

# The Role of Teaching Period in Students' EFL Achievement

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**Abstract**—How the division of learning time and the role of teachers affect each other on the results of their achievement tests. The researchers analyzed how the time of day influenced the results of student achievement tests and teaching methods in the morning and afternoon hours in English subjects. By using a collection of data on the scores of students' morning and afternoon achievement tests consisting of 2 classes, namely eleventh grade at the full day school in Kureksari Waru Sidoarjo. The researcher conducted data analysis with SPSS for the semester 1 achievement test value data and described the results of teacher interviews on the teaching method. There is a good influence in the class to affect the students of the EFL classroom instead of afternoon class. Morning class reached mean 45,883 points with 13,5445 standard deviations, while afternoon class only came up with 36,394 points with 13.6110. In addition, there was evidence of physical fatigue in the afternoon class as a result of interviews with several students. The absence of differences in teaching methods in the morning and afternoon classes makes students experience this and feel sleepy.

**Key Words:** *Teaching period, students' EFL achievement, learning time*

## I. INTRODUCTION

Learning is a necessity to gain knowledge in order to survive in life. Learning can help someone in many ways such as helping someone get the desired knowledge, trying to find a solution or solving an existing problem. On Gagne, 1997 statement Learning is likened to a kind of change in one's abilities that occurs over a period of time. Learning period can be divided because of time and learning period occurs because there is a time that occurs not only once but several times. In different periods of learning, the process of learning English is also the

same as learning in general. Learning English will encounter with problems including pronunciation and dialect of diverse languages, most of grammar Pattern, a lack of motivation to learn languages. Learning English can help someone such as how to ask someone else, say things, ask for help and how to communicate well. In English learning, learners have different preferences. There are several who prefer to study early in the morning because of their still strong to think and do not feel tired, but there are also several who prefer to study during the day because they feel sleepy. Therefore, in learning foreign language, high effort must be possessed by the students which is then equip them to succeed in learning EFL.

Commonly in the Indonesian context, some schools start from elementary schools, junior high schools, and senior high schools that have different hours of study time because some teacher subjectives have a crash schedules, buildings have not been able to accommodate all students so that the school gives a policy of dividing students into 2 sessions, namely session 1 in the morning and session 2 in the afternoon. With the separate time of learning English, it does not mean they learn with different material. They learn with the same material but separated in different study times between morning and afternoon. Can the separation time in learning affect learning? these are some of the results from previous research. Senol (2011) claimed that school start times considerably have a positive or negative impact for students' learning achievement, regarding their biological condition. The earlier school start times, the high impacts on the students' performance productivity and their GPA (Frech, 2009). Klein (2011) also revealed that there were significant differences in attention levels at different times of the day. The more hours go, the lower of the attention level. In contrast, Cortes (2012) in his investigation reached the conclusion that having a

first class period significantly reduced scores in the course and test scores in all subjects.

So far, some of the studies also discussed the correlation between learning time and student academic achievements, student motivation but the results appeared in variants. Previous work participants came from students with English as the first language. However, there has been little discussion about students with English as a foreign language dealing with high motivation to learn new languages. Additionally, the subject of the previous study which is EFL students doesn't explore in depth. Their research refers to their first language, Spanish and all of the subject lessons. In addition, their research uses references to final semester exams and final semester exam results. There are other studies that use the final results in lectures, namely grade point average (GPA). Obviously, there is a difference from other studies that the participation comes from language as a foreign language, the subject is only English language lesson and inquire about the teacher's method when teaching at different times.

This study was conducted to determine the significant differences between the formative scores of students' tests in the morning and afternoon classes. The researcher chooses the results of the formative test in odd semester (1th) because the formative results of the first semester test can see the shortcomings or strengths then the teacher and students can evaluate the weaknesses and strengths before moving on to the next semester. There is no score manipulated on evaluation of scores in formative by reason of improving student grades and school image on public view and parents. In addition, the teaching method used may also differ between morning and afternoon classes so it may also considered with the teachers and the school management classes about the acceptance of new students for each year. Researchers believe that this research can inspire teachers to pay more attention to the methods that they teach, strategies or to stimulate student motivation in the learning process to support the success of their learning. Furthermore, there are no parties has been harmed because the teachers and schools are able to manage their students and study time well. The students will reach their successful learning no matter in what class they are or in different learning times. It is also recommended that if the results are significant, the objective subjects submitted as national tests are expected to be placed on all mornings especially English subject.

**Factors affecting successful EFL learning** There are some factors to influence the learning process. These factors such as age, culture, gender, anxiety, native language, amount of exposure, and motivation. Those effects are investigated in Salim 2012 studies. These factors could affect not only negatively but also these factors could affect language learning

positively. As language teachers, they must be aware of all the factors that play a role in the language learning process. The factors can be divided into two big categories which are internal factors and external factors.

#### A. Internal Factors

Internal factors of successful learning comes from each individuals themselves without influenced by other individuals or aspects. According to some sources, internal factors of successful learning includes age, motivation, personality, gender, and anxiety.

Firstly, Harmer said that "the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills" (2003, p.81). The second factor is motivation. According to Harmer (2003 p.98), "motivation is a kind of internal drive that encourages someone to do something to achieve something". If there is no motivation in the teacher and student then something that is done will feel heavy.

The third factor is personality. A person's personality can affect the success of learning. A person's personality is divided into two types, namely those who have introverted personalities and those with extroverted personality Dewaele and Funham (1999) find that more complex tasks are easier for extroverted students. Conversely, introverts may be expected to prefer academic teaching that emphasizes individual learning and language knowledge. The next factor is gender. According to King & Mackey (2007), gender is very influential in a foreign language. In addition, King and Mackey claim that girls could comprehend the language better than boys, and girls could use language earlier than boys. In addition, many researchers have expressed the view that females are better than males in foreign language learning.

The last factor is anxiety. King & Mackey, (2007), Dörnyei, (2005) said that in learning another language this, anxiety factor, has a significant role, especially in learning speaking skill. In teaching foreign language process, teachers should consider and try to solve this anxiety factor. Because learners should overcome it to reach success.

#### B. External Factor

As the opposite of internal factors, external factors are factors that influence students' successful learning that might come from other individual, environment, or system. The examples of external factors are students' native language, culture, and learning style, learning strategy, and teaching period. Nation and Macalister (2007) pointed out the importance of need analysis, materials, evaluation, and teacher's method when delivering the material as the external factors. Richards (2001) highlighted the roles of institution, teachers, and learners in facilitating effective learning environment.

Kadyskyzy (2009) said that language is not only communication but also implemented in culture. Culture is an important role in language learning and helps the process of the foreign language. The foreign language teachers should consider this factor.

Because, if the learners know the culture of the target language (the language which is taught), they could comprehend the language effectively.

Furthermore, students native language is also a significant factor in learning foreign language process. Because, native language affects all foreign language skills: especially in pronunciation learning (Karaman, 2012). It could be said that the one who wants to learn a foreign language should consider their first language. Because the similarities between first language and target language are so important that the learning process is effected from it.

Learning strategies can also be considered as external factor of successful learning. Learning strategies are “techniques that used by students to deal with input, assimilate new language, store, retrieve, and practice using it” Hedge (2000). A strategy will be beneficial if the strategy fits the L2 task and the students’ learning style it self (Oxford, 1990, p.08). The last factor that will be discussed is teaching period. Teaching periode it’s important to affect successful learning students because effective time of learning is different across individuals. Based on Klein (2011) that there were significant differences in attention levels at different times of the day.

2.2. Teaching period as an importance factor of successful learning Teaching period is the different time in educational settings this can effect to performing at the best instructional and testing achievement (Hartely & Nicholas, 2008). Among those influential factors, the most considerable internal factors of successful learning includes teaching and learning period. Nolan (2016) claimed that there are no systematic teaching differences in learning period effect between boys and girls, older and younger students, students with high and low educated parents, or low and high performing students. Learning period different times of day in learning may effect students’ performance and achievement in class. Klein (2011) revealed that there were significant difference in attention levels at different times of day, the later the hour, the lower the level of attention. The students can get performance and raising concentration in morning class. According to Senol et.al (2011) claimed that school start times have positive or negative effect for students’ learning achievement, related to their biological condition. The more earlier school start times, the more high impacts on students’ performance productivity and their GPA (Howell et al., 2004; Lima et al., 2002; Millman & American Academy of Pediatrics, 2005; Randler & Frech,

2006, 2009; Taras & Potts-Datema, 2005; Wolfson & Carskadon, 2003).

## II. METHOD

3.1 Research design In research, researchers must have a design to facilitate data analysis. Research design is a plan or strategy for conducting research. To achieve the goal, a study certainly has a research design that is a strategy that has been determined and proposed as a guideline or guide to the discovery of the entire research process (Nursalam, 2003: 81). This research was conducted to describe the influence of the lesson time along with the teaching teacher’s strategy in the morning and afternoon classes. Thus, in this study, researchers used Quantitative research because the initial data that was computed two scores from different classes. This research was conducted in order to describe two or more facts and also the properties of the object being studied. This research was conducted to compare the equations with differences in 2 or more facts based on the existing framework so that the results can be clearly seen. According to Sugiyono (2015, p. 23) quantitative methods are data in the form of numbers, or quantitative data that are ranked (scoring). Quantitative data that will be used has a tendency to be analyzed by means or statistical techniques. The data can be in the form of numbers or scores and are usually obtained using a data collection tool. for that, researchers used SPSS to analyze it.

On the other hand, because it is considered lacking if it only measures the comparison between the results of the morning and afternoon class test results, the researcher adds data, namely interview data. This shows that there is a qualitative approach. In qualitative research, data collection is mostly done in participant observation, in-depth interviews and documentation. Sugiyono (2008: 225) states that the fundamental method relied on by qualitative researchers to gather information is participation in regulation, direct observation, in-depth interviews, and documentation reviews. The emphasis is the teaching teacher where the researcher will ask questions about the strategies or methods of teaching at different times. As Sugiyono (2015, p.23) said qualitative data is data in the form of sentences, words or images.

3.2 Participant Subjects in this study were asked to get the information needed. Lodico et.al (2006: 266) revealed “Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”. It means that in research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question. Participation selection begins by sorting out the population that meets the criteria of the researcher, namely in high school which has a division of learning English into two sessions including morning sessions and afternoon sessions.

this is the population in this study. The researcher sorts the population into participants, namely two classes in learning English at different times but at the same teacher. Researchers have observed participants at school. From the observations, the participants were students from science 1 major who studied in the morning session and science 2 majors who studied in the afternoon session. Not only that, the teacher who taught the two classes also participated in this study to be asked for information about the teacher's method. In this study, researchers chose subjects randomly. To choose a school that has a time division between morning and afternoon on the same lesson researchers have observed the school and the researchers chose only English lessons. Morning classes start at 6:30 a.m. - 08:30 a.m. and afternoon classes start at 9:00 a.m. to 11:00 a.m. However, it was suggested that the school that the researcher chose did not allow the name of the school and the students to be published.

### 3.3 Setting

This research will take place in schools that have a time division between morning and afternoon in the same lesson and the same teacher. Located in Waru, Sidoarjo. Researchers chose this school because this school organizes schedules for English language lessons in the morning and evening. Therefore it is very appropriate for our research that requires schools that have morning classes and afternoon classes taught by the same teacher.

### 3.4 Data and Source of Data

#### 1. Primary Data

This research requires two kinds of data. The first data is document about the comparison between students' formative test score between morning class and afternoon class. Researchers get this data from teachers' formative test scoring rubric document during first semester.

The second data is transcript of interview about teacher's method used when teach English at morning class and afternoon class. The data will be obtained through direct interview that is conducted at the school chosen by the researcher. The interviewee will be from both English teacher who teach English at morning class and afternoon class and students.

2. Secondary Data As the additional data of primary data, the researcher also collects secondary data. the secondary data will be in form of articles, books, or any other documents that will support theory of the research.

3.4 Data collection technique and Procedure The technique of collecting data was done through several stages:

#### SPSS

The researcher asked for the data containing the results of the first semester English achievement test in the morning and afternoon classes. In this study, researchers used the SPSS data technique (Independent t-test). SPSS is a tool to find out whether the data researchers enter into the SPSS can

produce data that is significant or otherwise non-significant in the relationship between the role of the teacher in teaching morning and afternoon classes with the daily English test scores of students at the school chosen by the researcher.

#### INTERVIEW

In this study, the interviewer has to conduct collecting data by doing interaction or communication directly. For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Based on the interview results, The researcher prepares any questions related to the teacher's method at the desired time and class situation in Morning session and afternoon session for the teacher and students. To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject, (2) record the conversation and (3 )the researcher transcripts the result of interview.

### 3.6 Data Analysis

After collecting data, researchers analyzed the data. Data analysis is a systematic process for analyzing data that has been collected. To analyze the data, researchers used correlation in the independent test in SPSS to find out the relationship between lesson time and student achievement test results, namely morning and afternoon classes. Then a qualitative approach is added which is descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there were three activities to analyze data in qualitative descriptive research. These activities are data reduction, data presentation, and conclusion / verification. Based on the statement, the researcher divides the activity in analyzing the data into three activities, namely data reduction, data display, and conclusion drawing. The researcher will analyze data on the grades of the morning and afternoon classes that have been averaged. and formulated it with an independent T-test at SPSS. After that the researcher described the results of the SPSS calculation. The rest, the researcher will process the interview data by means of a transcript, then categorize the ones that answer the same and different, then reduce the information if you reduce or summarize it to be simple and describe it into results.

In short, the steps in analyzing data are: (1) the researcher collects document data containing values from the morning and afternoon classes that will be analyzed through SPSS. These results will be in the form of tables that will be well presented or described. Then, the researcher identifies the results of teacher and student interviews, then focuses on the data by referring to the research problem formulation. (2) After selecting data, the researcher

displays the data in a good sentence. (3) After displaying the data, conclusions are taken. In addition, to obtain data validity, in addition to teacher interviews, interviews were conducted with morning and afternoon students.

### 3.7 Procedure

Indeed, researchers have scheduled several of their agendas. The first agenda was to approach the school to ask for permission as well as interview the teacher of English language teaching who taught 2 different classes between the morning and afternoon. After interviewing the teacher, the researcher asked for data, namely the results of the morning and afternoon class achievement tests in the form of documents chosen by the researchers on Thursday at 8 am until completion.

The second agenda on Monday at 9 am researchers asked the teacher to ask for time to interview students who were learning English in the morning and afternoon. But the obstacle faced is that at that time students were doing exams and going home quickly. When the researchers came to school many students had returned and as a result the researchers found only 4 people, 1 female (morning) and 3 men (1 = afternoon,).

The last agenda of the researchers began to manage the achievement test results data to be averaged and entered in SPSS with the Independent T-test formula. Then the next data is analyzed, namely teacher and student interview data. After that, the researchers formulate the results of this study.

## III. RESULTS AND DISCUSSION

4.1 Result Researchers analyzed data using an independent t-test to determine the difference between formative test score of morning class and afternoon class. Morning class reached mean 45.863 points with 13.5445 standard deviations, while afternoon class only came up with 36.394 points with 13.6110. The graphic revealed it as a significant mean difference. Therefore, the result indicates that there is a significant difference between students' English formative test score in morning class and afternoon class. The significant difference can be caused by many factors such as teaching method, learner's learning type, concentration level, etc. The researcher also had interview section with some students from both morning class and afternoon class and a teacher who taught those classes in order to explore their opinion, perception, and personal point of view related to teaching period. According to the teacher, the learning atmosphere in morning class (around 8 am) are better than afternoon class in all aspects such as students' motivation, participation, and concentration level as well. To illustrate, students are able to catch the material easier during morning class. As a result, they are able to give the best classroom performance and engaged actively during teaching and learning period. On the contrary, students who learn English

in afternoon class (around 1 pm) have less concentration level dealing with exhaustion and boredom. Instead of participating actively in the learning activity, students tend to ignore the teacher and make a noisy atmosphere. Dealing with those problems, unfortunately, there is no different teaching method that the teacher used during teaching and learning process. Generally, all teaching process whether in morning class or afternoon class is done through lecturing method. In his opinion, various methods that he wants to try are not applicable for students dealing with their skill and thinking capability. Therefore, the most appropriate method is lecturing method even though it slightly harms afternoon class students who hard to concentrate maximally. In addition, there are different perceptions among three students that had been interviewed related to their learning period experience. Two of them prefer to learn in the morning class rather than in the afternoon class. They claimed that learning in morning class supported their participation and classroom performance because of high concentration, fresh mind, and less boredom. As a result, that will help students to have successful learning and achieve a better score in the examination.

On the other hand, a student confessed that he prefers to learn in the afternoon class. Based on his experience so far, he felt sleepy whenever he attend morning class. Therefore, he cannot pay full attention to the learning activity and tend to fall asleep in the class. In contrary, he is able to do his best class performance in the afternoon class and in high-level concentration as well. To sum up, instead of using the various teaching method that will help students achieve deeper understanding and better score, the teacher only use lecturing method for both morning class and afternoon class dealing with not suitable method with students' capability. Moreover, the different perception among students about in what time they prefer to learn is related to morningness-afternoonness type. Morningness is a type where people to learn something in morning time, while afternoonness is a type where people prefer to learn something afternoon. Therefore, each students' learning type is considered to be one of the influencing factors of their high score and successful learning.

4.2 Discussion From the above result of the study, It is connected about the role of teaching period in students' EFL achievement. The data from analysis independent T-test (SPSS) and interview, the researcher could answer research question and decided from hypothesis from teaching period that there is significant different output between morning class and afternoon class.

Based on the data of interviewer researcher get three students perception and teacher to interviewer about teaching period in morning class and afternoon class. Two of them argued that they are preferred

morning lesson rather than afternoon caused learning in morning class supported their participation and classroom performance because of high concentration, fresh mind, and less boredom and according to one student he attends to prefer during the afternoon class because morning class he is sleepy in class and no pay attention to the lesson explained by teacher.

According to the teacher, there is no different method when teaching morning class and afternoon class the cause is that all learning processes use the lecturing method. Although a variety of methods have been applied in processing student's minds in the learning process. and the most appropriate method applied is the lecture method even though many students lack concentration.

As a whole from the discussion of this study learning period between morning class and afternoon class. Students were more likely to side with the morning class because many positive aspects had occurred and students who choose the afternoon because when the morning he was sleepy in class.

#### IV. CONCLUSION

Conclusion Based on the result and discussion above the result teaching period and students achievement have an significant. Morning class and students EFL classroom in group statistic reached mean 45.863 point with 13.5445 standard deviation, and in the independent sample test with acquisition of the value table ,428 it means that if the result independent more than 0.05 it can be stated as a significant level. While afternoon class and students EFL classroom only 36.394 point with 13.6110 standard derivation It can be proved from the t-value is 0. So, there is good influence in morning class to affect the students EFL classroom instead of afternoon class.

5.2 Limitation This research was applied to school that manage the teaching period in two sections, which are morning period and afternoon period. In this study, researchers focused to explore the correlation between teaching period and students' English formative test score and method that used by the same teacher who taught both morning class and afternoon class . Therefore, this study only investigated whether there is significance difference between English formative test score of morning class students and afternoon class students dealing with the influence of teaching period itself and teacher's method to students' English formative test without analyzing each student's learning type (morningness type or afternoon type).

5.3 Recommendation After seeing the results, the researcher suggested differentiating teaching methods in the afternoon class because most students at that hour had difficulty concentrating and too many thoughts after thinking for the previous lesson. Not only that, the researchers suggested that the school replace the afternoon class English lessons to morning classes so that the results of student achievement tests are

higher if there is no classroom available so it is advisable to close the student registration so that everything is sufficient. This is done so that there are no parties that have been harmed because the teachers and schools are able to manage their students and study time well. On the other hand researchers suggest for further research to examine the results of student achievement tests in the next semester, namely the second semester and enrich their data with more convincing results.

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