

STUDENTS' PERCEPTION OF TEACHERS' STRATEGY IN TEACHING ENGLISH

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Abstract

The purpose of this research is to know students' perception of teachers' strategy in teaching English of MTs Nurul Huda Parit 5 Sungai Luar. This research design is descriptive quantitative. The total populations are 195 students that consist of 98 males and 97 females. So, the sampling process was a total sampling because all students were chosen as the samples. To collect the data, the researcher used the questionnaire as the research instruments. From the data analysis, it was known that students' perception on teachers' strategy in teaching English at the fifth generation in 2015 of MTs Nurul Huda Parit 5 Sungai Luar in this research is categorized as **good** where the percentage is 86.42%. This percentage counted as good perception so the researcher can conclude that students' perception of teachers' strategy in teaching English as a good perception.

Key Words: *Perception, Teaching Strategy*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa terhadap strategi mengajar guru bahasa Inggris di MTs Nurul Huda Parit 5 Sungai Luar. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Jumlah keseluruhan populasi yaitu 195 orang siswa yang terdiri dari 98 laki-laki dan 97 perempuan. Jadi, teknik pengambilan sampel disebut total sampling, karena seluruh siswa yang diajar oleh guru bahasa Inggris di MTs Nurul Huda Parit 5 Sungai Luar di ambil sebagai sampel. Dalam mengumpulkan data, penulis menggunakan angket sebagai instrumen penelitian. Dari data analisis dengan menggunakan persentase, dapat diketahui bahwa persepsi siswa terhadap strategi mengajar guru bahasa Inggris di MTs Nurul Huda Parit 5 Sungai Luar dalam penelitian ini adalah dalam kategori baik dimana persentase yang diperoleh sebesar 86,42% persentase ini termasuk persepsi "baik" sehingga penulis dapat menyimpulkan bahwa persepsi siswa terhadap strategi mengajar guru bahasa Inggris termasuk dalam persepsi yang bagus.

Kata Kunci: *Persepsi, Strategi Mengajar*

INTRODUCTION

English is one of the important subjects for formal education such as schools. English teaching, certainly will not be separated from teaching strategy. Due to the presence of the strategies to facilitate teachers to teach better. Teaching Strategy means an organizer for the delivery of instruction by guiding decision making about the teacher's role, the student's role, the selection of methods and techniques, and instructional materials to gain success and the success in achieving the learning objectives through teaching and teaching practice for prospective teachers. According to Kindsvatter (1996:168), teaching strategy is a critical component in determining the extent of students' learning since teachers provide the vital human connection between the content and the environment of the learners. So, teaching strategies can be defined as the planning that contains a series of activities designed to achieve specific educational goals.

In learning, everyone had their own thought on the objects they have observed which is called perception. According to Krull (2014:85), perception is the process by which our mind interprets the action potentials coming in from our senses. In other words, perception is a view of how people interpret things. Perception is important because one's view of an object or behavior of other individuals is not the same.

Based on some phenomenon above, usually, students have different perception toward the teachers' strategy in teaching English. This is why the researcher is interested in determining and clarify the students' perception of teacher strategy in teaching English and will be known to be true at the end of the time of the research. Therefore, this study was conducted to investigate the students' perception of teachers' strategy in teaching English at MTs Nurul Huda Parit 5 Sungai Luar.

METHOD

The population of this research is all of the students of MTs Nurul Huda Parit 5 Sungai Luar. The total of the students is 195 students. Then the sample of this research was all of them. They consist of 98 males and 97 females. The descriptive quantitative was used as the design of this research. To collect the data, the researchers used a questionnaire.

FINDINGS AND DISCUSSION

Perception is a process by which the brain organizes and interprets sensory information or the process of setting and translating information by the brain. According to Hornby (2000:977), perception is the ability to understand the true nature of something or an idea you have as a result of how you see or understand something. Meanwhile, according to Marliany (2010:187-188), perception is the power of thought and the power of the individual understanding. Houde et al (2004:348) also state that the perception is a process by taking

conscious of environmental information through the senses.

Based on the above explanation, it can be concluded that the perception is a process by which the brain works to translate, organize or interpret sensory information either through sight, hearing, appreciation, and feeling and smell so that it becomes a meaningful pattern.

a. Characteristics of perception

According to Zulkarnain (2013: 54), there are five characteristics of perception, such as:

- 1) Selective perception → interprets what is seen based on interest, background, experience, and attitude.
- 2) Halo effect → draw a general impression about a person based on a single characteristic.
- 3) Contrast effect → evaluates the characteristics of an individual who is affected by comparison with other individuals newly found that rated higher or lower by the same character.

- 4) Projection → character linking themselves with other individuals.
- 5) Stereotyping → evaluates someone based on the perception of the group in which the individuals live.

b. Factors that affect the perception

According to Thoha (2003: 154) factors that affect a person's perception are the following:

- 1) Internal factors are the factors that are within the individual, which includes: the feelings, attitudes and individual personalities, prejudices, desires or expectations, attention(focus), learning, physical, psychiatric disorders, values, and needs are also of interest and motivation.
- 2) External factors are the characteristics of the environment and the objects involved. These elements can change a person's viewpoint to the surrounding world and affect how a person feels it or accept it, such as family background, obtained information, and

knowledge about the needs, intensity, size, contrast, repetition of movement, new things and familiar or lack of alienation of an object.

As a teacher, we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. The teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals in the classroom based on the appropriateness of the teaching strategy.

According to Kindsvatter et al (1996:168), teaching strategy is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives. Majid (2013:7) also stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which are

explained in the angle of philosophy view or certain learning theory.

Based on the description above, we may draw a conclusion that teaching strategy is a detailed plan of the teacher to create the students' achieving success in the form of academic achievement. After calculating the results of questionnaires filled out by respondents by using formula, then reanalyzed by using table

interpretation categories according to Arikunto (1998: 246), while the results are as follows.

1. Students' perception of teachers' strategy in teaching English is as good perception where the result of percentage is 86.42% stay on the position between 76% - 100%. Based on the classification above, the students' perception is analyzed in a table below:

Table.1. The Percentage about the Students' Perception of Teachers' Strategy Teaching Practice in Teaching English of MTs Nurul Huda Parit 5 Sunga Luar.

Items No	Alternative Answer										Amounts	
	SA (5)		A (4)		U (3)		D (2)		SD (1)			
	F	P	F	P	F	P	F	P	F	P		
1	123	63%	66	34%	2	1%	3	2%	1	1%	195	100%
2	84	43%	73	37%	23	12%	14	7%	1	1%	195	100%
3	85	44%	88	45%	17	9%	5	3%	0	0%	195	100%
4	63	32%	93	48%	29	15%	6	3%	4	2%	195	100%
5	142	73%	49	25%	1	1%	2	1%	1	1%	195	100%
6	105	54%	78	40%	8	4%	2	1%	2	1%	195	100%
7	106	54%	63	32%	18	9%	7	4%	1	1%	195	100%
8	111	57%	58	30%	18	9%	5	3%	3	2%	195	100%
9	43	22%	34	17%	77	39%	27	14%	14	7%	195	100%
10	71	36%	99	51%	18	9%	6	3%	1	1%	195	100%
11	99	51%	72	37%	19	10%	4	2%	1	1%	195	100%
12	107	55%	77	39%	5	3%	4	2%	2	1%	195	100%
13	123	63%	47	24%	21	11%	2	1%	2	1%	195	100%
14	133	68%	57	29%	4	2%	1	1%	0	0%	195	100%
15	104	53%	75	38%	10	5%	4	2%	2	1%	195	100%
TOTAL	1499	51%	1029	35%	270	9%	92	3%	35	1%	2925	100%

- Alternative SA = 1499 (51%)
- Alternative A = 1029 (35%)
- Alternative U = 270 (9%)
- Alternative D = 92 (3%)
- Alternative SD = 35 (1%)

To know the percentage of the students' perception on practice teaching teachers' strategy in teaching English of MTs Nurul Huda Parit 5 Sungai Luar is:

SA	=	1499	X	5	=	7495
A	=	1029	X	4	=	4116
U	=	270	X	3	=	810
D	=	92	X	2	=	184
SD	=	35	X	1	=	35
		2925				12640

The commutative questionnaire about the students' perception is 2025 multiply the total option (2925 x 5) = 14625

Where:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12640}{14625} \times 100\%$$

$$P = 86.42\%$$

From the result above, the researcher concluded that the students' perception is as good perception where the result of percentage is categorized in 76%-100%.

1. The indicator *selective perception* included in good perception category, the result of percentage is 87% stay on the position between 76% - 100%. See in table 2.
2. The indicator *halo effect perception* included in good perception category, the result of percentage is 88% stay on the position between 76% - 100%. See on table 2.
3. The indicator *contrast effect perception* included in good perception category, the result of percentage is 81% stay on the position between 76% - 100%. See on table 2.
4. The indicator *projection perception* included in good perception category, the result of percentage is 87% stay on the position between 76% - 100%. See on table 2.

5. The indicator *stereotypes perception* included in good perception category, the result of percentage is 90% stay on the position between 76% - 100%. See on table 2.

Table 2. The Percentage of Each Indicator of Perception

No	Indicators	Percentage	Interpreting
1.	Selective perception	87%	Good
2.	Halo effect perception	88%	Good
3.	Contrast effect perception	81%	Good
4.	Projection perception	87%	Good
5.	Stereotype perception	90%	Good

From the table of above, it can be seen that students' perception of teacher's teaching strategy is categorized into good.

CONCLUSION

Based on the data presentation and research finding as presented in the preceding chapter, it can be concluded that students' perception on teachers' strategy teaching practice in teaching English at MTs Nurul Huda Parit 5 Sungai Luar as "good perception". Where the percentage of the result is 86.42% and stay in the position between 76%-100%.This percentage is obtained from the overall indicator

of the perception including; selective perception, halo effect, contrast effect, projection, and stereotypes. It means that the teachers use a good strategy in teaching English and the students are enjoyable in learning.

Based on the result of the research, the researcher gave some suggestions that are considered important for teachers, students, and other researchers. *Firstly*, English teacher, through this research the teachers are expected to maintain the strategy and creativity in teaching English and be able to handle the existing problems during the learning process go on. *Secondly*, students, they are expected to be more active

in the learning process and may handle the difficulties that they encountered in learning English by asking the teacher or a friend who understand. Finally, other researchers, through this research, the researcher expected to other researchers in order to conduct the research with a different aspect, as well as other important elements related to the learning process. Thus, the results of the research more beneficial to a larger area.

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