**Students’ Perceptions toward English Teacher’s Teaching Strategies, Personal Competence, and School Facilities**

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**ABSTRACT**

This study aims to investigate students' perceptions toward English teacher teaching strategies, personal competence, and school facilities at Mts Nurur Rahmah Pamekasan. This study use qualitative research. The sample of this study involved 25 students in class 7-9 junior high school at Mts Nurur Rahmah Pamekasan. In this study, the writer use some kinds of instruments; the researcher, observation and interview, note-taking, video camera, and document. The data would be taken from the observation. In addition, the writer also used online questionnaire (close-ended and open-ended question) to gain information about students’ perceptions on the teacher’s teaching strategies. The result shows that the teaching strategies are suggested to be used by teachers in their teaching process to attract students' interest in learning the target language and to achieve curriculum goal has not been fully implemented. The teacher did not apply the required strategies in English language teaching and did not have a set of complete personality. In addition, regarding school facilities, the schools do not have adequate facilities.

**Keywords: student’s perception, teaching strategy, personal competence, school’s facility**

# INTRODUCTION

Nowadays, a teacher's strategy is one of the key indicators for achieving curriculum objectives. Some English teachers, on the other hand, have been proven to be less successful than others (Huang, 2010). As a result, in order to be successful in teaching English, teachers must be able to develop engaging sessions that drive pupils to learn the language. According to Lifrieri (2005), students' motivation has a significant impact on their ability to learn the target language. As a result, teachers must engage pupils in the process of learning English in the classroom. Not only do teachers' efforts focus on teaching methods and student motivation, but also on the classroom atmosphere and school infrastructure.

In Indonesia, English is one of a compulsory subject which taught from junior high school up to university level, but sometimes the teachers also teach English in elementary or even early childhood education. Since English is tested in the national examination which has certain standard to pass. Students must learn English proficiently both from speaking, writing, structure and reading. To add, in the modern era where technological developments are growing, English is one of the keys in filtering information. In addition, mastering English also has positive impact for the students in the fututre in order to of recognizing and disseminating science, technology, culture and art, and most importantly establishing relations with other countries. However, mastering English is not as easy as we think, students need some strategies and practices. "It can take up to seven years for learners who are using a language other than their mother tongue to achieve the same levels of academic language competency as those expected for learners learning in their mother tongue,"

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Thompson (2012) remarked.

Teaching English is not only how the students understand the material, but also how the students used it as means of communication among people in the world and in many aspects of life. Therefore, choosing the right strategy is very important in achieving student success on learning english. In addition, to apply the right strategy in the English learning process, it must be supported by the personal competence of teachers and school facilities. Regarding personal competences, it refers to how the teacher interact with students in the class, such as correcting assignments, discussion, giving instructions, and providing feedback on student’s task.

Personal competences are also related to the teacher's ability to provide material in a variety of ways so that students do not feel bored in class. According to Huang (2010), in addition to being proficient in English and using appropriate teaching strategies, teachers must also bring their own attitude and personality into the classroom and achieve good teaching through discussion, negotiation, consistency, being available for students, and being a reliable source of information for students when needed.

Apart from the personal competencies that a teacher must have, the classroom environment and school facilities are also factors that support students' success in learning English, such as a pleasant learning atmosphere in the classroom, the use of media in the learning process, the existence of a library, and textbooks. Therefore, comfort in the classroom and complete school facilities are one of the guarantees for students in mastering English.

Several previous studies conducted by N. Fajriah, S. A. Gani, & I. A. Samad (2019); Kharisma and Hidayati (2018); Rahmi (2014); Mahmud (2019) about student perceptions focused on teacher or lecturer strategies related to personal qualities, class environment and school facilities in relation with student's english achievement. The findings of the study vary widely. Most of the studies indicate that students' perception on the teacher have positive impressions regarding their strategic. In Mahmud (2019), the result shows that the students think that the professional lecturer should help the students, have experience, have deep knowledge, on time, and have capability to teach material in the class to drive the students to reach their target language. In similar, Kharisma and Hidayati (2018) shows that most of students agreed if the teacher use cooperative learning activity in the classroom.The students though that through cooperative learning activity, the lesson more interesting and helps them acquire knowledge easily. Fajriah, S. A. Gani, & I. A. Samad (2019) shows that most English teachers were perceived not to thoroughly apply the strategies suggested in English teaching but have a complete set of required personality to be a good teacher. Furthermore, educational facilities were still considered insufficient. Rahmi (2019) also shows that there was a positive correlation between classroom environment and students’ English achievement; (2) although there was very small contribution of classroom environment (total) to students’ English achievement, yet when stepwise method was applied, ‘equity’ aspect shared the highest contribution to students’ achievement. From the previous research above, it can be concluded that students' perceptions of the strategies of English teachers or lecturers have a positive impact on students in their English achievement. In addition, the classroom environment and school facilities also provide additional support in improving students' skills.

This study attempts to investigate students' perceptions toward English teacher teaching strategies, personal competence, and school facilities at Mts Nurur Rahmah Pamekasan. The writer chooses Mts Nurur Rahmah as the object of research, because the school does not have many facilities to support the learning process, especially learning English. In addition, this school also only has 25 students from grades 1-3. Therefore, the writer is interested in investigating students' perceptions of teacher strategies and school facilities to find out students' problems in learning English in limited facilities and provide some suggestions related to the learning process. Thus, schools can have a view to make changes and improvements for the better for their schools. Regarding the fact, there are two research question for this study, as follows: 1) How are student's perception toward English teacher's teaching strategies and personal competence? 2) How are students' perceptions toward school facilities?

***Student’s Perception***

The term "perception" refers to a student's subjective opinion based on their personal experiences. Perception is preceded by a sensing process, which is the process of a human receiving a stimulus through their senses, also known as a sensory process (Walgito, 2004:87). Perception is defined as the act of an individual thinking about a phenomenon after getting a stimulus through the sensory process. Perception, according to Koentjaningrat (2010:42), is the relialization of human brain processes that manifests as a viewpoint on phenomena. Many aspects, including as feelings, needs, motivation, educational background, experiences, and so on, play a role in this process. After that, a person's brain goes through a series of steps to arrive at a meaningful interpretation of the stimulus.

Two elements influence the stimulus selection (Sobur, 2009). The first is caused by psychological variables that are internal. Background, experience, personality, general attitudes and views, and self-acceptance all play a role. External influences provide the second stimulation. They are thought to have a significant impact on stimulation selection. Intensity, size, contrast, movement, reputation, familiarity, and something new are among these factors. Students' impressions are derived from the process of how they receive the stimuli, in this case the teacher's classroom methods, such as personal competence and teacher-student interaction, according to the description above. As a result, students can give an overview of how the teacher teaches in the classroom, resulting in favorable or negative impressions.

***Teacher’s Strategies in English Teaching***

A strategy, according to W. Gulo (2002), is a plan, approach, or series of activities aimed at achieving a specific educational goal. This strategy is one way for teachers to implement their method throughout the learning process in order to attain their objectives. Effective teachers can figure out what they want to teach as well as how to teach it so that students can grasp and apply new knowledge and skills (Hammond, et al, 2005). It means that the teacher must have a variety of teaching methods that can be used in the classroom to help pupils understand what is being taught. Brown (2007) also suggests that teachers should be concerned about resource utilization in terms of time, space, and equipment, as well as the interactional pattern found in the study. Therefore, teachers must be able to take advantage of various ways, ranging from learning methods, media such as vocabulary games from videos, and also school facilities.

Crowl, et al. (1997) mention 10 characteristics of teaching strategies applied by effective teachers, namely starting each new lesson by previewing the last lesson, stating the objectives of the lesson before the teaching-learning process, gradually introducing new material, providing clear directions and explanations, allowing sufficient time for students to practice, asking numerous questions, conducting warm-up activities, providing feedback and correction, and administering weekly and monthly tests.

It can be concluded that, teachers must provide appropriate strategies for students in providing material, such as presenting new learning content in a way that engages students, connects with previous learning, presents content at a level that can be understood and learned, and which provides opportunities for students to master. lesson content through processes such as analysis, reflection, application, and practice. Therefore, for a further description related to the strategies that need to be applied by an English teacher to be successful in teaching English which is addapted from N. Fajriah, S. A. Gani, & I. A. Samad (2019) will be discussed below:

***1. Teachers use English***

Teachers must be fluent in English when teaching English. The ability of English teachers and their use of English in teaching influences many important aspects of their students' learning, such as their ability to be good language models for their students, to maintain the use of English in their classrooms, to explain content and teach in English, as well as to correct language learners and provide feedback for each material (Richard and Farrell, 2011)

***2. Teachers teach contextually***

Teachers must teach students contextually in order to stimulate students' interest in learning English. This means that there must be an engaging technique relevant to the issue being taught. According to Chitravelu et al. (2005), the success of teacher-led classes is often dependent on their ability to distract students' interest and involvement at the start of the lesson by employing strategies such as linking topics to something in class that they are passionate about, using pictures, models, diagrams, or real objects to draw attention and invite comments, and drawing on previous student experiences.

***3. Teachers use media***

Another important aspect in achieving student success in learning English, the teachers must provide media in the learning process. Arsyad (2014) states that in the teaching and learning process there are two important interrelated aspects, namely strategies and teaching media. Teachers can take advantage of the use of media in learning process, such as the use of video or audio in speaking or listening lessons. The use of media has an important role in influencing the atmosphere, situation, and classroom environment created by a teacher. In addition, in deciding what learning media to use, a teacher needs to consider the interests, abilities, proficiency level, and socio-cultural background of the students, the content of the lessons to be taught, as well as the availability, cost, and effectiveness of the media.

***4.Teachers vary students’ activities in teaching and learning process.***

One strategy that can be applied by teachers in the teaching and learning process is to vary student activities such as group discussions, presentations with interesting examples to motivate them in learning English in an interesting way. Lewis and Hill (1992) explain that every teacher should know that a textbook which is suitable to one situation, is often not appropriate for another. Teachers also have to realize that every class is different, so they have to prepare varied methods so that students don't feel bored. In addition, Paul (2003) states that English teachers must have ability to arrange instructional process in teaching English by choosing and applying strategy appropriately to deliver English materials to students.

Teachers must have the ability to develop appropriate methods, because all methods have advantages and disadvantages. This means that standard teaching methods may not be suitable for their particular teaching situation, so teachers need to take ideas from a number of different strategies and approaches and add ideas from their own experience.

***5. Teachers give understandable instructions.***

In the case of giving understandable instuctions, the teachers should prepare it well, for instance using local language and repitition for the instruction or even asking the students. According to Chitravelu, et al. (2005), students must understand exactly what they must do and how to carry out teacher instructions during the teaching and learning process. Crowl, et al. (1997) also add that students sometimes get confused with their teachers’ instructions or explanations. Thus, it is suggested for teachers to give understandable instructions or explanations with words which are familiar to students so that they will understand them better.

***6. Teachers give appropriate task***

In order to achieve on student’s success in learning English, the teacher should giving appropriate task to the students. The definition of a task in the teaching and learning process, according to Richards and Renandya (2002), is an activity related to the content presented and devised by teachers for their students who must complete it using their prior knowledge of the target language. In general, tasks are associated with the consequences of activities such as playing games, solving issues, or sharing and comparing experiences. Jenson (1998), according to Tileston (2000), feels that task challenge is the primary source of an enriched classroom environment. He advises that if teachers give their students too few obstacles in class, they will become bored, but if they give them too many, they would become intimidated.

***7. Teachers set students learning in pairs or group***

To avoid student boredom, it is suggested to the teacher to organize students in groups in the process of learning English. Richard and Farrell (2011) acknowledge that in language classes, group-based learning can help increase self-esteem, increase talk time and student motivation by creating a comfortable situation for language practice.

***8. Teachers provide time to practise***

Another important strategies that should be applied in teaching learning process is to provide time for the students to practise. English teachers must always provide opportunities for students to build and extend their linguistic resources, both grammatical and discursive, as well as opportunities for students to communicate and collaborate with one another (Richard and Farrel, 2011). The teacher should be aware that each kid in the class has the same opportunity to speak up. The teacher's ability to observe interactions in the classroom is critical because it influences the learning possibilities available to students. According to Lewis and Hill (1992), a teacher should limit the amount of superfluous talking he or she does since the more the teacher talks, the fewer opportunities the pupils have to communicate.

***9. Teachers give feedback and correction***

Giving feedback and correction for the student’s task is one of ways to make the students motivate in their learning. Feedback is a critical aspect in improving the teaching atmosphere, according to enson (1998) and Tileston (2000). It should be a part of the learning about every 30 minutes. Feedback, however, is not always from the teacher. It takes on many forms including peer evalution, journal writing, predicting activities, group presentations, and rubrics.

***Personal Competences of Teacher***

Prodomou in Kral (1996) assumes that there is no formula for good teaching. But, in general, the characteristics of an ideal teachers are: the skilled classroom performance, the proffesional organizer, the psychologist, and the facilitator with a bank of resource materials (Protherough, et al.:1994)

Furthermore, Lupascu, et al. (2014) found that teachers who are kind, forgiving, respectful, compassionate, fair, and understanding are rated excellent teachers. Moroever, Walker (2008) cites twelve qualities of effective instructors in terms of how they behave and how they gain information. Preparation, a positive attitude, high standards, creativity, fairness, personal touch, the formation of a sense of belonging, tolerating mistakes, a sense of humor, respect for pupils, forgiveness, and compassion are some of these characteristics. Cruickshank, et al. (2009) also suggest that effective instructors are positive educators who are focused on and optimistic about their own and their students' success.

Similarly, Girard found in his study that there are ten qualities of English teacher, namely:

1. The teacher makes his/her course interesting.
2. The teacher teaches good pronunciation.
3. The teacher explains clearly.
4. The teacher speaks good English.
5. The teacher shows the same interest in all his/her students.
6. The teacher makes all the students participate.
7. The teacher shows great patience.
8. The teacher insists on the spoken language.
9. The teacher makes his/her pupils work.
10. The teacher uses an audiolingual method

From the explanation above, it can be concluded that teachers must have personality competencies so that students can easily learn and understand the material. Personal competence here consists of discipline, consistency, personal skills, etc.

***School Facilities***

Students, as we all know, spend a significant amount of their time in school communicating with one another, as well as with their professors and peers. It's not unexpected that people believe school has a significant impact on students' development because the classroom environment and psychosocial interactions can improve how pupils learn and achieve their objectives. As a result, school facilities are critical to the effectiveness of the English teaching and learning process since they assist students learn better.

All schools must have adequate physical facilities to assist pupils in better understanding a certain topic. According to Egim (2003), the physical environment of a school includes buildings, classrooms, furniture and equipment, instructional materials, laboratories, libraries, and play areas, among other things. Walls, machines, aesthetic objects, and audio-visual equipment are among the others. Obeka (2016) divides the school's infrastructure, furniture, and instructional resources into three categories.

***1. Infrastucture***

Infrastucture is one of school facilities that have important role in the teaching and learning process. It includes classrooms, libraries, and language laboratories. Since these infrastructures are building, they need to have a adequate lightening, suitable temperature and less external noisy.

***2. Furniture***

Furnitures in school include students’ table and chairs as well as teacher’s tables and chairs. To support an interesting and active teaching and learning process, the furniture used in class need to be easy to be moved, kept, and safe.

***3. Instructional materials***

Instructional materials are supplies and resources that every teacher needs in order to make the teaching effective. They can be textbooks, electricity, wi-fi, tape recorder, CD roms, cassete, VCD, computers, and projectors.

# METHODS

In This section, the researcher presented the research participants, the research instrument, procedures, and data analysis.

**Research Participants**

This research is conducted in one of the schools in Pamekasan, namely *“Mts Nurur Rahmah”*. This school is located in Sentol village, Pamekasan Madura. Therefore, the participants of this study were twenty-five students from junior high school student of Mts Nurur Rahmah Pamekasan in 7-9 grades level. There were 13 females and 12 males. So, the total number of the participants were 25 students.

**Research Instrument**

In this study, the writer use some kinds of instruments; the researcher, observation and interview, note-taking, video camera, and document. The data would be taken from the interview and observation. In addition, the writer also used online questionnaire (close-ended and open-ended question) to gain information about students’ perceptions on the teacher’s teaching strategies. It consists of thirty statements in which participants are asked to choose one of five available options that describe their English teacher teaching strategy, and personal competence and school facilities. Participants answered the questionnaire questions by choosing one of five frequency words, namely 'always', 'often', 'sometimes', 'rarely', and 'never'. This closed questionnaire framework was adapted and modified from Crowl, et al. (1995) for teacher teaching strategies, Shisavan and Sadegi (2009) for teacher personal competence, and Obeka (2016) for school facilities.

**Procedures**

For the procedures, the writer delivers the quitionare directly to the students. The writer came to the class of students one by one starting from grades 7, 8 and 9. In each class the writer gave 30 minutes for students to answer the questionnaire that has been given. The author also invites students to ask questions, if there are questions that are not understood, so that students can easily fill out the questionnaire. After filling out the questionnaire, the writer also conducted interviews with 1 student from each level.

**Data Analysis**

In analyzing the data, the writer uses a statistical descriptive method using the percentage formula. The results of these descriptive statistics were tabulated in a table and then analyzed descriptively. There are three main topics that the writer uses in analyzing the data; namely students' responses to the English teacher's teaching strategies, personal competence and school facilities.

# RESULTS AND DISCUSSION

The table below showed the frequency and percentage of each item for teachers’ teaching strategies which is adapted from N. Fajriah, S. A. Gani, & I. A. Samad (2019) and it is chosen by student from Mts Nurur Rahmah Pamekasan 7-9 grades level.

**TABLE 1***|* Student’s perception toward English teachers’ teaching strategies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Item** | **Option** | **Frequency** | **Percentage (%)** |
| 1 | Teacher used English in English class | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 1  c. 9  d.15  e. 0 | a. 0  b. 4  c. 36  d. 60  e. 0 |
| 2 | Teacher taught contextually for every teaching materials | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 4  c. 14  d. 7  e. 0 | 1. 0 2. 16 3. 56 4. 28 5. 0 |
| 3 | Teacher used media needed to teach the content | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 7  e. 18 | 1. 0 2. 0 3. 0 4. 28 5. 72 |
| 4 | Teacher varied teaching activities. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 1  c. 3  d. 21 e. 0 | 1. 0 2. 4 3. 12 4. 84 5. 0 |
| 5 | Teachers gave understandable instructions. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 3  b. 18  c. 4  d. 0 e. 0 | 1. 12 2. 72 3. 16 4. 0 5. 0 |
| 6 | Teachers gave appropriate tasks for students to do or discuss. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 15  b.10  c. 0  d. 0  e. 0 | 1. 60 2. 40 3. 0 4. 0 5. 0 |
| 7 | Teacher set students learning in pairs or group in English class. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 5  c. 20  d. 0  e. 0 | 1. 0 2. 20 3. 80 4. 0 5. 0 |
| **No.** | **Item** | **Option** | **Frequency** | **Percentage (%)** |
| 9 | Teachers gave feedback and correction for each teaching materials in every meeting. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 2  b. 21  c. 2  d. 0  e. 0 | 1. 8 2. 84 3. 8 4. 0 5. 0 |

From the table above, it can be concluded that in teaching learning process, the teacher strategies mostly focus on giving understandable instruction, giving appropriate task for the students and gave feedback and correction for each teaching materials in every meeting.This three strategies have positive impression from the student, it can be seen from the result that (72 %) students agreed that *teacher often giving understandable instruction*, (60%) students agreed that the teacher always *gave appropriate tasks for students to do or discuss* and (84%) students agreed that the teacher *gave feedback and correction for each teaching materials in every meeting*.

In addition, the data above also reveal that for the first item, *teacher used English in English class*, no respondents answered always and more than a half of them (60 %) answered seldom. For the second item, *teacher taught contextually for every teaching materials,* most students (56%) chose sometimes. For the third item, *teacher used media needed to teach the content*, most of students chose never (72 %). Meanwhile, (84%) students acknowledged that teacher rarely varied teaching activities. Additionally, Majority of students (80%) acknowledged that teacher sometime set students to learn in pairs or group in English class. Furthermore, for the eight statement most of students selected sometimes (52%) *for provided enough time for students to practice.*

**TABLE 2***|* Student’s perception toward English teachers’ personal competences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Item** | **Option** | **Frequency** | **Percentage (%)** |
| 1 | Teachers started the class on time. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 1  c. 15  d. 9  e. 0 | 1. 0 2. 4 3. 60 4. 36 5. 0 |
| 2 | Teachers marked all of students’ task and homework regularly. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 4  c. 12  d. 7  e. 2 | 1. 0 2. 16 3. 48 4. 28 5. 8 |
| 3 | Teacher was consistent to keep the rules that had been discussed and agreed with students before. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 17  c. 4  d. 3  e. 0 | 1. 0 2. 68 3. 16 4. 12 5. 0 |
| 4 | Teacher was friendly. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 21  c. 2  d. 2  e. 0 | 1. 0 2. 84 3. 8 4. 8 5. 0 |
| 5 | Teacher was humorist. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 3  b. 19  c. 3  d. 0  e. 0 | 1. 12 2. 76 3. 12 4. 0 5. 0 |
| **No.** | **Item** | **Option** | **Frequency** | **Percentage (%)** |
| 7 | Teacher motivated students to express and discuss their thought in teaching and learning process. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 10  c. 15  d. 0  e. 0 | 1. 0 2. 40 3. 60 4. 0 5. 0 |
| 8 | Teachers appraised students fairly. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 18  d. 7  e. 0 | 1. 0 2. 0 3. 72 4. 28 5. 0 |
| 9 | Teacher asked students to appreciate their classmates’ opinion. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 1  c. 16  d. 8  e. 0 | 1. 8 2. 4 3. 64 4. 32 5. 0 |
| 10 | Teacher was opened to students’ criticism and suggestion.  Teacher was willing to help students learning English outside classroom. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 22  e. 3 | 1. 0 2. 0 3. 0 4. 88 5. 12 |
| 11 | Teacher created activities such as English Club, English Day, or English Week to motivate students practice their English. | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 1  e. 24 | 1. 0 2. 0 3. 0 4. 4 5. 96 |

It can be conclude that for the first item, *teachers started the class on time*, the majority students chose sometime (60 %). Moreover, 48 % notice that their English teachers sometime mark all of students’ task and homework regularly. For the third item, 68% chose option often for statement teacher was consistent to keep the rules that had been discussed and agreed with students before.

Next, 84% participants considered the teachers as friendly teacher and 76% students chose that teacher as humorist teacher. For the six item equal number of student chose that the teacher sometime and seldom did not disgrace students who have the wrong answer (60 %). Besides, 60% student agreed that their teacher sometime motivated students to express and discuss their thought in teaching and learning process. Meanwhile, 72% student responded that teachers sometime appraised students fairly.

Furthermore, 64% students noticed that their teacher sometime asked students to appreciate their classmates’ opinion. Additionally as many as 88% respondents giving an option that the teacher rarely to help students learning English outside classroom, while for the last item, 94% students acknowledged that the teachers never created activities such as English Club, English Day, or English Week to motivate students practice their English.

**TABLE 2***|* Student’s perception toward school’s facilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Item** | **Option** | **Frequency** | **Percentage (%)** |
| 1 | Students had English textbooks | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 0  e. 25 | 1. 0 2. 0 3. 0 4. 0 5. 100 |
| 2 | Classroom was comfortable for teaching and learning process | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 7  b. 18  c. 0  d. 0  e. 0 | 1. 28 2. 72 3. 0 4. 0 5. 0 |
| **No.** | **Item** | **Option** | **Frequency** | **Percentage (%)** |
| 4 | Classroom had an electricity | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 13  b. 12  c. 0  d. 0  e. 0 | 1. 52 2. 48 3. 0 4. 0 5. 0 |
| 5 | Classroom had projector | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 0  e. 25 | 1. 0 2. 0 3. 0 4. 0 5. 100 |
| 6 | School installed and turned on *wi-fi* | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 20  e. 5 | 1. 0 2. 0 3. 0 4. 80 5. 20 |
| 7 | School’s library provided requisite English textbooks for students to read or to borrow | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 0  e. 25 | 1. 0 2. 0 3. 0 4. 0 5. 100 |
| 8 | School provided a good and clear Tape-recorder/CD Roms and cassette/VCD | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 0  e. 25 | 1. 0 2. 0 3. 0 4. 0 5. 100 |
| 9 | School had a language laboratory | 1. Always 2. Often 3. Sometimes 4. Seldom 5. Never | a. 0  b. 0  c. 0  d. 0  e. 25 | 1. 0 2. 0 3. 0 4. 0 5. 100 |

According to the data displayed above, it can be noticed for the first item, all students in English class does not have English textbooks. Furthermore, 18 repondents (72%) chose often for the second item, classroom was comfortable for teaching and learning process. Meanwhile, option often was chosen by 15 respondents (60%) for the third item, classroom chair and desk’s setting was easy to be moved and rearranged.

Furthermore, the forth item, classroom had an electricity, got 13 respondents (52%) who chose always and 12 respondents (48%) who chose often. Moreover, none of the respondents chose sometime, seldom, and never. For the fifth item, 100 % students aggred that the classroom had never uses projector. Moreover, 20 respondent (80%) answered that thye are rarely s installed and turned on wi-fi. Next, 25 respondent (100%) noticed that the school does not provide requisite English textbooks for students to read or to borrow and the school also does not have language laboratory.

**Discussions**

As having explained that this study aims to investigate students' perceptions toward English teacher teaching strategies, personal competence, and school facilities at Mts Nurur Rahmah Pamekasan. This study tries to reveal whether English teacher applies the suggested strategies of teaching thoroughly, whether English teacher has the necessary set of personalities to become a teacher, and whether the school is equipped with adequate facilities.

For the first result related to students' perceptions of each item of the questionnaire given related to teaching strategies, it can be seen that the teaching strategies are suggested to be used by teachers in their teaching process to attract students' interest in learning the target language and to achieve curriculum goal has not been fully implemented. First, majority of the students giving an option that the teacher was rarely used in teaching learning process. Then, they answered that in teaching the material, the teacher did not provide other media such as video or audio in their class. Students also admit that their English teacher is mostly boring because the teacher rarely arranges students to study in pairs or groups in English class. In addition, most of the assignments that must be done by students are also not given enough time to practice. However, teachers often provide feedback and corrections to every teaching material given in every meeting

Most of the students also answered that their English teacher was still lacking in personal qualities because the teacher rarely started the class on time. Teachers also do not regularly mark students' assignments and homework. However, most of the students agreed that their English teacher was friendly and had a good sense of humour. Teachers also rarely embarrass students with wrong answers. In addition, most students answered that the teacher rarely motivates students to express and discuss their thoughts in the teaching and learning process, is not open to student criticism, does not always judge students fairly. In addition, the teacher is also not available to them outside the classroom and does not create additional activities to motivate them to practice.

The finding of this study focusing on English teachers’ strategies and personal competences is different from the research result conducted by N. Fajriah, S. A. Gani, & I. A. Samad (2019) on students’ perception toward their English teachers’ performances. From the previous research, it is mentioned that most students perceived their English teachers did not performe well in teaching. Most teachers did not apply the required strategies in English language teaching and did not have a set of complete personality and attitude expected from a great teacher. But in this study, the writer found that in the midst of limited facilities, teachers can still provide understandable instructions, gave appropriate tasks for students to do or discuss, and provide feedback and corrections on student assignments. The teachers are also friendly and humorous, so students don't feel bored in class.

Moreover, the findings of this study also found that the facilities from schools were still inadequate. There are no free textbooks for each student and no library. In addition, the school does not provide projectors for every class, free internet access for students in the school environment, quality media for teaching speaking and listening, and a language laboratory. On the other hand, most of the students explained that their school provided electricity for each class, had comfortable classrooms and easily rearranged furniture.

# CONCLUSION

From the result and discussion above, several conclusion can be drawn. First, regarding teacher’s teaching strategies and personal competence, most students perceived their English teachers did not performe well in teaching. The teacher did not apply the required strategies in English language teaching and did not have a set of complete personality. However, most of the students agreed that their English teacher was friendly and had a good sense of humour. Teachers also rarely embarrass students with wrong answers. To add, the school facilities from these schools were also found still insufficient.

In the results and discussion it was also found that in order to attract students' interest and to increase motivation to learn the target language, English teachers especially at Mts Nurur Rahmah must know and apply the suggested teaching strategies to make the class interesting such as using media related to content, providing some games, etc. In the classroom, the teacher should use English fluently, and vary the strategies used to explain the material, properly give a series of challenging assignments and tests, provide feedback and corrections for each material being taught, and come up with upcoming technological developments.

Foundation owners or stakeholders need to complete school facilities, ranging from textbooks, libraries, projectors, language laboratory and others to improve students' abilities, especially in learning English and for better teaching and learning process.

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