STUDENTS PERCEPTION TOWARDS BASIC TEACHING SKILLS OF ENGLISH TEACHERS AT SMP 4 SUPPA

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ABSTRACT— This study aims to provide scientific data about perceptions towards English teachers' basic teaching skills at second grade of SMPN 4 Suppa. This research is descriptive quantitative, with survey approach using questionnaire. The samples of this study were 20 students from three classes. The data were analysed by using percentage technique to provide the frequency of respondents' answers. The results of this research show that students' perception towards their English teachers' teaching skill are in good level, with total score 127 (42%), and the lowest score is "very poor" answer with total score 15 (5%). Therefore, based on assessment criteria used in this research, it can be concluded that the basic teaching skills of English teacher at second grade of SMPN 4 Suppa is categorized as good.

Keywords—Perception, Teaching skill, teacher professionalism.

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I. INTRODUCTION

Teacher is the central of learning process in classroom. A teacher provides knowledge, media, and way to serve the knowledge to the student. Commonly, there are two main basic teaching skills which should be mastered by a teacher, namely the skill to create a lesson plan, and the skill to run it in classroom successfully. The skill to create a lesson plan is the way a teacher provide a proper material to their students, based on curriculum exist, and manage it so that in the end of lesson, the students can reach the goal of the class. According to Mansyur (2017: 132-147) stated the skill to run a classroom can be divided into eight points, namely, 1) skill to open and close the class; 2) skill to explain the materials; 3) skill to ask; 4) skill to give material booster; 5) skill to use learning media; 6) skill to lead a mini group-discuss; 7) skill to manage the class; and 8) skill to teach personally or in mini group. in this study, the researcher will focus to the skill to run a classroom.

Good teaching skill also gives an impact to the students. The teachers with their professional ability, can run a stress-free class, yet still oriented to the goal. In the other hand, a teacher with no skill or ability to run a class, can be a nightmare to the students and the teacher itself. This skill can provide students with motivation, because they feel like the teacher always pays attention to their learning progress. This can be a good motivation to the students, and can give a good impact to the students' achievement. A simple thing like saying "hi" or "good morning" to the student before starting the class can make a different in the class. Using an up to date learning media also can provide more interesting learning process instead just give the students a note then ask them to copy it to their book, or even just give a task that will be check when having a "good mood".

One of the best way to assessing teachers' teaching skill is by asking the students' perception. Sometimes, it is easy to find other's people failure than ourselves. Perception can be defined as a mental ability of human to process information they get from environment which can affect their behavior. Simply, perception can be defined as how someone gives a meaning to what have been caught by five senses. In this research, researcher will focus to person perception, which defined as a process to know, interpret, and evaluate someone about characteristic, quality, and other aspect.

In this study, researcher will examine students' perception towards English teachers' basic teaching skill at Junior High School (SMPN) 4 Suppa. Based on the background, the research question of this research is "What is students' perception towards basic teaching skills of English teachers at SMPN 4 Suppa?"

This study aims to provide scientific study on the description of students' perception. Teachers in that institution can evaluate their teaching skills based on students' perception.

Definition of Perception

Stine and Nielsen (1985: 205) stated perception is an intellectual organization of sensory stimuli; internal and external, connected with a particular person, object or event Leathers stated that perception is the cognitive process to interpret and understand the environment around them. [1]Atkinson in Sarkol (2016: 8) stated that perception is the process in which people organize and interpret the pattern of stimuli. Perception starts with stimuli being caught by sense. After that, five senses will define it and give a meaning to the stimuli, Blake (2006:7)

There are some factors affected our way in perceiving someone or something. Robbins in Nugroho added that the perceiver, the target being perceived, and the context of the situation in which the perception is made are some of factors that may influence someone's perception.

1. The perceiver
Randolph and Blackburn in Lewis (2001:276) identify three factors about certain characteristics of the perceiver which can modify perception, namely that which the individual has previously learnt, as well as the motivation and the personality of the perceiver. [2]In regard to students' perception, the perceiver is students and factors that affect their perception in the classroom.

2. The perceived object/subject
There are some factors affected the perceived object or person or usually called the target being perceived. Robbins in Nugroho (2019:56) state that factors in the target are novelty, motion, sounds, size as well as background. In regard to this research, the target being perceived is English teachers' teaching strategies.

3. The situational context

Robbins in Nugroho (2019:56) states that the factors in situation are time, work setting and social setting as well. In regard to this research, the situation is in the English subject classroom.

From the explanation above, we can understand that perception is affected by many factors that can come from the people themselves or the environment where they lived.

Basic Teaching Skill

According to Mansyur, (2017: 132-147) there are eight basic teaching skill that should be mastered by teachers, as follows:

1. Skill to open and close the class
This skill seems to be simple, but has a very good effect to the learning process. opening the class by smiling and greet the students, or even give some motivation in order that students' focus can be last longer, and also can trigger students' motivation. Closing the class by reviewing materials, showing the importance of what they have learnt today, or maybe some light reminder about the materials can give a positive respon to students.

2. Skill to explain the materials
A good material development is useless when teacher do not know how to explain it. Explain the materials is the way how the teacher transfer their knowledge to the students. teacher must explain the materials clearly in order that students can understand it clearly.

3. Skill to ask
Asking a question defined as an active stimuli which effective to trigger students' thinking ability. A well-structured question can provide a positive impact such as motivate the

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[1] Kosmas Sarkol, *Student Perception of Learning English in Senior High Schools of Kaimana, West Papua*, (Yogyakarta: Sanata Dharma University, 2016), p. 8.

[2] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, (2001), p.276.

studets, keep their focus on learning process, and so on.

4. Skill to give material reinforcement
Material reinforcement simply defined as a feedback from the teacher, both verbal and nonverbal. It can be a reward, or even as simple as a sweet smile to appreciate what students done.

5. Skill to use learning media
Learning media is one of the crucial factor in learning process. a good media can provide benefits both for students and teacher. An innovative learning media can be increasing students' motivation, and for teachers, it can help them to organize the class and save their energy.

6. Skill to lead a mini group-discuss
This skill discusses about how a teacher manage a discussion section in the classroom, in several small group.

7. Skill to manage the class
Class management can be defined as how a teacher manage everything that will or being happen in the classroom.

8. Skill to teach personally or in mini group.
Teachers also need to know how to teach personally. Sometimes, there is a student who needs an extra "affection" in order to understand the materials.

III.   MEHODOLOGY

Research Method

This research is a descriptive quantitative study. It is designed in a survey method which involves asking students' for information about the students' perception of their English teachers' basic teaching skill in SMPN 4 Suppa through questionnaire.

Population and Sample

The population of this are all students of the second grade at SMPN 4 Suppa. There are three eight grades, namely 8A, 8B, 8C. There are 27 students in 8A, 25 students in 8B, and 21 students in 8C, and 73 in total. Since the number of population was quite big, researcher took some students as the sample by using simple random sampling technique. The researcher used the table of sampling determination developed by Isaac and Michael. (Sugiyono, 2012: 128) The researcher choose 20 students from the total of 73 students.

Research Instrument

The instrument of this research is questionnaire. The questionnaire used to collect the data about students' perception towards basic teaching skill of their English teachers. The questionnaire distributed to students in a printed paper. The questionnaire consists of 15 numbers which covered students' perception about eight characteristics of their English teachers' teaching skills. The questionnaire provides close-ended questions with multiple-choice answer options namely strongly agree, agree, average, disagree as well as strongly disagree. The questions of questionnaires are adopted from Shisavan and Sadegi (2009).

Data Analysis Technique

To analysis the data, researcher used the percentage technique. The percentage technique used in this research used the following formula:

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

Where: P = Percentage
            F = Frequency of answer
            N = Total number

After that, the final score was cohered by assessment criteria as follows:

100-81%	:	Very good
61-80%	:	Good
41-60%	:	Enough
21-40%	:	Poor
0-20%	:	Very poor

Suppa is included in "Good" category. It means that English teachers in SMPN 4 Suppa have done their best in teaching, but still need to improve some crucial part such as learning media and class management.

RESULT AND DISCUSSION

Tabel 1. Questionnaire Recapitulation

Q	Category				
	Strongly Agree	Agree	Average	Disagree	Strongly Disagree
1	7	8	2	2	1
2	5	10	1	0	4
3	5	14	1	0	0
4	6	9	0	4	1
5	9	5	5	1	0
6	6	14	0	0	0
7	4	9	6	1	0
8	6	9	3	1	1
9	5	5	9	0	1
10	1	1	6	7	5
11	6	12	2	0	0
12	4	7	7	2	0
13	5	6	7	2	0
14	1	9	5	3	2
15	4	9	4	3	0
Total	74	127	58	26	15
Per%	25%	42%	19%	9%	5%

As we can see from the table, the answer is dominated by "agree" answer with 42%, and the lowest percentage is "strongly disagree".

The average score of each student is presented in order that researcher can draw conclusions about all students' perception toward their English teachers' basic teaching skill, as follows:

Table 2. Average Score and Percentage

	Score	Percentage	Category
Total	**1147**	**76%**	**Good**
Average	**76,46**		

Based on the data, the final score is 1147, with 76% average. Based on the assessment criteria, the basic teaching skills of English teacher in SMPN 4

CONCLUSION

Students' perception can be a very effective assessment tools since it easier to find what we lack, and what we good at by asking another people. From the result above, we can conclude that according to students' perception towards basic teaching skill of English Teacher in SMPN4 Suppa is in the good category. But still, they need to improve some parts specially using interactive and up to date learning media.

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