

Psycho pedagogical aspects of EFL learners' performance: A case study at IAIN of Manado

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Abstract: The Psycho pedagogy facilitates the processes of learning; it aims to understand the complexity of factors involved in this process and to solve the problems of learning through a dynamic intervention. This study aimed to find out the aspect of psycho pedagogic on EFL learners' performance at IAIN of Manado. This study applied a qualitative approach using a case study design in which researchers conducted the in-depth exploration of the events, processes, and learning activities. The subject of this study was five students of English Education Department of IAIN of Manado who have good performance in English. The researchers were the key instrument who participated actively in the learning activities. In collecting data, the researchers used observation, interview, field note and documentation. The data were analyzed concurrently with the data collection interactively through the process of data reduction, display and verification using domain analysis, taxonomic, conventional, and cultural theme analysis. The researchers found that there were some psycho pedagogical aspects employed by the teachers which contributed to the EFL students' performance, such motivation, age, formal presentation, L1, and environment.

Keywords: Psycho pedagogic, EFL Learners' performance

Introduction

The Psycho pedagogy takes care of the learning, facilitating the processes of learning and aims to understand the complexity of factors involved in this process, researching and solving the problems of learning through a dynamic intervention dealing with conflicts that affect the learning process and are, more specifically, manifested in education (Barkley, et al, 2005; Cho, 2009; Gonzales, 2010; Almeida, 2015).

Psycho pedagogy is necessary to consider the subject of learning in their own style as relating to the knowledge and their ability in a cultural context where it operates its uniqueness. It is a therapeutic work focused on learning, using all sorts of resources that facilitate the recovery of the ability to learn independently and pleausurably.

Some previous studies in this field found that the failure of English learning in some schools not only influenced by the students themselves, but also by the teachers who did not consider their students' style in learning, socio-cultural, psychology, the strategy and method they used in teaching and learning (Barbara Mellini, Alessandra Talamo, Sabina Giorgi, 2010).

So far, the majority of English Education Department students of IAIN of Manado have low achievement in English subject. Based on the data of the final examination result of English Department students in IAIN of Mando for the last of one year (2015-2016) shows that the mean score of students' achievement was in the average to a fairly good classification that can be seen on the table below:

Table 1. The Mean Score of Students' Achievement on Final Examination (UAS) of English Department Students of IAIN of Manado

No	Semester	Mean Score	
		2014	2015
1	1 st Semester	64.07	69.12
2	2 nd Semester	70.33	71.38

Source: Academic office of English Department of IAIN of Manado, 2016

The data shows that the mean score of students' achievement was in the average to fairly good classification and there was no significant improvement from academic in semesters. This situation should be overcome by the lecturers and the university to increase the students' achievement in English.

A teacher should know the student's development physically and sociologically as integral parts of human being in general and also they have unique characteristics and those need to be understood. The knowledge about student's characteristic in psychology related to general activities of their selves, so it is important for a teacher to know the students' psychological process of development which refers to second language learning. The general activities that must be paid attention by teachers are attention, observation, perception, fantasy, memory, thinking, motive, attitude, talent, and imagination.

Based on the background above, the researcher intends to investigate the Psycho pedagogical aspects of EFL Learners' performance in IAIN of Manado that support the lecturer creating the best learning condition which appropriates to the student's psychology to see the learning take place. The lecturer is also responsible for creating a situation that provides opportunities and stimulates the students to learn English. So that, the teacher can develop the students' self-confidence to have quality in English that can improve their academic performance.

Psycho pedagogical aspect

This part will discuss a psycho pedagogical aspect of second language learning. Before discussing more in-depth, it is better to know the definitions of the term so it can give a clear description of it.

Psychology consists of two words namely *psyche* means 'soul' or 'spirit' and *logos* means 'knowledge' so psychology is the knowledge which learns about a human being. R.S Woodworth stated that "*Psychology can be defined as the science of the activities of the individual in relation to the environment*" besides Crow & Crow give their definition of "*psychology as the study of human behavior and human relationship*". So, it can compound those definitions more simply based on Sartain's definition "*psychology is the scientific study of the behavior of living organism with, special attention given to human behavior*".

Pedagogy is *the art or science of being a teacher*. The term generally refers to strategies of instruction or a style of instruction (from Wikipedia encyclopedia). Pedagogy is also sometimes referred to as the correct use of teaching strategies. In correlation with the teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment as well as learning goals set by the student and teacher. There is also another definition of it which states that Pedagogy has two meanings the first one is referred to *practical things or the way of someone's teaching*; the second is referred to *the knowledge about the principles and teaching method, the principles and leading and monitoring method* or in another word it is said '*education*' (Soegarda.P & H.A.H. Harahap, 1982:254).

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Those definitions above show that psychology cannot be separated with pedagogical as the aspect of teaching and learning process and also language learning especially for English as foreign language learners which aims to understand the complexity of factors involved in this process, researching and solving the problems of learning.

EFL Learner performance

Performance indicators are a means to focus on specific expectations of a program. They facilitate the curriculum delivery strategies, and assessment procedures. There is an important first step that must come before the development of performance indicators, and that is deciding on student outcomes. These are usually communicated to students in the program description, and are stated in terms that inform the students about the general purpose of the program and expectations of the faculty. The primary difference between student outcomes and performance indicators is that student outcomes are intended to provide general information about the focus of student learning and are broadly stated of the outcome, not measurable, while performance indicators are concrete measurable performances students must meet as indicators of achievement. Performance indicators are developed from program outcomes. Sample student outcomes: 1) Students will work effectively as a member of a team; 2) Students can apply the principles of math and science to a technical problem; 3) Students will have an appreciation for the need to be lifelong learners; and 4) Students will have effective communication skills (Grondlund, 1981; McBeath, 1992).

Students academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, the medium of instructions in schools, tuition trend, daily study hour and accommodation as hostels or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995) suggested "A student educational success contingent heavily on the social status of student's parents/ guardians in the society. Considine and Zappala (2002) noticed the same that parent's income or social status positively affects the student test score in the examination. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that "the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher

previous appearance, better the student's academic performance in future endeavors.

Considine & Zappala (2002) observed that children come from those families having low income make known more subsequent models in terms of learning outcomes; low literacy level, low retention rate, problems in school behavior and more difficulty in their studies and mostly display a negative attitude towards studies and school. The view point of Considine and Zappala is more strengthen by this statement of Eamon, according to Eamon (2005) "Those students usually come out from low socio-economic status or area show low performance in studies and obtained low scores as compared to the other students or their counter parts".

It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes. Considine and Zappala (2002) quoted Sparkles (1999) showed that schools environment and teachers expectations from their students also have a strong influence on student performance. Most of the teachers working in poor schools or schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students. Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. All these educationists and researchers agreed with this principle that schools put a strong effect on academic performance and educational attainment of students.

Method

This study applied a qualitative approach using a case study design where researcher conducted an in-depth exploration of the events, processes, and activities to one or more people who are bound by time and activity. The researcher used this type of research is due to the subject of this study is only five students who have a good

performance in English and they have high achievement in English subject.

The study lasted for 6 months starting from March, 5 to July 29, 2015. Thus, the researcher conducted data collection in detail and in-depth either in the campus, home, and the student's environment by using a variety of data collection procedures and in continuous time. The instrument of this study is the researcher herself as a key instrument and engage fully with what the source of the data (complete participation) so that the data obtained by totally natural. Data collection techniques used participant observation on the activities of the subject, in depth interview on the subject, classmates, some English lecturers, and students' parent. The triangulation of data will be conducted to maintain the validity of data verification and conclusion.

The data were analyzed concurrently with the data collection interactively through the process of data reduction, display and verification using domain analysis, taxonomic, conventional, and cultural theme analysis (Spradley: 1984).

Findings and discussion

Based on the result of observation and interview, the researcher found that there are many factors, variables, and obstacles which can determine the success of that process. For reaching out these there are some factors which influence the L2 learning process. The factors can be described as follow:

Motivation factor

Motivation is an urge aspect in improving the students' performance in learning English. In L2 learning there is an assumption states that if there is motivation or encouragement or goal which it wants to be reached by someone in learning L2 will be more success than a person who studies L2 without those things. Correlated with L2 learning, motivation has two functions, namely: (1) integrative function and (2) instrumental function. Motivation has an integrative function if the motivation encourages somebody for learning a language because there is a desire to communicate with the native speakers or become a member of their community. Whereas motivation has an instrumental function if the motivation

encourages somebody to have a desire for learning L2 because of the useful goal or because there is a desire to have a job or social mobility on the upper level of that community (Gardner and Lambert, 1972:3 in Abdul Chaer 2003:251).

Age factor

The age factor is one influenced the students' performance in learning English at IAIN of Manado. Even though, there is an assumption states that children can be better than adults in the L2 learning process (Bambang Djunaedi, 1990). Children are easier in acquiring new language than adults in L2 learning. It directs us to the Critical Period hypothesis (Lenneberg, 1967; Oyama, 1976) for learning L2. From the result of linguists concluded that age factor influences somebody self in learning L2. The difference of age influence their speed and success in learning L2 towards some aspects such as phonology, morphology, and syntax, but those aspects – not influenced in sequences acquisition.

Formal presentation factor

The formal presentation has an impact towards the speed and success in learning L2 because of the variations of factors and variables which have been prepared and it is done consciously. And also the circumstance of its environment is different because it is learned in the classroom formally than it is learned naturally. So, the classroom is the environment which focuses on learning or acquiring its forms and grammars consciously (Dulay, 1982:17 in Abdul Chaer 2003: 254).

L1 factor

Most linguists believe L1 has an impact towards in learning L2 because someone doesn't realize when he learns L2, he always transfers the elements of language from L1 while he is using L2. According to behaviorism perspective states that the impact of L1 in transfer when using L2 will be great if the learner is not given L2 stimulus continually. But if the stimulus of L2 is given continually the impact of L1 can be reduced slowly. Through contrastive theory analysis it can be known the similarity and diversity between L1 and L2 in order we can determine the method and technique in learning

the language. So it can be concluded that L1 has an impact on L2 learning.

Environment factor

According to Dulay (1985:14) explained that the quality of language environment is important for a learner in learning L2. Language environment is all things that can be listened and can be seen by the learner related to L2 being learned (Tjohjono, 1990 in Abdul Chaer 2003:258). There are two language environments namely: (a) formal environment like in the classroom in teaching learning process; (b) informal environment or natural environment like in a family. (Krashen, 1981:40).

Conclusion

The researcher found that there were some psycho pedagogical aspects applied by the teachers which contributed to the EFL students' performance, such as motivation, age, formal presentation, L1, and environment.

It is suggested that the teacher should know the student's development physically and sociologically as integral parts of human being in general and also they have unique characteristics and those need to be understood. The knowledge about student's characteristic in psychology related to general activities of themselves, so it is an important thing as a teacher for knowing their process of development which refers to second language learning.

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