STUDENTS' PERCEPTION OF THE UTILIZATION OF THE FEYNMAN

LEARNING METHOD IN TEACHING ENGLISH AT SMPN 1

SUKOMORO

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MOTTO

"Something that I always remember when you left me with these scars.

And life will give me one more chance, one more chance to bloom."

- Modern Guns

DEDICATION

With this, I dedicate my thesis to my esteemed parents, Mr. Moh. Dardiri and Mrs. Dyah Indriati, for their unwavering support, encouragement, and relentless efforts, which have served as the foundation of my academic journey.

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STATEMENT OF ORIGINALITY OF WRITING

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Praise and thanks be to Allah SWT, the Almighty, for all His blessings and mercy, enabling the author to complete this thesis entitled "Students' Perception of the Utilization of the Feynman Learning Method in Teaching English at SMPN 1 Sukomoro." This skripsi is a requirement for obtaining a Bachelor of Education (S.Pd.) degree from the Faculty of Teacher Training and Education at Universitas Nusantara PGRI Kediri. Prayers and greetings are also extended to the Prophet Muhammad SAW, the exemplary leader of the Muslim community.

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ABSTRACT

Abdan Hirzin Nashruddin (2114050051) Students' Perception of the Utilization of the Feynman Learning Method in Teaching English at Smpn 1 Sukomoro.

Keywords: *Perception, Feynman learning method, English teaching, Qualitative descriptive*

This research aims to describe students' perceptions of the utilization of the Feynman learning method in teaching English at SMPN 1 Sukomoro, with a specific focus on class IX-B. The Feynman method, known for its emphasis on deep understanding and the ability to explain concepts in simple language, was applied to support English learning in the classroom. This study employed a qualitative descriptive approach. The data were collected through observation, questionnaire, and documentation involving 20 students as respondents. The findings revealed that most students held a positive perception of the Feynman learning method. They stated that this method helped them understand the material more clearly, encouraged them to be more active in class, and increased their confidence in explaining English concepts to others. Additionally, students felt more engaged and responsible for their learning process through peer teaching and self-explanation, which are central elements of the Feynman approach.

In conclusion, the Feynman learning method was perceived as an effective and enjoyable strategy for learning English among the students of class IX-B. The results suggest that incorporating this method can enhance students' comprehension and participation in English learning activities.

CHAPTER I

INTRODUCTION

The first chapter is divided into seven sub-chapters. This chapter includes background of the research, identification of the problem, limitation and scope of the problem, formulation of the problem, purpose of the research, significance of the problem, and definition of key terms.

A. Background of the Research

Learning to read in English helps students get information from various sources such as books, articles and digital media, most of which are written in English. Students acquire better critical and analytical thinking skills as a result of this learning, which not only improves their understanding of the content of the text but also teaches them to select relevant information and understand its meaning in context. Therefore, according to According to Cline et al. (2006:2), reading is a process of deriving meaning from a text, in which students attempt to understand the author's ideas, grasp the message contained in the text, and reflect on what they have read. Therefore, learning to read in English is an important foundation for supporting student development. In addition, According to Nunan (2003:4), reading is a fluid process in which readers combine information from the text with what they already know to create meaning. In addition to just "reading," the reading process involves attempting to establish a dialogue between the reader and the text. information has to do with how the reader interprets meaning from written symbols and mentally processes information. In daily life, the ability to read is very important. By reading will gain the latest knowledge that we have not understood before. Reading a lot can also increase intelligence and reasoning power. But reading is not just reading word for word. Understanding the reading text is essential to find and get the information we need. Proficient readers make theories and predict events using their past experiences and current knowledge (Amin, 2019). One component of English language learning is reading comprehension. This means reading

English texts with the aim of gaining in-depth understanding. Therefore, to learn and master reading comprehension, it must be done as much as possible. Reading skills are an important component that needs to be improved in teaching. The level of one's understanding of the text being read is called reading comprehension. This understanding comes from how the written words interact with each other and how they generate knowledge beyond the text. People are thought to have processing capacity, or the capacity to store and absorb data. Because of this, individuals frequently think that being able to detect words fast and easily is a prerequisite for good reading. Students that struggle with word recognition overuse their processing skills to read specific words, which hinders their comprehension of what they read

A reader must have good reading skills in order to understand reading material thoroughly and quickly. This reading skill is typically referred to or known as reading comprehension in the context of language learning. The process of deriving meaning from a text by integrating the reader's viewpoint, the material presented in the text, and past knowledge and experience is known as reading comprehension. (Duke, 2003), The capacity of students to grasp written material and what they have read is known as reading comprehension. Compared to students who lack strong reading comprehension abilities, those who possess these abilities will find it easier to understand the content. According to Anderson and Cheng (1999), reading comprehension is a complex mental process that requires top-down or bottom-up cognitive engagement. Reading comprehension is the process of extracting and making meaning by engaging or interacting directly. Reading comprehension is a very intricate mental activity that has to do with organizing and creating meaning. It involves cognitive aspects through combining prior experience and knowledge with current knowledge (of the reading material), using both top-down and bottom-up reading models, and directly interacting or engaging with meaning. From some of the descriptions above, both in terms of language in general and in terms of

reading comprehension, learning to read is not only to recognize words but also to understand texts or reading materials

Teaching reading comprehension using the Feynman method can foster understanding of the material, but it also faces some challenges. One of the main challenges is ensuring that students can explain concepts in simple language without leaving out important details. Ideally, students should be able to turn complex information into concise and easy to understand, just as if they were explaining to peers. However, this is sometimes difficult to do, especially if the material being studied is highly abstract or technical. In addition, one of the other challenges is identifying knowledge gaps that are still poorly understood. When students try to explain a concept, they may find it difficult to explain certain parts, indicating that there are areas that need revision. They will have to go back to the source material or look for additional sources to understand better. This requires dedication and motivation to keep learning until they truly understand the concept.

The core of the Feynman method is an attempt to learn quickly and effectively by teaching what is learned to others (learning by teaching). The Feynman method or technique has several advantages, including helping students understand the topic well, fostering a strong curiosity for the topic they are learning, and giving them the ability to explain clearly what they are learning. Therefore, this learning approach greatly assists students in constructing ideas and communicating them so that others can understand them. This suggests that the Feynman Method can greatly help students acquire communication skills, one of the essential skills in the 21st century (Trilling & Fadel, 2009). Teaching reading comprehension using the Feynman learning method provides many advantages, especially in improving students' understanding of the material. This method involves students understanding a concept by explaining it back using simple language as if they were teaching someone else. In the context of reading comprehension, this method helps students not only read and memorize the content of the text, but also understand the main message, supporting ideas, and the relationship between parts of the text. When students are asked to

re-explain the content of the reading, they need to organize their understanding, so they naturally practice critical and analytical thinking skills.

This research was conducted at SMP Negeri 1 Sukomoro, a public junior high school located in Nganjuk, East Java, Indonesia. Sekolah Menengah Pertama, or "SMP" in the Indonesian educational system, is the junior high school equivalent, covering grades 7 to 9 for students aged approximately 13 to 15 years old. SMP Negeri 1 Sukomoro is known for its commitment to academic excellence and active student participation in various educational programs. At SMPN 1 Sukomoro, because it can effectively improve their pupils' reading comprehension, teachers employ the Feynman technique while instructing reading comprehension. According to Yingna Zhao, Tiangui Miao, and Jiayu Liu (2020: 100), theories pertaining to the Feynman learning method are frequently referred to as "the strongest learning method in history," "a globally efficient learning method," "a scientific and effective learning method," and so on. This method is a way for teachers to teach students in study guidance. In the classroom, students only ask about what they don't understand. Then, the teacher explains it clearly. Then they do the exercises on their own. To put it briefly, pupils study at home before consulting the teacher and completing the tasks. Additionally, just as they require desire to read textbooks and complete assignments, kids should be highly motivated and driven to read the content at home.

There are several steps suggested by Feynman for every learner who wants to adopt this learning method, including: first, the learner chooses a topic to learn and starts learning it independently; second, the learner then teaches the chosen topic to others or friends using the simplest diction possible. What is meant by simple diction is diction that does not contain jargon and lexicon; third, the learner takes time to identify concepts that have not been fully mastered while explaining the concept to friends/others. The learner can immediately review the concepts that have not been mastered through their learning resources; fourth, the learner re-explains the

material or topic learned. It is recommended to explain again from the beginning. If necessary, the language choice can be further simplified.

Using the Feynman learning model to help students understand the material. In this Feynman learning model, students are invited to learn a material by explaining it back in simple language, as if they were teaching it to someone else. This process helps to describe parts or sub-materials where understanding is still lacking, because if students cannot explain a concept simply, it indicates that their understanding may not be sufficient to master the material. In addition, the Feynman learning model teaches students to summarize and simplify information and improves students' critical thinking skills. Thus, this model improves students' conceptual understanding of the material and encourages them to learn independently and gain greater mastery of the material.

In keeping with the demands of contemporary education, this model also fosters critical and creative thinking in students as well as the ability to connect theory to practice. Given all of these features, it is anticipated that the Feynman model will assist students in achieving better academic results, particularly in courses that call for logical and systematic comprehension. The choice of SMPN 1 Sukomoro tutoring institution as a research site is based on its good reputation in providing quality education services. SMPN 1 Sukomoro has been known for its innovative teaching methods and openness to new approaches, and has a structured program and adequate facility support, providing an ideal environment to test the effectiveness of the Feynman learning model. Thus, SMPN 1 Sukomoro is a strategic place to conduct this research. By involving this institution, the research is expected to not only produce significant academic results, but also have a practical impact on the way tutoring institutions develop learning strategies.

In this research, Feynman's learning model at SMP Negeri 1 Sukomoro is very suitable because of its unique approach that centers on deep understanding and the ability to re-explain the material. This model not only improves students' concept understanding, but also encourages them to think critically and actively evaluate what they know. Students face

the challenge of simplifying complex information by using the process of explaining the material to themselves or others. This improves retention and mastery of concepts significantly. SMP Negeri 1 Sukomoro is a junior high school institution known for its high-quality standards and focus on optimal student learning. The institution provides adequate facilities and experienced teaching staff to create a pleasant learning atmosphere. SMP Negeri 1 Sukomoro is the right place to see how effective the Feynman model is because it has a supportive learning environment and students from a variety of backgrounds and skill levels. Additionally, having students with a range of backgrounds and skill levels gives them the chance to test out the adaptability and influence of this model in different settings. The research conducted at SMP Negeri 1 Sukomoro is expected to provide a deeper understanding of how the Feynman model improves student learning outcomes and increases student confidence in mastering the material. Because of this benefit, SMP Negeri 1 Sukomoro is ideally situated to conduct pertinent scientific research that has a significant influence on the field of education, particularly on active understanding-based teaching strategies.

It is clear from the previous description that the Feynman learning approach aids pupils in comprehending the content being taught. Therefore, this study intends to ascertain how students at SMP Negeri 1 Sukomoro perceive the application of Feynman's learning approach in tutoring, with the hope that it will advance theoretical understanding and practical applications in the area of reading comprehension.

B. Scope of the Problem

The focus of this research is students' perceptions of the application of the Feynman learning method at SMPN 1 Sukomoro. Important stages in the learning process, namely opening, delivery of material, evaluation, and closing. The instructor asks the class to pray before the session begins, and then she prepares the lesson plans and study materials. Furthermore, at the material delivery stage, the research focuses on how students apply the Feynman method, namely by explaining the material back in their own

language, simplifying ideas, and writing or describing the material that has been learned. At the evaluation stage, the researcher assessed the effectiveness of the Feynman method in enhancing students' understanding of the material learned, as measured by tests, individual assignments, or group discussions. The research will also look at how students perceive the difficulty, active involvement, and benefits of using this method as a learning approach. In the closing stage, the researcher looked at how the teacher ended the learning session using the Feynman method at SMPN 1 Sukomoro. This study was conducted at SMPN 1 Sukomoro, located in Nganjuk Regency. The reading comprehension abilities of English language learners were the main focus of this study. Descriptive text was the study's main emphasis because it was thought to be pertinent to the fundamental skills the students were learning. Students from class IX-B who had engaged in the Feynman method of English language learning served as the study's subjects.

C. Research Problem

From the background about the research problem can be formulated as: What is students' perception of utilizing the Feynman learning method in teaching at SMPN 1 Sukomoro?

D. Objective of the Research

The purpose of this study is to describe students' perceptions of utilization the Feynman learning method in teaching english, which is known as a simple explanation-based approach that is accepted by students.

E. Significance of the Research

The researcher hopes that the results of this study will help teachers and students.

1. For the teacher

Teachers can learn more from this research about how teachers perceive and work through Feynman's learning method. Teachers should then refrain from making mistakes with the aid of Feynman's learning

method. Consequently, the findings of this research can be used as a guide in an effort to improve teachers' teaching for those using Feynman's learning method in classrooms.

2. For the students

The outcomes of this study will give them a new learning experience in using the Feynman learning technique. This study will also allow them to measure this technique's efficiency, improve the level of students' confidence, and encourage students to take an active part in the learning process.

3. Next the researchers

The results of this study will be useful for future researchers who would like to conduct studies on the same cases, especially regarding the perceptions of students about using the Feynman learning method.

F. Definition of Key Term

1. Perception

Perception is a psychological process through which the five senses impart experiences; people can process responses into positive or negative perceptions through the stages of selection, interpretation, and reaction. Knowledge is the foundation of perception and is obtained through a process of connection that includes seeing, listening, touching, feeling, and receiving. A person then chooses, arranges, and analyzes the data they get to create a meaningful image. Therefore, the process begins with a stimulus received by the five senses, then organized and interpreted by the five senses to find out what is sensed.

2. Feynman Learning Method

The Feynman method, an innovative learning approach, has the potential to transform slow learners (Feynman, 2018a; Reyes et al., 2021). This technique is very helpful for those who face difficulties with traditional learning methods. This method involves breaking down a complex topic into smaller, easier to understand parts, then teaching these parts to others.

By doing this, students who are slow learners can gain a basic understanding of a subject and build their knowledge from that foundation. The Feynman Technique encourages active learning, which makes it especially effective for students who are slow learners (Feynman, 2018a; Reyes et al., 2021). Those who use this method must actively engage with the material by teaching it to others. This process increases their understanding and gives them the ability to spot gaps in their knowledge. Feynman's technique is also advantageous in terms of its emphasis on language. Students who are slow learners often experience language barriers, which makes understanding complex concepts difficult. Feynman's technique allows slow learners to understand even the most challenging subjects by simplifying concepts and using everyday language.

3. Reading Comprehension

Reading comprehension is understanding the written word, comprehending the subject being read, and creating meanings. Woolley (2011) states that reading comprehension is the process of making meaning from text. The objective is not to understand the meaning of individual words or sentences, but to obtain a comprehensive grasp of the information presented in the text.

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