

The Analysis of Students' Perceptions on the Role of English Teachers in Teaching English at MTs. Az-Zikra Sorong

Iin Agustini Dwijayaty¹, Ahmad Wael², Rezkiyah Hartanti³, Kris Uluelang⁴, Lisa Suhayati⁵

^{1,2,3,4}Universitas Muhammadiyah Sorong, Indonesia

⁵Universitas Pamulang, Indonesia

¹iinagustinidwijayaty@gmail.com ²ahmadwael818@gmail.com ³rezkiyahrafka89@gmail.com, ⁴krisuluelang.ums@gmail.com ⁵dosen00604@unpam.ac.id

**iinagustinidwijayaty@gmail.com*

Abstract

This research aims to analyze students' perception on the role of English teachers in teaching English. The participants of this research were seven students. The participants were taken with purposive sampling. This research was conducted at seventh grade of Mts. Az-Zikra Kota Sorong. This research used qualitative method with qualitative descriptive approach. The instrument in this research were interview and questionnaire. The interview was used to obtain the data concerning the students' motivations in learning English. However, the questionnaire was used to obtain the data concerning the role of teachers in teaching English. The result shows that The teacher did her role in teaching English was promoter 0, 56 % as the first rank. It was followed by the role of assessor 0,48 % as the second rank. Moreover, The third rank of teacher's role was controller and tutor 0,16 and followed by the teacher's role as participant 0,08 % at fourth rank.

Keywords: Students' Perception, Teachers' Role, Teaching English

INTRODUCTION

English is the language of the world. The development of education is increasingly global world, one of the education programs at the elementary level till the university level which take an important role in national development is English. Therefore, being able to speak English is one of the basic abilities that must be possessed the learners. According to Brown (2007:204), English is commonly learned by children at school age and is the medium for most of their primary, secondary, and tertiary education. It means that to have good skill in English it needs a big effort to learn English from the elementary till the highest level of education. Most governments are used to rate the quality of the school and upgrade the educational system, Hasanuddin et al. (2023). Students should be able to carry out and dig their deep understanding about how they can use English orally as well as they can (Wael, Asnur & Ibrahim, 2018).

There are at least two factors that determine the success of a learning process; internal factors and external factors. It is essential to be the inceptive step for teacher in qualifying the test in all sub-material,

Sahib, N. Z. A et al. (2024) Some students learn English because they think it will be useful in some ways for international communication and travel. Simply they wish to learn English effectively for wherever and whenever which is might be useful for them. But there are also students who are not interested in learning English because they feel that it does not have an impact on him. language learners have their own way to learn a language (Wael et al. 2023). This shows different motivation and interest in learning for students which can be categorized as an internal factor in the success of the learning process. Learning interaction also plays an important role in the teaching and learning process, Ibrahim, I. et al. (2021).

This become a challenge to all teachers of English in Indonesia to be more creative in providing the appropriate teaching techniques in order to make students feel enthusiastic and motivated to study English as well as they can. Particularly challenging for some students is verb conjugation, which involves understanding why verbs change tense (present, past, future) within a sentence, D., Saputra et al. (2024) Moreover, students need to be supported and raised their desire to learn English enthusiastically. The effective teaching and learning in English Foreign Language (EFL), In this case the four skills as the main ones, in class is depend on the strategies of the teacher which is applied. This will make students unable to achieve the expected learning objectives (Tahang et al., 2018).

There are many ways to generate the perception; perception can be considered as mental, image, concept or awareness of the situation and environment's elements through physical sensation that can be interpreted as the feeling on experience for comprehension. There are various factors that affect the learning ability of the students, Akib, M., & Ohorella, H. M. (2018). This general definition of perception can be known as someone's ability to see, to hear, to feel, to present or to understand what someone feel about their surrounding as their social life physically and mentally. As states by Stone and Neilson (1985), perception is an intellectual organization of sensory stimuli both internal and external connected with a particular person, object and event. It means that perception is a structure of the feeling which connect to the human or thing in life.

However, according to G. A. Storey (1910) stated that perspective is a subtle form of geometry, it represents figures and objects as they are but as we see them in space, whereas geometry represent figures not as we see them but as they are. Elliot (1996) states that perception is the ability to recognize familiar person, objects, or event with the meaning expectation. These definitions dealt with a concept of perception that perception itself refers to the feeling which is organized in internal or external of human or things with the particular meaning. That kind of communication Shyness, don't want to communicate, dread of speaking in public, and a quiet attitude in communication encounters are all symptoms of anxiety (Uluelang,2017).

The role of teacher in the class is needed by the students. The teacher is a leader in the classroom because teacher leads teaching and learning process. in particular conditions, this competence is needed in almost any kind of profession (Saputra et al, 2023). However, the effectiveness of teaching and learning will be very important. The teacher should provide the effective situation in teaching, so that the students will not feel bored. Brown (2007) mentions that "teachers can play many roles in the course of teaching and this might facilitate learning. Readers truly understand what they read, making their reading meaningful, Hartanti, R et al. (2024). Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills." Moreover, Brown points some verities of teachers' role within the classroom. It can be seen as follows:

Table 1. Teachers' Role in Teaching English

Teacher as Controller	The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.
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Teacher as Promoter	The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.
Teacher as Resource	The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.
Teacher as Assessor	The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.
Teacher as Organizer	Perhaps the most difficult and important role the teacher has to play. The success of many activities depend on good organization and on the students knowing exactly what they are to do next
Teacher as Participant	This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.
Teacher as Tutor	he teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

METHOD

This research used qualitative method. According to Catherine (1999: 2-3), qualitative research is an approach to the research of social phenomena that have a various genre which is naturalistic and interpretative, and they draw on multiple methods of inquiry. It means that qualitative research discusses about the social problem. This method allows the researcher to observe and assume the phenomenon of the object of perception itself in accordance with the purpose of this study, given that a perception can be present with very flexible factors without definite statistical measures. Other than, the variables that later appear in the study can only be collected through natural situations that occur in the observation room, namely the class. The design of this research was descriptive qualitative. According to Arikunto (2007: 234) explained that descriptive research had no hypothesis, but only described some variables and condition naturally. This research was conducted at MTs Az-Zikra Sorong. The researchers took 7 students as the participants.

RESULT

The data were taken from interview and questionnaire as the instruments of this research. The questions were given to the students as the participants in order to know the teacher's role in teaching English. Based on the analysis which leads to the theory of Brown (2007). The data can be seen as follows:

a. Motivations

The teacher performs in teaching English to encourage the students' motivations to learn English.

[Yes, very excited. Teacher sometimes give us motivations to learn English always].

(Student 1)

From the statement above, it shows that teacher sometimes give the students motivations and provide a fabulous situation in order to acquire English well. This means teachers did his role as promoter in teaching English in the classroom.

[Usually before beginning English lesson, our teacher give us motivation about the important of learning English]. (Student 2)

From the statement above, it can be seen that teacher usually give the students' motivation to rise their desire to know that English is important to learn. This means teacher is a promoter in learning English in the classroom activity.

[Teacher often gives students' motivation by making the atmosphere more enjoyable, like make a game]. (Student 3)

From the statement above, it shows that the teacher tries to encourage the students' motivation by providing a good atmosphere in learning English and taking a part directly in that situation such as play a game to make the students enjoy the learning. It means that teacher did her role as participant in learning English.

[Yes, always motivate us with great fun, so that we are happy to learn English]. (Student 4)

From the statement above, it can be said that teacher plays an important role to motivate the students so that they are not afraid to learn English, and they consider English is easy to learn. It shows that teacher did her role as promoter in teaching English

[Yes right, Miss often gives us motivation to learn English always]. (Student 5)

From the statement above, it can be said that teacher often gives the students' motivation to learn English and always keep trying. This means teacher tries to be a promoter in teaching English in the classroom.

[yes, very often teacher gives motivation, so that we have spirit to learn English]. (Student 6)

The statement above shows that teacher did her role to motivate the students to learn English. It can be said that teacher provides an effective way to make them happy of learning English. It can be said that the teacher did her role as promoter in teaching English.

[Yes, very excited, teacher usually motivates us before beginning the lesson, so that we really want to study English]. (Student 7)

The statement above shows that before teacher begins the lesson, she usually gives the students' motivation to learn English. The way the teacher gives them motivation, it makes the students really want to study English. Therefore, it can be said that teacher did her role as promoter in teaching English.

b. Students' Perception

The teacher performs in teaching English to encourage the students' perception on the role of teacher in the classroom.

[Yes, teacher asses our learning achievement and giving the fair assessment]. (Student1)

From the statement above, the teacher give the feedback and assessment for students achievement in learning English. It can be said that the teacher did her role in teaching English as the assessor to see the students' performing and giving the correction.

[Yes, teacher gives the good assessment and fair]. (Student 2)

From the statement above, it can be said that teacher did her role as English teacher in teaching English. The teacher did her role as the assessor to give the students correction in performing their achievement in learning English.

[Yes, very fair. Teacher gives the very fair assessment in assessing our achievement]. (Student 3)

From the statement above, it can be said that the teacher plays her role as a good assessor in giving the satisfactory assessment for the students. This means teacher did her role as assessor in teaching English.

[Give more attention to correct and to guide us]. (Student4)

From the statement above, it can be said that teacher did her role in teaching English. Teacher gives her attention on the correction and guidance in learning English. Therefore, it can be concluded that teacher as a controller in teaching and learning English.

[Yes, very fair. Teacher gives more attention for us on assessment]. (Student 5)

From the statement above, it can be said that teacher gives her full attention to give the fair assessment for the students. This means teacher did her role as controller in teaching and learning English.

[Yes, very fair in assessing the learning achievement in the class and guide us].

(Student 6 and 7)

From the statement above, it can be said that the teacher assesses the students' achievement and guide the students in learning English. This means that the teacher did her role as assessor and tutor in teaching English.

Based on the data of interviews above, it can be concluded that the students gave their perception towards the role of teacher in teaching English. The teacher applied the role of teacher in teaching English in order to motivate the students in the class. From the data that the researcher obtained from interviews, the teacher did her role in teaching English was promoter 0, 56 % as the first rank. The second rank was assessor 0,48 %. The third rank of teacher's role was controller and tutor 0,16 and followed by participant 0,08 % as the fourth rank. While, the teacher did not apply "organizer in her role of teaching English at seventh grade of MTs. Az-zikra Kota Sorong. Therefore, it can be stated that the teacher was dominant in using promoter as the role in teaching English.

DISCUSSION

Based on the data in the findings were taken from interviews and questionnaires was reflected to answer the research question, how is the student's perceptions of the teacher's role in teaching English. However, most students answered on positive perceptions in other words the students answer always as the first rank for the teacher's role in teaching English. It means that the teacher applies the role of teacher in teaching English. In the second rank, the students answered often. And the third rank, the students answered sometimes. In addition, the fourth rank was never as the lowest choice on the teacher's role in teaching English.

Furthermore, from the perceptions were given by the students was indicated that teacher applies teacher's role in teaching English made the students were satisfied and shows the positive perceptions. In addition, the result of this research was in line with the research conducted by Jimenez (2018), the result of her study pointed that the participants showed their positive perceptions in learning styles and strategies. However, the result of this research is in line with the research conducted by Ekalestari, et all (2018), the result of their study showed that the samples of the study strongly agree to the perceptions on learning English. In addition, this result also in line with the research conducted by Sarkol (2016), the result of his study showed that the samples agreed about the perceptions on learning English.

CONCLUSION

Based on the results of this research, it can be concluded that the role of teacher in teaching English at Seventh grade of MTs. Az-Zikra Sorong was promoter. The researcher analyzed the data from interview; it was shown that the teacher was dominant in using the role of promoter in the teaching process. It was seen from the data were drawn by the researcher. The teacher did her role in teaching English was promoter 0,56 % as the first rank. It was followed by the role of assessor 0,48 % as the second rank. Moreover, The third rank of teacher's role was controller and tutor 0,16 and followed by the teacher's role as participant 0,08 % at fourth rank. While, the teacher did not apply teacher's role as organizer in her role of teaching English at seventh grade of MTs. Azzikra Kota Sorong.

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