

**TEACHER'S PERCEPTIONS ON ENGLISH TEACHING AND LEARNING
AT MTS NEGERI FILLIAL JEBLOG, KARANGANOM, KLATEN**



**Arranged as one of the conditions for completing the Strata I Study
Program at English Department of the Teaching and Education Faculty**

By:

HILMY WAHID ABDULLAH

A320140164

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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PUBLICATION ARTICLE

by

HILMY WAHID ABDULLAH

A320140164

Approved by Consultant

School of Teacher Training and Education

Muhammadiyah University of Surakarta

Consultant

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Fitri Kurniawan, M.Res.Ed

NIDN. 0610108501

ACCEPTANCE

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Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on November, 2018

Team of Examiner:

1. Fitri Kurniawan, M.Res Ed.

(Head of Examiner)

()

2. Drs. Sigit Haryanto, M.Hum.

(Member I of Examiner)

()

3. Rini Fatmawati, M.Pd.

(Member II of Examiner)

()

Dekan



Prof. Dr. Harun Joko Prayitno, M.Hum.

NIP. 1965042819930300

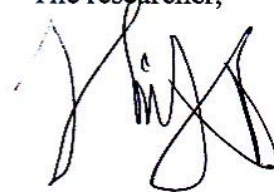
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The researcher,

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Hilmy Wahid Abdullah

A320140164

TEACHER'S PERCEPTIONS ON ENGLISH TEACHING AND LEARNING AT MTS NEGERI FILLIAL JEBLOG, KARANGANOM, KLATEN

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi guru tentang pembelajaran bahasa Inggris di MTs Negeri Fillial Jeblog, Karanganyam, Klaten, dan untuk menyelidiki apa saja kesulitan (jika ada) yang dialami oleh guru pada proses pembelajaran bahasa Inggris. Penelitian ini merupakan penelitian kualitatif. Subjek pada penelitian yaitu guru bahasa Inggris MTs Negeri Fillial Jeblog, Karanganyam, Klaten. Objek pada penelitian ini yaitu persepsi guru tentang proses pembelajaran bahasa Inggris dalam bentuk naskah wawancara guru bahasa Inggris di MTs Negeri Fillial Jeblog, Karanganyam, Klaten. Data dari penelitian ini yaitu persepsi guru pada pembelajaran bahasa Inggris di MTs Negeri Fillial Jeblog, Karanganyam, Klaten dalam bentuk transkrip wawancara. Data dalam penelitian ini diambil dari wawancara pada guru bahasa Inggris MTs Negeri Fillial Jeblog, Karanganyam, Klaten. Metode pengumpulan data yang digunakan dalam penelitian ini yaitu wawancara. Teknik analisis data yang digunakan antara lain reduksi data, tampilan data, dan verifikasi. Hasil dari penelitian ini menunjukkan bahwa guru Bahasa Inggris di MTs Negeri Fillial Jeblog, Karanganyam, Klaten cenderung realistis dalam proses pembelajaran. Guru harus perlahan-lahan menjelaskan materi kepada siswa dengan sabar dan dengan berfokus pada inti pembelajaran. Dalam penelitian ini juga ditemukan bahwa guru berasumsi bahwa siswa harus diajarkan dengan sabar dan perlahan sehingga siswa dapat memahami materi dengan baik. Guru juga merasa siswa kurang termotivasi dalam proses pembelajaran. Dalam penelitian ini juga ditemukan bahwa guru mengalami kesulitan dalam mengajar menggunakan media IT karena guru tidak mampu mengikuti perkembangan teknologi seperti yang ada pada saat ini.

Kata kunci: Persepsi guru, Proses belajar mengajar, Bahasa Inggris

Abstract

This study is aimed to describe the teacher's perceptions on English teaching and learning at MTs Negeri Fillial Jeblog, Karanganyam, Klaten, and to investigate what are the difficulties (if there are any) experienced by teacher on English teaching and learning process. The research is qualitative research. The subject of the study is the English teacher of MTs Negeri Fillial Jeblog, Karanganyam, Klaten. The object of the study is the teacher's perceptions on English teaching and learning process in the form of the interview script of English teacher at MTs Negeri Fillial Jeblog, Karanganyam, Klaten. The data of this research are the teacher's perceptions on English teaching and learning at MTs Negeri Fillial Jeblog, Karanganyam, Klaten in a form of interview transcripts. The data of this research are taken from the interview on English teacher of MTs Negeri Fillial Jeblog, Karanganyam, Klaten. The method of collecting data is interview. The technique of analyzing data are data reduction, data display, and verification. The result of the study shows that the English teacher at MTs Negeri Fillial Jeblog, Karanganyam, Klaten tends to be realistic in learning process. The teacher must slowly explain the material to students with patience and

by focusing on the core of learning. The research showed that the teacher assumes that students must be taught patiently and slowly so that students can understand the material well. The teacher also feels students are less motivated in the learning process. In this study also found that teachers experienced difficulties in teaching using IT media because the teacher is incapable to keep up with technological developments as in the present.

Keywords: Teacher's perception, Teaching and learning process, English

1. INTRODUCTION

Nowadays, Indonesia is still lagging behind in the quality of education, both formal and informal education. This can be known by compare the quality of education in Indonesia with other countries. The low quality of education can also be seen in the Minister of Education's presentation, delivered on December 1, 2014, stated that education in Indonesia is in an emergency position. Some cases that illustrate these conditions are the low level of education services in Indonesia, the low quality of education in Indonesia, the low quality of higher education in Indonesia, and the low literacy skills of Indonesian children.

Education in Indonesia is in an emergency position. Some cases that illustrate this condition include 75% of education services in Indonesia do not meet the minimum service standards of education, this data is obtained from Ministry of Education and Culture's mapping of 40,000 schools in 2012. Access and quality mapping of education in Indonesia in 2013-2014 shows that Indonesia is ranked 40th out of 40 countries. Whereas for higher education in Indonesia is ranked 49 out of 50 countries. And for literacy skills, in science and mathematics mapping shows that Indonesian children are in position 40 of 42 countries.

There are factors that influence the low quality of education in Indonesia. According to Purnamasari (2012), factors that affect the low quality of education in Indonesia are the problem of effectiveness, efficiency and standardization of teaching. Then, Kulsum (2013) stated that several factors that affect the low quality of education in Indonesia are low physical infrastructure, low quality of teachers, low teacher welfare, low student achievement, low opportunity for educational equity, and high cost of education. Then, Cahyani (2015) assumes that teacher is one of the determinants of the high and low quality of education that has a strategic position,

because teachers are often used as role models and even become figures of self-identification for students. From the statements above it can be concluded that the teacher is one of the fundamental factors that affect the quality of education in Indonesia.

As one of factors that affect the quality of education in Indonesia, teacher plays an important role in the implementation of learning in Indonesia. According to Sudarwan Danim (2011) teachers are educators, who become leaders, role models, and identification for students, and their environment, then teacher is an important element in learning activities. Quoted from Juhji (2016) that teacher as the main actors in implementing educational programs in schools have a very important role in achieving the expected educational goals. Therefore, it can be concluded that the teacher as an actor plays an important role in learning, then, it is very important to know how the teacher's perception in the teaching and learning process. Then, here is the need for research on teacher perspective.

Since the teacher has an important role in education, there have been number of studies on teacher perspective, however there are still few research focusing on the perspective of English teacher. The existing research mostly on English learning leads to English language teaching methodology, English learning strategy, and English learning materials. Researches done by Khan (2015), Dagnew and Asrat (2016), Sohibun and Eripuddin (2017), and Badri, et al. (2016), whereas all those research discusses teacher perceptions, but they have differences in the topics that are determined and also the results obtained, but all of the above studies are still in the same frame regarding teacher perceptions. Apart from the researches above, researcher found that there are still few research leads to the teacher's perceptions in English teaching and learning.

Therefore, it is important to know teacher's perceptions on English teaching and learning. When the teacher's perceptions on English learning is understood and known more deeply, it will provide a better understanding of how the teacher views. As Kulsum (2013) stated that teacher's perceptions of good English subjects occupy an important position and role for teachers in improving the implementation of teaching.

The researcher is interested to analyze the English teacher's perception on English teaching and learning process at MTs Negeri Fillial Jeblog, Karanganom, Klaten. Hence, it is important to do this research to know whether the English teacher have good perspective on the English teaching and learning or not. This must be done to get a better understanding on the views of the English teacher on English teaching and learning, because the results of this can provide input and feedback, or a better understanding of what they experience as an English teacher, then researcher can respond or support them.

The researcher concerns with the teacher's perceptions on teaching learning at MTs Negeri Fillial Jeblog, Karanganom, Klaten. The researcher is focused on teaching and learning process and activities in the English class. The researcher do this research at MTs Negeri Fillial Jeblog, Karanganom, Klaten, while the English teacher is chosen as the participant in this research.

2. METHOD

In the reserach, the researcher uses the descriptive qualitative reseach. The researcher use descriptive qualitative research because the researcher want to describes the teacher's perceptions on English teaching and learning process at MTs Negeri Fillial Jeblog, Karanganom, Klaten and the difficulties (if there are any) faced by the teacher. The subject of this study is the teacher who taught English at MTs Negeri Fillial Jeblog, Karanganom, Klaten. The researcher focuses on learning process and activities in the English lesson. The data are taken from interview. The data are consists of the teacher's perceptions and the difficulties faced by the English teacher on English teaching and learning process. The data in this research is analyzed by data reduction, data display, and drawing conclusion.

3. FINDINGS AND DISCUSSION

3.1 Findings

The participant confirmed that the proposed explicative themes delineated their experiences, there are: *The teacher tends to be realistic with the learning process,*

The students' motivation is need to be improved, and IT media is not preferred by the teacher.

3.1.1 The teacher tends to be realistic with the learning process

The teacher tends not to be too ambitious to finish the learning materials, the teacher does not target the material to be finished because in teaching the teacher must slowly explain the material to students with patience and by focusing on the core of learning. Therefore, the teacher also still uses a simple method in explaining the material. The following extracts help to elicit this theme:

"In my opinion, for the teaching and learning process, in MTS Jeblog, in my opinion, I have tried as much as possible to deliver the material so that it is clear to the students, but I emphasize the point slowly, so I don't target this to be done, it doesn't have to be that way."

"Well, if I teach, if for MTS students here, it is because the input is not selected so it is just as it is, I really have to be patient, slowly. If I deliver the material, I deliver the material as usual, the same."

"So I taught my students first, sometimes I teach my students privately, so it is not classical. Then later I will approach them, I approach, which one can not be done? How do you not do it? Then I immediately explained in his book. That is for example for students I see who might not be able to do the questions, so they don't joke. For those who already understand it doesn't matter."

3.1.2 The students' motivation is need to be improved

The English teacher at MTs Negeri Fillial Jeblog, Karanganom, Klaten feels the students' motivation in the learning process has not reached a satisfactory level. This can be seen from the teacher's efforts to improve students' attitudes and character before the teacher teaches the material. Besides that, the teacher also feels that the students' IQ has a big contribution in influencing students' motivation in the process of English learning in class. As stated in the results of the following interview:

"I try to meet the target, but I also prioritize the character first, so I do not always give English lessons. My tendency to teach is not only to feed the material but also to teach the character, to be guided every day, because if not so, tomorrow will be like that again."

"Because of junior high school students, even though every day they are guided, tomorrow will be like that again, so my provision is guiding first, their attitudes first, then teaching material."

"For the negative, maybe a student with a low IQ can not be active, so he might think later that the material will be explained by the teacher, like that. For those whose IQ is below average, he tends to be quiet, right. The negative is that."

"But the students here mostly have a middle to lower IQ background. If the IQ is on average, he wants to be active, he has the motivation, he is motivated. If he is told, let's do it! He wants to find the answer. If he understands, he has been invited to observe the text, he automatically thinks: Oh yeah, it means a question that is like that the answer is like this. From the results of the observation, he can soak up and appreciate it, that's the positive side in my opinion. "

3.1.3 The teacher has difficulties when teaching using IT media

English teacher at MTs Negeri Fillial Jeblog, Karanganom, Klaten does not use IT media as a learning tool. The teacher finds it difficult to operate the IT media in the process of learning English in class. Therefore, she tends to use other media such as books and texts in teaching. As the teacher says in the following statement:

"For me, umm, I'm not too good at IT, so in teaching I've never used electronic devices as sophisticated as now. So I have a text, for example, I use it, I teach with it, if not using books that are owned by children, I have to find the text myself, then I write it on the board, I don't use LCD, no."

"But maybe, if only I could, if I say it is very capable in using the LCD, maybe the student's response will be even more amazed. Shown something, at least the attraction, the appearance first."

"I once tried to learn, after that I saw my friends never wearing it, hehehee ... then it's done, so until now, I don't use it anymore."

"Then like now I want to use it again, how do I do it so I can? If in the past, the material was given. For example, I taught announcement, there was material, there was training, there were pictures, that kind of thing. I thought at the time, it seemed It's good, my students, if using this media, it might be really smart, right, heheee ... I've tried it several times using it, then because I am too old, I see my friends don't use it, so I don't need to use it all , heheee .."

3.2 Discussion

Based on the research finding above, English teacher at MTs Negeri Fillial Jeblog, Karanganom, Klaten tends to be realistic in learning process. The teacher must slowly explain the material to students with patience and by focusing on the core of learning.

Derived from the interview, the teacher feels that the character of students still needs to be addressed so that students can be motivated in the learning process. Teacher focuses on improving the character of students which according to the teacher is lacking. The teacher also does not directly teach the material but tries to improve students' attitudes before teaching learning material.

Besides that, according to the teacher, the students' IQ plays a big role in influencing students' motivation in the learning process. Teacher feels students who have a low IQ are less motivated in the learning process, while students who have a higher IQ can receive material better and can be more motivated than students who have a low IQ.

Then, teachers find it difficult to teach using IT media in the learning process. It is because teachers are less able to use IT media, which makes the teacher only rely on books and text as a medium of learning English in class.

4. CLOSING

4.1 Conclusion

It can be concluded that in the process of learning English, the teacher feels still unsatisfied with the condition of students who are less motivated, but the teacher

tries to improve the situation by motivating students in learning. In this case, the teacher also supports students in the process of learning English in the classroom by teaching students patiently and slowly until students can understand. But on the other hand the teacher also encountered difficulties when she had to teach using IT media which she could not use.

4.2 Implication

Based on the conclusion above, there are some implications as follows:

- a. The success of teachers in carrying out their duties in the teaching and learning process is strongly influenced by students. The condition of students who still need to be improved makes the English teaching and learning process in MTs Negeri Fillial Jeblog, Karanganom, Klaten, Karanganom, Klaten is not optimal. The teacher's obligation here is to guide students, therefore students are able to become better personal than before. However, students are expected to try to improve their attitudes, morals, and character then the teacher can teach English well without any obstacles from students.
- b. Learning media used by the teacher in the English teaching and learning process plays a role in influencing students' interest in learning. The use of the same teaching media continuously makes students tend to be bored and not interested in the learning process. Students who are not enthusiastic in the learning process will have an impact on their decreased learning motivation. Whereas, student learning motivation has a big contribution in the success of the learning process.

4.3 Suggestion

After finishing this research, the researcher hopes it can be useful study for all. The researcher gives some suggestions as follow:

- a. The teacher is advised to build a pleasant and not boring atmosphere in the learning process in the classroom.
- b. Teachers are advised to try to learn to use IT media by asking for help from others who are more aware of IT, or if they are still having difficulties, they can ask students for help in operating IT media in class.

- c. Teachers are advised to give students encouragement to be more active and confident by applying reward and punishment.
- d. Students are advised to encourage themselves to be more active in asking teachers or friends about material that is not understood.

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