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STUDENTS' PERCEPTION OF TEACHER PERFORMANCE IN TEACHING ENGLISH

Noor Istiqomah, Randy Irawan

nooristiqomah34@gmail.com, randyirawan@sttibnurusyd-tgt.ac.id

Abstract

The objectives of this study to know the teacher performance in teaching English at SMA Muhammadiyah Tanah Grogot. The focus in this study is teacher performance on the indicators are preliminary activity, core activity and close activity guideline by Supardi. The design of this research was a descriptive survey with a quantitative approach. The population of the study were 65 students. The research sample were 56 respondents. The researcher used questionnaire in the form of a Likert scale model. The result of this study shows that the percentage score of students' perception of teacher performance in preliminary activity was 78% in rating quality is good. Second, percentage score of students' perception of teacher performance in core activity was 72.5% in rating quality is good. Third, percentage score of students' perception of teacher performance in close activity was 72.7% in rating quality is good. In conclusion, the data above gotten was 74.4% in the good category. It means that students had positive perception of teacher performance in teaching English at SMA Muhammadiyah Tanah Grogot.

Keywords: Students' Perception, Teacher Performance, Teaching English

A. INTRODUCTION

Education is essential for our lives because an improved education can prosper the country, especially for English education. Furthermore, the importance of English can be seen from the fact that English is taught starting from kindergarten to university. Ali (2021) state if a teacher involved in learning activities has good performance, it will increase student motivation to study more effectively since they will concentrate on learning. Therefore, teacher have a necessary role in determining the success of the learning process in the classroom. According to Akram (2019), student perceptions are one of the important measures used to evaluate teacher performance. Students will perceive how their teacher behaviour or attitude is in the learning process, both in the classroom and outside the classroom. According to Uddin et al. (2019), state that a students' perceptions of a teacher performance has been found to be a significant factor of both the teacher performance and the students learning, including the teachers' knowledge, attitude, teaching abilities, and academic success. Thus, that students' perception of teacher performance would enhance both the teacher role performance and additional performance in teaching, as well as the academic of the students.

In accordance with the schools' vision to improve the quality of teaching and learning activities, in this research chose SMA Muhammadiyah Tanah Grogot because the schools wanted to develop the effectiveness of English language learning. Therefore, this research discusses teacher performance, which relates to preliminary, core, and closing activities, because good performance can create effectiveness, especially in English learning. Furthermore, teacher can use students' perceptions to evaluate teacher performance because students interact daily with their teacher.

Based on the observation at SMA Muhammadiyah Tanah Grogot, a teacher used conventional method such as teacher-centered learning although the teaching materials were well prepared by the teacher and most of students need to focus on paying attention to the material. However, the other students had no problem with the material and focused on the teacher explanation. At the same time, some students said that the teacher was good at teaching and liked how the teacher was

teaching. Sometimes, the students felt that English class was boring, because the teacher did not use varied media. Furthermore, when students had difficulties in doing the assignments given by the teacher, students felt shy and afraid to ask. So, they were less serious in responding to the material presented by the teacher. The researcher classifies the problem such as: Then class still puts emphasis on teacher-centered; Teacher did not use variety of media; and Students are less seriously responding to what is delivered by Teacher. Based on the facts above, it was important to conduct this research because the English teacher performance was important in improving students' achievements and social attitudes.

A few of previous studies by Ardianti (2022) about Students' Perception Toward English Teachers' Performance at State Senior High School 2 Bukit Batu. The researcher found that majority of teacher performance based on students' perception had positive perception to their teachers' performance at State Senior High School 2 Bukit Batu. There are some differences such as, indicator in the research and the questionnaire in previous used Guttman Scale and in this research the questionnaire used Likert Scale. Besides, previous studies by Lathifa (2021) discussed about Students' Perception on Teaching Method in Learning English. In this research find that students have very good perception toward teacher method in learning English during the class. There are some differences such as, indicator in the research, technique for finding sample.

The objectives of this study to show statistical result the teacher performance in teaching English at SMA Muhammadiyah Tanah Grogot. The focus in this study is teacher performance on the indicators are preliminary activity, core activity and close activity guideline by Supardi. This research would help the teacher discover the students' perception of teacher performance, which might enhance the teacher competencies.

B. METHODOLOGY

The design of this research was survey research with a quantitative approach. According to Creswell (2012), a survey research design is a method of quantitative research in which a researcher conducts a survey on a sample or an entire population to describe the attitudes, opinions, behaviours, or characteristics

of the population. The type of survey in this study used Cross-Sectional Survey Designs, research design that collects data at a single point in time to a sample (Creswell, 2012). Based on Priadana (2021) quantitative research is data collection procedures that can be measured using statistical techniques include numbers, graphs, and diagrams describing the phenomenon under study. This means that to measure student perceptions, in this research need to conduct survey to collect quantitative that use numerical data formats and statistical analysis to response of questions and to test research questions or hypotheses. To obtain data, information, and facts that reveal and explain the problems in this study using questionnaires and observations to strengthen the data.

The population of this research is the eleventh-grade students of SMA Muhammadiyah Tanah Grogot. There are 65 students consists of 2 classes.

A sample is a subset of a target population that has been chosen in order to form a general opinion about the target population (Creswell, 2012). Furthermore, the sample will be selected through simple random sampling to collect data from respondents. In this research used Slovin's formula with margin of error 5% or 0.05. The formula as follows:

Where:

N = the population size

e = the margin of error

$$n = \frac{N}{1 + N(e)^2}$$

Based on the formula above, it can be calculated the require sample for this study as follow:

$$n = \frac{65}{1 + 65(0.05)^2}$$

$$n = 55.9 \sim 56$$

By statistic above, the sample was 56 students.

In collecting data, the researcher used observation and questionnaire. The first stage is observe the students. Observation is described to observe and describe the behaviour of a subject and it involves the basic technique of simply watching the phenomena until some hunch or insight is gained. Conducted direct observation of teacher performance in teaching English to strengthen the data results from the

questionnaire. The second stage used questionnaire. Questionnaire is a data collection technique by sending a list of questions to respondents to be filled in (Priadana, 2021). To obtain data on students' perceptions of teacher performance in teaching English, the in this research used a closed-ended questionnaire. These questionnaires consisted of 22 questions were adopted from Melisa, Melyann, and Irwandi guideline by Supardi (2021)

Table 1. Instrument questionnaire

No.	Indicators	Number	Total
1.	Preliminary Activity	1, 2, 3, 4, 5	5
2.	Core Activity	6, 7, 8, 9, 10, 11, 12, 13, 14,	9
3.	Close Activity	15, 16, 17, 18, 19, 20, 21, 22,	8

The measurement scale used in this research by Morissan that Likert Scale is aimed to measure perception toward another. The score and the rate were shown in the table as follow:

Table 2. Rating likert scale

Respond	
Statement	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

According to Creswell (2012), validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. In this research, the validity test used Pearson Correlation and the data obtained were calculated by SPSS 24.0 windows program to know whether the data are valid or not. To test the validity of the grain question used correlation Product Moment from Karl Pearson with the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

- r_{xy} : Coefficient of correlation between X and Y
 N : Number of subjects of respondents
 ΣXY : multiplication between the score X and the score Y
 ΣX : Number of score grains reserved
 ΣY : Number of total scores
 $(\Sigma X)^2$: The number of squares from the score of the grains
 $(\Sigma Y)^2$: The sum of the square of the total score
 (Arikunto, 2013)

Siregar (2013) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5%. Conversely, if known r_{observed} is smaller than r_{table} then it is not valid.

The reliability test is used to measure a questionnaire which is an indicator of a variable or construct. Creswell (2012), said reliability means that scores from an instrument are stable and consistent. In this research, the reliability test used Cronbach Alpha formula, namely:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\Sigma \sigma^2 b}{\sigma^2 t} \right)$$

Description:

- r_{11} : Reliability instrument
 k : Number of grains or question the number reserved
 $\Sigma \sigma^2 b$: Sum of grains variants
 $\sigma^2 t$: Variant total
 (Arikunto, 2013)

On this research for interpret test instrument use guidelines from Malik (2018), as follows:

Table 3. Interpretation interval research instrument reliability

Interval Coefficient	Relationship Rate
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-0.1000	Very Strong

Instrument is said to reliable coefficient alpha if more than or equal to 0.600. Conversely, if reliability is less than 0.600 then instrument is not reliability. Reliability test results by utilizing the SPSS 24.0 windows program. The reliability of the questionnaire was processed by SPSS 24.0 program.

The technique of analyzing the data is calculating of the percentage by using the formula that suggested by Sudijono (1987):

Where:

P = Percentage

F = Frequency

N = Respondents

$$P = \frac{f}{N} \times 100$$

Next, finding categories based on indicators, by using formula that suggested by Ridwan (2004) as follow:

$$DP = \frac{n}{N} \times 100\%$$

Where:

DP = Descriptive Percentage (%)

n = Total of score

N = Maximal score

Next after found the mean of the data, in this research categorizes English teacher's performance in the table category of the students to answer research question. Categorizing the perception based on Arikunto's criteria (2010):

Table 4. The Data Interpretation of Rating Quality

The Range of Category	Interpretation
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Enough
21%-40%	Low
>20%	Very Low

C. RESULT AND DISCUSSION

1. Result

Validity Test. The validity test used Pearson Correlation and the data obtained were calculated by SPSS 24.0 windows program. Furthermore, summarized in the following table:

Table 5. Validity Test Result

Item	r _{observed}	r _{table}	Result
1	0.620	0.355	Valid
2	0.671	0.355	Valid
3	0.626	0.355	Valid

4	0.652	0.355	Valid
5	0.606	0.355	Valid
6	0.813	0.355	Valid
7	0.807	0.355	Valid
8	0.672	0.355	Valid
9	0.544	0.355	Valid
10	0.787	0.355	Valid
11	0.478	0.355	Valid
12	0.433	0.355	Valid
13	0.521	0.355	Valid
14	0.530	0.355	Valid
15	0.757	0.355	Valid
16	0.712	0.355	Valid
17	0.462	0.355	Valid
18	0.802	0.355	Valid
19	0.791	0.355	Valid
20	0.749	0.355	Valid
21	0.581	0.355	Valid
22	0.508	0.355	Valid

The number of students is 31, $r_{table} = 0.355$. The data above were consulted with r_{table} at significance level of 5% ($\alpha = 0.05$). Based on the result of the instrument validity to the 22 items, it showed that all items were valid.

Reliability Test. The reliability test used Cronbach Alpha. Furthermore, summarized in the following table:

Table 6. Reliability Test Result

Reliability Statistics		
Cronbach's Alpha	N of Items	Reliability Information
0,929	22	Very Strong

In this study, the reliability test results show that the Cronbach's alpha value is > 0.60 so that it is stated that all variables proposed are fairly reliable and consistent.

Observation. Observations were made by researcher on the teacher performance in teaching English at SMA Muhammadiyah Tanah Grogot. Through observation, the authors obtained data on school conditions, teacher, facilities and infrastructure at SMA Muhammadiyah Tanah Grogot.

Questionnaire. Data obtained through distributing questionnaires to students at SMA Muhammadiyah Tanah Grogot, containing 22 questions for students' perception of English teacher performance in teaching English answered by 56 respondents. After the data is collected, then the data is processed using the

percentage formula. The diagram below showed the percentage of three aspects and each aspect with different level of frequency. The description of the data about the students' perception of English teacher performance in teaching English at SMA Muhammadiyah Tanah Grogot are as follow:

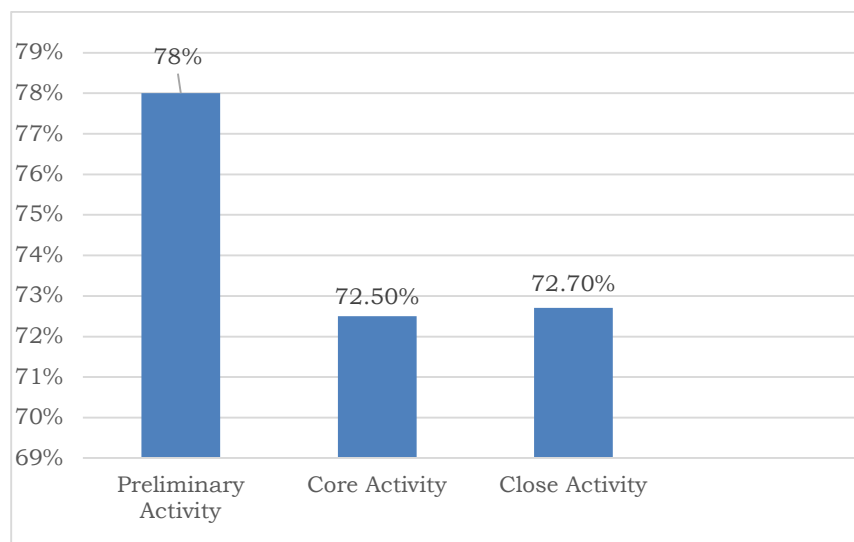


Figure 1.
Chart of mean percentage students' answer

$$\begin{aligned}
 \text{Final result} &= \frac{78 + 72.5 + 72.7}{3} \\
 &= \frac{223,2}{3} \\
 &= 74,4 \% \text{ (Good)}
 \end{aligned}$$

Based on the calculation in the figure above, it can be seen that the percentage results of students' perceptions of teacher performance in teaching English starting in the preliminary activity with 78%%, core activities with 72.5%, and close activities with 72.7%. Furthermore, the overall result of students' perceptions of teacher performance is 74.4% in rating quality has a good category. This means that students have a positive perception of teacher performance in teaching English. The percentage is obtained by finding the mean of each process chosen by the students.

2. DISCUSSION

In this part, we will discuss the interpretation of the research findings presented based on the data obtained through questionnaires, so that it is known in general the students' perceptions of teacher performance in teaching English. The results showed that there were 22 statement items answered by 56 students who became the sample. One statement consists of 5 possible answers, namely strongly agree, agree, neutral, disagree, strongly disagree. The results of this study show the percentage of students' perceptions of teacher performance in teaching English at SMA Muhammadiyah Tanah Grogot in the 2023/2024 academic year based on indicators namely, preliminary activity, core activity and close activity.

1. Preliminary Activity. The mean percentage of about teacher performance in preliminary activity was 78%. Based on the percentage gotten, it can be interpreted good on this finding. According to Ulumudin (2020), in the preliminary activity stage did the teacher (i) ask students to check their understanding of the previous material, (ii) present a brief summary of the previous lesson, (iii) set clear objectives for each lesson, (iv) tell students what to learn. In line with those opinion, Supardi (2014), state preliminary activity in before the class begins, the teacher makes the students ready mentally and physically, asking questions relating to the students' background knowledge and the learning material which will be learned, explain the learning objectives, and presented the content of learning materials and explanation of activity descriptions according to the syllabus. This research proved that preliminary activity is teacher start to teach in the classroom, the teacher should prepare the students to follow the learning process. Teacher can start by giving some information related to material that will be teach by the teacher.
2. Core Activity. The mean percentage of about teacher performance in core activity was 72.5%. Based on the percentage gotten, it can be interpreted good on this finding. According to Alamiah & Kartiwi (2021), in core activity, teacher using method which is adapted to the characteristics of students and material. in core activities, using learning models, learning methods, learning media, and learning resources that are adjusted to the characteristics of students and

subjects. Whereas, Supardi (2014) state core activity includes Exploration, Elaboration and Confirmation. Based on the theory in the previous chapter, core activities are the learning process to achieve basic competencies (KD) which are carried out interactively, inspiring, fun, motivating students to actively participate, creativity, and independence in accordance with the talents, interests, physical and psychological development of students. Core activities use methods that are in accordance with the characteristics of students and subjects. Core activities include several activities such as: exploration, elaboration, and confirmation. So, this activity is how the teacher ensures students to enjoy in the classroom, motivating and student confidence. However, teacher sometimes did not use different methods in learning because of the limited facilities provided by the school.

3. Close Activity. The mean percentage of about teacher performance in close activity was 72.7%. Based on the percentage gotten, it can be interpreted good on this finding. According to Alamiah & Kartiwi (2021), in the closing activity, teachers together with students both individually and in groups reflect to evaluate the entire series of activities, provide feedback on the learning process and results, conduct follow-up activities in the form of assignments, both individual and group assignments and inform the plan of learning activities for the next meeting. Supardi (2014), state close activity, where the teacher and students make conclusions of the lesson, conduct an assessment and inform the lesson plan for the next meeting. Based on the theory, in close activities, teacher and students summarize lessons or learning outcomes, conduct assessment or reflection on activities that have been carried out consistently and programmatically, provide feedback on the learning process and outcomes, plan follow-up activities in the form of remediation, or provide counselling services, give assignments both individual and group assignments according to student learning outcomes, and explain the lesson plans for the next meeting. That is, the closing activity is described when the teacher makes conclusions about the material that has been learned and plans the learning for the next meeting.

D. CONCLUSION

Based on the result, supported by the distribution of questionnaires through google form in the eleventh grade of SMA Muhammadiyah Tanah Grogot with a total of 22 items and 56 students as respondents who became the sample, it concluded that SMA Muhammadiyah Tanah Grogot students had a positive perception of the teacher performance in teaching English. It was concluded by mean score of each aspect. First, students' perception of teacher performance in preliminary activity was 78% in rating quality was good. Based on percentage gotten, it interpreted those students had positive perception in this indicator. Second, students' perception of teacher performance in core activity was 72.5% in rating quality was good. Based on percentage gotten, it interpreted those students had positive perception in this indicator. Third, students' perception of teacher performance in close activity was 72.7% in rating quality was good. In conclusion, students' perceptions of teacher performance in teaching English in the eleventh grade of SMA Muhammadiyah Tanah Grogot was 74.4% in the good category. It interpreted those students had positive perception of teacher performance in teaching English.

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