

**THE STUDENTS PERCEPTIONS OF TEACHING THE EFFECTIVENESS
OF THE ENGLISH LEARNING PROCESS IN FOURTH-YEAR
STUDENTS IN THE ENGLISH DEPARTMENT
OF BUNG HATTA UNIVERSITY**

THESIS



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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
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THESIS

*Submitted to Fulfill a Partial Requirement for Getting an S-1 Degree at the
English Department of the Faculty of Teacher Training and Education Bung
Hatta University*



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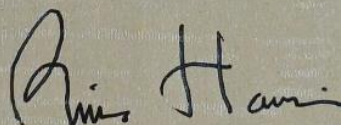
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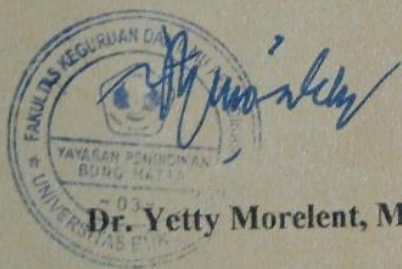
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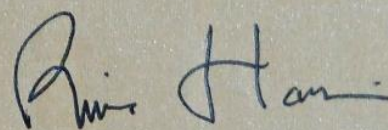
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Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Jum`at, 8 Maret 2024.

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Padang, March 2024
Researcher

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ABSTRACT

Fajri, H.A. (2024). *The Student Perceptions of the Effectiveness of Teaching the English Learning Process in Fourth-Year Students of the English Department of Bung Hatta University*

Advisor: Fitriana Harmaini, S.S., M.A.

This study aims to explore **students' perceptions of teaching the effectiveness of the English learning process in fourth-year students in the English department of Bung Hatta University**. The researcher used the quantitative research method for this research. The population of this research was the fourth-year students' at Bung Hatta University. The researcher used total sampling to select the sample, and the number of samples was 30 students. The instrument for collecting the data in this research was a questionnaire. The range of reliability of the test is 0.93.

The result of this research in general showed that **students' perceptions of teaching the effectiveness of the English learning process in fourth-year students in the English department of Bung Hatta University** was negative. It was proved that 19 students (63%) had negative perception in teaching the effectiveness. In detail, 17 students (57%) had positive perception in teaching style, 18 students (60%) had negative perception in classroom management, 19 students (63%) had negative perception in mastery of teaching content.

Based on the result of this research, it can be concluded that the **students' perceptions of teaching the effectiveness of the English learning process in fourth-year students in the English department of Bung Hatta University was negative**. For the lecturers, the researcher suggests that lecturers must give more exercise in teaching effectiveness of teaching style, classroom management, and mastery of teaching content, especially for students with negative perception. For the students, they are expected to study more and do some exercises to improve their perception in teaching effectiveness. They should pay attention to the explanation of the lecturers. Future researchers are suggested to study more about perception in teaching effectiveness and find out other problems with students and the factors why students perception in teaching effectiveness was negative.

Keywords: *teaching effectiveness, perceptions.*

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CHAPTER I INTRODUCTION

This chapter discusses the background of the problem, problem identification, problem limitations, problem formulation, research questions, research objectives, research significance, and definition of key terms.

1.1 Background of the problem

In the world of education, English has become one of the subject matter that must be mastered by students at school. However, to master English is not easy. The students need good motivation to encourage them in learning English. Good motivation can be obtained from various sources such as parents, friends, teachers, and the environment (Syahabuddin et al., 2020). Therefore, in the educational circle, the teacher plays an important role to be responsible for it. According to Varga (2017), developing positive relationships with students is very important in the success of the teaching-learning process in the classroom, because positive relationships between teachers and students will foster student cooperation and motivation, and also improve student positive outcomes in school.

According to Whiteaker (2004), the main variable in the classroom is not the student, but the teacher. According to Nugent (2022), the best productivity in the classroom comes from effective cooperation between teachers and students, as well as students and students. There are many ways to motivate and encourage students in learning English. One of them is by building positive relationships and communication between students. It is agreed that good teaching involves good communication between teacher-student as well as student-student. In addition, Marzano (2003) considers the relationship between teachers and students to be the key to success in the teaching-learning process. Teaching that goes well, thus, leads to establishing good communication between teacher and student, and student to student. Therefore, educational institutions should focus on achieving teaching effectiveness. Effective teaching is influenced by

the teacher's personality, teaching methods, classroom management strategies, subject matter expertise, and decision-making abilities.

At the beginning of each academic year, Bung Hatta University encourages students to complete a survey to assess the efficiency of a learning process. Unfortunately, the results of the questionnaire are not even known by the academic community at Bung Hatta University, so the results of the questionnaire are not clear for what purpose.

The purpose of this study was to find out how students evaluate lesson scores by realizing how students perceive the teaching-learning process in the English Department of Bung Hatta University. This investigation aims to identify problem areas and improve the instructional quality of the English Department.

1.2 Identify the Problem

The problems identified in the study are five important components according to Brown (2016) in the teaching effectiveness of the English Department at Bung Hatta University. To find out students' perceptions of effectiveness consisting of five points, namely, teaching on the teacher's personal characteristics, teaching style, classroom management, mastery of teaching content and the ability to anticipate and make the right decisions by understanding students' perceptions of teaching effectiveness. This study aims to identify areas for improvement and contribute to the quality of education in the English Language Department.

As in the learning process where the teacher assigned to teach in class is unable to control classroom conditions. As a result, many students are less interested, so there is a stigma such as teachers not being respected by students and sometimes there are also students who do not like teachers because the way teachers teach is too rigid so that students become more afraid to interact with teachers.

In addition, sometimes it is also found where teachers who will teach in a class do not understand the material about their own teaching materials so that there is often misinformation between teachers and students. Things like this pose a threat to the world of education where teachers as pioneers in the world of education should play an active role and be responsible for the results of their education. Which educational results are the same as we want, namely a quality next generation. Where to achieve this quality generation requires an effective learning process, to achieve effective learning teachers who will teach must be able to master that the learning process that will occur can run more optimally.

Teaching style can be said to be teaching behavior shown by teachers in a learning process. The teaching style possessed by a teacher reflects how to carry out teaching, according to his view. In the learning process, a teacher with other teachers must have their own teaching styles that can be formed into teacher characteristics in delivering learning material. Although the difference is not too big, it can determine the results of the learning process carried out by a teacher.

1.3 Problem Limitation

In this study there are five components that can be measured according to Brown (2016), the success rate of a learning process, including: Personal Traits of Teachers, Teaching Styles, Classroom Management, Mastery of Teaching Content and the ability to anticipate and make the right decisions. From these things, it can be concluded that to achieve the effectiveness of a teaching teachers must be able to meet these five points. In this study, researchers only focused on teaching style, classroom management, and mastery of teaching content. About the teaching and learning process of the English Department at Bung Hatta University in 2023.

1.4 Problem Formulation

Based on the limitations of the above problem, the researcher formulated the research problem as follows how students' perceptions of teaching effectiveness in the English learning process at the English Department of Bung Hatta University.

1.5 Research Questions

Based on the formulation of the problem above, the research questions to be answered are as follows:

1. How do students perceive the teaching style of teachers in the English Department of Bung Hatta University?
2. What is the student's perception of teacher classroom management at the English Department of Bung Hatta University?
3. What is the perception of students on teacher mastery in teaching content at the English Department of Bung Hatta University?

1.6 Research Objectives

Based on the problem formulation and research questions above, the general objectives are as follows:

1. To describe students' perceptions of the teaching style of teachers in the English Department of Bung Hatta University.
2. To describe students' perceptions of teacher classroom management at the English Department of Bung Hatta University.
3. To describe students' perceptions of teacher mastery in teaching content at the English Department of Bung Hatta University.

1.7 Research Significance

Researchers define significance in research as follows:

1. Improving the quality of education: This study aims to identify the strengths and weaknesses of the teaching-learning process in the English Department. This will help improve the quality of education and ensure that students receive a better learning experience.
2. Increase student engagement: By understanding students' perceptions of teaching-learning, this research can help identify strategies to increase student engagement and increase their motivation to learn.
3. Inform teaching practices: Research findings can provide valuable insights into effective teaching practices, including the use of technology, instructional methods, and learning materials.
4. Curriculum development: This study can help inform curriculum development in the Department of English by identifying areas that require improvement or modification.
5. Benchmarking against other institutions: This study can help compare the teaching and learning process of the English Department at Bung Hatta University with other institutions to identify best practices and areas for improvement.

1.8 Definition of Key Terms

1. Student perception is the process of applying student information to an object in the application of hybrid learning methods. Through observation of their senses, students can give meaning to interpret observed objects.
2. Teaching effectiveness: is the extent to which a teacher achieves educational goals and meets the learning needs of students.
3. The process of learning English: is the process of acquiring knowledge and skills of English through various methods and strategies.

