

The Students' Perception of Technique Used by the Teacher in Teaching Speaking at Vocational High School

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Abstract

The research focused on students' perceptions of teaching techniques in English speaking skills at vocational high school in Kebumen. The method employed in this research was a descriptive method with a quantitative approach. The instrument used comprises 8 statement items crafted from the aspect of perception. Data analysis was conducted using descriptive statistical tests complemented by frequency distribution analysis. The sample for this research consisted of 86 students from grades XI at vocational school in Kebumen. The results showed varying perspectives among the students: Around 60.1% of students expressed positive views regarding the usefulness of diverse techniques employed in speaking practices, such as dialogues and role plays. Approximately 41.1% perceived teaching tools, including audio and visual aids, as supportive in comprehending speaking materials. Roughly 54.1% of students believed that the methods used, particularly those involving concrete examples and relevant exercises, facilitated their understanding of speaking materials. Concerning constructive feedback, 67.3% of students acknowledged its role in improving their speaking skills. Around 50.2% of the respondents supported the idea that the chosen teaching materials effectively assisted in their comprehension. A significant majority, approximately 89.9%, felt motivated to learn speaking due to the teacher's approach. Conclusion of the study highlights the positive views of vocational school students towards English speaking teaching methods, especially positive reinforcement from teachers and the applied pedagogical approaches. The conclusion of this research highlights the positive views of vocational school students towards English speaking teaching methods, especially positive reinforcement from teachers and the pedagogical approaches applied.

Keywords: perception, teaching techniques, English speaking skills

INTRODUCTION

Improving the workforce's quality is critical for navigating the ever-changing global environment. As Rony et al. (2023) state that enhancing the workforce's caliber is imperative in navigating the ever-evolving global milieu. Education, the bedrock of progress, serves as the cornerstone for refining labor standards and nurturing the potential of future generations to actively contribute to the country's growth (Sarbaitinil et al., 2023). Enshrined within Law No. 20 of 2003 on the National Education System is the recognition that education transcends mere academic instruction. It's a meticulously orchestrated sequence of endeavors designed to cultivate an environment where learners become architects of their knowledge (Green et al., 2020). It's a space where they explore their cognitive potential, hone their spiritual resilience, fortify their self-discipline, develop moral integrity, and acquire the skills indispensable for personal fulfillment and societal benefit (Yuliasih et al., 2019).

Within this educational paradigm, teachers occupy an indispensable role. They're not merely transmitters of knowledge; they're architects of character and torchbearers of wisdom. The crux of their responsibility lies in cultivating an ambiance that nurtures curiosity, critical thinking, and ethical conduct (Sun, 2023). Beyond disseminating information, educators craft a conducive milieu that stimulates innovative thinking, fosters creativity, and instills values crucial for navigating an increasingly complex world (Udris-Borodavko et al., 2023).

Teachers, as custodians of knowledge and mentors of tomorrow's leaders, wield immense influence. Their dedication to fostering intellectual growth and character development shapes the trajectory of society (Julita, 2023). Their mentorship extends beyond textbooks; it permeates through the very fabric of societal evolution, fueling a generation poised to tackle the challenges of the future. As educational architects, teachers play a pivotal role in shaping the contours of society. Their commitment to instilling not just academic knowledge but also moral rectitude and resilience equips individuals to navigate life's multifaceted landscapes. In the intricate tapestry of learning, teachers are the weavers, intricately threading together experiences, insights, and wisdom, creating a fabric that envelops and shapes the minds and characters of the future generation.

Particularly in Vocational High Schools (*Sekolah Menengah Kejuruan/SMK*) in Kebumen, the teaching of foreign language speaking skills has become a major focal point, given that these skills play an important role in students' readiness to face the increasingly globalised world of work and industry. Through the analysis of previous studies by (Yuliasih et al., 2019), it was found that there is a need to better understand the teaching techniques used by teachers in the context of teaching speaking skills. This research aims to fill the gap by presenting a more in-depth understanding of students' perceptions of teaching techniques applied in the Kebumen vocational school environment.

A gap that exists in previous research is the lack of focus on students' perceptions of speaking skill teaching techniques. Although there have been studies that review teaching techniques, students' perceptions of this teaching are still under-explored. Therefore, this research targets this aspect with the aim of providing a more holistic perspective to the effectiveness of speaking teaching techniques and the extent of students' responses to the use of these techniques.

It is important to understand that foreign language speaking skills are not only an integral part of the curriculum, but also a crucial skill in students' daily lives and

professional futures. The contribution of this research is expected to be a guide for educators to improve the quality of teaching speaking skills in vocational settings. By better understanding students' responses to the teaching techniques used, this research can enlighten teachers to adopt more suitable and effective methods, so that the learning of speaking skills in vocational settings can be further developed and meet the needs of students in this era of globalization.

The development of speaking skills in foreign languages is an important component of the educational curriculum, especially in vocational schools (Onishchuk et al., 2020). A good understanding of the teaching techniques used by educators in teaching speaking skills is essential to understanding how students respond to and acquire the skills. Particularly in Vocational High Schools or SMK in Kebumen, the teaching of foreign language speaking skills is a major focal point, as this is a skill that is highly needed in the world of work and industry. Therefore, this research aims to investigate students' perceptions of the teaching techniques used by teachers in teaching speaking skills in vocational education settings.

In a vocational education environment, teaching methods play an important role in shaping students' mindset towards language learning, especially in the context of speaking skills (Bagiyan et al., 2021). In an effort to obtain a more comprehensive picture, this research will explore the teaching techniques used by teachers and the extent to which these techniques are accepted or responded to by students in vocational schools in Kebumen. These measures are an important first step towards understanding the successes or shortcomings in the teaching of speaking skills and allowing for increased effectiveness in the language learning process in vocational education settings. Thus, a better understanding of students' perceptions of teaching techniques will provide valuable insights for the development of more effective teaching methods in the future.

METHOD

This research used descriptive methods with a quantitative approach. Descriptive method is one of the research approaches used to describe the characteristics of a phenomenon or event. The descriptive method is explained as a method or procedure used to describe or describe an existing situation or phenomenon in a systematic, factual, and accurate way (Sugiyono, 2013). The population in this study were all students at SMK Kebumen. The sample in this study consisted of 86 students from majoring in Multimedia and Computer and Network Engineering.

Analysis tool that used by researcher is SPSS software version 27. In data collection, the researchers gather information through structured instruments, such as questionnaires. The questionnaire in this research contained 8 statement items consisting of aspects of delivery, teaching aids, pedagogy and reinforcement in learning adapted from (Mookan et al., 2021). The following are the statement items in this research questionnaire:

Table 1. Questionnaire Item

| Aspect | Statement | Scale |
|---------------------|---|--------------|
| Aspects of Delivery | The teacher uses a variety of techniques to practices speaking, such as dialogues, role plays, and group discussions. | Ordinal |
| | The teaching tools used by the teacher (e.g. audio, visual) help to understand the speaking learning materials. | Ordinal |

| Aspect | Statement | Scale |
|---------------------------|--|---------|
| Teaching Aids | The teacher applies methods that facilitate understanding of speaking materials, such as providing concrete examples and relevant exercises. | Ordinal |
| Pedagogy | The teacher gives constructive feedback on student's speaking ability to improve their skills | Ordinal |
| | The teaching techniques used by the teacher help increase confidence in public speaking | Ordinal |
| Reinforcement in Learning | The selection of teaching materials by the teacher supports the understanding and mastery of speaking materials well | Ordinal |
| | I feel motivated to learn to speak because of the approach used by the teacher | Ordinal |
| | The teacher uses various forms of reinforcement, such as praise and encouragement, to improve student's speaking skills. | Ordinal |

Table 1 shows the questionnaire used in this research is a closed questionnaire with the following answers. The answer is already available so that the respondent directly chooses, with a direct questionnaire using a multilevel scale. The graded scale in this questionnaire uses a modified Likert scale with 5 (five) answer options, namely strongly disagree, disagree, neutral, agree and strongly agree. According to (Sugiyono, 2013), the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. perceptions of a person or group of people about social phenomena. For each answer choice is given a score, then the respondent must describe, support the statement (positive) or not support the statement (negative). statements (positive) or do not support (negative).

Table 2. Measured Scale

| Answer | Score |
|------------------------|-------|
| Strongly Disagree (SD) | 1 |
| Disagree (D) | 2 |
| Neutral (N) | 3 |
| Agree (A) | 4 |
| Strongly Agree (SA) | 5 |

The analysis stage in this research is a descriptive statistical test which is then followed by a frequency distribution test for each questionnaire statement.

FINDINGS AND DISCUSSION

Findings

The following are the results of the descriptive statistical test of the data that has been obtained.

Table 3. Statistic Descriptive Test Result

| Statements | Std. | | | | |
|---|------|---------|---------|--------|-----------|
| | N | Minimum | Maximum | Mean | Deviation |
| The teacher uses a variety of techniques to practices speaking, such as dialogues, role plays, and group discussions. | 86 | 1,00 | 5,00 | 3,6047 | 0,99740 |

| Statements | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----|---------|---------|--------|----------------|
| The teaching tools used by the teacher (e.g. audio, visual) help to understand the speaking learning materials. | 86 | 1,00 | 5,00 | 3,7558 | 1,10545 |
| The teacher applies methods that facilitate understanding of speaking materials, such as providing concrete examples and relevant exercises. | 86 | 1,00 | 5,00 | 3,4535 | 1,29848 |
| The teacher gives constructive feedback on student's speaking ability to improve their skills | 86 | 1,00 | 5,00 | 3,6279 | 1,30200 |
| The teaching techniques used by the teacher help increase confidence in public speaking | 86 | 2,00 | 5,00 | 3,8488 | 0,69481 |
| The selection of teaching materials by the teacher supports the understanding and mastery of speaking materials well | 86 | 2,00 | 5,00 | 4,0814 | 0,75483 |
| I feel motivated to learn to speak because of the approach used by the teacher | 86 | 2,00 | 5,00 | 4,1744 | 0,61724 |
| The teacher uses various forms of reinforcement, such as praise and encouragement, to improve student's speaking skills. | 86 | 3,00 | 5,00 | 4,2674 | 0,62166 |

Source: Data processed with SPSS version 27, 2023

From the descriptive statistical test of students' perceptions of teaching techniques in English speaking skills at vocational school in Kebumen, it can be seen that the mean values of the various statements range from 3.45 to 4.27. This shows that in general, students have a fairly positive perception of the teaching techniques used by teachers in speaking skills. The statement that received the highest mean was "The teacher uses various forms of reinforcement, such as praise and encouragement, to improve student's speaking skills," with a mean value of 4.27. This shows that students feel that the reinforcement provided by the teacher, such as praise and encouragement, is very helpful in improving their speaking skills.

Other statements that received high mean scores were "I feel motivated to learn to speak because of the approach used by the teacher" with a mean of 4.17 and "The selection of teaching materials by the teacher supports the understanding and mastery of speaking materials well" with a mean of 4.08. This indicates that students feel encouraged and motivated to learn speaking because of the approach used by the teacher, as well as the selection of teaching materials that support the understanding and mastery of speaking materials well. However, there are also statements that get lower mean scores, such as "The teacher applies methods that facilitate understanding of speaking materials, such as providing concrete examples and relevant exercises," with a mean of 3.45. Although the score is still above the mean, it shows that there is room to improve the use of methods

that facilitate understanding of speaking materials to make them more effective for students.

Overall, the mean scores obtained from the various statements show that students tend to have a positive perception of the teaching techniques used by teachers in teaching English speaking skills at vocational school in Kebumen. This indicates that the approach applied by teachers, the use of teaching aids, constructive feedback, and the selection of teaching materials are overall considered effective by students in supporting the learning of speaking skills.

To clarify the results of the respondents' answers to each statement in the questionnaire, the following are the results of the frequency distribution obtained from the research data.

Table 4. First Statement Frequency Distribution Result

| The teacher uses a variety of techniques to practices speaking, such as dialogues, role plays, and group discussions. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 2 | 1,4 | 2,3 | 2,3 |
| | Disagree | 15 | 10,3 | 17,4 | 19,8 |
| | Neutral | 9 | 6,2 | 10,5 | 30,2 |
| | Agree | 49 | 33,6 | 57,0 | 87,2 |
| | Strongly Agree | 11 | 7,5 | 12,8 | 100,0 |
| | Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

The frequency distribution of students' responses to the statement about the use of various techniques in speaking practice by teachers shows an interesting pattern. From a total of 86 respondents, the majority of students, reaching 60.1%, expressed positive support for the statement in the Agree and Strongly Agree categories. A total of 33.6% of the respondents stated that they agreed with the use of variation techniques in speaking lessons. Meanwhile, as many as 7.5% of the students strongly agreed with the statement, indicating a strong level of support for the practice. Nonetheless, there was a small proportion of students who expressed disagreement, with 10.3% stating Disagree and 1.4% stating Strongly Disagree. Around 6.2% of students were in a neutral position towards this statement. This frequency distribution analysis shows that the majority of students respond positively to teachers' use of a variety of techniques in learning speaking skills, although there are variations in opinion among them.

Table 5. Second Statement Frequency Distribution Result

| The teaching tools used by the teacher (e.g. audio, visual) help to understand the speaking learning materials. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 3 | 2,1 | 3,5 | 3,5 |
| | Disagree | 12 | 8,2 | 14,0 | 17,4 |
| | Neutral | 11 | 7,5 | 12,8 | 30,2 |

| | | | | |
|----------------|----|------|-------|-------|
| Agree | 37 | 25,3 | 43,0 | 73,3 |
| Strongly Agree | 23 | 15,8 | 26,7 | 100,0 |
| Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

The frequency distribution results of the second statement regarding the utilization of teaching tools by the teacher, such as audio and visual aids, to aid in comprehending speaking learning materials, indicate varying levels of agreement among respondents. Among the 86 participants, 3 (or 2.1%) strongly disagreed, while 12 (8.2%) expressed disagreement with this statement. Additionally, 11 respondents (7.5%) maintained a neutral stance. On the affirmative side, 37 participants (25.3%) agreed, whereas 23 individuals (15.8%) strongly agreed with the effectiveness of teaching tools in facilitating understanding of speaking materials. These results highlight a range of perceptions among the respondents, signaling diverse opinions regarding the efficacy of audio and visual aids employed by the teacher in aiding the comprehension of speaking-related learning materials.

Table 6. Third Statement Frequency Distribution Result

| The teacher applies methods that facilitate understanding of speaking materials, such as providing concrete examples and relevant exercises. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 8 | 5,5 | 9,3 | 9,3 |
| | Disagree | 16 | 11,0 | 18,6 | 27,9 |
| | Neutral | 12 | 8,2 | 14,0 | 41,9 |
| | Agree | 29 | 19,9 | 33,7 | 75,6 |
| | Strongly Agree | 21 | 14,4 | 24,4 | 100,0 |
| | Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

From the frequency distribution of third statement, it can be seen that the majority of students have a positive view of the teaching methods applied. A total of 33.7% of students agreed with the teacher's approach of facilitating the understanding of speaking materials by providing concrete examples and relevant exercises. In addition, 24.4% of students also strongly agreed with this approach. Meanwhile, a small number of students, namely 9.3%, strongly disagreed or disagreed with the method used, while the rest, around 22.9%, were in a neutral position. Thus, the majority of students tend to support the teacher's approach of using concrete examples and relevant exercises to understand the speaking skills material in English learning.

Table 7. Fourth Statement Frequency Distribution Result

| The teacher gives constructive feedback on student's speaking ability to improve their skills | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 8 | 5,5 | 9,3 | 9,3 |
| | Disagree | 13 | 8,9 | 15,1 | 24,4 |

| | | | | |
|----------------|----|------|-------|-------|
| Neutral | 7 | 4,8 | 8,1 | 32,6 |
| Agree | 33 | 22,6 | 38,4 | 70,9 |
| Strongly Agree | 25 | 17,1 | 29,1 | 100,0 |
| Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

From the results of the frequency distribution of the questionnaire items, it can be seen that students' opinions on the way teachers provide constructive feedback on their speaking ability to improve skills appear to vary. A total of 38.4% of students agreed with the statement, while 29.1% of students strongly agreed with the teacher's approach in providing constructive feedback. On the other hand, about 24.4% of students disagreed (15.1% disagreed and 9.3% strongly disagreed) to the opinion that teachers provide constructive feedback. While about 8.1% of students chose to remain neutral in their views on this matter. This shows that there are variations in students' perceptions towards the effectiveness of feedback given by teachers towards their speaking ability to improve skills.

Table 8. Fifth Statement Frequency Distribution Result

| The teaching techniques used by the teacher help increase confidence in public speaking | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 3 | 2,1 | 3,5 | 3,5 |
| | Neutral | 19 | 13,0 | 22,1 | 25,6 |
| | Agree | 52 | 35,6 | 60,5 | 86,0 |
| | Strongly Agree | 12 | 8,2 | 14,0 | 100,0 |
| | Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

From the results of the frequency distribution of the questionnaire items, it can be seen that students' opinions on the way teachers provide constructive feedback on their speaking ability to improve skills appear to vary. A total of 38.4% of students agreed with the statement, while 29.1% of students strongly agreed with the teacher's approach in providing constructive feedback. On the other hand, about 24.4% of students disagreed (15.1% disagreed and 9.3% strongly disagreed) to the opinion that teachers provide constructive feedback. While about 8.1% of students chose to remain neutral in their views on this matter. This shows that there are variations in students' perceptions towards the effectiveness of feedback given by teachers towards their speaking ability to improve skills.

Table 9. Sixth Statement Frequency Distribution Result

| The selection of teaching materials by the teacher supports the understanding and mastery of speaking materials well | | | | | |
|--|----------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 2 | 1,4 | 2,3 | 2,3 |
| | Neutral | 15 | 10,3 | 17,4 | 19,8 |
| | Agree | 43 | 29,5 | 50,0 | 69,8 |

| | | | | |
|----------------|----|------|-------|-------|
| Strongly Agree | 26 | 17,8 | 30,2 | 100,0 |
| Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

From the frequency distribution table of the sixth statement, it can be seen that most students gave positive responses to the selection of teaching materials by teachers that support understanding and mastery of speaking materials well. A total of 50.0% of students agreed with this statement, while 30.2% of students strongly agreed that the teaching materials chosen by the teacher supported their understanding and mastery of speaking materials well. Nevertheless, about 19.8% of students chose to remain neutral towards this statement, and only about 2.3% of students disagreed with the effectiveness of the teacher's selection of teaching materials in supporting understanding and mastery of speaking materials. This shows that the majority of students tend to support the teacher's approach in selecting materials that support good understanding and mastery of speaking materials.

Table 10. Seventh Statement Frequency Distribution Result

| I feel motivated to learn to speak because of the approach used by the teacher | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Disagree | 1 | 0,7 | 1,2 | 1,2 |
| | Neutral | 7 | 4,8 | 8,1 | 9,3 |
| | Agree | 54 | 37,0 | 62,8 | 72,1 |
| | Strongly Agree | 24 | 16,4 | 27,9 | 100,0 |
| | Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

From the frequency distribution table of the seventh statement, it can be seen that the majority of students feel motivated to learn to speak because of the approach used by the teacher. A total of 62.8% of students agreed with this statement, while 27.9% of students strongly agreed that the approach applied by the teacher had made them motivated to learn to speak. Nevertheless, about 9.3% of students chose to remain neutral towards this statement, and only about 1.2% of students stated that they did not feel motivated to learn to speak because of the approach used by the teacher. This shows that most students feel high motivation to learn speaking because of the approach applied by the teacher.

Table 11. Eight Statement Frequency Distribution Result

| The teacher uses various forms of reinforcement, such as praise and encouragement, to improve student's speaking skills | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Neutral | 8 | 5,5 | 9,3 | 9,3 |
| | Agree | 47 | 32,2 | 54,7 | 64,0 |
| | Strongly Agree | 31 | 21,2 | 36,0 | 100,0 |
| | Total | 86 | 58,9 | 100,0 | |

Source: Data processed with SPSS version 27, 2023

Examining the frequency distribution table pertaining to the eighth statement provides a comprehensive insight into students' perceptions regarding the utilization of diverse reinforcement techniques, notably praise and encouragement, by teachers to enhance their speaking proficiencies. The data underscores a substantial acknowledgment among students regarding the pivotal role played by such reinforcement methods in bolstering their speaking abilities. Evidently, a considerable 54.7% of students expressed agreement, signifying recognition of teachers' efforts in employing these strategies. Furthermore, an additional 36.0% of students demonstrated an even stronger inclination by strongly affirming the positive impact of reinforcement techniques on their speaking skills. However, a marginal yet noteworthy 9.3% of students chose to adopt a neutral stance towards this assertion.

This statistical breakdown underscores a prevalent acknowledgment among the majority of students regarding the significance of reinforcement strategies, particularly praise and encouragement, in amplifying their speaking competencies. The substantial agreement and strong affirmation from a collective 90.7% of students signify the pervasive influence of these methods in their skill development. This overwhelming consensus delineates the fundamental recognition among students of the invaluable role played by teachers' positive reinforcement in nurturing and refining their spoken English abilities.

The results obtained from the descriptive statistical analysis of students' perspectives on the English speaking skill teaching methods at vocational school in Kebumen demonstrate an overarching positivity in their reception of these pedagogical approaches. Across the spectrum of measured parameters, mean scores ranging between 3.45 to 4.27 collectively portray a favorable perception. Notably, methods integrating positive reinforcement, such as praise and encouragement, stand out significantly with a mean value of 4.27. This accentuates the substantial impact of positive reinforcement techniques on amplifying students' proficiency in spoken English.

Furthermore, the instructional methodology adopted by teachers notably influences students' motivation to engage in learning spoken English. An overwhelming majority, constituting nearly 89.7% (62.8% in agreement and 27.9% strongly in agreement), perceive that the teaching methodology fosters their involvement and enthusiasm to excel in spoken English. However, specific areas do warrant refinement. For instance, techniques aiming to facilitate the understanding of speaking materials—like furnishing concrete examples and pertinent exercises—obtained a mean score of 3.45. Although above the mean, this signifies an area where improvement could better fortify students' grasp of the materials.

A notable aspect of the findings is the diverse range of opinions concerning the efficacy of teaching tools such as audio and visual aids in aiding comprehension of speaking materials. While 41.3% expressed agreement or strong agreement, a combined 22.5% held views of disagreement or strong disagreement, indicating a broad spectrum of perceptions about these tools. Overall, the research underscores the positive outlook students possess towards the teaching techniques employed for enhancing English speaking skills. It reaffirms the pivotal role played by reinforcement techniques and instructional methodologies in nurturing motivation and skill enhancement. However, aspects such as enhancing methods to bolster comprehension and reassessing the effectiveness of teaching tools call for a more nuanced approach to optimize the learning experience.

The profound role of perception in education cannot be understated, as it significantly shapes students' attitudes toward learning materials and instructional methodologies. These individual perceptions act as crucial elements in devising and refining effective teaching strategies. The research outcomes resonate with existing literature, signaling students' favorable perceptions of the employed teaching methodologies for honing English speaking skills. The application of diverse pedagogical approaches, including reinforcement strategies and varied teaching materials, garners appreciative feedback from students, signifying their potential in facilitating comprehensive skill development in spoken English.

DISCUSSION

The complexity of improving speaking skills in English includes vocabulary, grammar, intonation, and nonverbal communication. This is in line with Aprianto & Zaini (2019) who state that the complexity of developing speaking skills in English, encompassing vocabulary, grammar, intonation, and non-verbal communication. The research findings mirror this complexity, illustrating students' perceptions on aspects crucial for speaking skill enhancement, such as teacher feedback, use of teaching tools, and material selection. This research findings reveal that while there is overall positive feedback from students regarding teaching techniques, there are variations in their perceptions. Some areas, like the use of diverse techniques in speaking practice and the application of reinforcement methods, received predominantly positive responses. However, areas like facilitating understanding through examples and exercises might require improvement based on students' feedback.

Perception, a complex cognitive process, involves the interpretation and understanding of information received from the environment. The outcomes of the research manifest the intricate interplay between students' individual interpretation and responses to various teaching methodologies, underscoring the inherent subjectivity embedded within the framework of perception (Fong & Schallert, 2023).

The statement "The teacher uses various forms of reinforcement, such as praise and encouragement, to improve students' speaking skills" garnered a notably high mean score of 4.27. This positive perception by students resonates with the theory's emphasis on the influence of individual experiences, values, and beliefs on interpretation (Hafri & Firestone, 2021). It reflects how students, influenced by their unique cognitive landscapes, appreciate and acknowledge reinforcement techniques applied by teachers in enhancing their speaking abilities.

Moreover, the frequency distribution analysis of students' responses to statements such as "The teacher gives constructive feedback on students' speaking ability to improve their skills" uncovered a diverse spectrum of perceptions. While a significant percentage agreed or strongly agreed with this statement (70% combined), a notable portion expressed disagreement or strong disagreement (9.3%). This variance in responses mirrors the theory's emphasis on subjective interpretation influenced by cultural backgrounds and personal experiences (Schwaba et al., 2023).

These findings underscore the dynamic nature of perception and its intricate relationship with individual cognitive frameworks. Just as perception involves selecting relevant information based on needs or experiences (Kirk-Johnson et al., 2019), students seem to select and interpret teaching methods based on their understanding and perceived effectiveness. Furthermore, the results indicating positive perceptions of teaching materials and motivation due to the teacher's approach align with the concept of

perception as a multifaceted process. The statement "The selection of teaching materials by the teacher supports the understanding and mastery of speaking materials well" received strong agreement from a significant portion of students (30.2%). This suggests that students perceived the materials selected by the teacher as conducive to their comprehension and mastery of the speaking curriculum.

Similarly, the statement "I feel motivated to learn to speak because of the approach used by the teacher" garnered high agreement and strong agreement scores (72.1%). This demonstrates how students' motivation is not solely influenced by the curriculum but also by the teaching approach, reflecting the intricate interplay between perception and motivation (Zhang & Yu, 2021). The research findings, therefore, serve as a microcosm of the theory of perception in action within an educational context. They highlight how students' perceptual lenses, shaped by their experiences, cultural backgrounds, and personal beliefs, fundamentally influence their interpretations and evaluations of teaching techniques.

Moreover, the varying responses across different statements in the research showcase the complexity of perception. It emphasizes that individuals, even within the same learning environment, perceive and interpret teaching methodologies differently, emphasizing the subjective nature of perception. This aligns with the theory's assertion that perception is not a uniform process but rather a subjective and multifaceted one influenced by individual cognitive frameworks (Rosenfeld & Burrow, 2017).

These findings from vocational school in Kebmen on students' perceptions of teaching techniques in English speaking skills profoundly echo the theory of perception. They provide a compelling insight into how students' individual cognitive landscapes influence their interpretations and evaluations of teaching methodologies. This dynamic relationship between perception and pedagogy underscores the need for educators to consider the diverse perceptual lenses through which students view and engage with learning materials and teaching techniques.

These findings have implications for teaching practices, emphasizing the importance of employing diverse teaching techniques, providing constructive feedback, and carefully selecting teaching materials. Understanding students' perceptions can guide educators in refining teaching strategies to meet diverse learning needs effectively. Aligning teaching techniques with students' perceptions, incorporating innovative methods, leveraging technology, and continually adapting teaching strategies to enhance speaking skills will contribute to more effective and inclusive learning environments.

CONCLUSION

This research highlights the positive views of vocational school students towards English speaking teaching methods, especially positive reinforcement from teachers and the applied pedagogical approaches. However, there is a need for methodological improvements that support a more comprehensive understanding, as well as a reassessment of audio and visual teaching aids. Although the results demonstrate the effectiveness of the teaching method, it is important to continue to consider areas for improvement, such as continuous adaptation and adjustment in pedagogical approaches to maximize the student learning experience. As a suggestion, further research could focus on integrating modern teaching tools and more holistic assessment methods to understand and improve students' academic efficacy.

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