

Students' Perception on Regular English Classes and Advanced English Classes

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ABSTRACT

English classes are currently developing. There are several classifications of English classes, for example Regular English Classes and Advanced English Classes. This research aimed to identify the differences between these classes, as well as find out students' perceptions about these classes. This study took 10 grade 11 students at SMAN 85 Jakarta as participants. This study used document observation sheet and interview questions as research instruments. The results show that in the Regular English Class, it is aimed to have more varied activities compared to the Advanced English Class. This is in line with the Regular English Class learning hours which are longer than the Advanced English Class. However, the implementation (seen in the Learning Activities part in the module) shows the Advanced English Class has more activities. This makes students prefer Advanced English Classes to Regular English Classes.

Keywords: Students' Perception, Regular English Class, Advanced English Class, Teaching Modules, High School English

INTRODUCTION

In Indonesia, English is taught and used as a foreign language. The Decree of the Minister of Education and Culture Number 060/U/1993 dated 25 February 1993 and the 1989 Constitution concerning the National Education System are the basis for the goal of teaching English in schools so that students are able to become proficient in English in the era of globalization (Songbatumis, 2017).

Nowadays, English classes are increasingly being held by many schools, from kindergarten to university level because English classes have a role in the world (Syah, 2015). In English classes, modules are definitely used. A module

includes the author's name, course level/class, school name, course title, students' preliminary competence, Pancasila student profile, facilities and infrastructure, target students, number of students, time allocation, learning models, learning methods, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and reflection by both students and teachers.

Some schools have more than one English program. According to Moreno (2020), extra English classes support English classes at school, so it is important to consider them because they can improve students' understanding, as well as giving them

the opportunity to focus more and have more time for challenging topics. According to Harjatanaya et al., (as cited in Liansari et al., 2021), a program called the School Movement, which includes education stakeholders, is being promoted by the government through the Ministry of Education and Culture. The Permendikbud Number 23 of 2015 on children's character development served as the foundation for the development of the School Literacy Movement. All educators are responsible for implementing literacy programs that incorporate into the curriculum through learning habits (Suryawati et al., 2018).

At SMAN 85 there are Regular English Classes and Advanced English Classes. Advanced English class is for 11th grade students. According to Oxford Dictionary (2024), advanced is “(a course of a study) at a high or difficult level”. In advanced English there are several skills, namely listening, reading, speaking, and writing. According to Rost (as cited in Alzamil, 2021), the complex processes that allow individuals to comprehend spoken language are referred to as listening. Effective communication and a better understanding of the outside world both depend on listening. Furthermore, the most essential skill for learning a foreign or second language is speaking it. Speaking is considered the most crucial ability to acquire when studying a foreign or second language out of the four essential language abilities (Srinivas Rao, 2019). Moreover, writing is the process of putting ideas, facts, and thoughts into simple, understandable words. The ability to write well is a skill that students must acquire in order to succeed in school and in the

workplace. All students must have strong writing abilities in order to meet their academic and career objectives (Durga & Rao, 2018). Then, according to Coffey (as cited in Zhang, 2015), the capacity to read and write both linguistically and functionally is often referred to as "literacy". Literacy is part of reading skills. Dewi (as cited in Akram et al., 2020) believed that English language literacy is seen as more important in order to interact with individuals from a variety of social backgrounds, cultures, and ethnic groups because English is widely spoken and acknowledged as a worldwide language.

Put another way, school curriculum, educators, classroom teaching, the school, family, and society are all combined to form literacy elements. Furthermore, the program known as "extra class" affects students' development significantly by regulating where and how they spend their time outside regular school hours (Rahma, 2021). Students' capacity to study English better at school is improved by taking extra English classes (Ubat, 2020). As stated by Ratama (2021), to improve students' English literacy skills, English literacy program might be an excellent choice. According to Cahya (2020), students' academic performance can be enhanced by independent reading literacy activities in addition to helping them advance their English literacy abilities. However, critics have noted that putting this strategy into practice might be costly and challenging (Sayer & Ban, 2014).

Previous research has been carried out by researchers regarding students' perception. Sinaga (2018), discussed about students' perception

on the role of English Day program in speaking skill development. The result proved that students were very motivated to become proficient in spoken English. Moreover, Sahin (2016), investigated about students' perception of 'English' and motivation in learning English.

According to Lindawati (2022), the process of being aware of and understanding information about one's environment is known as perception. Hafrizal (2021) indicated that students think learning English will make it easier for them to propagate Islamic teachings. The second perception found in his study is that a large number of students acknowledge that language serves as a tool for improving communication and connections, both in written and spoken forms. The last perception is that students feel that proficiency in English can increase their income. Some other studies have been conducted on students' perception towards teaching media. Apriliani (2021) found that students feel that using Quizlet in learning English vocabulary is effective because it is interesting and makes them more enthusiastic about learning. Similarly, Prabawati (2021) stated that students perceive that the usage of online media by teachers boosts their motivation and interest in studying English, making the subject matter more interesting, enjoyable, relaxed, and not boring. In addition, Rakhmanina's (2021) previous study result showed that most students are interested in online learning because it is considered more fun and flexible. On the other hand, not all student perceptions produce positive results. In Erliza's (2022) previous study, there are negative perceptions among students regarding student

concentration and students' difficulties in learning English in hybrid learning. Furthermore, Sary (2015), found that the majority of students struggle with English grammar because they are unfamiliar of the language's rules. Then, Al-Khairy (2013) confirmed that the second highest score in his study results showed that students found English textbooks difficult and boring, making them lose motivation.

Based on the previous studies, it can be seen research on students' compared perceptions on Regular English Classes and Advanced English Classes has not been conducted. Therefore, the researcher is triggered to know how students perceive these programs. This study is important to be conducted since the result can be used as a consideration for other schools to implement or not to implement Advanced English Class. This research was conducted to answer the questions on: 1) How do Regular English Classes differ from Advanced English classes? and 2) How do students perceive both classes?

The aims of this research are to find out the difference between Regular English Classes and Advanced English Classes and to analyze the perspectives of students from both classes.

METHOD

This study used qualitative with a case study approach to answer the research questions. A case study is a category of qualitative methods whose focus is an in-depth description of phenomena based on real scenarios using various data collection methods (Njie & Asimiran, 2014). The researcher used document

analysis form and interview questions as the instrument of this research.

Data collection began by asking for the modules of both classes, which are the Regular English class and the Advanced English class. This research used semi-structured interview. According to Young (2018) a semi-structured interview is the process of asking several questions with the possibility that the researcher asked the interviewee additional questions. Semi-structured interviews differ from structured ones in that they are less strict and flexible. The researcher prepared several questions to ask the students. Once the questions were ready, the researcher interviewed the students and recorded the conversation. After that, the recordings were transcribed.

The data analyzed are the data taken from the modules and interview. For research question 1 (teaching module), the researcher read the modules from both classes. After that, the researcher highlighted the teaching components found and gave labels to them. For research question 2 (interview), the researcher transcribed the audio recordings. The researcher then read the transcription, highlighted words related to students' perceptions, and gave labels to them. Next, the modules were analyzed with Excel Matrix adapted from Nesari and Heidari (2014), Kasman (2022), as well as Ferdaus and Novita (2023). The interview was also analyzed with Excel Matrix adapted from Aprilani (2021), Prabawati (2021), Rakhmanina (2021), Al-Khairiy (2013), Hafrizal (2021), and Erliza (2022).

FINDINGS AND DISCUSSION

This research used document observations and interviews to answer research questions. The researcher examined modules from the two classes and interviewed 10 grade 11 students from SMAN 85 Jakarta.

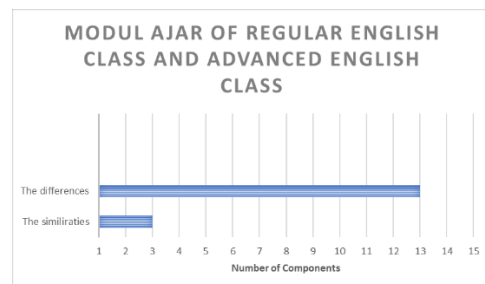


Figure 1. Modul Ajar of Regular English Class and Advanced English Class

Based on the modules, not all of these indicators are in these two classes. There are two indicators that are missing, namely number of students and learning methods. These 16 indicators are divided into two, 3 similarities and 13 differences. The similarities are in course/level, school name, dan target students. On the other hand, the differences are in the author's name, course title, students' preliminary competence, Pancasila student profile, facilities and infrastructure, time allocation, learning methods, learning objectives, assessment, meaningful understanding, trigger questions, learning activities, and reflection by both students and teachers.

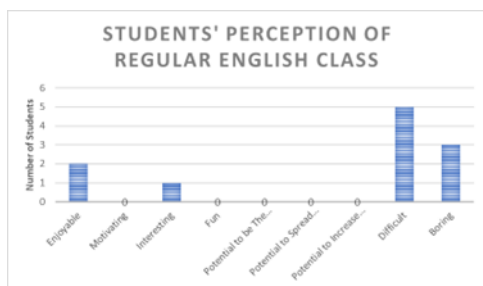


Figure 2. Students' Perception of Regular English Class

In Regular English classes, the results of interviews with students at SMAN 85 show that 2 out of 10 students feel that this class is enjoyable, 1 out of 10 students feel that this class is interesting, 5 out of 10 students feel that this class is difficult, and 3 out of 10 students feel that this class is boring.

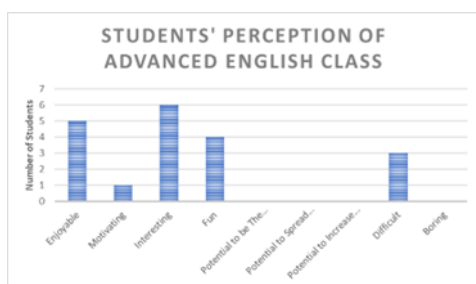


Figure 3. Students' Perception of Advanced English Class

In Advanced English Classes, the results of interviews with students at SMAN 85 show that 5 out of 10 feel that this class is enjoyable, 1 out of 10 students feel that this class is motivating, 6 out of 10 students feel that this class is interesting, 4 out of 10 students feel that this class is fun, and 3 out of 10 students feel that this class is difficult.

Based on data from the modules, there are 13 differences in the modules of the two classes.

The Author's Name

Table 1. The Author's Name (Excerpts 1 – 5)

Excerpt of Course Title in Regular English Classes	Excerpt of Course Title in Advanced English Classes
Ferawati Pohan, S.Pd	FX. Yulianto, S.Pd

As can be seen from the table above, both classes are taught by different teachers, but with the same degree, namely S.Pd. Both classes can be taught by teachers with the same degree because both classes have the same target students, namely Regular students who do not have learning difficulties.

Course Title

Table 2. Course Title (Excerpts 1 – 5)

Excerpt of Course Title in Regular English Classes	Excerpt of Course Title in Advanced English Classes
Recount Text	Legend

As can be seen from the table above, the topic in the Regular English Class is recount text and the topic in Advanced English Class is legend. According to Sitorus & Sipayung and Mediska & Adnan (as cited in Sianipar et al., 2020), the type of recount text can be seen from three aspects, including personal recount; serves to tell the author's personal experience, second is factual recount; serves to present reports of events that actually occurred, for example science experiment reports or police reports, and lastly, imaginative story; serves to present imaginative stories. Legend is an imaginative story, so it can be concluded that the topic in the Regular English Class, namely recount text, is more general compared to the Advanced English

Class, namely Legend, which is part of the recount text.

Students' Preliminary Competence

Table 3. Students' Preliminary Competence

Excerpt of Students' Preliminary Competence in Regular English Classes	Excerpt of Students' Preliminary Competence in Advanced English Classes
<p>“Sebelum menggunakan modul ajar ini siswa diharapkan memiliki:</p> <ol style="list-style-type: none"> 1. kompetensi menerapkan 'adjective, action verbs, compound and complex sentences, temporal sequences/ conjunction, Simple Past Tense, dan Present Progressive Tense dalam kalimat. 2. Kosakata terkait "telling experience, outh-biography, Biography, dan news item". 3. Pengetahuan tentang "telling experience, outh-biography, dan news item" 4. Keterampilan menggunakan media dan platform (aplikasi pembelajaran berbasis teknologi." 	<p>“Membimbing dan mengarahkan peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai teks legenda yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi dan cinta tanah air dengan mengenali legenda-legenda di Indonesia. “</p>

As can be seen from the table above, the explanation about students' preliminary competence in Regular English Classes is more specific, and is explained in the form of points. On the other hand, in Advanced English Classes, it is only explained in general terms and not in detail. Regular English classes include English knowledge as the main focus, while Advanced English Classes only include knowledge about legends as the main focus.

Pancasila Student Profile

Table 4. Pancasila Student Profile

Excerpt of Pancasila Student Profile in Regular English Classes	Excerpt of Pancasila Student Profile in Advanced English Classes
<p>“Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, berkebinekaan global, bergotong royong, mandiri, bernalar kritis, kreatif”</p>	<p>“ 1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;</p> <p>2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);</p> <p>3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif;</p> <p>4. “Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).”</p>

As can be seen from the table above, the explanation of the Pancasila student profile in Regular English classes is only explained in general terms and not in detail. On the other hand, in Advanced English Classes, it is more specific, also explained in point form. Furthermore, Advanced English Classes focus also on critical thinking to solve problem; analyze, evaluate, and compose spoken and written texts fluently and spontaneously on a regular basis without any obstacles in interacting and communicating in narrative text types; and transfer verbal information into visual information (literacy skills).

According to Schaferman (as cited in Moge, 2022), in today's classroom, critical thinking is an essential and significant subject.

Teaching students to think critically is something that interests every teacher. Several academic departments hope that their teachers and lecturers will learn about the best ways to teach critical thinking, recognize areas in their courses where it is appropriate to stress and teach critical thinking, and create and utilize some exam problems that gauge students' critical thinking abilities.

Facilities and Infrastructure

Table 5. Facilities and Infrastructure

Excerpt of Facilities and Infrastructure in Regular English Classes	Excerpt of Facilities and Infrastructure in Advanced English Classes
<p>“Alat dan media</p> <ul style="list-style-type: none"> • Jaringan internet • Laptop/ computer • Projector • Kertas dan alat tulis • Tayangan presentasi • Audio dan video pembelajaran” 	<p>“Gawai, laptop/komputer PC, akses internet, buku teks, papan tulis, lembar kerja, handout materi, infokus/proyektor/pointer, referensi lain yang mendukung.”</p>

As can be seen from the table above, the use of facilities and infrastructure in Regular English and advanced English classes is more or less the same, but there are more variations in Advanced English (Advanced English Classes use more facilities such as textbook, whiteboard, etc.). According to Masruddin (2014), the use of media is the thing that has to be enhanced. Studies' findings indicate that media plays a more effective role in assisting educators in communicating learning concepts to students more quickly and effortlessly.

Time Allocation

Table 6. Time Allocation

Excerpt of Time Allocation in Regular English Classes	Excerpt of Time Allocation in Advanced English Classes
10 JP (5 X 90 menit)	5x45 Menit JP/Minggu

As can be seen from the table above, the learning time in Regular English Classes is longer than Advanced English. According to Lavy and Stallings (as cited in Heafner & Fitchett, 2015), time allocations are a starting point for pedagogical decision-making and can be helpful in offering direction on how best to allocate time to enhance student learning. Regular English Classes take longer because this class is their main English subject, while Advanced English Classes are only additional subjects in grade 11.

Learning Methods

Table 7. Learning Methods (Excerpt 1 – 5)

Excerpt of Learning Methods in Regular English Classes	Excerpt of Learning Methods in Advanced English Classes
<p>“1. PTM</p> <p>2. PJJ</p> <p>3. Blended learning”</p>	<p>“Blended learning melalui model pembelajaran dengan menggunakan Project Based Learning (PBL) terintegrasi pembelajaran berdiferensiasi berbasis Social Emotional Learning (SEL).”</p>

As can be seen from the table above, the learning methods in Regular English and Advanced English Classes are similar in that they both use the blended learning method. According to Garrison and Vaughan (as cited in Albiladi & Alshareef, 2019), blended learning is

a combination of traditional classroom lecture learning and online learning. This learning is developed from the advantages of face-to-face and distance learning. Furthermore, in Advanced English Classes, there are learning methods that are not implemented in Regular English Classes, namely Project Based Learning (PBL) and integrated differentiated learning based on Social Emotional Learning (SEL). This class uses the Project Based Learning (PBL) method because their time allocation is less than the Regular English class, so this method needs to be applied so that learning can be maximized. Furthermore, this class also uses the (Social Emotional Learning) SEL method because the learning in this class emphasizes on on the application of the material in real life.

Learning Objectives

Table 8. Learning Objectives (Excerpt 1)

Excerpt of Learning Objectives in Regular English Classes	Excerpt of Learning Objectives in Advanced English Classes
<p>“10. 2. Mengidentifikasi, menganalisa, dan menyimpulkan makna, konteks, topik, gagasan utama. Inferensi dan informasi rinci sesuai dengan fungsi sosial, struktur teks dan ciri kebahasaan dari teks berbentuk recount lisan secara kritis, kreatif, komunikatif, kolaboratif dan santun.</p> <p>10. 5. Mengidentifikasi, menganalisa, dan menyimpulkan makna, konteks, topik, gagasan utama. Inferensi dan</p>	<ul style="list-style-type: none"> • “Mengidentifikasi karakteristik dari teks naratif, termasuk fungsi social dan struktur teks; • Mengidentifikasi ciri-ciri kebahasaan dari teks naratif, pada bab ini difokuskan pada pembahasan noun phrase, past tense, past tense, action verbs, and sequence words; <p>Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</p> <p>Menulis teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>

<p>informasi rinci sesuai dengan fungsi sosial, struktur teks dan ciri kebahasaan dari teks berbentuk recount tulis secara kritis, kreatif, komunikatif, kolaboratif dan santun.</p> <p>10. 6. Mengidentifikasi, menganalisa, dan menyimpulkan makna, konteks, topik, gagasan utama. Inferensi dan informasi rinci sesuai dengan fungsi sosial, struktur teks dan ciri kebahasaan dari teks berbentuk recount tulis secara kritis, kreatif, komunikatif, kolaboratif dan santun.</p> <p>10. Merancang draft, menyusun dan mendemonstrasikan teks berbentuk recount lisan dan/ atau tulis sesuai dengan fungsi sosial, struktur teks dan ciri kebahasaan secara kritis, kreatif, komunikatif, kolaboratif dan santun.”</p>	<p>kebahasaan, secara benar dan sesuai konteks; dan</p> <ul style="list-style-type: none"> • Mempresentasikan teks naratif secara lisan baik dalam bentuk monolog maupun dialog yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.”
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There are two tables; Table 8 and Table 9. The first table contains the learning objectives of both classes, while the second table only contains the learning objectives for the Regular English Class. In advanced English classes module, the learning objectives are written only in meeting 1. While the learning objectives in Regular English Classes are written in meetings 1 - 5. Furthermore, there are differences in learning objectives in the two classes. Regular English Classes use more verbs at each point, for example identifying, analyzing, and concluding, while Advanced English Classes only use one verb at each learning objective point. This shows that the Regular English Class was

planned to have more activities than the Advanced English Class. This is also supported by the longer learning hours for Regular English Classes compared to Advanced English Classes.

Table 9. Learning Objectives (Excerpt 1 - 5)

Excerpt of Learning Objectives in Regular English Classes	Excerpt of Learning Objectives in Advanced English Classes
<p><i>“Indikator Tujuan Pembelajaran 10.2:</i></p> <p><i>10.2.1. Menafsirkan makna kata sesuai konteks.</i></p> <p><i>10.2.3. Mendemonstrasikan pengucapan dan intonasi dari kosa kata yang dipelajari.</i></p> <p><i>10.2.4. Melengkapi teks rumpang berdasarkan teks lisan recount berjenis personal recount (personal experience</i></p> <p><i>10.2.5. Menangkap makna teks lisan recount berjenis personal recount (personal experience),</i></p> <p><i>Pertemuan ke dua</i></p> <p><i>Indikator tujuan Pembelajaran 10.6:</i></p> <p><i>10.6.1. Menafsirkan makna kata sesuai konteks bacaan teks tulis recount.</i></p> <p><i>10.6.2. Menerapkan kosa kata pada kalimat rumpang.</i></p> <p><i>10.6.3. Menangkap makna dari teks tulis recount berjenis biografi.</i></p> <p><i>Pertemuan ke tiga</i></p> <p><i>Indikator Tujuan Pembelajaran 10.2:</i></p> <p><i>10.2.6. Mendemonstrasikan</i></p>	

<p><i>dialog dengan pengucapan dan intonasi yang baik.</i></p> <p><i>10.2.7. Mengidentifikasi kalimat simple present and simple past tense.</i></p> <p><i>10.2.8. Mengidentifikasi lata kerja pada kalimat simple past tense.</i></p> <p><i>10.2.9. Menuliskan kalimat simple past tense dengan dengan menjawab pertanyaan berdasarkan dialog yang mengungkapkan aktivitas di masa lampau dengan baik.”</i></p> <p><i>Pertemuan ke lima</i></p> <p><i>Indikator Tujuan Pembelajaran 10.10:</i></p> <p><i>10.10.1. Membuat draft teks tulis recount.</i></p> <p><i>10.10.2. Mempresentasikan teks tulis recount kedalam audio atau visual audio dengan memperhatikan social function, structure text, and language feature dari teks recount.</i></p>	
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According to Rodriguez and Albano (as cited in Orr et al., 2022), it is crucial to write learning objectives properly since they should serve as a guide for creating instructional activities and designing evaluations. Learning objectives that are created to be behavioral, quantifiable, and achievable effectively convey to students what they should know and be able to accomplish.

Assessment

Regular English Class

Attitude Assessment

Table 10. Attitude Assessment

No	Profil Pelajar Pancasila	K	C	B	S B	Nilai
		1	2	3	4	
1	“Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia”					
2	“Berkebinekaan Global”					
3	“Bergotong royong”					
4	“Mandiri”					
5	“Bernalar Kritis”					
6	“Kreatif”					
	“Jumlah”					

Cognitive Assessment

Table 11. Cognitive Assessment

55-66	67-77	78-88	89-99
“Penggunaan kata, kalimat, struktur tidak sesuai”	“Fungsi sosial ada, struktur tepat, dan unsur kebahasaan kurang”	“Fungsi sosial ada, struktur, dan unsur kebahasaan tepat”	“Fungsi sosial ada, struktur, unsur kebahasaan tepat, dan mulai ada modifikasi”

Presentation Assessment

Table 12. Presentation Assessment

No	Kriteria Penilaian	K	C	B	S B
		56-66	66-77	78-88	89-99
1	“Penguasaan materi”				
2	“Alat peraga/media”				
3	“Kekompakan/pembagian kerja”				

4	“penyampaian”				
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Advanced English Class

Table 13. Advanced English Class

No.	Assessed aspects	Assessment form	Assessment Instruments	Assessment Time
1	“Sikap”	“Observasi dan jurnal”	“Pengamatan sikap”	“Selama KBM”
2	“Pengetahuan”	“Tes tertulis”	“Soal tes”	“Setelah KBM”
3	“Keterampilan”	“Unjuk kerja Laporan tertulis”	“Pengamatan untuk kerja penilaiannya laporan tertulis”	“Sebelum KBM”

As can be seen from the table above, both modules have assessments, but in Regular English, the assessment is in tabular form and there are detailed scores, whereas in Advanced English, only several types of assessment are mentioned. Based on this table, it can be concluded that the assessment points in Regular English Classes are more specific, while Advanced English Classes are only written in general terms, for example in Regular English Classes, in the attitude assessment column, there are other components that are more in-depth, for example “Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, etc.” while the advanced English class only has “Sikap” without further classification. Furthermore, in the Regular English Class there are “Asesmen Menulis dan Asesmen Presentasi”, while in the Advanced

English Class, there is only has “Keterampilan.”

Meaningful Understanding

Table 14. Meaningful Understanding (Excerpts 1 - 5)


Excerpt of Meaningful Understanding in Regular English Classes	Excerpt of Meaningful Understanding in Advanced English Classes
<p>“Peserta didik mampu menguasai keterampilan dalam Bahasa Inggris terkait teks recount dengan baik secara kritis, kreatif, komunikatif, kolaboratif, dan santun, sesuai dengan perkembangan kompetensinya, seperti:</p> <ol style="list-style-type: none"> 1. Menceritakan pengalaman pribadi 2. Menceritakan pengalaman hidup pribadi 3. Menceritakan pengalaman hidup tokoh terkenal 4. Menceritakan peristiwa bersejarah 5. Menceritakan peristiwa penting (berita)” 	<p>“Mempelajari teks naratif melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: kesadaran lingkungan pengorbanan, dan kejujuran serta kepercayaan.”</p>

As can be seen from the table above, both classes have a meaningful understanding but are explained differently, in Regular English, it is explained in points while in Advanced English, it is explained in sentences. Regular English classes focus more on telling stories about life experiences, personal life experiences, life experiences of famous figures, historical events, and important events (news). Lucarevschi (2016) argued that storytelling is a more engaging, fun, and contextualized approach to language learning than textbook-based

traditional methods, and that this increases students' interest in speaking, writing, and reading about stories in addition to helping them improve their language skills.

Trigger Questions

Table 15. Triggger questions (Excerpts 1 – 5)

Excerpt of Trigger Questions in Regular English Classes	Excerpt of Trigger Questions in Advanced English Classes
<ol style="list-style-type: none"> 1. Have you ever told your experience to other people? 2. Have you ever read famous people biography? 3. Do you like reading history? 4. Can you tell me a history about ? 5. Do you think what you can obtain after reading famous people life?” 	 <p>“Look at the picture and discuss the following questions with a partner. Remember to respect each other’s answer.</p> <ol style="list-style-type: none"> 1. What island of Indonesia is shown in the picture? 2. What do you know about that area? 3. Do you know any legend from that area? Tell us about it. 4. Do you know any legend that are passed down in your area? Compared to the area shown in the picture, is the legend in your area similar or different?”

As can be seen from the table above, both classes have trigger questions, but in Regular English, only 5 questions are mentioned, while in Advanced English, a picture of a map of Papua is presented as a reference for trigger questions. Advanced English class material is more difficult than Regular English class material, so by using pictures students are interested in the learning material. Pratiwi (2020) believed that

in particular, the use of pictures in teaching may have a big influence on the process of teaching and learning, especially when it comes to the English language education that certain schools have been doing. Using pictures in the classroom might also result in an engaging environment.

Learning Activities

There are more activities in the Advanced English Class compared to the Regular English Class. In the Advanced English Class, each meeting consists of various activities, whereas in the Regular English Class the activities are not as numerous and detailed as in the Advanced English Class.

Reflection by Both Students and Teacher

Both classes have student and teacher reflections. In a Regular English, the reflections are in the form of tables and in Advanced English the reflections are not in table form but are explained in points and are more complex. Advanced English Classes have categories and scores for the reflection, while regular English classes do not. The categories include CAN YOU?; ability, WHAT?; comprehension and experience, and NOW WHAT?; follow-up action. From these categories, it can be concluded that Advanced English classes focus on the implementation of the English knowledge and skills in the real world and daily life.

Based on data from interviews, there are several student perceptions about Regular English Classes and Advanced English Classes.

Regular English Classes

Difficult

Table 16. Difficult

Excerpt	Utterances
Student 1	“Worksheets in regular English class are difficult to understand because the worksheets contain several parts; Part 1, Part 2, etc. There is also some material that must be played (in the worksheet there are audios to listen to) but because the teacher is not present, the students don't know what the material is about, so they have to find out for themselves.”
Student 2	“Usually in regular English, students are given several worksheets. Actually, if the worksheet is explained by the teacher, the questions are not that difficult, but sometimes there are some parts that make me confused, and if the teacher doesn't come in, I become confused about how to do it because it hasn't been explained either.”
Student 3	“The thing that makes it difficult in regular English classes is when we are asked to do a worksheet and it is not explained in detail.”
Student 4	“I find it difficult to understand the material because it is often not explained first and I immediately work on the worksheet.”
Student 5	“I find it difficult to understand the material in regular English classes because the explanations are in English and not translated into Indonesian.”

In the interview, participants explained that Regular English

classes were difficult. Most students find this class difficult because the teacher often gives them assignments but does not explain them first, so they do not understand the questions.

Boring

Table17. Boring

Excerpt	Utterances
Student 1	"I feel that regular English classes tend to be boring because the teacher is only given worksheets and continuous practice, and the frequency of teaching is also only short."
Student 2	"I often feel bored in Regular English class because we are often asked to do worksheets."
Student 3	"The class is boring because the students are always working on LKPD."

In the interview, participants explained that Regular English Classes were boring. They think this class is boring because the teacher always gives them monotonous assignments. According to Hill and Perkins (as cited in Zawodniak & Kruk, 2019), monotonous tasks result in boredom and frustration in students.

Enjoyable

Table19. Enjoyable

Excerpt	Utterances
Student 1	"I enjoy this class because it is interactive."
Student 2	"I enjoyed this class more than the Advanced English Class."

In the interview, there were 2 participants who thought that Regular English Classes were enjoyable. The reason they give this opinion is because they think this class is interactive.

Interesting

Table18. Interesting

Excerpt	Utterances
Student 1	"This class is interesting because each meeting is given a different worksheet."
Student 2	"The thing that makes this class interesting is when we all discuss the worksheet answers."

In the interview, the participant explained that the Regular English Class was interesting because they were always given different questions at each meeting and discussed the questions together.

Advanced English Class

Interesting

Table 20. Interesting

Excerpt	Utterances
Student 1	"This class is interesting because the activities in the class are varied."
Student 2	"Deeper material than Regular English classes makes this class interesting."
Student 3	"This class is interesting because I like the way the teacher teaches."
Student 4	"I am interested in this class because the

	material is different from Regular English classes."
Student 5	"I am interested in this class because the material is different from Regular English classes."
Student 6	This class is interesting because the material is mostly in the form of reading

In the interview, the participant explained that the Advanced English Class was interesting. Most students think like that because they like the learning material and activities in the class. This student perception is connected to the results of this research regarding teaching modules which show that learning activities in Advanced English Classes are more varied.

Enjoyable

Table 21. Enjoyable

Excerpt	Utterances
Student 1	"I enjoy this class because I like the way the teacher interacts with students and I think the teacher can make teaching and learning activities enjoyable."
Student 2	"The teacher makes this class enjoyable."
Student 3	"Even though the material is more difficult, I still feel this class is enjoyable because the teacher explains the material in a way that is not boring and is easy to understand."
Student 4	"The teacher is good at making the class atmosphere enjoyable."
Student 5	"The class is enjoyable because of the interaction in class."

In the interview, the participant explained that the Advanced English Class was enjoyable. The reason they say that is because they think that the material is interesting and the teacher can create an enjoyable atmosphere.

Fun

Table 22. Fun

Excerpt	Utterances
Student 1	"The class is fun because of the teacher."
Student 2	"The teacher makes this class fun."
Student 3	"I like the class because it's fun."
Student 4	"The material and teacher make the class fun."

In the interview, the participant explained that the Advanced English Class was fun. The reason they think this class is fun is more or less the same as their opinion in the "enjoyable" section because they like the way the teacher teaches.

Difficult

Table 23. Difficult

Excerpt	Utterances
Student 1	"The material is more difficult,"
Student 2	"I find this class difficult because there is a lot of reading."
Student 3	"The vocabulary in this material is more difficult."

In the interview, the participant explained that the Advanced English Class was difficult because the material in this class was more

complex than the material in the Regular English Class. As the name suggests, namely "Advanced English Classes", this class is an additional class that has a higher level of difficulty compared to the Regular English Class.

Motivating

Table 24. Motivating

Excerpt	Utterances
Student 1	"I think the material in Advanced English is more difficult and more challenging. So, I am motivated to learn more deeply."

In the interview, there was 1 participant who thought that the Advanced English Class was motivating because the material was more challenging than the Regular English Class, thus making her

motivated to study the material more actively.

CONCLUSION

From the findings and discussions carried out by the researcher, it can be concluded that in the Regular English Class, it is planned to have more activities compared to the Advanced English Class. This is supported by the Regular English Class learning hours which are longer than the Advanced English Class. However, in its implementation (shown in the Learning Activities part in the module), the Advanced English Class has more activities. This leads to students' perceptions about the Advanced English Class where students prefer this class because it is more interesting than Regular English Class.

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