THE STUDENTS' PERCEPTION TOWARD FUN ENGLISH DAY

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ABSTRACT

This research aims to find out the students' perception toward fun English day. The population of this research is the third-year students of SMAN 2 Palopo. The sample of this research is selected through purposive sampling technique. One class represented as the sample that is class XII IPA 1. The result of this research shows that the students' perception toward fun English day gained score 47 which is classified as very positive perception and most students stated that fun English day activity was very effective and excellent activity for the improvement and development of their English. Finally, the researcher concluded that fun English day was excellent activity for improving and developing the students' English competence. In other words, most of them admitted that fun English day could effectively and significantly improve and develop their English.

Keywords: Students' Perception; Fun English Day.

INTRODUCTION

As the language of communication connecting all nationalities and countries worldwide, English is an international language. Speaking English is one of the most crucial skills for students to have since it is now the most widely used language in the world for communication as well as a universal language in the domains of technology, education, politics, and business.

English is not only a universal language but also a necessary language for interpersonal communication worldwide, according to Solanki (2020:18). English is vital as a link in the current global environment, or put another way, it cannot be disregarded. This is consistent with the view expressed by Rao (2019), who rightly notes that the largest economies, including China, Japan, Russia, France, and Brazil, are emphasizing the English language now that they understand its importance on a global scale.

The students' understanding of English will be much better when the situation and condition created in fun ways. As Larasaty *et al* (2022:97-98) said "activities for learning English should be enjoyable in order to give students a positive experience and help them learn the language, particularly in terms of expanding and strengthening their vocabulary and understanding of it." The same opinion was expressed by Andayani (2022:373) said "students who can communicate effectively in English stand to gain a great deal from doing so, not only in terms of scientific advancement but also in terms of socio-political communication, economics, and cultural understanding, as well as in everyday life. This highlights the necessity of having a solid command of the English language in order to succeed in one's academic and professional activities."

This activity named fun English day are then becoming the fundamental activity in English because it can make students to know more about English in enjoyable situation and condition without feeling under pressure. Moreover, another idea is coming from Fitriani *et al* (2020:255) expressed that the primary goal of the English fun activity program is to make learning English enjoyable, with a focus on improving students' speaking abilities.

In academic activities especially English, it is necessary to know the level of students' perception. This is also applied to the material about fun English day. One way to measure

the success or evaluation of this activity is to involve participants who have been taught about this activity. As a matter of fact, this kind of activity has been taught by all English teachers in school but so far it is still less the level of students' perception in the form of published research that describes their perception. That is why; this research investigates "The Students' Perception toward Fun English Day."

Perception is typically used to describe a situation or experience that is encountered. Melviza *et al* (2017) said that perception is the process of using one's senses to identify an object. It involves being fully aware of external stimuli as they are received, trying to make sense of them, and interpreting them to give them a meaning that can be understood. Meanwhile, according to Kohar *et al* (2014) claim that as attitudes and perception are intimately linked, discussing perception also involves discussing an individual's actions or attitudes. In and of themselves, attitudes are a conglomeration of motivation, action, beliefs, and personality. Then another idea is coming from Ambarwati *et al* (2021) defined perception as the evaluation of an object based on visual characteristics that are influenced by low and high status in terms of form, colour, and semantics.

Each individual's perception can have similarities but can provide different perceptions of an object. A stimulus that is presented causes perception to happen; the stimulus then enters the brain and produces a perception. Both internal and external stimuli can influence an individual's ability to comprehend them. According to Candra (2017), there exist two distinct types of perception that arise from a stimulus: (1) External Perception, which is a result of stimulation received from external sources, and (2) Self Perception, which arises from stimulation received from internal sources.

Based on the opinions of these experts, it can be interpreted that there is nothing wrong with perception because perception has characteristics, namely experience, selective, inferential, inaccurate, evaluative, perception often changes depending on changes in environmental conditions, perception is personal, perception is continuous and requires long time. Thus, the researcher can conclude that perception is the process of receiving stimuli that are captured by the individual through the senses and enter the brain where they are then interpreted to provide meaning to the environment.

Fun English Day is an activity specifically designed to make learning English more interesting and enjoyable. As Lailiyah & Amelia (2022) said this activity is typically conducted in schools or other educational facilities as a way to encourage students to learn English. A range of entertaining and informative activities, like word games, drama performances, singing competitions, and other creative pursuits, can be incorporated into this activity to help students develop their English language skills while having a good time or providing a fun experience.

Theoretically, Syahfutra & Niah (2017) revealed that Fun English Day activities have a lot of potential advantages. Through this exercise, speakers can develop their vocabulary and speaking courage. English Day is a great event that is sure to make you giggle. It may feel weird, uncomfortable, and other things at first when you see and hear your friends pronounce words in English, but after you get used to it, it will also feel very enjoyable. Learning English in a classroom with friends will be especially fun, and participants can correct each other's mistakes.

The aim of Fun English Day according to Rihlah *et al* (2022) is to transform students' ideas of studying English from something that is difficult or uninteresting to something that is enjoyable and helpful. Meanwhile, Noge et al. (2020) stressed that it is intended that students will be more motivated and actively participate in the English learning process by establishing a good and engaging atmosphere. In addition, this exercise can improve students' social skills, boost their self-esteem, and improve their English communication abilities.

Furthermore, the opinion of those experts is strengthened by the opinion expressed by Mahbub *et al* (2021) who stated that the students must be trained and familiarized to use English in the context of daily life through the English Day activity. The main goal of this activity is to practice and get comfortable using English in natural settings. English is the only language that participants may use throughout this activity; using any other language is not permitted.

Thus, the researcher can infer from the explanations provided by those experts that Fun English Day is an English sharing activity that is conducted in a relaxed setting with no pressure at all, allowing participants to gain a basic understanding of the English that they can then use in their everyday lives.

METHOD

The design of the research was descriptive research. It aims to describe the students' perception toward fun English day. The simple calculation was used to determine the students' perception. This research was conducted in June-July 2024 in SMAN 2 Palopo. The population and sample of this research was the third-year students of SMAN 2 Palopo in academic year 2023/2024. The total number of populations was 344 students. The sample was taken by using purposive technique. One class was chosen as the sample which consisted of 29 students that was class XII IPA 1. To obtain the data, this research used questionnaire about the students' perception toward fun English day which consist of 10 positive statements of scale type on Likert Scale about fun English day activity. By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, hesitated, disagree, or strongly disagree with the statements. The questionnaire was given to the third-year students of SMAN 2 Palopo after having fun English day activity. The questionnaire aimed to find out the students' perception toward fun English day. This research used Likert scale to analyze the data, the researcher used the following step as follow:

The data from questionnaire were analyzed into percentage to see the students' perception toward fun English day. In this case, the researcher used questionnaire as the instrument to obtain the data of the students' perception toward fun English day.

The questionnaire was distributed to the respondents after having perception toward fun English day activity. In order for the data from the questionnaire can be calculated, it should be altered into numbers. So, the researcher used Likert scale measurement. Sugiyono (2023) contended that Likert scale is mostly used to measure attitude, perception, confession or social phenomenon.

The items on the questionnaire only have positive statement. Scoring the students' perception was classified by using Likert scale as shown in the following table.

Table 1: Likert scale for students' perception questionnaire

Category	Positive Statement Score
Strongly Agree	5
Agree	4
Hesitated	3
Disagree	2
Strongly Disagree	1

Source: Sugiyono (2023)

Then the data gained from the students' perception were analyzed into percentage with the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

In which:
P   : Percentage from questionnaire
Fq   : Number of frequencies
N   : Number of sample

After that, to interpret the students' perception, the researcher used the classification on table 2. Since this research consisted of 5 statements and 10 items, the range scores from 10 to 50 which were used to determine the students' perception. Since the questionnaire employed 5 classification of perception was 50:5=10.

Finally, to interpret the students' perception, the researcher used the classification as shown in the following table:

Table 2: Classification score for the students' perception

Interval Range	Classification
41 - 50	Very positive
31 – 40	Positive
21 - 30	Moderate
11 – 20	Negative
0 – 10	Very negative

Source: Sugiyono (2023)

RESULT

1. Analyzing of the Students' Perception

The questionnaire was distributed to the respondents to find out the students' perception toward fun English day.

The questionnaire was designed covering 10 positive statements of scale type on Likert Scale about common fun English day. By using Likert Scale, the students were asked to respond whether they are strongly agree, agree, hesitated, disagree, or strongly disagree with the statements.

In calculating and analyzing the data, the students' responses were calculated and analyzed per statement and represented through frequencies and diagrams as follows:

Data from questionnaire
Statement number 1:   Through fun English day can make me interested in learning English.
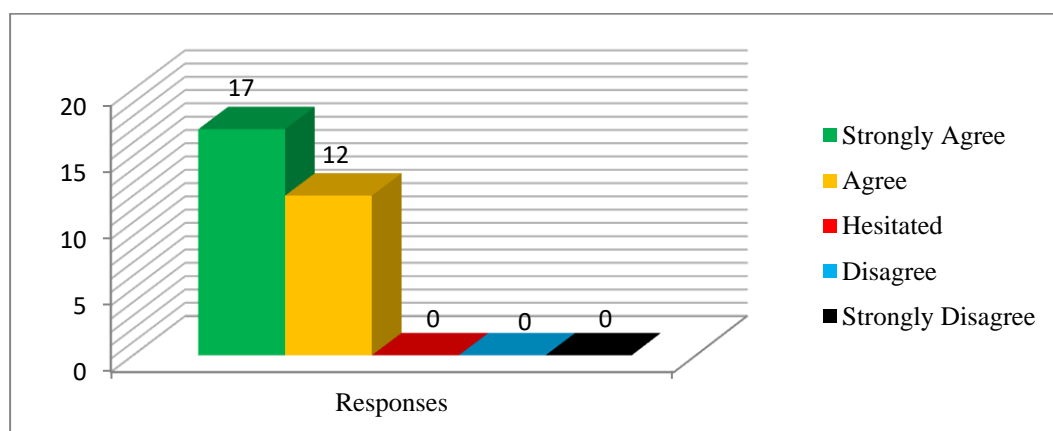

Chart 1. The frequency of statement number 1

The chart 1 shows that 17 students (59%) strongly agree that through fun English day could make them interested in learning English while 12 students (41%) agree with the statement. Thus, it indicates that fun English day made them interested in learning English.

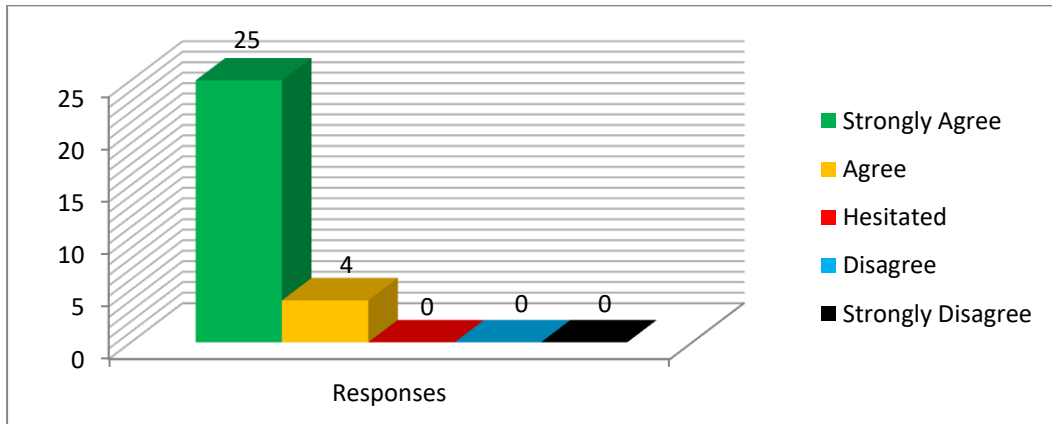Statement number 2: I feel happy learning English in a fun way situation and condition.

Chart 2. The frequency of statement number 2

The chart 2 shows that 25 students (86%) strongly agree that they felt happy learning English in a fun way situation and condition. Meanwhile, 4 students (14%) agree that learning English in a fun way situation and condition could make them felt happy.

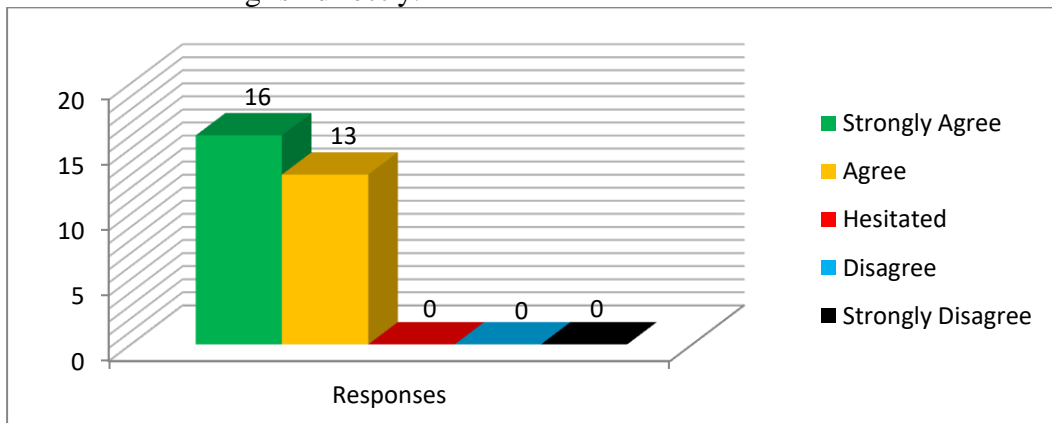Statement number 3:   Fun English day is very important to be held so I can practice my English directly.

Chart 3. The frequency of statement number 3

The chart 3 shows that 16 students (55%) strongly agree that fun English day was very important to be held so they could practice their English directly, while 13 students (45%) agree with the statement.

Statement number 4:   I can be more spirit in learning English through fun English day.
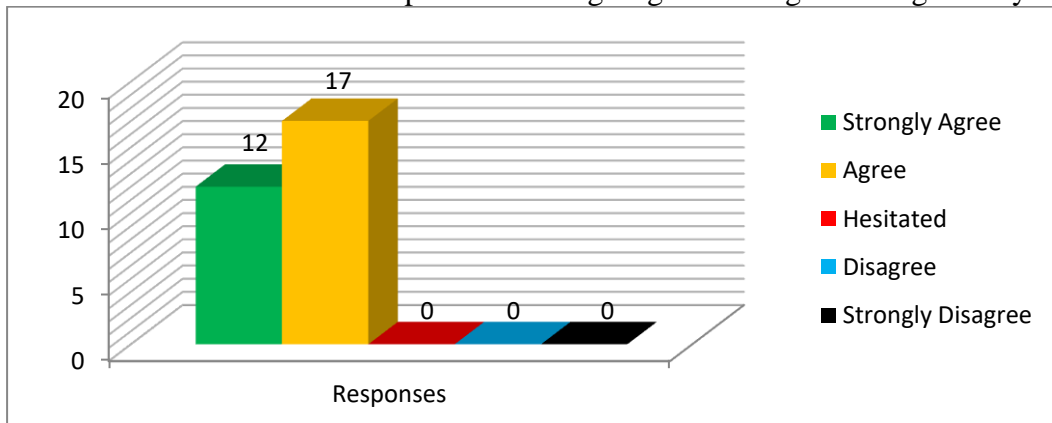

Chart 4. The frequency of statement number 4

The chart 4 shows that 12 students (41%) strongly agree that learning English through fun English day could make them to be more spirit. Then the rest of them, 17 students (59%) agree with the statement.

Statement number 5:   The learning material of fun English day can help and give me chance to learn English easily.
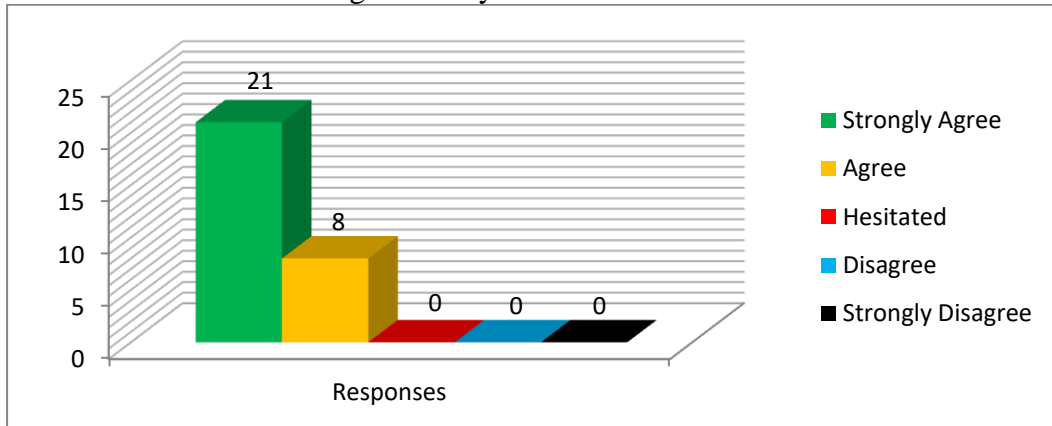

Chart 5. The frequency of statement number 5

The chart 5 shows that 21 students (72%) strongly agree that the material of fun English day could help and gave them chance to learn English easily, while 8 students (28%) chose agree with the statement. So, it indicates that most of the students agree with the statement.

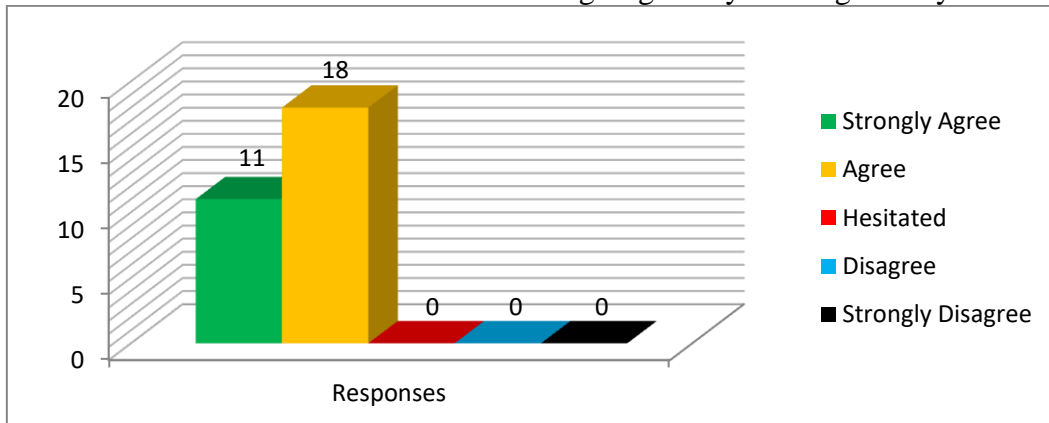Statement number 6:   I am more active in learning English by fun English day.

Chart 6. The frequency of statement number 6

The chart 6 shows that 11 students (38%) strongly agree that they were more active in learning English by fun English day. Meanwhile, the other 18 students (62%) agree with the statement. Thereby, it indicates that most of the students agree with the statement.

Statement number 7:   The series of material in fun English day is easy to be learned and can improve my undertanding about English.
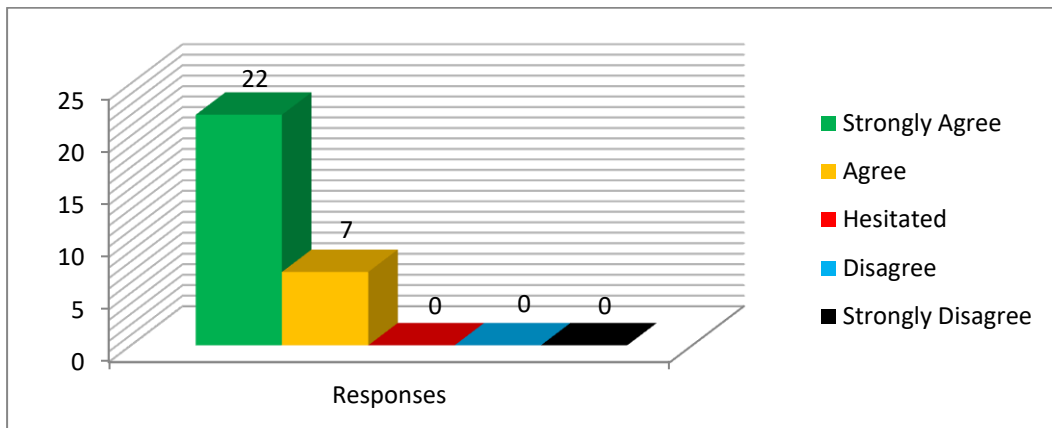
Chart 7. The frequency of statement number 7

The chart 7 shows that 22 students (76%) strongly agree that the series of material in fun English day was easy to be learned and could improve their understanding about English. Then, the others 7 students (24%) agree with the statement.

Statement number 8: I am more confident learning English by the material of fun English day.
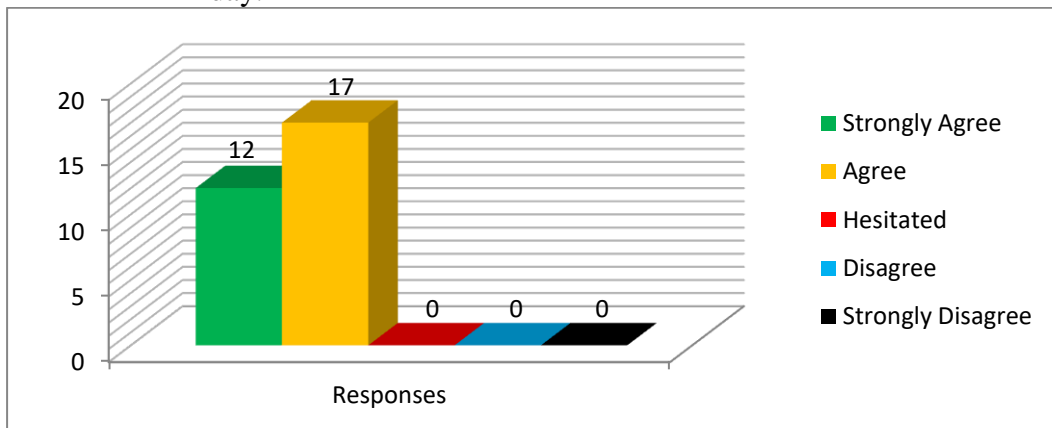

Chart 8. The frequency of statement number 8

The chart 8 shows that 12 students (41%) strongly agree that they were more confident learning English by the material of fun English day. The rest 17 students (59%) agree with the statement.

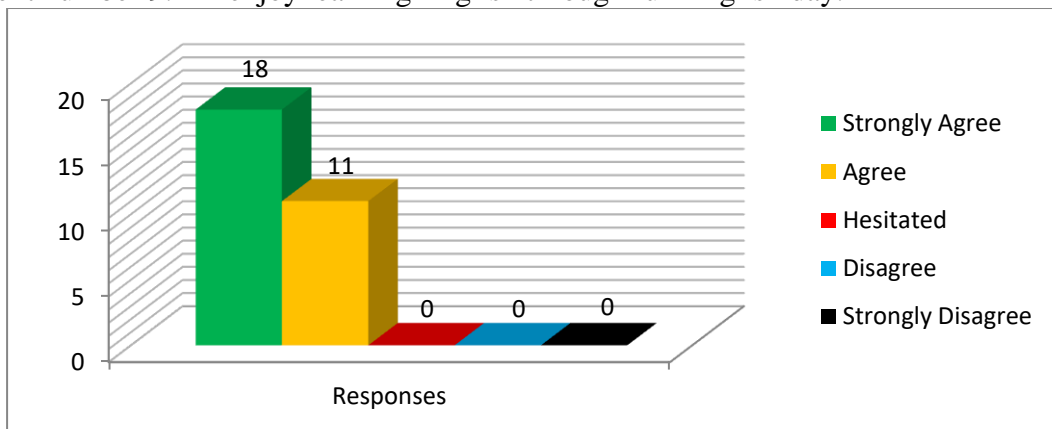Statement number 9: I enjoy learning English through fun English day.

Chart 9. The frequency of statement number 9

The chart 9 shows that 18 students (62%) strongly agree that they enjoyed learning English through fun English day, while 11 students (38%) agree with the statement.

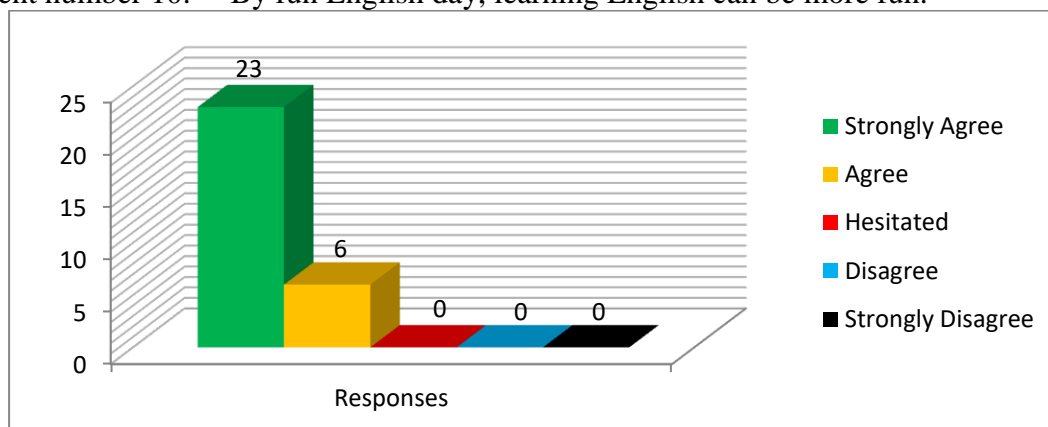Statement number 10:   By fun English day, learning English can be more fun.

Chart 10. The frequency of statement number 10

The chart 10 shows that 23 students (79%) strongly agree that learning English can be more fun by fun English day. Meanwhile, 6 students (21%) agree with the statement.

The positive result from the questionnaire indicated that the students were mostly admitting that fun English day could improve and develop their English. It means that, the material about fun English day gave a significant and very positive effect toward students' English competence.

The result of this research is proven from the result of distributed questionnaire to the students gained score 47 which is classified as very positive perception and it revealed most students stated that fun English day activity was very effective and excellent activity for the improvement and development of their English. As Larasaty *et al* (2022:97-98) said that the activities for learning English should be enjoyable in order to give students a positive experience and help them learn the language, particularly in terms of expanding and strengthening their vocabulary and understanding of it. This is in line with the opinion of Fitriani *et al* (2020:255) expressed that the primary goal of the English fun activity program is to make learning English enjoyable, with a focus on improving the students' speaking abilities.

Moreover, the two opinions above is backed up by Andayani's opinion (2022:373) said that students who can communicate effectively in English stand to gain a great deal from doing so, not only in terms of scientific advancement but also in terms of socio-political communication, economics, and cultural understanding, as well as in everyday life. This highlights the necessity of having a solid command of the English language in order to succeed in one's academic and professional activities.

The results of this research are also supported by several previous studies, such as those conducted by Ambarwati *et al* (2021) about students' perceptions towards digital text reading. The results showed that the students had positive perception towards digital text reading in their daily life. They often learn and do assignment using digital media because it gives positive experience, motivation and improve reading comprehension achievement. Besides, another research which is not so far different done by Rihlah *et al* (2022) about English is Fun: English Training for Elementary School Students. Based on the results of the activity, it can be concluded that the implementation of the English tutoring program "English is Fun" as a means of improving children's ability to understand English can be done effectively.

Finally, the researcher concluded that fun English day was excellent activity for improving and developing the students' English competence. In other words, most of them

admitted that fun English day could effectively and significantly improve and develop their English.

CONCLUSION

This research had explored the students' perception toward fun English day. Based on the research findings discussed in Chapter IV, the conclusion can be drawn that this research indicated that the students' perception toward fun English day gained very positive confession. revealed most students stated that fun English day activity was very effective and excellent activity for the improvement of their English Finally, the researcher concluded that fun English day was excellent activity for improving and developing the students' English competence. In other words, most of them admitted that fun English day could effectively and significantly improve and develop their English.

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