

STUDENTS' PERCEPTIONS OF TEACHER PERFORMANCE IN TEACHING: A CASE OF UNIVERSITY STUDENTS

^{1*}Ika Kana Trisnawati, ²Cut Mawar Helmanda, & ³Ardella Saputri

^{1,2,3}Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia

*Corresponding author: ika.kana@unmuha.ac.id


ABSTRACT

The study aimed to explore the university students' opinions on teacher performance in terms of the instruction, motivation, and management during class. The study used a quantitative method, employing a questionnaire as the instrument to collect data. The participants of the study was 43 students majoring in English Education at a private university in Banda Aceh, Aceh, Indonesia. The study selected the participants by using random sampling. Data collected were analyzed by calculating the percentage. The results indicated that the students had positive opinions towards the instruction, motivation and management provided by their lecturers in the class. The study suggests that English instructors should provide proper instruction, motivation, and class management so that the students can become more enthusiastic in learning English within an engaging classroom.

KEYWORDS: *Students' Perceptions, Teacher Performance, Teaching English.*

INTRODUCTION

Learners of English are expected to master English so that they are able to use it, at the very least in basic communication, as a tool for fostering mutually beneficial interactions (Nisa et al., 2023). Attention has been focused on the development of English skills in recent years due to the rise and importance of English proficiency in education (Mridha & Muniruzzaman, 2020). In Indonesia, English has been taught from elementary education; yet, most Indonesian students are still seen as having limited English language skills (Iksan et al., 2021). This is largely because English is taught and learned as a foreign language (EFL) in Indonesia, suggesting that most English learning and teaching occurs in classroom settings rather than in everyday conversations (Sulistiyo, 2016). A number of factors have caused a difficulty in teaching English,



including a large class size, unmotivated students, and lack of teacher competence (Bradford, 2007).

Students in an EFL environment typically only communicate in English in the classroom and have minimal exposure to the language outside of it. Therefore, students only exposure to English during which they learn to utilize it for communication are generally from their teachers' instructions and explanations (Suryati, 2013). Hence, it is understandable that teacher qualifications also contributes to create effective EFL instruction in Indonesia (Bradford, 2007; Habiburrahim et al., 2022). Qualified EFL teachers are supposed to carry out two tasks concurrently, which include teaching English and creating an engaging teaching and learning process to keep students interested in learning (Cubukcu, 2010; Kassing, 2011).

The idea of teacher performance in English language instruction is complex and includes a range of factors associated to a teacher's skills, effectiveness, and ability to support language learning (Azeem & Omar, 2018). Teaching English effectively involves more than just imparting knowledge; it also entails fostering an environment that supports language learning and growth. As such, the role of teachers has gradually changed from being teacher-centered to being student-centered, requiring them to act as facilitators in the classroom, devote more time to determining the needs of the students and inspire them, as well as monitor their interactions with one another, and continually assess their students' prior knowledge (Jagtap, 2015).

A number of studies have documented issues related to teacher's performance in EFL teaching. Lengkenawati (2015) studied EFL teachers' competence in relation to the 2004 English curriculum in Indonesia, in which she found that the majority of Indonesian EFL teachers lacked competencies in some areas related to teaching English. Azeem and Omar (2018) reviewed the concepts of teacher performance in education. Sulistiyo (2016) discussed several factors that hindered the success of EFL teaching and learning as well as EFL teachers' competence. Wahyuni and Rozi (2020) explored the correlation between the professional and pedagogical competence of ESP lecturers and learners speaking performances, after which their study found the positive relationship between the two variables. Ghaffarian Asl and Osam (2021) investigated teacher performance in English for academic purposes, revealing that the level of student satisfaction connected to assignments, exams, and grading systems has been significant in teachers' performance. Aeni et al. (2023) studied the relationship between lecturer's teaching performance and students' interest in learning English, in which they found that most students agreed that teacher's performance had an impact towards student's interest in learning English.

Nevertheless, there is little research on students' feedback on the educational system at the micro level, which relates to the study of teacher performance efficiency, while it is clear that student satisfaction with instruction has a key role in increasing teacher performance (Ghaffarian Asl & Osam, 2021). Therefore, in light of the above discussions, this study aimed fill the research gap by exploring the university students' views towards their lecturers' performance in teaching English language in the classroom. This study thus attempted to investigate the following questions: 1) What are the students' opinions on teacher's instruction in teaching English? 2) What are the students' opinions on teacher's motivation in teaching English? And 3) What are the students' opinions on teacher's class management in teaching English?

LITERATURE REVIEW

TEACHER PERFORMANCE

The term "teacher performance" refers to the measurable results of the training and development—or lack thereof—in the classroom. In other words, the activities, attitudes, and behaviors that students exhibit in the teaching-learning environment are what lead to them accomplishing their learning objectives (Teacher Academy, 2022). The idea of teacher performance relates to how a teacher acts in a teaching-learning setting, specifically how he/she completes tasks or successfully performs specified actions (Duze, 2012). According to Gibbs (2002), an effective teacher must possess the ability to be determined, adaptable, and creative while implementing new teaching strategies and must also be ready to fail. Effective teachers show competency when applying self-efficacy and though control in their instruction: their emotions, thoughts, and behaviors are all included in this thought control. Possessing the theoretical understanding is essential to guide good instruction and being adept at instructing (Gibbs, 2002).

There are a number of components of effective teaching. Student-instructor interaction should be held in a way that: (a) provide students with the richest learning, (b) builds conditions that facilitate and promote learning, and (c) uses methods and techniques to develop an environment that foster students learning (Azeem & Omar, 2018, p. 109). Arreloa (2007, p. 19) suggests five basic skills pivotal for effective teaching as displayed in the following figure 1.

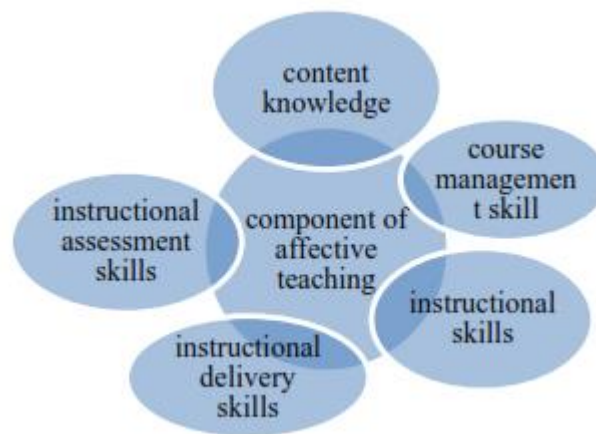


FIGURE 1. Components of effective teaching (Arreola, 2007)

Knowledge of subject matter means that effective teaching requires subject-matter knowledge from teachers, who should be able to draw on the major ideas, concepts, and themes. *Skills in instructional design* means that teachers must have instructional design skills, which is the creative ability required of teachers to look at the topic and find innovative ways to communicate the material. *Instructional delivery skills* indicates that to satisfy each student's unique learning needs, teachers must possess the organizational abilities, motivation, and effective communication skills. *Instructional assessment skills* require teachers to be able to administer assessments in order to ascertain the material and abilities covered in class: to determine the extent to which students have met the learning objectives set for them, effective teachers employ a variety of methods for reviewing student work. *Course management skills* entail controlling student conduct and making effective use of the instructional plan (Arreola, 2007).

RESEARCH METHODS

This study employed a quantitative research method. In this study, the authors aimed to investigate the university students' perceptions on the lecturers' performance in teaching English in the classroom. The study took the sample by using convenience-sampling technique consisting of 43 students of English Education department at a private university. The study collected data by means of questionnaire, adapted from St. Ignatius College Preparatory (2014). The questionnaire consisted of 19 statements to which the respondents should answer by rating the statements, ranging from strongly disagree (SD), disagree (D), somewhat disagree (SWD), somewhat agree (SWA), agree (A), to strongly agree (SA). The data were then analyzed by calculating the percentage of the responses in the questionnaire.

RESULTS AND DISCUSSIONS

In order to find out the students' opinions toward the lecturers' performance in terms of instruction, motivation, and management in teaching English in the classroom, the study disseminated questionnaires to collect the data required. The results are in the following:

TABLE 1. The instruction given by the teachers in teaching speaking

No	STATEMENT	FREQUENCY (%)					
		SD	D	SWD	SWA	A	SA
1	What we do in this class homework and classwork helps me learn the subject matter	-	-	-	16.28	51.16	39.53
2	The teacher explains the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up confusion	-	-	-	16.28	53.49	30.23
3	The teacher gives the right amount of graded assignments, tests, and quizzes in order to fairly evaluate my performance	-	-	-	18.60	58.14	23.26
4	The grading system is fair and reasonable, and I am consistently graded according to this system	-	-	-	11.63	51.16	37.21
5	The teacher uses a variety of activities discussion, group work, lecture, labs, technology, etc. during class time	-	-	-	16.28	53.49	30.23
6	The teacher knows the subject area very well	-	-	-	16.28	46.51	44.19
7	The goals of this class are clear to me	-	-	-	18.60	58.14	23.26
8	The teacher encourages the students to think for themselves	-	-	-	20.93	44.19	34.88

According to the data provided in Table 1, students found that having both homework and classwork helped them better understand the subject matter (Statement 1). Specifically, 16.28% of the students somewhat agreed, 51.16% agreed, and 16.28% strongly agreed that these assignments assisted them in learning the material. In relation to the lecturers' instructional methods (Statement 2), the majority of students expressed positive feedback: when asked about the clarity of explanations, provision of alternative examples, and resolution of confusion, 16.28% of the students somewhat agreed, 53.49% agreed, and 30.23% strongly agreed.

Regarding the evaluation of student performance, most students believed the lecturers gave an appropriate amount of graded assignments, tests, and quizzes (Statement 3).

In particular, 18.60% of the students somewhat agreed, 58.14% agreed, and 23.26% strongly agreed with this statement. The students also gave positive recognition to the grading system's fairness and rationality (Statement 4) as 11.63% of the students somewhat agreed, 51.16% agreed, and 37.21% strongly agreed with the assessment.

The lecturers' use of varied activities during class, e.g., discussions, group work, lectures, labs, and technology (Statement 5), received positive feedback from students. The data show that 16.28% somewhat agreed, 53.49% agreed, and 30.23% strongly agreed. In addition, students affirmed the lecturers' expertise in the subject matter (Statement 6), with 16.28% of the students somewhat agreeing, 46.51% agreeing, and 44.19% strongly agreeing.

Clear communication of class goals was also acknowledged by students (Statement 7), with 18.60% of the students somewhat agreeing, 58.14% agreeing, and 23.26% strongly agreeing. Finally, students remarked that the lecturers encouraged independent thinking (Statement 8). The data indicate that 20.93% of the students somewhat agreed, 44.19% agreed, and 34.88% strongly agreed with this aspect of the teaching approach.

The above findings present a favorable picture of the lecturers' instruction during teaching and learning. Students valued a variety of assignments, respected good teaching strategies, felt pleased with the way they were evaluated, recognized the knowledge of their lecturers, and felt encouraged to build their capacity for independent thinking. All of these elements have worked together to give the students involved a rewarding and interesting educational experience.

TABLE 2. Teachers' motivation in teaching speaking

No	STATEMENT	FREQUENCY %						
		SD	D	SWD	SWA	A	STA	
9	The teacher challenges my abilities as a student, and this class requires consistent time, study, and preparation.	-	-	-	16.28	46.51	44.19	
10	In this class, I feel free to ask questions and participate in discussions and activities.	-	-	-	16.28	53.49	30.23	
11	The teacher offers encouragement and positive reinforcement, as well as constructive criticism	-	-	-	18.60	58.14	23.26	
12	The teacher is available to students outside class time for tutoring, review work, or to answer questions	-	-	-	20.93	23.26	55.81	

13	The teacher is interested in and enthusiastic about teaching this class	-	-	-	9.30	46.51	44.19
14	The teacher is approachable; she/he demonstrates interest in and concern for the students	-	-	-	16.28	46.51	37.21
15	This class/teacher encourages me to become a person for others	-	-	-	18.60	58.14	23.26

Table 2 indicates that students generally perceive the lecturers' motivation positively in terms of the challenges on students' abilities, necessitating consistent time, study, and preparation (Statement 9). In particular, 13.95% of students somewhat agree, 46.51% agree, and 44.19% strongly agree with this assessment. When asked about whether they felt at ease asking questions and participating in discussions and activities within the class (Statement 10), 16.28% of the students somewhat agreed, 53.49% agreed, and 30.23% strongly agreed. In relation to whether the lecturers provided encouragement, positive reinforcement, and constructive criticism (Statement 11), the data show that 18.60% of the students somewhat agreed, 58.14% agreed, and 23.26% strongly agreed.

The lecturers' accessibility outside class for tutoring, review work, and questions was acknowledged positively (Statement 12) by the students, in which 20.93% somewhat agreed, 23.26% agreed, and 55.81% strongly agreed. Students also affirmed the lecturers' enthusiasm for teaching the class (Statement 13), in which 9.30% somewhat agreed, 46.51% agreed, and 44.19% strongly agreed. The lecturers' approachability and demonstrated interest in students were also recognized (Statement 14) by the students, in which 16.28% somewhat agreed, 46.51% agreed, and 37.21% strongly agreed. Finally, the students credited the class/lecturers for encouraging them to become individuals who contributed to others (Statement 15), with 18.60% somewhat agreeing, 58.14% agreeing, and 23.26% strongly agreeing.

Based on the findings, the feedback from students describes an inclusive and encouraging learning environment as a result of good lecturers' motivation in the classroom. The positive qualities comprise effective instruction, an accessible and interactive classroom environment, encouraging instructional methods, and an instructor who is not only informed but also approachable and passionate about their role in students' development. For the students concerned, such good dynamics will likely lead to a more successful and engaging learning experience.

TABLE 3. Teachers' management in teaching English

No	STATEMENT	FREQUENCY %					
		SD	D	SWD	SWA	A	SA
16	The teacher is generally well-organized and prepared for the speaking class.	-	-	-	9.3	44.19	46.51
17	The teacher maintains enough classroom discipline so the class and I can learn	-	-	-	16.28	53.49	30.23
18	Class time is used in an efficient and productive manner	-	-	-	13.95	60.47	25.58
19	Tests and assignments are corrected and returned to me, and I know where I stand in this class in terms of my grade.	-	-	-	11.63	51.16	37.21

Table 3 describes that regarding the lecturers' organization and preparedness, a substantial majority of students (9.3% somewhat agree, 44.19% agree, 46.51% strongly agree) perceived the lecturers as generally well-organized and prepared for the class (Statement 16). Further, most of the students (16.28% somewhat agree, 53.49% agree, 30.23% strongly agree) believed that the lecturers maintained enough discipline in the classroom to facilitate learning (Statement 17).

A significant proportion of students (13.95% somewhat agree, 60.47% agree, 25.58% strongly agree) indicated they felt satisfied with the way the lecturers allocated the time in class and believed it helped them achieve the learning objectives (Statement 18). Finally, the majority of students concurred with the methods used to score assignments and assessments. The students (11.63% somewhat agree, 51.16% agree, 37.21% strongly agree) affirmed that assignments and tests were satisfactorily corrected and returned (Statement 19).

The findings indicate that the feedback from the students points to the lecturers' performance in managing the class as being positive. It is believed that the lecturers were prepared, well-organized, and capable of keeping efficient classroom discipline. Additionally, students believed that examinations and assignments were scored well and valued the effective use of class time to accomplish learning objectives. These favorable opinions have helped create a welcoming classroom atmosphere where students feel encouraged and involved in their lessons.

The findings of the study here corroborate those in the study by Aeni et al. (2023) which investigate the relationship between lecturers' teaching performance and students'


interest in learning English. Their study showed that the majority of the students affirmed that their lecturers' performance influenced their interest in learning English.

CONCLUSIONS

The study concludes that the findings paint a positive picture of the lecturers' instruction during the educational process. Additionally, students' evaluation highlights a supportive learning atmosphere that arises from motivated lecturers in the classroom. Furthermore, the lecturer's performance in managing the class is well-received by the students, creating a welcoming atmosphere that promotes engagement in the classes. The study provides some implications including well-received classroom management, encouraging teaching, and motivated teachers in the learning environment. The findings highlight the value of putting resources on qualified and dedicated teachers in order to raise educational quality and encourage student engagement.

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