

STUDENTS' PERCEPTIONS OF POMODORO STUDY TECHNIQUE FOR ENGLISH LEARNING HABITS IN ENGLISH COURSE OF UKIR VILLAGE

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Abstract:

This study focuses on investigating the students' perceptions of the Pomodoro study technique and how the Pomodoro study technique influences students' English learning habits. Pomodoro study technique is a study technique that uses a timer to break down work into intervals. To find out the answers for research purposes, a semi-structured interview and Likert-scale questionnaire were used. After analyzing and interpreting the data the finding shows that the students perceive the Pomodoro study technique as an effective technique to improve their English learning habits. Some aspects of the students' learning habits that have been improved are their focus, discipline, concentration, productivity, and motivation. Also, in their opinion, the rules of the Pomodoro study technique were easy to follow. The finding from the Likert-scale questionnaire shows that the Pomodoro study technique improves and influences most students' learning habits indicators. The indicators are time management, concentration, discipline, self-control, and self-improvement. Based on the questionnaire result, the range agree has the highest number of responses which is 47. The results demonstrate that the Pomodoro study technique improves the students' learning habits, so it can be said that the Pomodoro study technique is effective. The indication of the conclusion is based on the descriptive rating scale.

Key words: *Learning Habit; Pomodoro; Students' Perceptions*

INTRODUCTION

Learning techniques are one of the important elements to determine student achievement and study habits. However, some students have not realized the importance of learning techniques. There are so many learning techniques that can be applied by students. Not only in formal learning such as school but also in informal learning such as self-study or courses. There are several cases that students usually face related to learning problems, especially when they do self-study. In the first case, many students tend to multitask while studying. For example, they open and start scrolling their social media when they feel tired or bored during their study session. And as a result, they lose focus and start drowning in their social media instead of studying. The second case is time management. Another method to improve student study habits is time management. Time management is one of the important things that we must use in every aspect of our lives, especially in terms of education such as studying and practicing. In this age of social media and digital distraction, most of us spend 4-5 hours per day immersing ourselves in social media. Because of our selfishness and indiscipline, we waste time that could be used for other important things. The third case is the learning environment. The learning environment has a strong influence on the student's learning experience. Besides determining the enthusiasm and motivation of students, it also affects the effectiveness and efficiency of learning. There is previous research that investigates a similar topic, the research by Divya and Kavitha (2017), PG & Research Department of Computer Science & Information Technology Auxilium College with the title "*Reduce the Internal and External Interruptions and Improving Communications*

using Enhanced Advanced Pomodoro Technique in Agile Software Development". According to their research, employees become distracted by some issues, including chatting with colleagues and accessing social websites. This distraction affects the employee's concentration, which delays the project's completion. In terms of study habits or learning habits, those problems are similar to those students usually encounter. There are some differences between the research conducted by Divya and Kavitha and my own, despite the same problem and similar technique. This study aims to determine how the students perceive the Pomodoro study technique and how it can affect their learning habits. Because of that reason, this research will become a discovery about the time management technique namely the Pomodoro technique. This study is expected to give some benefits for the next researchers and the students. To the next researchers, the research hopes that the finding of this study is expected to be their reference to conducting research related to this research study. For the students, the research hopes that this research study will motivate students to improve and organize their learning habits.

Based on the title of this study, there are four related kinds of literature, namely the definition of perception, Pomodoro study technique, students' learning habits, and English course. The first related literature is perception. According to McDonald (2011) "perception is a uniquely individualized experience". One can only draw from what is known to oneself". Every person in this world perceives things differently. They interpret the world and act accordingly based on how they see it. Observation, selection, and translation are three ways individuals process environmental stimuli. Sometimes people might misinterpret things. They choose various cues that affect their perception of people, objects, and symbols. As a result of these factors, people often misperceive another person, group, or object. In this research, students have a role as perceivers. The target perceiver is the use of the Pomodoro study technique. Students as perceivers must provide opinions, thoughts, or feelings about the target through the process and steps. The second definition is the Pomodoro study technique. The Pomodoro study technique is a popular time management technique invented by Italian Francesco Cirillo. He wrote, "I discover that you could learn how to improve your effectiveness and be better able to estimate how long a task will take to complete by recording how you utilize your time." Pomodoro study technique uses a timer to break down work into intervals, one round consists of a 25-minutes working period followed by a 5-minutes break. Every four-round is followed by a longer break, ranging from 20 to 30 minutes. Then, the same process is repeated over and over again until the works have been finished. Each round is considered Pomodoro. The Pomodoro study technique aims to provide a simple tool/process for improving productivity and discipline. According to Nuraeningsih (2019) "discipline is something that can be used to measure the effectiveness of an activity". The next related literature is students' learning habits. According to Crede and Kuncel (2008), Learning habit or study habit is "study routines, including, but not restricted to, frequency of studying session, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment". Flippo and Cavelry (2000) "Study habits are the learned pattern of studying that may occur with or without conscious awareness or deliberate efforts". The last related literature is English course. There is a law that regulates the rules about courses. Legislation number 20 of 2003 relating to national education contains three quality assurances: evaluation, accreditation, and certification. The evaluation and accreditation are carried out by the education unit, in this case, the course and the training institution. Certifying students is the responsibility of human resources, including managers, teachers, and students. The government is responsible for evaluating them.

According to Article 26 of Law No. 20 of 2003 regarding the National Education System, paragraph (5), courses and training are provided to assist individuals in developing themselves, their careers, work, independent businesses, and enhancing their level of education.

RESEARCH METHOD

This study used the descriptive qualitative method. According to Kim et al. (in Polit & Beck, 2009, 2014) "Qualitative description is a label used in qualitative research for studies which are descriptive in nature, particularly for examining health care and nursing-related phenomena". To collect the data for this study, five students of the Elysian English course were chosen as the participant. Semi-structured interview and a Likert-scale questionnaire were chosen as the instrument of the research. Takona, (2002, p. 73) described research instrument as "essential tools to measure such variable as opinion, attitudes, concepts, composition and so on". Instruments used to collect data on a particular topic of interest are scientific and systematic tools. For instance, a questionnaire, an interview, or a focus group is an instrument used by a researcher to collect information on a particular phenomenon. This study used a semi-structured interview to determine how students perceive the use of Pomodoro study technique in building their English learning habits. To collect the data the researcher conducted some steps as follows:

- a. Preparing the topic and questions
- b. Having the interview
- c. Recording the interview
- d. Analysing the result of the interview
- e. Translating and transcribing the interview
- f. Compiling the result of the interview in the form of a script

Besides using interviews to collect the data, the researcher used a Likert-scale questionnaire or survey to determine how the Pomodoro study technique affects students' learning habits. According to Joshi & Pal (2015), "the original Likert scale is a set of statements (items) offered for a real or hypothetical situation under study". As the media deliver the questionnaire to the students, the researcher used Google form. A structured questionnaire with multiple-choice, agree, strongly agree, neutral, disagree, and strongly disagree. There will be several statements about the Pomodoro technique written in Bahasa. To collect the data from the questionnaire, the researcher conducted some steps as follow:

- a. The researcher uses Google Form as the media to provide the questionnaire
- b. The researcher shares the questionnaire to the participants via WhatsApp
- c. Asking the students to answer the questionnaire
- d. Checking the results
- e. Calculating the data based on the category into a percentage
- f. Interpreting the result and conclusion

For the data analysis, the researcher used the descriptive qualitative method to analyse the data of the research. Sugiyono (2010) states, there are three activities that constitute the process of analyzing the data:

1. Data Reduction

The result of the research was transcribed and translated. The data collected by questionnaire and interview was reduced and categorized.

2. Data Display

After reducing and categorizing the result, the data was displayed. It can be in the form of a chart, graphic, narrative form, etc.

3. Conclusion

The researcher concluded the finding of the research that is the students' perceptions of the Pomodoro study technique on their English learning habits.

RESULTS AND DISCUSSION

The Students' Perceptions of the Pomodoro Study Technique

After conducting interviews with five students of the Elysian English course, the researcher transcribed and translated the result. Researchers conducted semi-structured interviews to learn more about how students perceive the Pomodoro study technique. The Pomodoro study technique is the study technique that uses a timer as the tool to break down work into the interval, one round consists of 25 minutes working period followed by a 5 minutes break. The Pomodoro timer is commonly used as a time management tool, especially for self-study. However, the Pomodoro study technique is still unfamiliar to students because not many people know about this technique. Before the researcher did the research, the students did not use any specific method in their study session.

Students practiced the Pomodoro study technique in their study sessions before conducting interviews. With the guidance of the researcher, students learn English material on a specific topic. As well as the interview session, the student study session was divided into three sessions, the first session with two students, the second session with two students, and the last session with one student. During the Pomodoro session, there were no obstacles. So, the students could do the Pomodoro session until the end. The researcher explained the rules that the students had to follow during the Pomodoro session. They have to focus on studying for 25 minutes, followed by a 5-minutes break, and so on. Students were asked to turn off their cellphone notifications to avoid distractions during their study sessions. If they break the rules and use or open their phone during their study, the Pomodoro session will count fail. The researcher used the Study Bunny application as the Pomodoro timer. When a student finishes one round of study sessions, they can earn some points that can be redeemed to buy some items on the study bunny application, such as food, accessories, decorations, and so on. The Study Bunny application is pretty fun to use as the Pomodoro timer.

After each study session, the researcher did an interview. The total of the main questions ranges from six to eight questions. The first question is about the personal information of the students. Then continue with the questions about their learning habits and their study technique. The researcher uses initial A, B, C, D, and E to define the students. Here are the main questions of the interview:

Q: How often do you study in a week?

Student A: Two times in a week

Student B: I seldomly study

Student C: A few minutes until one hour per day

Student D: I study a week before the exam period and I use "Sistem Kebut Semalam"

Student E: Never

Answers from students indicate that time management and student study schedules are still messy. Some students said they had never studied and only studied before or during an exam period. As the researcher mentioned in the background of the research, the "Sistem Kebut Semalam" is still widely used among students to prepare for exams. As a result, the material they learn is not fully understood by students.

Q: How do you usually study? What technique do you use?

Student A: There is no technique, usually I use my phone to browse on Google

Student B: No, there is no technique.....just based on the teacher's instruction

Student C: The technique that I usually use is reading. Even just reading, the material will automatically absorb into my mind

Student E: I learned by reading books, such as worksheets

Many students do not know how to use certain learning techniques. Reading and memorizing, as well as searching for material on Google, are the only techniques they use. The use of learning techniques is vital for the continuity and effectiveness of learning. Time management and a study schedule are also determinants of successful learning.

Q: How's your perception after using the Pomodoro study technique?

Student A: I've become more focused and understand the subject that I learn

Student B: It is definitely different. It is better from effectiveness and concentration aspects

Student C: ...I feel more focused, productive, and disciplined toward my time

Student D: I feel more productive because we could find out how many hours we study

Student E: I feel more motivated to study because there are no Whatsapp notifications...in my opinion, the Pomodoro study technique is effective for studying

Students' perceptions of the Pomodoro study technique have similarities. Pomodoro's study techniques improve students' focus, productivity, discipline, and motivation. The Pomodoro study techniques made them more focused on learning. Students feel more productive because they have used their time well. Their concentration on their study session also increases. Their discipline in managing their time and self-control increased. They also feel more motivated to learn.

Q: Is it easy or not to follow the Pomodoro study technique rules?

Student A: In my opinion, studying for 25 minutes and then 5 minutes break then continuing again for 25 minutes is pretty easy

Student B: It's easy to follow

Student C: In my opinion, the rules are pretty easy to follow

Student D: In my opinion, that's pretty easy because we solely have to study for 25 minutes, then with 5 minutes break we can do everything we want

The Pomodoro study technique has several rules, such as the students must study for 25 minutes and then take a 5-minutes break. When the break timer rings, students must stop their study session. However, they can complete the task in the remaining time. That is to train students' discipline and to avoid burnout while studying. After the 5 minutes timer for break rings, students should resume their study session. The pattern was repeated four times, then during the last session, students had a long break, which was 20 to 30 minutes. According to students' opinion, the rules are pretty easy to follow.

Q: Do you feel any improvements in your learning habit after using the Pomodoro study technique? Can you tell me, what kind of improvement?

Student A: I feel more focused, easy to understand the material and more disciplined

Student B: Yes, because my focus isn't distracted, we can focus on our study itself

Student C: Yes it does, I feel more focused, productive and disciplined toward my time

Student D: Yes, I feel more focused on my study. I have more time to understand the material I haven't studied

Student E: A little...I feel more motivated to study because there are no Whatsapp notifications

After using the Pomodoro study technique, most of the students felt an improvement in their study habits. The aspect that is most affected is their focus. They also feel more disciplined and productive. The affected aspects are indeed the targets and indicators that researcher wants to achieve. The indicators are time management, concentration, discipline, self-control, and self-improvement.

Q: Does the Pomodoro study technique effective in building your learning habit?

Student A: Yes, very effective...Because I've got a better understanding and I've become more focused in my study session

Student B: Very effective because I've become more focused, fun even though there is a timer

Student C: In my opinion very effective

Student D: Very effective because I'm pretty lazy to study

Student E: In my opinion, the Pomodoro study technique is effective for studying

Based on the results of the interviews. The students' perceptions of the Pomodoro study technique were pretty good. They felt improvements in their learning habits, mostly in their focus, discipline, concentration, productivity, and motivation. Most of the indicators were achieved. The rules of the Pomodoro study technique were easy to follow. They also said that the Pomodoro study technique is effective in improving their learning habit. The students felt more motivated to study after using the Pomodoro study technique.

The Influence of the Pomodoro Study Technique on the Students' English Learning Habits

In addition to using interviews as research instruments, researchers also used a Likert-scale questionnaire. The likert-scale questionnaire was used to collect the data and the answers of the second problem statement, that is, how the Pomodoro study technique affects students' English learning habits. In this case, the researcher uses a Likert-scale type questionnaire with twenty-two statements related to study habits and the Pomodoro study techniques. Five indicators are used as benchmarks by researchers to find out in what aspects the Pomodoro study technique affects students' English learning habits.

In this chapter, the researcher will explain the results of a questionnaire that has been filled out by five students of the Elysian English course. In analyzing and determining the final results of the questionnaire, the researcher used mostly answer analysis (Mode) and a descriptive rating scale to determine each response given by students. The reason the researcher uses the descriptive rating scale is that the researcher uses a qualitative research design. The researcher avoids the final result in the form of numbers to avoid similarities with the quantitative research design. The researcher will explain each indicator and conclude the final result.

Table 1
The Summary of the Likert-Scale Questionnaire

	Time Management (1-6)	Concentration (7-11)	Discipline (12-14)	Self-Control (15-16)	Self-Improvement (17-22)	Total
Strongly Agree	10	9	5	4	13	41
Agree	12	11	5	4	15	47
Neutral	6	4	3	1	2	16
Disagree	1	1	2	1	0	5
Strongly Disagree	1	0	0	0	0	1

Note. Time management indicator for the questions number 1-6. Concentration indicator for the questions number 7-11. Discipline indicator for the question number 12-14. Self-control indicator for the questions number 15-16. Self-improvement indicator for the questions number 17-22.

Statements 1 through 6 are indicators of time management. In this indicator, the agree range has the highest number of responses, which is 12 responses. While strongly agree has 10, neutral has 6, disagree has 1, and strongly disagree has 1. Based on the descriptive rating scale,

most of the students' learning habits indicators were improved after using the Pomodoro study technique. It can be said that the Pomodoro study technique affects indicators of students' English learning habits. In this case, it is the students' time management. The statement with the lowest responses is disagreed and strongly disagree. The statement is, "I spend more time on a difficult subject." It indicates that the students feel confident studying a complex subject without spending much time.

Statements 7 to 11 are the indicators of concentration. In this indicator, the agree range has the highest number of responses, which is 11 responses. While strongly agree has 9, neutral has 4, disagreed has 1, and strongly disagree has no response. From statements 7 to 11 related to concentration problems, the researcher could describe that students often feel distracted by their cell phones during their study sessions. Some of them can't focus and lose concentration when they study a subject they are not interested in. But, after using the Pomodoro study technique, they feel more focused on their study session. As the range agree has the highest number of responses. It can be said that most of the students feel an improvement in the concentration aspect after using the Pomodoro study technique.

The third indicator, which includes statements from 12 to 14, is discipline. Statements on discipline indicators speak to a student's self-discipline when it comes to studying and fulfilling deadlines for assignments or tests. Four out of five students said they study a day or two before the exam. As a result of this bad habit, the students would feel overburdened by the amount of content they need to learn. According to interviews and surveys conducted by the researcher, after applying the Pomodoro study technique, these unfavorable study habits changed and improved. In contrast to bad study habits, several students claimed they agreed or strongly agreed that they were able to meet the deadline without rushing. According to the survey's findings, both highly agree and agree received the same number of responses, five. While neutral receives three responses, disagree receives two, and strongly disagree receives none.

The fourth indicator, which includes statements 15 and 16, is self-control. In this indicator, the strongly agree and agree range has a higher number of responses, which is five responses. Neutral has 1, disagree has 1, and strongly disagree has no response. Most students have low self-control because statement number 15 is about the students' self-control during their study when they are learning a subject that seems complicated. Four out of five students gave up on their study session. Then, statement number 16 is about how long the students can endure studying for a long time without feeling burnout. Four out of five students responded that they often felt burnout and stress.

The last indicator, which includes statements 17 to 22, is self-improvement. All the statements are about the students' self-improvement after using the Pomodoro study technique. As the agreed range has the highest number of responses, which is 15. While strongly agree has 13, neutral 2, and both disagree and strongly disagree have no response. Based on the descriptive rating scale, most of the students' learning habits indicators were improved. In this case, is the students' self-improvement.

In the Likert-scale questionnaire, there are both positive and negative statements. So, to analyze the results of the questionnaire, the researcher does not use the numerical range or formula. It is to avoid the generalization of the result. After analyzing the results, the researcher concludes that the Pomodoro study technique improves or influences most of the students' learning habits. Based on the descriptive rating scale, the range that has the most responses, 47, is the agreed range. The Pomodoro study technique has influenced some aspects of students' learning habits. They are time management, concentration, discipline, and self-improvement. In terms of self-control, there is no conclusion, since the self-control statements were asked to know how the students controlled themselves during study sessions.

CONCLUSION

There are two conclusions since this research has two statements of the problem that should be answered. First, the students' perceptions of the Pomodoro study technique were pretty good. The students' learning habits improved, especially in terms of English learning habits. The Pomodoro study technique has improved some aspects of the students' learning habits. They are the focus, discipline, concentration, productivity, and motivation. In their opinion, the rules of the Pomodoro study technique were easy to follow. According to them, the Pomodoro study technique is effective in improving their learning habits, as well as making them feel motivated while studying. Second, the Pomodoro study technique improves and influences most students' learning habits indicators. The researcher investigated and asked about time management, concentration, discipline, self-control, and self-improvement in the Likert-scale questionnaire. Based on the questionnaire result, the range agree has the highest number of responses which is 47. The results demonstrate that the Pomodoro study technique improves almost all of the students' learning habits, so it can be said that the Pomodoro study technique is effective. The indication of the conclusion is based on the descriptive rating scale.

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