

THE STUDENTS' PERCEPTION OF TEACHERS' BASIC TEACHING SKILLS IN THE ENGLISH CLASSROOM

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ABSTRACT

The research was conducted due to differences in students' perceptions of teacher basic teaching skills in the English classroom at SMKN1 Tanjung Raya. The research found that some students had different perceptions on teacher ability in explaining and guiding the students' discussion. The design of this research was survey research. Therefore, the purpose of this research was to find out the students' perception of the teachers' ability to explain the material and guide the students to have a group discussion. Data were obtained through a questionnaire using the Likert scale. The sample was collected from 96 students at SMKN 1 Tanjung by using simple random sampling. Additionally, the analysis of the data was done by identifying the respondent's responses, analyzing the data, and making a conclusion. The finding remarked that the students viewed teachers ability in explaining lessons was good with a score of 77.38%. It indicates the teachers mostly applied all the indicators of explaining skill in teaching and learning in the classroom. Furthermore, the teachers' ability to guide discussion skills was good enough with a mean score of 73.37%. It assumed that during the teaching and learning process, the teachers did a good enough to guide the discussion in the class.

Keywords : *Students' perception, Teacher basic teaching skill*

INTRODUCTION

Learning is a process of interaction in the learning process in the classroom, such as professors, students, material, media, learning resources, and environment (Sesmiarni, 2016). It indicates that teachers are one of the main components to improve a better students' quality of education. The quality of education output is affected by learning quality (Ilmi, 2017), which can be improved by the mastery of several competencies and skills (Arifmiboy et al., 2018). While perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment (Unumeri, 2019).

Perception is a recognizing process of information and it is compared with previous memory that is stored in someone's brain (Gibson, Ivancevich, & Donnelly, 2009).

Moreover, there are 8 aspects of teaching skills that a teacher needs to have (Djamarah & Zain, 2010). The first is class management: the teacher must be able to create effective learning by managing the class well so that a conducive learning situation is created. The second is the teacher's ability to explain the material. A teacher must be able to explain the material orally, organized, and systematic. The third is questioning skill, a teacher needs to be able to make questions to have the students' focus. The fourth is the ability to open and close the learning process. A teacher needs to know the best way to open and close the lesson to prepare the students mentally, readiness, and attract them for the learning process. The fifth is the variety of activities to keep the students active and avoid making the students bored. The sixth is reinforcement skill; the ability of the teacher to give feedback. The seventh is the ability to guide the students to have the discussion. The last one is the ability to teach individually.

In order to achieve the learning goals of students, English teachers should work collaboratively with students (Kardena, 2017). Students must have a good perception of the basic teaching skills that the teacher has. Perception can be defined as what a person (student) feels about the particular thing both conscious and unconscious, whether visual or auditory and thoughts that are caused by processes going on in the brain (Leibo & Poggio, 2018). It is also a shadow that will change into an impression, which is produced from observation and it can be influenced by learning (Rookes, 2005). It informs that observation is the first stage to make an impression, which is then followed by their opinion about it.

Moreover, The types of basic teaching skill are the skill to design the learning scenario, the skill to open and close the learning, the explanation, the questioning, the skill to encourage the students, the skill in using tools and learning media, the skill to be varieties, the skill to guide a discussion, the skill to evaluate, classroom management (Suwarna et al., 2013). The first skill is the skill to design the learning scenario. It is a skill to design every step in the learning process, what to do in the learning process and to set the estimated time for learning. The second skill is the skill to open and close the learning. Both of these skills are useful because this is the teacher's chance to engage the students to learn, motivate them, and at the end of the section, the teacher can identify the students' understanding of the lesson. The third skill is explanation skill, which is defined as the ability to deliver oral information such as facts, concept, principles, or procedure to the students. A further questioning skill is used to stimulate the students to think critically. Then, reinforcement skill, which is related to giving

feedback to students about what they have done. This skill will make the learner do what they think will gain appreciation from the teacher. Next is the skill to use learning tools and media. Then, the skill to guide the discussion, and the last skill is the ability to evaluate learning. Meanwhile, Arifmiboy (2017) states that there are eight basic teaching skills: skill to open learning, skill to close the learning, skill to explain the material, give feedback, teaching variety, asking a question, guide discussion, and managing the class.

Based on the preliminary observations on 15th of April 2019 by interviewing and observation at SMK N 1 Tanjung Raya, several problems were found. First, during the class observation, the teacher was not giving that clear explanation and this problem was also supported by the result of the students' interview. One of the students said that the teacher tends to give more tasks than explaining the materials and illustration or the example sometimes is not related to the material. According to another class who was taught by other different English teachers, the students felt the teachers explained the lesson well, focused, always gave a good example related to the material, and always gave the chance for students to ask questions at the end of class.

The second problem was the ability to guide the students to have the discussion. Based on the interview, some students said that the teacher only delivered the material in the classroom without grouping them. Then, the teacher gave them the task or homework at the end of the lesson. While the students in the other class said that the student felt the teacher often made group for the students to discuss.

In practice, it was often found unrelated learning materials and class management problems. Based on those facts, the researcher considers it is important to analyze the students' perceptions related to the teacher's basic teaching skills. Therefore, this research aimed to; 1) find out the students' perception about the teacher's ability to explain the material. 2) Discover the students' perception about the teacher's ability to guide the students in a group discussion.

METHOD

The design of the research was survey research. It is a procedure in quantitative research in which the investigator administers a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Caldas, 2003). According to Gay (2006), survey research involves collecting data on test hypotheses to answer questions about people's opinions on some topics or issues. It means that to measure students' perception the researcher needs quantitative research that uses the

data shape of the numbers and statistical analysis to answer the question about peoples' opinions.

Moreover, this research was conducted at SMK N 1 Tanjung Raya, and the researcher analyzes students' perception of the teachers' skill to explain the material and to guide the discussion. This research was done by giving the questionnaire to the students. research design, participants, measures, and data analysis. The total population was 638 students and the sample was 96, which was taken by using random sampling. In analyzing the data, the researcher used rating scales starting with always (5), often (4), sometimes (3), seldom (2), never (1). Calculating the frequency to measure the mean. Finally, the data were interpreted using the following table

Table 1. Interpretation

Mean Score	Perception
76% - 100%	Good
56% - 75%	Good enough
40% - 55%	Less
<40%	Poor

(Suharsimi, 2006)

FINDINGS AND DISCUSSION

There were 11 items regarding the first research question "What was students' perception about teacher's ability to explain the material?" The items consisted of the teachers' clear and systematic language, the teacher expressed the key points, the teacher gave relevant examples, the teacher gave an interesting example, the teacher stated the learning objective clearly, the teacher gave the summary of each point learning material, the teacher gave a clear summary, the teacher used gestures to emphasize and illustrate the main points, the teacher used teaching aids, the teacher had verbal fluency, and the teacher used to pause and silence.

Table 2. Students' Perception toward Teachers' Ability to Explain the Material

Item	Always	Often	Sometime	Seldom	Never
item 1	63,54%	31,25%	5,21%	0,00%	0,00%
item 2	35,42%	38,54%	25,00%	1,04%	0,00%
item 3	30,21%	42,71%	26,04%	1,04%	0,00%
item 4	22,92%	43,75%	25,00%	8,33%	0,00%
item 5	15,63%	35,42%	40,63%	4,17%	4,17%
item 6	25,00%	37,50%	31,25%	5,21%	1,04%
item 7	27,08%	42,71%	25,00%	5,21%	0,00%
item 8	19,79%	28,13%	42,71%	8,33%	1,04%
item 9	13,54%	34,38%	36,46%	12,50%	3,13%

item 10	17,71%	37,50%	37,50%	6,25%	1,04%
item 11	43,75%	31,25%	19,79%	5,21%	0,00%
Total (ΣP)	314,59%	403,14%	314,59%	57,29%	10,42%
Mean	28,60%	36,65%	28,60%	5,21%	0,95%

The table 1 above showed the mean percentage of students' perception of the teacher's ability to explain the material. It can be concluded that (28.60%) students' response for always, (36.65%) for often, (28.60%) for sometime, (5.21%) for seldom and almost none of the students assumed never (0,95%). Thus, the highest mean of perception on teacher basic teaching skill especially explaining skill is in often.

As the conclusion from the 11 items related to students' perception towards teachers' explanation skill can be viewed on the table above:

Table 3. The Students' Perception towards Teachers' Explanation Skill

Number of Item	Perception Percentage	Interpretation
Item 1	91,66%	Good
Item 2	81,66%	Good
Item 3	80,41%	Good
Item 4	76,25%	Good
Item 5	70,83%	Good enough
Item 6	76,04%	Good
Item 7	78,33%	Good
Item 8	71,45%	Good enough
Item 9	68,54%	Good enough
Item 10	72,91%	Good enough
Item 11	82,70%	Good
Mean	77,38%	Good

Moreover, there are nine items related to the second research question "students' perception toward teachers' ability to guide discussion" The analysis of each indicator would be explained below:

Table 4. Students' Perception toward Teachers' Ability to Guide Discussion

Item	Always	Often	Sometime	Seldom	Never
item 12	34,38%	42,71%	16,67%	6,25%	0,00%
item 13	16,67%	28,13%	43,75%	11,46%	0,00%
item 14	19,79%	35,42%	31,25%	12,50%	1,04%
item 15	12,50%	27,08%	37,50%	14,58%	8,33%
item 16	20,83%	37,50%	28,13%	9,38%	4,17%
item 17	33,33%	35,42%	20,83%	10,42%	0,00%
item 18	32,29%	18,75%	21,88%	26,04%	1,04%
item 19	14,58%	54,17%	28,13%	2,08%	1,04%
item 20	28,13%	45,83%	20,83%	5,21%	0,00%
Total (ΣP)	212,50%	325,00%	248,97%	97,92%	15,62%

Mean	23,61%	36,11%	27,66%	10,88%	1,74%
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Based on the table above, few students (23.61%) responded that teachers always did all the indicators in the teacher ability to guide the discussion, few of the students assumed often (36,11%), and sometimes (27,66%), almost none of the students assumed seldom (10,88%), and almost none of the students assumed (1,74%). Thus, the highest mean of perception on teacher basic teaching skill in teacher ability to guide discussion skill is in often.

Finally, the researcher concludes the students' perception toward teachers' skill to guide discussion on the table below:

Table 5. The Students' Perception towards Teachers' Skill to Guide Discussion

Number of Item	Perception Percentage	Rating scale
Item 12	81,04%	Good
Item 13	70%	Good enough
Item 14	72,08%	Good enough
Item 15	64,16%	Good enough
Item 16	72,29%	Good enough
Item 17	74,58%	Good enough
Item 18	71,04%	Good enough
Item 19	75,83%	Good enough
Item 20	79,37%	Good
Mean	73,37%	Good enough

Finally, the researcher concludes that the students had a good enough perception towards teachers' skill to guide discussion which was 73,37%.

Discussion

There were two findings in the questionnaire. First finding, students' perception towards teachers' explanation skill was 76.43% indicating good perception. Perception is important for both teacher and students because it influences the teaching and learning process. Students have their own opinion toward something that they get from the teaching-learning process and how they reach it (Hong, 2003). Students need to have a good perception of their teacher because it affects the students' behavior. One of the learning processes is the teacher's ability toward explaining the material. The explaining skill is the ability to deliver oral information such as fact, concept, principles, or procedure to the students (Suwarna et al., 2013).

The ability to explain material the teacher must use clear language while teaching, the key points must be clearly expressed, the examples must be relevant, the example must be interesting, the qualification must be clearly stated, the summary of each point must be clear,

the summary must be clearly stated, use gestures to emphasis and illustrate the main points, using teaching aids and verbal fluency. While in the research, the students had a good perception toward the teachers' ability to explain the material with the high mean score of the teacher using clear language, express the key points clearly, the teacher gives a relevant and interesting example, and give the summary. The data was supported by the students' interview, the teacher always uses good and clear language in explaining the material.

Regarding the second research question, it should be known that discussion is structured verbal communications that involve groups of people (Remesh, 2013). Then, the criterion of skill for the discussion is the discussion should be wide open, it must be well prepared, the topic must be relevant with material, focusing the attention of the students. then, the problems that would be discussed should be clear, the teachers need to manage and control the students' opinion, analyze the students' opinion, encourage and make all the students participate, and close the discussion (Arifmiboy, 2017). From all the criteria of discussion. The teachers did a wide open and closing the discussion had good perception. This can be seen from the lower mean score obtained. She always let all the students participate in the discussion. While closing the discussion, the teachers always made a summary in every ending discussion. It helped the students to understand the topic or material that was just discussed.

It can be concluded that the students in SMKN 1 Tanjung Raya had a good perception toward their teacher, especially teacher's skill to explain the material and guide a discussion. It means that the teachers were doing well in their basic teaching skills, especially explaining skills and guide discussion. The results of the research showed that the mean score of students' perception on teacher basic teaching skill in explaining skill was good perception with a mean score of 77.38%. It means that the teachers mostly applied all the indicators of explaining skill in teaching and learning in the classroom. Furthermore, the students' perception on teacher's ability to guide discussion was good enough with the mean score 73,37%. It assumed that during the teaching and learning process, the teachers did a good enough to guide the discussion in the class. It is in line with the research result from Septiana (2016) which states that the students have a positive attitude with the teachers' basic teaching ability in the classroom.

CONCLUSION AND SUGGESTION

Based on findings and discussion that have been presented in the previous chapter, the result showed the students have a good perception towards teacher's explanation skill. It seems that the teachers mostly applied all the indicators in teaching and learning in the

classroom. However, the teachers sometimes used the teaching aids, and sometimes they did not, because teaching aid was not always available.

Moreover, the second indicator of a teacher 's basic teaching skill showed that the students' perception was good enough which had a 73,37% mean score. It assumes that during the teaching and learning process, the teachers did a good enough to guide the discussion in the class. The teacher invited the students to participate in the discussion and the teacher gave an equal opportunity to all the students to participate.

According to the result of this research, It is suggested that the teachers can improve their explanation skills, especially the teachers who use gestures to emphasize and illustrate the main point and use teaching aids. This has a purpose to help the students to deeply understand the material and this will make the learning atmosphere more interesting.

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