

English Teacher's Performance in Teaching English at Madrasah Tsanawiyah Gowa: The Students' Perception

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Abstract

This study aims at finding the students' perception on the English teachers' performance in teaching at Madrasah Tsanawiyah in Gowa Regency. The researchers used survey research. The samples of this research were the second grade students of each school which totally consisted of 120 students. The instrument of the research was questionnaire. These schools were MTs. Guppi, MTs. Ashshaihin, MTs. Madani, MTs. Bani rauf, MTs. Manggaruppi, MTs. Nurfadilah, MTs. Syekh Yusuf and MTs. Aisyiyah. The findings of this research showed that the mean score of students' perception on teachers' performance in teaching English at Madrasah Tsanawiyah in kecamatan Somba Opu Gowa was 140.01 which is categorized less posin interval scale between 145.78-157.332 which means "Positive Perception". Those results indicated that the English teachers' performance in teaching were qualified good category, which the mean score of Students' perception was 45.83%. Based on the results of this research, the researcher found that English Teachers' Performance on teaching at Madrasah Tsanawiyah in kecamatan Somba Opu obtained positive perception. Therefore, it was suggested that teachers should present good material to make the students more interested in learning, because the teaching material influenced to the students understanding. The teachers also had to know what students' difficulties in learning English are, and help to solve their problem. Furthermore, the teachers should also apply games more in teaching.

Keywords: Students' perception, Teachers' Performance, MTs Gowa.

INTRODUCTION

The duty of teachers is not only transferring the knowledge but also requiring to be able educate, guide, assess, and evaluate the students on formal education, elementary, and secondary education. The teacher should assist to create interesting classes to have their students motivated in learning and feeling enjoy around learning and teaching process. The teachers also are required to have high skill and competences. The performance becomes one of the most important components in determining the successful of teacher in teaching. Teacher performance is the dominant factor in determining the quality of learning. This means that, if a teacher who is involved in learning activities has a good performance will be able to improve students' motivation. Hence, it would ultimately improve the quality of learning.

According to Susanto (2016: 47), performance is the work that has been achieved by someone according to applicable standards or the basis of their ability and willingness to understand and carry out the work that becomes their duty. It means that performances are the result of work by teacher based on the ability and competencies that they have in carrying out their duty as an educator. The ability and competencies of teacher can be seen from the way of mastering the material and delivering the material well. The word “well” here is inherent with clear explanation, precise method, pertinent approach, effective media, and physical appearance of teacher itself that include; gesture, expression, class management, and etc. It means that the main factor that affecting the successful of teacher in teaching is how does the result performances that teacher have.

Sulfadli (2018: 3) stated that, if the teacher have good performance in the class will be able to deliver the lesson well, able to encourage the students' learning motivation well, able to use the learning media well, able to guide and direct the students in learning, so that students will have the spirit in learning, be happy with learning activities, and understand the materials presented by the teacher easily. Therefore performances became one of the important aspect that teacher should increase in order to make students will have interest and motivation in learning process especially in English lesson.

Related to teaching-learning process Richards (2017:1) explained that in teaching English, teacher is expected to have proficiency in language and proficiency in teaching, hence teacher requires being knowledgeable, skillful, and effective teacher. It means that beside capable in language, teacher have to capable in teaching that language. Especially in foreign language teaching, the teacher is not a native speaker, automatically teacher also faces some obstacles when teaching foreign language. Therefore, teacher require to have excess in teaching foreign language such as; mastering the theory of language, mastering the structure of language, have fluently pronunciation as native speaker pronounce and capable in teaching the language well with the result students can get the information or knowledgeable from that language .

English is the only Foreign Language included as a compulsory subject at university level in Indonesia. However, few teachers teach English that fits students' needs and level. The teaching materials are generally developed based on the teachers' intuitions without a needs analysis. Consequently, the teaching materials do not reliably ensure that the course contents are effective to enable the students succeed in mastering English Andi, K., & Arafah, B. (2017). In fact,

Buanawati (2017) in her research found that some of English teacher still lack in teaching foreign language, there is a teacher know how to use language well, but do not know how to teach that language. In other case, there is a teacher that knows how to teach the language but does not know how to apply the language in communicating at the real life. In this case, improving performances is very important for teacher in solving that problem. Based on explanation before, if teacher have high performances then it will affect students' motivation in learning, but if teacher have low performances then it will make students' do not have motivation in learning.

Perception is the aspect that can lead motivation from students in learning. Negative perception can cause the goal of learning process cannot achieve because it can make students do not have willingness to learn, lack of motivation and lack of interest in learning and finally, students do not put full attention to teacher's explanation. In other hand, positive perception can cause the goal of learning process can achieve because it can make students have high motivation, interest, willingness and enthusiastic to know the lesson well. Therefore, in achieving the goal of education, teachers have to improve their performance in order to get attention from their students.

METHODOLOGY

This research applied descriptive method. It is quantitative approach by using descriptive design. In finding the right data on an analysis of Students' perception on English teachers' performance on teaching at the second grade students of Madrasah Tsanawiyah in Kecamatan Somba opu Gowa, researcher used collecting data techniques through questionnaires.

The procedure of data collection were; The researcher come to the school to ask permission from headmaster to conduct research at that school, at the next steps, the researcher come to the class to introduce herself and give the instruments in questioner form to the students as the respondent of the reasearch, the last, the researcher collect all the data from that questioner from the students. The population of this reserch was the second grade students of Madrasah Tsanawiyah in kecamatan Somba Opu. The population was 590 students from 8 Madrasah and it consisted of 4 Village, which are Paccinongan consists of 4 madrasah, sungguminasa 1 madarasah, Romang polong 2 madrasah and Bonto Bontoa 1 madrasah.

The sampling technique used in this research was Random sampling which designed to select the students randomly without looking from strata at that population. The sample of this research was 120 students that was consisted of 15 students of each Madrasah.

The likert's scale questionnaire was designed to be the instrument of the research. the likert's scale questionnaire consist of thirty five questions and every single question has five option with different score,while,the answer modification is SA=5, A=4, N=3, DA=2, SD= 1. After gaining the data from the students, the answer was converted from SA= Strongly Agree, A=Agree, N=Neutral, DA= Disagree and SD=Strongly Disagree. The researcher gave score based on the fixed assessment category.

FINDING AND DISCUSSION

The analysis of the students' perception on the English teachers' performance in teaching was measured using 35 questions. From the data, the mean score was 146.01. The rate frequency of the students' score can be seen in the following table:

Table 1
The questionnaire percentage of students' perception on the English teachers' performances in teaching

No	Interval	Frequent	Percentage	Category
1	$X > 157.32$	34	28.33 %	Very Positive
2	$145.78 < X \leq 157.32$	55	45.83 %	Positive
3	$134.24 < X \leq 145.78$	21	17.5 %	Less Positive
4	$122.7 < X \leq 134.24$	1	0.83 %	Negative
5	$X \leq 122.7$	9	7.5 %	Very Negative
Total		120	100%	-

The table above informs that English teachers' performance in teaching obtain positive perception from students with the percentage 45.83% from 100%., 28.33 were in categorized very positive perception. It shows that there are 74.26% of students

Students gave their attention to their teacher in learning and teaching process, students felt interest to learn because teacher provide variance method that teacher used in teaching in the classroom. Games became one of method that teacher use to took students' interest, with games students felt happy and enthusiastic to learn and if students felt happy around learning and teaching process, it made students perceive positive thing about their teacher.

The result of this study indicated that the mean score of the students' perception about the English teachers' performance on teaching at Madrasah Tsanawiyah in kecamatan Somba Opu showed that English teachers' performance obtained positive perception from students.

Positive perception can be formed because there were feelings of like and pleasure that someone felt towards something. When students gave their positive perception in learning and teaching process, it meant that there was something that made students felt interested or happy in it. The using of games in teaching may be one of indicators that built students interest in learning. By using games students will feel joy and have fun to learn and be more active because students felt involved in it. It was in line with the statement of Vistari (2015) who stated that, games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. From the game, teacher or lecturer can be creative in learning to make lessons more fun, meaningful and useful in different ways.

Variations in teaching styles by teachers were also be one of indicators that bring positive perception of students in learning. Using Variations method in teaching will not make students felt bore but it will increase student interest in learning in order to achieve optimal learning goals and maximum achievement. Beside of that, involved students in learning and teaching process or using an approach of students' center also became the most important thing that will build students' motivation and interest in learning. It was supported by statement of Sudirman (2012), "one effort to arouse interest in learning is to use various forms of teaching, one of them is teaching using the student centered approach, students center will more encouraging the students to be independent and active because students are accustomed to solving problems".

The theory above are supported by research finding of Primajasa (2016) who found that, there was a significant relationship between teaching style using an approach of students centered with students' interest in learning mathematic. It meant that, when the teaching style used by teacher with using students' center approach, the students' interest in learning mathematic will be higher.

Hirschy (2002) stated that, teacher hold an asymmetrical power position in the classroom by designing material, assigning work, and evaluating students' performance. Beside of that teacher also have to understand personal knowledge of her/his students because personal knowledge may diverse from each student. Therefore, teacher that understands the personal knowledge from students will be able to design the learning activities that suitable with students' capability in receiving the knowledge from their teacher. Understanding the need of students will be support

the effectively of learning in the classroom, students will easy to understand the lesson well because the attention that they give to the learning and teaching activities that teacher bring in the classroom.

Slameto (2013) state that, the factors of influenced the learning outcomes is internal factor such as attitude, intelligence, perception, and motivation. If the students have good perception toward their English teacher, the students will get good learning outcomes and vice versa. Therefore, as an educator, teacher should have the good preparation before entering the classroom such us mastering the material well, prepare the learning activities to be more interesting and able to manage the class well in order to get good perception from students.

The key that must be possessed by every teacher is competence. Competence is a set of knowledge and teaching skills of teachers in carrying out their professional duties as a teacher so that the goals of education can be achieved properly (Gurupendidikan :2019). That definition is strongly strengthened by Dahlan (2017) stated that Competent teachers will be better able to create an effective, fun learning environment, and will be better able to manage their classes so that students' learning will be more optimal. That statement is supported by research finding of Fajar (2013), found that there were significant relationship between professional competence with students' achievement in learning. If students' have positive perception on teachers' professional competence it will influence students achievement in learning. The higher the positive perceptions of students about teacher competence, the higher the student's learning achievement, so that perceptions about teacher competence also have an influence on historical learning achievement.

According to Abiola (2013), teachers' personal attitude is portrayed in his/her behavior towards his work of teaching. The attitude of a teacher is one of the deciding factors for the next mental development of students. Because the attitude of a teacher is not only seen in teaching time, but also seen his/her behavior in daily life by his/her students. Furthermore, Khaerati (2016) stated that, teacher's attitude influence students' act, one reason is that all students depend on her/him.

Everything that teacher says will give an impact on the students. If teacher feels joy of feels anger, it will be spread among students because the attitudes of teacher get contagious. If the teacher loughs, students also loughs, because teacher are responsible for the social behavior in the classroom. If something goes wrong, the only responsible is the teacher even if it was not his/her fault. Therefore, teacher expected to show good attitude in teaching and learning process such us;

honest, leads a balanced and discipline life in order to create instill good attitude from students. Beside of that good attitude can get good perception from students.

The attitude of teacher also influence students' interest in learning, based on research found by Wardani (2014) informed that teacher attitude is very influential on the interest in learning. Teachers who are able to pay attention to the needs of students have a special closeness with students so that makes students excited in participating in learning.

The findings above are in line with the previous research finding. Sulfadli (2018) said that a teacher that have high performance will get positive perception from the students and low performance will get negative perception from the students. And Narwoto (2013) added the teachers' performance was the output from what have teachers done around learning activities and the result of bad and good performance can be measured or observed by the students during learning process. Therefore, assessing of teachers' performance was used to know how well the teachers taught.

Furthermore, during the researcher interviewed of some students, the researcher found some exciting and interesting teaching ways that the teachers implemented in classroom. Those activities were including; sing a song when the lesson is begun by playing a game, making group to play a role, and the teachers always give motivation to the students. Therefore, those were able to get students' perception in teaching and learning process.

CONCLUSION

Based on the previous findings it concludes that the second-grade students of Madrasah Tsanawiyah in Kecamatan Somba Opu Gowa perceive positively the English teachers' performance on teaching. It indicates that the teachers have fulfill the indicator of the teacher performance positively. Students perceive that the teachers have try their best to improve their performance in teaching English.

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