STUDENTS' PERCEPTION TOWARD TEACHER OF ENGLISH IN TEACHING PERFORMANCE

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Abstract: The teaching performance of the teacher plays important roles in improving the students' achievement in learning English. However, the performance of the teacher in teaching English is judged by the students' performance. Therefore, the main purpose of this study was to find out the students' perception about the teacher of English in teaching performance at SMA N 14 Palembang related to the questionnaire given. The population of this research was all the third year students of SMA Negeri 14 Palembang. They were 48 students taken as a sample. A descriptive method was used in this research. The data were obtained by means of a questionnaire. Based on the result of the data analysis, the students' perception of their teacher's performance in teaching covered seven aspects were as follows: (a)How the teacher open the lesson, (b) The attitude of the teacher in learning process, (c) The teacher material mastery, (d) Teaching and learning process, (e) The use of media, (f) Evaluation, and (g) How the teacher close the lesson. It concluded that most of the students' perception about the teacher of English in teaching performance at SMA N 14 Palembang gave positive perception.

Keywords: students' perception, the teacher of English, teaching performance

INTRODUCTION

Education has an important role in supporting people in learning something. informal education, the study cannot be separated from teaching, the activities of learning happen because the teacher has activities of teaching. The way of the teacher teach influence the students learning.

The teacher is the person who has to make the students easier to communicate with them in the class and among the participants by using the various activities. According to Harmer (1983, p. 200-205), the teacher has an important role in the class. Teaching is a profession, being a teacher would be an honor because almost every society agree that the image of the teacher as a "knowledge center". Many people think that a teacher knows many things, but

also need to know how to do things, that is why being a teacher not easy.

The teacher is one of the elements which influence the success of the failure of students to learn English. Nowadays, students have different perception about their English teacher. According to Bigot (1950) in Hadis (2006, p.43), perception as imagination which remains in memory after we are observe something. Perception is the translation of physical energies into neurological impulse. That is stimuli into a sensation that can be interpreted by the individual (Lerfancois, 1997, p.552). Woolfolk (1998, p.251) says that the meaning we attach to the raw information received through our sense is called perception.

There are a lot of aspects which made teachers respected by their students, their education background, experience in teaching, a method of teaching, and their performance. Society

feels that education institution of the teacher needs which has a function to prepare teacher educated and good training. The implication of that statement is to need education program increase which suitable and simplify as professional teacher form and efficiencies at cultural society school in Indonesia.

The teacher needs experience, by making good preparation before teaching in the class, how to face the students when teaching in the class, how to use an effective method. Teacher's performance influence success or failure of the learning process. According to Lefrancois (1997, p.552), performance is actual behavior.

Performance as the appraisal management, the experience of designing, implementing and evaluating a teacher appraisal scheme enables us to use the appraisal as a tool tackle the following: a) knowing teachers' special

interest, b) skills and potential; obtaining feedback on problems faced by teachers. The quality of teacher's performance goes through a number of stages and will be affected by such factors as their experience and professional qualifications; the particular students; their familiarity with an understanding of the curriculum to be thought; their colleagues; the teaching resources available to them; their ability to evaluate; reflect and change; and their individual motivation for their work (Germaine and Dickins, 1998, p. 180-181).

Attitude and personality of the teacher with giving attention full, comprehension and understand to learner where give motivation and increased their talent. Teacher positive image is sure that making a response to gain success in learning. Based on the description above, the writer was interested to do research entitled

"Students' Perception toward Teacher of English in Teaching Performance". Therefore, the main purpose of this study was to find out the students' perception about the teacher of English in teaching performance at SMA N 14 Palembang related to the questionnaire given.

METHODOLOGY

In writing this research, the method used was a descriptive method. It was centered on finding out the students' perception about their teacher of English in teaching performance. The writer used the questionnaire as instruments to collect the data. The responses would be marked by 5,4,3,2 or 1 that how the statement true based on their perception, in terms how the performance of the teacher of English when teaching in the class based on their perception. The writer gave

questions to the students' choices there were:

5 = Always/ very good

4 = Frequently/Good

3 = Occasionally/Enough

2 = Rarely/Poor

1 = Never/ Very Poor

The technique for analyzing the data that was used descriptive analysis technique. The writer would operate the following instruction for each student's worksheet percentage used. Firstly, check student's answer. Secondly, total each score response. Thirdly, analyzed percentage the data for each item of teacher's teaching performance based on students' perception.

The population in this research was the third year students of SMA N 14 Palembang. There were 6 classes consisted of 40 students. The total sample of this research was 20% of each class. The desired total of the

sample from class would be 20% x 37, that was 7 students and so on.

RESULTS AND DISCUSSION

In conducting this study, the writer prepared questionnaire and worksheet in separated form and gave a necessary explanation about items given. The students gave their responses by checking numbers: 5,4,3,2 or 1 on the item given. In this research, the writer analyzed the data using percentage analysis in order to find out the students' perception the teacher of English in teaching performance. The teacher of English in teaching performance based on students' perception there were 7 aspects that were interpreted as follows.

1) How the teacher open the lesson

Most of the students' perception showed that the teacher always made students interested, frequently gave

motivation and always gave the lesson material to be presented.

2)   The attitude of the teacher in the learning process

Most of the students' perception showed that voice clarity, movement of the body and position place mobility of the teacher has very good performance.

3)   The teacher material mastery

Most of the students' perception showed that presentation the lesson material relevant with TPK, the material presented based on the lesson, the material mastery looks and knowledge extent of the teacher has very good performance.

4)   Teaching and learning process

Most of the students' perception showed that used the method suitable with the lesson material, clarity to explain and give example, enthusiasm to receive and used the response, used the time accuracy of the teacher has very good performance.

5)   The use of media

Most of the students' perception showed that the teacher of English occasionally paid attention to principles usage of media, always used the media accuracy, always showed operation media skill and always assist to improve in the learning process.

6)   Evaluation

Most of the students' perception showed that the teacher of English occasionally used oral examination relevant with TPK, always used write examination relevant with TPK, frequently used kind of examination relevant with TPK and always gave examination suitable with the lesson plan.

7)   How the teacher close the lesson

Most of the students' perception showed that the teacher of English always reviewed the lesson, always gave chance ask a question, always

gave curricular activity and occasionally inform the next material.

All of the students at SMA Negeri 14 Palembang had different perceptions toward their teacher of English. The writer interpreted the teacher of English in teaching performance based on students' perception. There were 7 variables of teaching performance with 27 items would be described. First, how the teacher opened the lesson, the students giving their perception was 41.6%, the teacher of English gave motivation was 45.8% and the teacher of English gave the lesson material to be presented was 41.7%. Second, the attitude of the teacher in the learning process, the students giving their perception was 60.4%, enthusiasm face performance of the teacher that had good performance was 39.6% and position place mobility of the teacher that had very good performance was 56.2%. Third, the teacher material

mastery, presentation the lesson material relevant with TPK of the teacher that had very good performance was 56.2%, the material presented based on the lesson plan of the teacher that had very good performance was 41.7% and material mastery look of the teacher that had very good performance was 58.3%. Fourth, teaching and learning process, using the suitable method with the lesson material that had very good performance was 52.1%, clarity to explain and give example of the teacher that had very good performance there 39.6% and enthusiasm to receive and used the response of the teacher that had very good performance there was 47.9%. Fifth, the used of media, the teacher paid attention to principles usages of media was 39.6%, the teacher that used the media accuracy was 41.7%, the teacher showed operation media skill was 45.8% and the teacher assisted to

improve learning process was 41.7%. Sixth, evaluation, the teacher used oral examination that relevant with TPK was 31.3%, the teacher used kinds of examination that relevant with TPK was 33.3%, and the teacher gave an examination that it was suitable with the lesson plan was 52.1%. Finally, how the teacher closes the lesson. The teacher of English reviewed the lesson was 41.7%, the teacher of English gave students chance to ask questions was 72.9%, the teacher of English gave curricular activity was 43.7% and the teacher of English informed the next material was 33.3%.

CONCLUSION

Based on the descriptions, students have different perception about their teacher of English. From the result of the questionnaire, the writer analyzed that the students had perception toward their teacher in teaching English, it

could be concluded that most of the students' perception the teacher of English at SMA Negeri 14 Palembang gave positive perception. It meant that the teachers of English were very good/always used in teaching performance for aspects: (a) teaching and learning process, (b) the attitude of the teacher in teaching learning process, (c) the teacher material mastery, (d) evaluation, (e) how the teacher open the lesson. (f) How the teacher close the lesson, and (g) the use of media.

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