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STUDENTS' PERCEPTION TOWARD LECTURER OF ENGLISH IN TEACHING PERFORMANCE (A CASE STUDY AT INSTITUTE OF HEALTH SCIENCE SITI KHADIJAH PALEMBANG)

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ABSTRACT

The main problem of this research "What are the teaching performance of the teacher/lecturer of English based on students' perception related to the questionnaire given?". Therefore, the main purpose of this study is to find out the students' perception about the teacher of English in teaching performance at Institute of Health Science Siti Khadijah Palembang related to the questionnaire given. The population of this research was the first semester students of Institute of health Science Siti Khadijah Palembang . They were 40 students taken as sample. A descriptive method was used in this research. the data were obtained by means of questionnaire. Based on the result of the data analysis, the students' perception toward their teacher's performance in teaching covered seven aspect were as follows: (a) *Preparation of Teaching*, (b) *Subject matter*, (c) *Submission of Teaching Materials*, (d) *Lecturer Competence*, (e) *Class Management and Academic Atmosphere*, (f) *Evaluation of Lesson* and (g) *Subject Matter Relevance*.it concluded that most of the students' perception about the teacher of English in teaching performance at Institute of Health Science Siti Khadijah Palembang give good perception.

Key words : Students' Perception, The Teacher/lecturer of English, Teaching Performance

I. BACKGROUND

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

The teacher/lecturer is the person who has to make the students easier to communicate among them in the class and among the participants by using the various activities. 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 learn English. Now days, students have different perception about their English teacher. There are a lot of aspects which made teachers respected by their students, their education background, experience in teaching, method of teaching, and their performance. Society feel that education institution of the teacher is need which have function to prepare teacher educated and good training. Implication from 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/lecturer 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 learning process. Attitude

and personality of teacher with giving attention full, comprehension and understand to learner where give motivation and increased their talent. Teacher positive image is sure that making response to gain successful in learning. Based on the description above, the writer is interested to do research entitled "Students' Perception toward Teacher of English in Teaching Performance".

The problem of this research is formulated as follows: "What are the teaching performance of the teacher of English based on students' perception at Institute of Health Science Siti Khadijah Palembang related to the questionnaire given?"

1. The concept of Teacher's performance

According to Lefrancois (1997:552) "Performance is actual behavior. The inference that learning has occurred is typically based on observed changes in performance".

Performance as the appraisal management, the experience of designing, implementing and evaluating a teacher appraisal scheme enable us to use 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 and 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: 180-181).

2. The Aspect of Teaching Performance

According to Valentine (1992:36-39) the aspects are the job-related performance expectations of the teacher, these expectation should be based on educational reserach about effective teaching and schooling, and describe what effective teacher do when they are working with students in teaching learning process. performance aspects of the teacher are:

- a) Demonstrates evidence of lesson and unit planning and preparation
- b) Demonstrates knowledge of curriculum and subject matter.
- c) Uses effective teaching technique, strategies, and skills during lesson.
- d) Uses instructional time effectively.
- e) Evaluate students progress effectively
- f) Provides for individual difference.
- g) Demonstrates ability to motivate students.
- h) maintains a classroom climate conducive to learning.
- i) Manage students behavior in a consreuctive manner.

The other aspects of teaching performance of the lecturer includes:

A. Preparation of teaching

1. Lecturer submitted a draft of teaching/ syllabus/subject at the beginning of lesson.
2. Lecturer inform texts book and reference source that use in English lesson.
3. Lecturer give teaching material (hand out/transparant) for every lesson.

B. Subject Matter

1. Subject matter based in lesson plan/syllabus/topic.
2. Task which given related to purpose of teaching/ learning.
3. Subject matter continuity which given by lecturer.

C. Submission of Teaching Materials

1. Lecture discuss about subject matter systematically.
2. The questions of students answer are continuity.
3. Example and subject matter applications are discussed clearly.
4. Students have motivation to active asking and discussing.
5. Subject matter discussions are interesting to know further.

D. Lecturer Competence

1. Lecturer have competence based on subject matter given.
2. Lecturer able to recognize diversity background cultural, social and economic students.
3. Lecturer able in cooperate with lecturer colleagues, students, professional organization and society.

E. Class Management and Academic Atmosphere

1. Lecturer held on time.
2. Lecturer is developing a fun learning environment.
3. Lecturer able to used facilities like LCD/OHP/Whiteboard through presentation well.
4. Lecturer is accomodating difference toward opinions.

F. Evaluation of Lesson

1. Lecturer is giving examination and task based on material plan.
2. Lecturer is restore duities and paper test evaluated.
3. Lecturer is restore the result of task and examination.
4. Lecrure is open toward feedback, criticism and critical questions.

G. Subject Matter Relevance

1. Subject matter televance with student's interest.
2. Subject matter relevance with student's work.
3. Subject matter to retained. (Sistem Penjamin Mutu STIK Siti Khadijah Palembang)

3. The Concept of Students' Perception

According to Bigot (1950) quoted by Hadis (2006:43) Perception as imagination which remain in memory after we are observe something. Perception is the translation of physical energies into neorological impulse. That is stimuli into sensation, that can be interpreted by the individual (Lerfancois, 1997: 552).

Woolfolk (1998:251) says that " The meaning we attach to the raw information received through our sense is called perception. This meaning is constructed based on both objective reality and our existing knowledge". in this century by psychologist called Gestalt theorist presents a few the Gestalt principles where explanation of certain aspect of perception, but they are not the whole story. Gestalt defines there are two current explanation information processing theory for how we recognize patterns and give meaning to sensory events. The first is called feature analysis, or bottom-up processing because the stimulus must be analyzed into features or components and assembled into a meaningful patterns. if all perception relied on feature analysis, learning would be very slow. Luckily, human are capable of another type of perception, based on knowledge and expectation often called top-down processing.

4. The Characteristics of Effective Teacher

In teaching foreign language such as English teacher should have an effeteve teacher. According to Ryan, Cooper (1984:326) there are eight characteristics of the effective teacher:

- a) They hold and project high expectation for students success. A sense of personal efficacy is promoted.
- b) They maximize opportunities for students to engage in learning experience.
- c) They manage their own time and organize the classroom efficiently.
- d) They pace the curriculum to maximize students success experience.
- e) They engage in active teaching with all students whether individually or groups of varying size.
- f) They work toward mastery of knowledge and skill by systematically monitoring student progress and providing feedback.
- g) They are sensitive to grade level differences in rate of learning and type of teacher students contact required.
- h) They provide a supportive learning environment that is characterized by an emphasis on cognitive objective.

5. The Role of Teacher

Not easy to be a professional teacher, especially the English teacher, because to be a professional teacher, they must be able to use English properly, have the knowledge of linguistics of English, understand the principles of English, have the knowledge about native speaker's culture, always read and have the knowledge and skills to do the job as a facilitator. Teacher as one of the elements in classroom activity has an important part of teaching learning process. According to Harmer (1983: 200-205), The teacher has an important roles in the class, they are as follows:

a) The teacher as controller

The teacher plays the role of controller when he/she is totally in charge of the class. He/she controls not only what the students do, but when they speak and what language they use.

b) The teacher as assessor

Clearly one of the major parts of a teacher's job is to assess the student's work, to see how well they were performed or how well they are performing.

c) The teacher as organizer

Perhaps the most important and difficult role of the teacher has to play is as the organizer. The success of many activities depends on good organization and on the students knowing exactly what they are to do. The main aim of the teacher when organizing an activity is to tell the students what they are going to talk about (write or read about), give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over.

d) The teacher as prompter

Often the teacher needs to encourage students to participate or give suggestion about how students may proceed in an activity when there is a silence or when they are confused about what to do next. this is one of the teacher important roles.

e) The teacher as participant

There is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place. A teacher might join simulation as a participant, sometimes himself/herself playing a role.

f) The teacher as a resources

A teacher should always be ready to offer help if it is needed. Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information

about where to look for something. this is where teacher can be one of the most important resources they have.

in writing this research, the method used is 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 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 give questions to the students choices there are:

4 = Frequently/Good

3 = Occasionally/Enough

2 = Rarely/Poor

1 = Never/ Very Poor

The technique for analyzing the data that is 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 populationn in this research is the first semester the students of Institute of Health Science Siti Khadijah Palembang.

II. Discussion

In conducting this study, the writer prepare questionnaire and worksheet in separated form and gave necessary explanation about items given. The students gave their responses by checking numbers: 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 are 7 aspects would be interpret:

A. Preparation of Teaching

Most of the students' perception showed that the lecturer frequently submitted a draft of teaching/ syllabus/subject at the beginning of lesson, inform texts book and reference source that use in English lesson and give teaching material (hand out/transparant) for every lesson.

B. Subject Matter

Most of the students' perception showed that the lecturer frequently subject matter based in lesson plan/syllabus/topic, task which given related to purpose of teaching/ learning and subject matter continuity which given by lecturer.

C. Submission of Teaching Materials

Most of the students' perception showed that the Lecturer frequently discuss about subject matter systematically, the questions of students answer are continuity, example and subject matter applications are discussed clearly, students have motivation to active asking and discussing and subject matter discussions are interesting to know further.

D. Lecturer Competence

Most of the students' perception showed that the lecturer frequently have competence based on subject matter given, lecturer able to recognize diversity background cultural, social and economic students, and lecturer able in cooperate with lecturer colleagues, students, professional organization and society.

E. Class Management and Academic Atmosphere

Most of the students' perception showed that Lecturer frequently held on time, lecturer is developing a fun learning environment, lecturer able to use facilities like LCD/OHP/Whiteboard through presentation well and lecturer is accommodating difference toward opinions.

F. Evaluation of Lesson

Most of the students' showed that lecturer frequently giving examination and task based on material plan, lecturer is restore duties and paper test evaluated, lecturer is restore the result of task and examination and lecturer is open toward feedback, criticism and critical questions.

G. Subject Matter Relevance

Most of the students perception showed that the lecturer frequently subject matter relevance with student's interest, subject matter relevance with student's work and subject matter to retained

All of the students at Institute of Health Science Siti Khadijah Palembang have same perception toward their teacher/lecturer of English. The writer interpret the teacher of English in teaching performance based on students' perception. There are 7 variables of teaching performance with 25 items would be describe. Firstly, Preparation of teaching there are 65% the students giving their perception it means that the lecturer frequently submitted a draft of teaching/ syllabus/subject at the beginning of lesson, there are 50% the lecturer inform texts book and reference source that use in English lesson and there are 50% the lecturer give teaching the lecturer material (hand out/transparant) for every lesson. Secondly, Subject matter, there are 50% subject matter based in lesson plan/syllabus/topic, there are 70% Task which given related to purpose of teaching/ learning, and there are 70% subject matter continuity which given by lecturer. Thirdly, submission of teaching materials there are 70% lecturer discuss about subject matter systematically, there are 65% the questions of students answer are continuity, there are 75% example and subject matter applications are discussed clearly, 65% Students have motivation to active asking and discussing and there are 60% subject matter discussions are interesting to know further. Fourthly, Lecturer competence, there are 60% Lecturer have competence based on subject matter given, there are 60% Lecturer able to recognize diversity background cultural, social and economic students, there are 60% Lecturer able in cooperate with lecturer colleagues, students, professional organization and society. fifthly, class management and academic atmosphere, there are 50% Lecturer held on time, there are 60% lecturer is developing a fun learning environment, 55% Lecturer able to use facilities like LCD/OHP/Whiteboard through presentation well, there are 60% Lecturer is accommodating difference toward opinions. Sixthly, Evaluation of lesson, there are 65% Lecturer is giving examination and task based on material plan, there are 60% Lecturer is restore duties and paper test evaluated, there are 55% lecturer is restore the result of task and examination and there are 60% Lecturer is opens toward feedback, criticism and critical questions. And seventh, subject matter relevance, there are 65% subject matter relevance with student's interest there are 65% subject matter relevance with student's work, and there are 65% subject matter to retained

III. CONCLUSION

Based on the descriptions that students have same perception about their teacher of English. from the result questionnaire, the writer analyze the students have perception toward their teacher in teaching English, it can be concluded that most of the students'

perception the teacher/lecturer of English at Institute of Health Science Siti Khadijah Palembang give positive perception it means that the teacher of English has good/always used in teaching performance for aspects: (a) *Preparation of Teaching*, (b) *Subject matter*, (c) *Submission of Teaching Materials*, (d) *Lecturer Competence*, (e) *Class Management and Academic Atmosphere*, (f) *Evaluation of Lesson* and (g) *Subject Matter Relevance*.

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