation in learning english or not.



CHAPTER III

RESEARCH METHOD

This chapter includes research approach and design researcher's role, research setting, data and source of data, data collection technique, data analysis, data analysis technique, verification of data validities, and research procedure.

A. Approach and Design

1. Research Approach

This research uses qualitative approach. Creswell stated that qualitative approach means exploring and understanding the meaning of individual or groups ascribe to a social or human problem.⁸² It means, the researcher presents in the scene but does not participate, but rather observes and records while writes field notes.

The researcher is implemented descriptive method because the data analysis will be presented descriptively.

2. Research Design

This is a case study research. According to Thomas in Prashant, case study is an analysis of person, event, decision, period, project, policies, institution, or other system and it is studied by one or more methods.⁸³ Thus, cases are bounded by time and activity, and researchers

⁸² J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approach* (3rd edition). (Thousand Oaks, CA: SAGE Publications Inc., 2009), 1.

⁸³ Prashant Kumar Astalin, "Qualitative Research Designs: A Conceptual Framework, International Journal of Social Sciences & Interdisciplinary Research, (2013), 122

collect detailed information using a variety of data collection procedures over a sustained period of time.⁸⁴

B. Researcher's Role

The researcher's in this research is a passive participation or participant observer. As a participant observer, the researcher may interact with the subject to establish rapport; however the researcher does not really become involved in the behaviors or activity of the groups⁸⁵. Participant observer has its roots in anthropological studies, where researchers would travel to faraway places to study the customs and practices of less known societies. It involves participating in a situation, while at the same time, recording what is being observed. Hence, participant observation has been associated with qualitative methods, as the data collected by this technique tend to be predominantly qualitative.⁸⁶

C. Research Setting

The setting of this research is SMAN 1 Tegalombo. SMAN Tegalombo is located on Jl. Bulusari No 1, Gemaharjo, Tegalombo, Pacitan.

⁸⁴Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approach* (3rd edition), 12.

⁸⁵Donal, Ary, et al., *Introduction to Research in Education*, (Belmont: Wadsworth Cengage Learning, 2010), 433.

⁸⁶Jessica Iacono, Ann Brown, and Clive Holtham, *Article :Research Methods – a Case Example of Participant Observation*, Corus International Trading Limited, (Schaumburg: USA Cass Business School, 2009), 39.

This research is aimed to investigate the roles of Peace Corps volunteer in assisting English teaching of XI IPA. XI IPA consists of 3 classes with detail as follows:

1. XI IPA 1 has 27 students.
2. XI IPA 2 has 31 students.
3. XI IPA 3 has 29 students

The reasons why the researcher wants to conduct this research at SMAN 1 Tegalombo Pacitan are because:

1. SMAN 1 Tegalombo is also the only SMA (Senior High School) in Tegalombo region, while the others are *Madrasah* (Islamic School). Even though it is the only SMA in Tegalombo region, this school has many students and achievements.
2. This school is also different from the others school, because it has an English volunteer under organization called Peace Corps who helps the teacher in teaching English.

D. Data Source

This research is based on primary and secondary data.

1. Primary Data

The primary data are those collected fresh, and for the first time and those happen to be original in character.⁸⁷ The primary data is collected with an aim for getting solution to the problem at hand.

⁸⁷ C. R. Kothari, *Research Methodology-Method and Techniques*, (New Delhi: New Age International Limited, 2004), 95)

The primary data are the first and the most immediate recording of a situation. The primary data help provide information about virtually any facet of our life and our surrounding.⁸⁸ Without this kind of data, it is impossible to make a sense from one phenomenon to other phenomenon.

The primary data for this research are gathered from observation and interview. From the observation, the researcher wants to know:

- a. Peace Corps volunteer at SMAN 1 Tegalombo.
- b. The teaching and learning process with the involvemnet Peace Corps volunteer.
- c. Students' respond during they are taught English by Peace Corps volunteer and teacher.

During the observation, the researcher also takes notes to write down some important events and take videos and pictures of the teaching and learning process.

While the interview is used to know some importations which are cannot be found during observation. The interview is also used to know the information about the Peace Corps volunteer, such as the name of the volunteer, how long the volunteer's service, and the its roles in teaching English. Furthermore, from the interview the researcher finds that the volunteer is Mr. Kieran Hubber, from Missoula, Montana. Mr. Kieran will serve at SMAN 1 Tegalombo for 2 years. In addition, the interview is also

⁸⁸ Nicholas Walliman, *Research Methods the Basic*, (New York: Roudlege Taylor & Francis Group, 2011), 70.

wanted to find out the students' perception in learning English with the involvement of a Peace Corps volunteer.

2. Secondary Data

Besides those data, the researcher also gains the data from the secondary data. Secondary data are data that have been interpreted and recorded. Secondary data can be formed in the news bulletins, magazines, newspapers, documentaries, advertising, the internet, and other sources.

For this research, the researcher used data from published and unpublished books, articles, and documentation about the school and others. The researcher also uses previous research as a comparator.

E. Data Collection Technique

Data collection technique is a way that is used by a researcher to collect research data. The data collecting techniques in this research are observation, interview, and documents. These techniques are used to know the roles of Peace Corps volunteers in assisting English teaching and the students' perception in teaching English with the involvement of a Peace Corps volunteer in guiding the process of learning.

1. Observation

Observation is the recording of events, situations, or things experienced with your own senses and perhaps with the help of an instrument, e.g. camera, tape recorder, microscope, etc.⁸⁹ In this case, the

⁸⁹ Ibid.

researcher comes directly to the field and become a participant and observes the events occur in the research's field.

Spradley in Oliver Yard divided three phases of participant observer:

a. Descriptive Observation

Provide the researcher with non-specific description at the beginning then develops that into more concrete research description.

b. Focused Observation

It means narrow the researcher's perspective and focus on the most essential things in the research.

c. Selective Observation

The researcher must find out the further evidence in the end of data collection.⁹⁰

In this case, the researcher observes the school background and achievements. Besides that, the researcher observes the teaching and learning English process. The researcher presents several times in the classroom and observes the teaching and learning process. Thus, the researcher will be able to know the roles of Peace Corps volunteer in assisting English Teaching.

2. Interview

The researcher also will use interview in collecting the data. An interview has been defined as a conversation between interviewer and

⁹⁰Olivers Yard, *An Introduction to Qualitative Research Fourth Edition*, (London: Ashford Color Press Ltd., Gosport, Hants, 2009), 226-227.

interviewee with a purpose or as “a guided conversation”.⁹¹ While in interviewing, the researcher will make some systematic questions for many people (in this research the people are students, English teacher, and volunteer as respondents).

The questions for the students are related to the students' perception in learning English with involvement of a volunteer in guiding the process of teaching. While the questions for the English teacher is about her/his perception on the collaboration program, the students' behavior, and their achievements. Lastly, the questions for the volunteer are similar with questions given to the teacher. Then, all of the answers have got will like to record, processing, and analyzing. The questions are about the students' perception in learning English by involving a volunteer in guiding the process of learning.

3. Documents

There three primary types of documents that can be used as secondary data in a research.⁹²

a. Public Records.

The official, ongoing records of an organization's activities. Examples includes students trascripts, mission statements, annual reports, policy manuals, students handbook, strategic plans, and syllaby. In this research, the researcher will be using the similar documents above, such as

⁹¹ Young Ok Jong and Chae Kwan Jung, “The Development of Interview Techniques in Language Studies: Facilitating the Researchers' Views on Interactive Encounters”, *English Language Teaching Journal* Vol. 8, No. 7, (Canadian Center of Science and Education, 2015), 30.

⁹²Zina O'Leary, *The Essential Guide to Doing Your Research Project*, 3rd Edition, (Thousand Oaks, CA: SAGE Publications Inc2017), 475.

Peace Corps volunteer's handbook and website, school mission and vision, school background, and school's stakeholders.

b. Personal Document.

First-person accounts of an individual's actions, experiences, and beliefs. Examples includes calendar, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/field notes, and news paper.

The researcher's field notes will be used in this research. This is used to know the roles of volunteer and the teaching process and how the students when they taught by the volunteer.

c. Physical Evidence.

Physical evidence is physical objects found within the study setting (often called artifacts). Examples include flyers, posters, agendas, handbooks, and training materials. This type documents that will be used in this research are sample of the students' work and volunteer's lesson plan.

After the documents are gathered, then documents are analyzed. Document analysis is a form of qualitative research, in which documents are interpret by the researcher to give voice and meaning around assessment topic.⁹³

Scott cited from Olivers Yard explained four criteria to select specific document for research:

⁹³ G. A. Bowen, *Document Analysis as A Qualitative Research Method*. *Qualitative Research Journal*, 2009, 27-40.

- a. Authentically. Is the evidence genuine?

The documents used in the research must authentic and can be proved.

- b. Credibility. Is the evidence free from error and mistake?

The documents must be true, accurate, and reliable without any mistake.

- c. Representative. Is the evidence typical of its kind?

The documents used are specific and related to the research.

- d. Meaning. Is the evidence clear and comprehensible?⁹⁴

The documents must easy to understand. So, the researcher will able to analyze them.

F. Data Analysis

In this study, the researcher used technique of data analysis based on Miles and Huberman which is involving three steps: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns.⁹⁵

Firstly, the researcher collected data about the volunteer and his roles in assisting English learning and students' perception in learning English by involving a volunteer in guiding the process of learning. The

⁹⁴Yard, *An Introduction to Qualitative Research Fourth Edition*.

⁹⁵ Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis A Methods Sourcebook*, 2nd Edition, (Thousand Oaks, CA: SAGE Publications Inc 1994), 11.

researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research.

Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action.⁹⁶ In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: 1) What are the roles of an English volunteer in English teaching? 2) How is students' perception in learning English by involving volunteer in the process of teaching?

This step is done by presenting a set of information that is structured and possibility of drawing conclusions. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.⁹⁷

⁹⁶Ibid.,

⁹⁷Ibid.,

Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the roles of English volunteer in assisting English learning and students' perception in learning English by involving a volunteer in guiding the process of learning.

G. Checking Validity of Data

In this study, the researcher used triangulation to verify the data. Triangulation in research is the use of more than one approach to researching a question.⁹⁸ The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. The use of multiple sources of data, multiple observers, and/or multiple methods is referred to as triangulation. Triangulation is data verification technique that using something.

Triangulation of data sources is certain of the truth informant through a variety of methods and sources of data acquisition. For example, in addition to interviews and observations, the researchers could uses participant observation, a written document, an archive, official records, notes or personal writings and photos. In this research, the researcher used triangulation with data sources to verify the collected data that are from interview with the

⁹⁸ Roberta Heale and Dorothy Forbes, *Understanding Triangulation in Research*, 2017, 98.

English teachers, volunteer and the students and documentations about the roles of an English volunteer in assisting English teaching and students' perception in English teaching with the involvement of Peace Corps volunteer in assisting English teaching.

H. Research Procedure

There are some steps in this research:

1. Preparation/planning

Planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal.

In this step, the researcher arranges the research, deciding the place to conduct the research. In this step the researcher also does the preliminary observation. The researcher observes the students, teachers, volunteer and teaching and learning process.

2. Application

In the second step, the researcher collects the data by observing the class, especially in teaching and learning process and also the data from interview with teacher, students, and the headmaster.

The data in documents form also being collected and sort them of and tahggke the documents that only related to the research.

After data collected, the researcher will analyze the data.

3. Research report

The last, the researcher will write down the research based the data. After the data being sorted of, the researcher will change those data in the words form.



CHAPTER IV

RESEARCH FINDING

This chapter explains about general data and specific data of the research related to the roles of Peace Corps volunteers in assisting English Teaching.

A. General Data

1. History of SMAN 1 Tegalombo Pacitan

SMAN 1 Tegalombo was established on February 23, 2003 which was The New Middle School Unit in Tegalombo District. And is the only Middle School in Tegalombo District, while the other schools are *madrasah* (Islamic School).⁹⁹

2. Visions, Missions, and Purposes of SMAN 1 Tegalombo

a. Visions

Faithful, educated, and cultured environment. Those have some indicators¹⁰⁰:

- 1) Faithful and devoted in the Almighty God.
- 2) Educated intellectually (success on UN (National Examination), OOSN (National Students Sports Olimpiade), Art, PTN selection.
- 3) Educated Intellectually (well-mannered behavior)
4. Cultured Environment.

⁹⁹ www.smantegalombo.sch.id (accessed on February, 15 2020 at 09.04 am)

¹⁰⁰ www.smantegalombo.sch.id (accessed on February, 15 2020 at 09.04 am)

b. Missions

To achieve those visions, SMA N 1 Tegalombo used missions' as follows¹⁰¹:

- 1) Do religious activities such as *dhuha*, *dzuhur*, and Friday prayer at school.
- 2) Do the learning process/academic guide, sports, art, and develop IPTEK (Science and Technology).
- 3) Make competitive human being.
- 4) Grow and develop a culture of politeness, modest, smile, and greetings.
- 5) Instilling discipline through clean culture and an orderly culture.
- 6) Develop a culture of preserving the environment, preventing pollution and environmental damage.

3. Geographical Location

SMAN 1 Tegalombo located at JalanBulusari No. 1 RT/RW 1/1, Tegalombo District, Pacitan Regency of East Java. The letter of establishment degree for SMAN 1 Tegalombo is 75/2005 (Number 75 on 2005), while the date of the establishment decree was on May 25, 2005.¹⁰²

SMAN 1 Tegalombo is one of the Adiwiyata Schools in Pacitan Regency. The Adiwiyata school program is a comprehensive program involving all stakeholders in both the school and the community to help raise environmental awareness, especially students. This program aims to

¹⁰¹www.smantegalombo.sch.id (accessed on February, 15 2020 at 09.04 am)

¹⁰²www.smantegalombo.sch.id (accessed on February, 15 2020 at 10. 20 am)

create a school that cares and is cultured in the environment; its implementation is based on three principles namely educative, participatory, and sustainable.¹⁰³

This school has 15 classrooms which are educated with 25 teachers.

4. School Organizations

Organizational structure of SMAN 1 Tegalombo as follows¹⁰⁴:

- a) The Chairman of the Committee : Sukiran, M.Pd
- b) The Headmaster : Drs. Sutrisno, M.M
- c) Administration staff : NurHidayati, S.Pd
- d) Vice of Curriculum : SeptianaNugraheni, S.Pd
- e) Vice of Students : DyahRetnoHandarwulan, S.Pd
- f) Vice of Public Relation : Ika Maharani, S.Pd
- g) Vice of Infrastructure : Drs. Kabul

5. Curriculum of the School

SMAN 1 Tegalombo uses 2013 curriculum. It is the current curriculum that is released on July 13th 2013 by the government in Indonesia. In the 2013 curriculum, the teaching and learning process uses scientific approach which has activities such as observing, questioning, experimenting, associating, and communicating.

6. The Data of Teachers and Students

¹⁰³Juraid, BaharuddinHamzah, AsepMahpudz, and RiadyIbnuKhaldun, "Implementation And Development Of Adiwiyata Schools to Realize Character of Students Care for Environment," International Journal of Scientific & Technology Research Volume 8, Issue 10, October 2019, 1226.

¹⁰⁴www.smantegalombo.sch.id (accessed on February, 15 2020 at 10.34 am)

a. Data of teachers and Employees

The number of teachers and employees of SMAN 1 Tegalombo in the academic year 2019/2020 are 37 people consisting of permanent teachers, seconded teachers, temporary teachers, and non-permanent employees.¹⁰⁵

b. Data of students

In academic year of 2019/2020, SMAN 1 Tegalombo Pacitan has 422 students.¹⁰⁶ Those consist of students from tenth grade until twelfth grade. There are 152 students of the tenth grade. Then, there are 143 students of the eleventh grade and 127 students of the twelfth grade. It divided into of Science students and Social students.

7. Facilities and Infrastructure

SMAN 1 Tegalombo provides facilities and infrastructure to support the teaching and learning activities. Facilities and infrastructures at SMAN 1 Tegalombo are consist of: condition of building, props, and educational support. Condition of building contain 15 classrooms, 1 headmaster room, 1 vice headmaster room, 1 teacher room, 1 teachers' meeting room, 4 atelier rooms (scout, theater, *smapala*, red cross teen), 1 students' organization room, 1 art room, 1 counseling room, 1 administration room, 1 library, 4 laboratory rooms, 2 computer rooms, 1

¹⁰⁵ www.smantegalombo.sch.id (accessed on February, 15 2020 at 11.02 am)

¹⁰⁶ www.smantegalombo.sch.id (accessed on February, 15 2020 at 11.10 am)

multimedia room, 1 mosque, 1 healthy room, 3 toilets, 1 canteen, and 1 dormitory.¹⁰⁷ All of them are good condition.

B. Primary Data

1. The Roles of Peace Corps Volunteer in Assisting English Teaching at SMAN 1 Tegalombo Pacitan

The researcher conducted observations and interviews started on November 25th, 2019. It started by doing the pre-leminary observation and interview, then continued on February 18th 2020 until March, 2nd 2020. The observations and interview aimed to know the roles of Peace Corps Volunteer in assisting English teaching on eleventh grade science. Eleventh grade science consists of three classes. In which XI IPA 1 consist of 27 students, XI IPA 2 has 31 students and XI IPA 3 has 29 students. The data for this research was gathered through interview, observation, and documentation.

First, the researcher conducted an interview with Ms. Marjiah as an English teacher of SMAN 1 Tegalombo Pacitan. Ms. Marjiah said that the school had been trying several times to send application to Peace Corps. This application was for asking partnership between SMAN 1 Tegalombo Pacitan and Peace Corps. However, those applications left unanswered. Finally, in 2018 the school got the good news.¹⁰⁸

¹⁰⁷ www.smantegalombo.sch.id (accessed on February, 15 2020 at 08.20 am)

¹⁰⁸ Look at Interview Trascript Number 01/W/25-11/019

Ms. Marjiah also added that it was not easy to be able to do partnership with Peace Corps. Before the partnership was signed, Ms. Marjiah and the other English teacher at SMAN 1 Tegalombo had to be assessed. The assessment was about the way teacher teaches in the classroom. This assessment was similar as a college students at teacher training during their internship at school, whereas the appointed teacher would assess the college students in teaching.

Based on the result of the assessment, the government would decide whether it was feasible or not to do partnership between the school and Peace Corps. Ms. Marjiah said that she was very grateful when Peace Corps decided to send volunteer to SMA N 1 Tegalombo.¹⁰⁹ The volunteer would assist her in teaching English approximately for two years.

SMA N 1 Tegalombo is using 2013 curriculum in which English lesson divided into two categories: general English and English literature. In this case, the Peace Corps Volunteer would help her in teaching English literature. She did not give further explanation why that was only English literature which was using Peace Corps Volunteer. She just said for the time being, only English literature and not general English.¹¹⁰

The Peace Corps Volunteer at SMAN 1 Tegalombo is only one and his name is Kieran Hubber. Mr. Kieran Missoula, Montana. Mr. Kieran is

¹⁰⁹ Look at Interview Transcript Number 01/W/25-11/019

¹¹⁰ Look at Interview Transcript Number 01/W/25-11/019

not only teaching the eleventh grade, but also teaching the twelfth grade, especially during National Exam's preparation.¹¹¹

Based on the researcher's interview and observation, the Peace Corps volunteer has several roles at SMAN 1 Tegalombo. Those roles are:

a. Volunteer as learner

There are several responsibilities that should be done as a learner during Mr. Kieran service at SMAN 1 Tegalombo.

- 1) Maintaining an open state of mind, open to different ideas and ways of doing things (a mind is like a parachute—only useful if it is open).

It means during his service, Mr. Kieran should be an open minded person, open to ideas from other teacher or staff at SMAN 1 Tegalombo.

Mr. Kieran as the volunteer has done as his best to do his responsibilities as a learner. Ms. Marjiah as Mr. Kieran partner in teaching said that Mr. Kieran is very open minded person, he likes to learn from books or people around him.

It's very pleasing (to work with the Peace Corps volunteer), because it's a new situation in teaching. And it's very helpful. Because Mr. Kieran is friendly with the teacher and the students, he likes to share his idea with us. So, it is not difficult to work with him. And when he does not understand the meaning of Indonesian word, he does not hesitate to seek or ask her the meaning And before they teach, they discuss the material together and what will we do in the classroom.¹¹²

During his free times, Mr. Kieran is also reflecting on his learning and sharing his perceptions and insights with other

¹¹¹ Look at Interview Trascript Number 03/W/2-3/020

¹¹² Look at Interview Trascript Number 02/W/28-02/020

trainees and volunteers. Thus, from the ideas exchange with his friends, Mr. Kieran can improve his teaching skills by choosing the right way in teaching.

Mr. Kieran has friends who teaching in city like in Madiun, Mojokerto , or Bekasi , Bandung. And there, the students are generally much more motivated than SMAN 1 Tegalomo. And the schools have more resources. So there are advantages to be in the city, but he thinks even the students finish school here and they will be farmer. Even those students, if you think carefully about what activities to do, how to design the lesson. It is still possible to bring them into class and interest them, make them motivated¹¹³

Mr. Kieran was also engaging with the local community to learn about its environment. He was seeking for more information to know better about the culture and the language. Even if it sometimes rather difficult to adapt because the way locals treated him whereas they were giving him too much attention. When he visited some place, there would be people who were saying ‘hello’ to him and wanted to know what was he doing to the extend made him little uncomfortable. Even so, as times went by he could easily adapt that kind of attention.

Mr. Kieran said that: “There will be people say hello wherever I go and they are also want to know what I am doing, sometimes it makes me little bit uncomfortable. In America we tend to life our lives, you know what I mean. But, for now I get used of it.”

¹¹³ Look at Interview Trascript Number 03/W/2-3/020

During his service days, he sets several goals and is trying to accomplish them.

So he is there as part of the Peace Corps, which is like a US Government agency. He is there for two years. So, there is big focus on sustainability. Anything or any changes that he can make they continue when he leaves. We have done (at the end of the month) there is competition in Surabaya from Peace Corps (for students). There were also some students who asked him, to correct their work (writing). They (the volunteer and the school) also have done a competition in August; *I think I will do it again in August*. In addition, they have done an English camp in elementary school. Students from SMAN 1 Tegalomo school lead the activity and that was fun.¹¹⁴

- 2) Actively participating in suggested activities, including reflecting on your learning and sharing your perceptions and insights with other Trainees and Volunteers.

During his free times, Mr. Kieran is also reflecting on his learning and sharing his perceptions and insights with other trainees and volunteers. Thus, from the ideas exchange with his friends, Mr. Kieran can improve his teaching skills by choosing the right way in teaching.¹¹⁵

- 3) Engaging with people in your community to learn about your technical area in the local context.

Mr. Kieran was also engaging with the local community to learn about its environment. He was seeking for more information to know better about the culture and the language. Even if it sometimes rather difficult to adapt because the way local treated him whereas they were giving him too much attention. When he

¹¹⁴Look at Interview Transcript Number 03/W/2-3/020

¹¹⁵Look at Interview Transcript Number 03/W/2-3/020

visited some place, there would be people who stared at him and people were saying 'hello' to him and wanted to know what was he doing to the extent made him little uncomfortable. Even so, as times went by he could easily adapt that kind of attention.

Mr. Kieran explained that: "There will be people say hello wherever I go and they are also want to know what I am doing, sometimes it makes me little bit uncomfortable. In America we tend to live our lives, you know what I mean. But, for now I get used of it."

- 4) Integrating cultural and language learning to understand the technical subject matter in a local context.

Every country has its own culture. When someone lives in the new environment or country little by little that person will adapt that country language by listening, watching, or using it in a real situation.

Eventhough Indonesia language was different from English language, thus did not make Mr. Kieran hampered in teaching the students or in interacting with the local, and as the time went by not only learnt the language indirectly he was also learning about the local culture, such as habit, gesture, greetings, express gratitude, make request, and agree/dissagree.¹¹⁶

¹¹⁶Look at Interview Transcript Number 03/W/2-3/020

Based on the resesarcher observation, during the english lesson at XI IPA 1, Mr. Kieran learnt about Indonesian culture, whereas one of the students said that he have eaten *tawon* or bee. Here, Mr. Kieran amazed because as he knew, he only consumed the honey rather than the bee itself. Thus, indirectly he could learnt about local culture through teaching language.¹¹⁷

- 5) Provocatively seeking additional information to fully understand the issues and topics.

When Mr. Kieran did not understand or curious about something, he would ask the other staff or teacher. So, during his service he was not only learnt from books or internet but also seek more information from the environment itself.¹¹⁸

- 6) Setting learning goals for yourself and working consistently to accomplish them.

During his service days, he sets several goals and is trying to accomplish them. For example doing english competition and english camp¹¹⁹. He wants to make good changes for the school even if that is not much.

- b. Volunteer as co-teacher

Volunteer will co-teach for 2 years with one or more local teachers in his service place, in this case at SMAN 1 Tegalombo to

¹¹⁷Look at Observation Transcript Number 02/O/18-2/020

¹¹⁸Look at Interview Transcript Number 02/W/2-3/020

¹¹⁹Look at Interview Transcript Number 03/W/2-3/020

improve students' learning in English and to enhance students' life and academic skill.

As co-teacher Peace Corps assigned Mr. Kieran to teach between 16-20 hours per week. However at SMAN 1 Tegalombo, he teaches more than 20 hours per week. Nevertheless, he is more than happy to be able to help the school, especially the students.

Usually, between the volunteer and the teacher take turn in teaching. For example, during one of the lesson, the first one to explain the material is the teacher and the continued by the volunteer or vice versa. While one of them doing the explanation, the other one will walking around and checking whether the students pay attention to the explanation or not. Then, if there are students who don't understand the one who doesn't giving the material will help those students. And when the volunteer or the teacher missing some important explanation during the lesson, one of them will add the material.¹²⁰

Teaching in the suburb area wasa something new for Mr. Kieran, st first he was amazed with the standards, curriculum, teaching media, and others. It was way different from the school in the city, such as Madiun, Mojokerto, Bekasi, or Bandung.

Eventhough SMAN 1 Tegalombo used K13 curriculum, Mr. Kieran said that sometimes the curriculum is not suitable for school like

¹²⁰Look at Observation Transcript Number 02/O/24-2/020

SMA N 1 Tegalombo. It may be work with the school in the city like Jakarta and Surabaya, but not for school in the suburb area.

Mr. Kieran commented, “The curriculum in Indonesia the focus is too heavily on academic task, writing and reading comprehension and there is very little focus on communication. In my opinion, the reason to learn language is to communicate with people.”¹²¹

The same thing goes with the textbooks; some of the contents of the textbook, especially English textbook are not suitable for the students need.

“Textbook has a lot of mistakes and the level is way too high. Textbook is teacher centered and it is very less game. So, it is quite boring,” he said.¹²²

In order to make the students more understand and suitable for them, Mr. Kieran and the English teacher decided to not use textbook during the lesson. As the substitution, Mr. Kieran and Ms. Marjiah made the materials by themselves. So, before the lesson started, Mr. Kieran and Ms. Marjiah would make the material together. Mr. Kieran and Ms. Marjiah used textbook as reference because it contained what was the curriculum expected from the students. Thus, they decided to take that and presented in different way.¹²³

¹²¹Look at Interview Trascript Number 03/W/2-3/020

¹²²Look at Interview Trascript Number 03/W/2-3/020

¹²³Look at Interview Trascript Number 03/W/2-3/020

He confessed it was quite tiring to make their materials every time he would teach in the classroom, but after knowing the result was pleasing, the tiredness was nothing compared to the good result.

c. Volunteer as change agent.

Mr. Kieran made asinificance changes in the students's life. In the classroom, Mr. Kieran accustomed his students to use English, regardless of the proper grammar in forming a sentence. According to him, confidence is more important, than the correct grammar. As a result, there were some students who active in voicing their opinion, even their grammar were incorrect.

The other thing Mr. Kieran had done was the prohibition of using cell phone during English lesson, however it was not fully prohibited it but rather used the cell phone on certain time. This method was aimed to make the students stay focused on the lesson. In many cases, students tent to use their phone to check unnecessary app, like WhatsApp, Instagram, and other application even the instruction was to look up the additional information related to the lesson. Mr. Kieran said that the students were also using Google translate if they were allowed to use the phone during the lesson.

By using Google translate you can put the entire sentences and get entire sentences out, which is often incorrect. They do not actually learn. So if they don't know a word, Mr. Kieran will ask them to use the dictionary. And he has a dictionary if the students don't have one. And if it is not in the dictionary, he will help them. If they are just looking up translation, they are not learning. And if they are looking up translation in the dictionary, at least there is some learning going on there.¹²⁴

¹²⁴Look at Interview Trascript Number 03/W/2-3/020

The statement above supported by the researcher's observation. During one of the lesson, one students caught playing with their phone. Without further notice, Mr. Kieran took that students phone and continued the lesson.¹²⁵

Besides that, at first, at SMAN 1 Tegalombo has not had an English club and English camp. The students who were interested in developing their english skills can join them. Before English club and English Camp were formed the students were only learning English in the classroom during English lesson.

Viera, one of the students of XI IPA said, "Before the volunteer comes, we don't have any extracurricular related to English."¹²⁶

Thus, she and the other students were very thankful with the volunteer, because through English camp and English club they could improve their English skills.

In addition Mrs. Marjiah stated that the volunteer gave her new experience in teaching.

She gets new experience, because the volunteer introduces her many methods and games during the English teaching. So the students not bored and they more interested in learning English. If she and the students make some mistakes, maybe in pronunciation or structure, he will correct them. Most of the students are more interested and motivated in learning English. The volunteer used so many methods/techniques. He also used songs and games during the lesson.¹²⁷

¹²⁵Look at Observation Trascript Number 02/O/19doc-2/020

¹²⁶Look at Interview Transcript Number 04/W/26-2/020

¹²⁷Look at Interview Trascript Number 02/W/28-02/020

Furthermore, Mr. Kieran was also helping her in correcting her mistakes in English.¹²⁸ Indirectly, Ms. Marjiah got new skills in teaching by working together with Peace Corps volunteer.

d. Volunteer as co-trainer.

From the discussion between Mr. Kieran and the English teachers at SMAN 1 Tegalombo related to the students needs in english, Mr. Kieran started to do some projects to help them. Thus because the students were in need of someone who could correcting their work and the students also very rare in joining a competition.

From that, as co-trainer Mr. Kieran gave his best to help the students. He helped the students correcting the students; grammar who wanted to participated in an English Competition in Surabaya and he was aslo asked by the senior year students to help them preparering national exam.¹²⁹

The Peace Corps volunteer is not only co-train the students, but also co-train the teacher. The objective of this project is to help increase Indonesian teachers' English fluency and improve teachers' instructional capacity.

Ms. Marjiah as English teacher at SMAN 1 Tegalombo was really helped by Peace Corps volunteer. She learnt new ways in teaching English, through games and songs those could make classroom more alive and interactive. Mr. Kieran was also helping her

¹²⁸ Look at Interview Transcript Number 02/W/28-02/020

¹²⁹ Look at Interview Trancript Number 03/W/2-3/020

in correcting her mistakes in English.¹³⁰Indirectly, Mrs. Marjiah got new skills in teaching by working together with Peace Corps volunteer.

e. Volunteer as mentor.

At SMAN 1 Tegalombo, Mr. Kieran was mentoring English Club and English Camp. While English club was only doing its activities inside the school environment, like making various posters and doing speech contest, English Camp on the other hand was different. The English Camp activity was outside school. Mr. Kieran and the members of English Camp discovered that the elementary school near SMAN 1 Tegalombo needs their help. Thus, the English Camp activity was focused to help the elementary school students near SMAN 1 Tegalombo in improving their English skills. The members of English Camp were given roles as mentor for elementary school students.

Rahma, one of the students mentioned, "The students make something, like poster in English Club and teach in elementary school during the English Camp."¹³¹

This kind of activity can improve the students' skill in English and their courage. Furthermore, the elementary students could improve their English skill through this project.

¹³⁰ Look at Interview Transcript Number 02/W/28-02/020

¹³¹ Look at Interview Transcript Number 07/W/2-3/020

In addition, to be mentored meant Mr. Kieran sometimes found difficulties in adjusting himself with SMAN 1 Tegalombo environment. Mr. Kieran would ask the teacher, school staff, or even the students. In short, to be mentored has the same meaning as his role as learner.

2. The Students' Perception in Learning English with the Involvement of Peace Corps Volunteer at SMAN 1 Tegalombo Pacitan.

The second question of this research is: 'How is students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching?' This question is designed to find out the students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching, whether it is affect their motivation in learning english or not.

To answer this question, the researcher conducted interview with the students from XI IPA 1, IPA 2, and IPA 3. The researcher took two students from each class as the interviewees. The question for the interview used open interview.

Based on the researcher's interview, most of the interviewees gave positive responses about learning English with the involvement of Peace Corps volunteer. The interviewees agreed that the volunteer's involvement in teaching English has changed their perspective on learning English.

Viera is a student from XI IPA 1. She said that here will be surprise every English lesson comes. "Studying English language becomes fun. Mr.

Kieran always uses various media and methods. Sometimes use song, games, pictures, or other things.”¹³²

Viera added that even before Mr. Kieran was assisting English at SMAN 1 Tegalombo she liked English lesson, with Mr. Kieran creativity in teaching improved Viera’s motivation in learning English.¹³³

Before the volunteer came to SMAN 1 Tegalombo Pactitan, Viera have already has high spirit to learn English. After the volunteer came to SMAN 1 Tegalombo Pacitan, her motivation in learning English improved. Because the volunteer is very creative when teaches the students.

Ahmad, another student of XI IPA 1, stated similar thing. “If it is only with the English teacher, English lesson is a boring subject. The English teacher only gave the students the theory. However, with the volunteer, the students are given time to practice it.”

He liked the way Mr. Kieran gave the students’ time to practice the material they had learnt. However, at the first meeting Ahmad did not like the volunteer’s teaching style. Mr. Kieran was a punctual person, so Ahmad felt burdened by that. Fortunately, as the time went by, he liked Mr. Kieran teaching style more and his motivation in learning English improved. Beside that, on the contrary if it was only with the English teacher, the lesson was boring and rather monoton.

The interviewees from class XI IPA 2 was also stated the same thing. Oktavia from XI IPA 2 said that the volunteer was very helpful. The

¹³² Look at Interview Transcript Number 04/W/26-2/020

¹³³ Look at Interview Transcript Number 04/W/26-2/020

explanation has done by the volunteer was easy to understand. So, they were more interested in learning English.¹³⁴

Oktavia commented: "Since there was an English volunteer in this school, English lesson became more interesting. The explanation from the volunteer was very easy to understand. In the past, English is not that fun. It was monotonous, because we have to write, write, and writes material with less explanation"¹³⁵

Rahma said that she did not find any difficulties in learning English with the involvement the Peace Corps volunteer. In addition, English lesson more fun.¹³⁶

Quoted from Rahma, "Before taught by the volunteer, the students felt that English lesson is monotonous, because the teacher always asks the students to write down the material without detailed explanation." This statement showed that before the involvement of Peace Corps volunteer, English was not an easy and rather a boring subject due the lack of explanation from the teacher.

Thus, the students from IX IPA 3 also stated the similiar things. Marsha said that before the volunteer assisting the English teaching, English was a boring subject.

Marsha mentioned, "The English lesson was not fun. The teacher often write down the material only. As for now, when the students were

¹³⁴ Look at Interview Transcript Number 06/W/2-3/020

¹³⁵ Look at Interview Transcript Number 06/W/2-3/020

¹³⁶ Look at Interview Transcript Number 07/W/2-3/020

taught by the volunteer, English is more fun. His explanation was very detailed.”¹³⁷

Iis added,”Mr. Kieran has alot of ideas in teaching English. So it is fun. Like songs and games.”¹³⁸ Iis was also commented that the volunteer uses direct method like filling in blanks, the methods in teaching so it was more easy to understand.

During the interview, the researcher also found out that the students were not allowed to use the phone during the lesson. The teacher and the volunteer were not allowing the students to use their phone to stay focus on the lesson.¹³⁹

Mr. Kieran stated that he didn't want them on WhatsApp or Instagram, or whatever they use playing a game. So, if there is a reason to use the phone, he would tell them like ‘You can use your phone to do this.’ But if I don't do that, there is should be no phone.¹⁴⁰

From the statements above, the researcher concluded that the students at SMAN 1 Tegalombo with Peace Corps assisting English teaching they were more motivated in learning English.

¹³⁷ Look at Interview Trascript Number 08/W/2-3/020

¹³⁸ Look at Interview Trascript Number 09/W/2-3/020

¹³⁹ Look at Interview Trascript Number 08/W/2-3/020

¹⁴⁰ Look at Interview Trascript Number 08/W/2-3/020.

CHAPTER V

DATA ANALYSIS

In this chapter the researcher will discuss about the result of the observation to the XI IPA students of SMAN 1 Tegalombo.

1. The Roles of Peace Corps Volunteer in Assisting at SMAN 1 Tegalombo Pacitan

Peace Corps volunteer has a main role to assist the teaching process at SMAN 1 Tegalombo. Besides assisting the teaching English process, the volunteer also has some roles. There are several roles which are should be fulfilled during the serving times.

First, volunteer as learner. During his/her service as a volunteer, he/she will learn something new like knowledges, skills, and attitudes related to local community, no exception to Mr. Kieras as a volunteer at SMAN 1 Tegalombo. The first thing to do is maintaining an open state of mind, thus he is always open for everyone. When Mr. Kieran has something on his mind related to school need he will tells other teacher, school staff, or head master. In addition when the students or school community members need him, he is willing to help them.

As a learner Mr. Kieran is also obligated to exchange his idea with the other volunteer to improve his service at school. He shares his ideas with his friends in Madiun, Mojokerto, Bekasi, and Bandung. From his problem whereas the students at SMAN 1 Tegalombo mostly unmotivated, he finds out

that with the right activity it is possible to make the students interest in class and motivated in learning English.

Mr. Kieran is also improving his knowledge about the local. He learns about the culture and the language. Even the local give Mr. Kieran too much attention, after a while that does not become problem for him.

Mr. Kieran as a learner is also must set his goals and accomplish them. The number one on his goals list is motivating the students to like English more. The students at SMAN 1 Tegalombo have low interest in English lesson. Mr. Kieran wants to change their mindset. He convinces the students that it is important to know English. So, he finds two ways to motivate the students. 1) To make them think that maybe they don't like English, but it is still important to learn, 2) To make them enjoy learning English whereas learning through playing.

Next, volunteer as co-teacher. Mr. Kieran is co-teaching with English teacher at SMAN 1 Tegalombo. Thus co-teaching minimum 16-20 hours per week. During the teaching process, usually the volunteer and the teacher are taking turn in explaining. And when one of them is giving expansion, the other one will walk around the classroom to make sure the students pay attention to the lesson.

In order to improve the students' learning in English, Mr. Kieran and Ms. Marjiah make adjustment in teaching style. Because the curriculum and textbooks standards are too high for students at SMAN 1 Tegalombo, thus Mr. Kieran and Ms. Marjiah decide to not use textbooks for English lesson and

instead make their own material. Even so, Mr. Kieran and Ms. Marjiah are still using the textbooks and the curriculum as references. As a result, the students easily understand the material.

The third role is: volunteer as a change agent. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss. For Peace Corps Volunteers, the role of change agent is virtually inevitable. As a change agent, Mr. Kieran encourages the students to use English during the English lesson; even the students' grammar is not perfect, it is better than use Indonesian. Thus make the students braver in using English.

Mr. Kieran is not allowing the use of cell phone during the lesson, only on a special occasion when the students instructed to use it for looking up more information about specific lesson. Mr. Kieran suggested the students to use the dictionary instead. The use of cell phone in the lesson will affect the students' perform in learning. So, when the students focus only on the lesson, they will do better in the classroom.

The other change is the formed of English Club and English Camp. These extracurricular help the students to improve the students' ability in English. The students are very thankful with the existence of English Camp and English Club.

As for the English teacher, Ms. Marjiah gets new experience in teaching. Mr. Kieran helps her in improving her teaching style. Mr. Kieran is

also corrected Ms. Marjiah's and the students' mistakes in pronouncing words or in arranging grammar.

Volunteer as co-trainer is the next role. Mr. Kieran helps students discover their own strengths and develop critical thinking skills. He sends the students who have talents in writing to a competition held by Peace Corps in Surabaya. Before the competition, those students ask Mr. Kieran to correct their works. The other activity is a speech competition among students of SMAN 1 Tegalombo. And the last, twelve grade students ask Mr. Kieran to be their tutor for national exam preparation.

And as co trainer, the Peace Corps Volunteer will also help the English teachers at his service place to enhance their skill in English and teaching. As English teacher at SMAN 1 Tegalombo, Ms. Marjiah feels the advantages from this role. She gets new knowledge how to manage classroom as well as new style in teaching. Another thing is when she or the students make mistakes Mr. Kieran will help them correct it.

Volunteer as mentor is the next role. Mr. Kieran forms and organizes English Club and English Camp. English Club activities are focused inside school environment, while English Camp is outside the school. In English Camp the members of English Camp is given role as mentor for elementary school. From this activity, the students from both schools are getting advantage, whereas they can improve their skills, especially the skill related to English lesson.

2. The Students' Perception in Learning English with the Involvement of Peace Corps Volunteer at SMAN 1 Tegalombo Pacitan.

The second question of this research is: 'How is students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching?' This question is designed to find out the students' perception in learning English with the Peace Corps volunteer involvement in the process of teaching, wheather it is affect their motivation in learning english or not.

To answer this question, the researcher conducted interview with the students from XI IPA 1, IPA 2, and IPA 3. The researcher took two students from each class as the interviewees. The question for the interview used open interview.

Based on the researcher's interview, most of the interviewees gave positive responses about learning English with the involvement of Peace Corps volunteer.

Viera is a student from XI IPA 1. She liked that the teaching style of Mr. Kieran was very versatile. Even the material of the lesson was not something usual, Mr. Kieran always made it more. The use of material out of the book brought more influences.

Viera added that even before Mr. Kieran was assisting English at SMAN 1 Tegalombo she liked English lesson, with Mr. Kieran creativity in teaching improved Viera's motivation in learning English.

Ahmad, another student of IPA 1, stated similar thing. He liked the way Mr. Kieran gave the students' time to practice the material they had

learnt. Mr. Kieran was also improved Ahmad's motivation in learning English.

The interviewee from class XI IPA 2 was also stated the same thing. Oktavia from XI IPA 2 said that the volunteer was very helpful. The explanation has done by the volunteer was easy to understand. So, they were more interested and motivated in learning English.

In the past, her motivation in learning English was low. Thus because the teacher teaching style was monotone.

Rahma said that she did not find any difficulties in learning English with the involvement the Peace Corps volunteer. In addition, English lesson more fun and she felt more motivated.

Thus, the students from IX IPA 3 mentioned the similiar things. Marsha said that before the volunteer assisting the English teaching, English was a boring subject. The pattern was always the same, the teacher write down the material on the board and the students asked to copy it on their note book.

Mr. Kieran made Marsha more liked English and motivated her to learn English more.

Iis, another student from XI IPA 3, brought up about the songs, games, and pictures used in Mr. Kieran and Ms. Marjiah lesson. Those three componets made her more focused on the lesson. Indirectly, that teaching media improving her motivation. Because usually, she felt sleepy during the english lesson.

During the interview, the researcher also found out that the students were not allowed to use the phone during the lesson. The teacher and the volunteer were not allowing the students to use their phone to stay focus on the lesson.

From the statements above, the researcher concluded that the students at SMAN 1 Tegalombo with Peace Corps assisting English teaching they were more motivated in learning English.



CHAPTER VI

CLOSING

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding and the second is the suggestion dealing with the objectives of teaching and learning process.

A. Conclusions

1. The Roles of Peace Corps Volunteer in Assisting at SMAN 1 Tegalombo Pacitan

There are several roles of Peace Volunteer in Assisting at SMAN 1 Tegalombo Pacitan. Those roles are: volunteer as learner, volunteer as co-teacher, volunteer as change agent, volunteer as co-trainer, and volunteer as mentor.

2. The Students' Perception in Learning English with the Involvement of Peace Corps Volunteer at SMAN 1 Tegalombo Pacitan.

The students' perception in learning English with the Involvement of Peace Corps Volunteer at SMAN 1 Tegalombo Pacitan is positive. They like the Peace Corps volunteer teaching style. The students also more interested and motivated in learning English than before. Before there is volunteer, English is a boring and quite hard to understand.

B. Suggestions

Based on the result of the study, the researcher puts some suggestions to the following parties.

1. The Students

For the students, this research is expected to help the students motivate themselves in learning English with the involvement of the English volunteer. Besides that, this research also gives them new experience in learning English and how they interact in the classroom with other people besides their teacher.

2. Teachers

For English teacher, the outcome of the study will serve as feedback for them about the new method in teaching. By knowing the new method, they may hope that they are motivated to make the English learning more fun and interactive.

3. Future Researchers

For future research, the researcher has a new reference that can be used. Moreover, the researcher can make new method in learning English so the people's interest in learning English increasing.

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