

**THE STUDENTS' PERCEPTION ON TEACHING PERFORMANCE OF
ENGLISH TEACHING IN SPEAKING CLASS
(A Descriptive Research at SMA 09 Muhammadiyah Makassar)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree of
Education in English Education Department*

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2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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ABSTRACT

Zaldy Imran. 2018. The Students' Perception on Teaching Performance of English Teacher in Speaking Class (A Descriptive Research of Twelve grade at SMA 09 Muhammadiyah Makassar). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrin Amin and Ratu Yulianti Natsir.

This study aimed to investigate how perception of the students about the teacher style in teaching about speaking subject of the twelve grade at SMA 09 Muhammadiyah Makassar in the academic year 2017/2018.

The researcher applied Descriptive Qualitative Method as research design because it was comparable to collect the data from the students' perception, and gave questionnaire to collecting the data. The sample of this research was twelve grade of SMA 09 Muhammadiyah Makassar are consisted of 15 students. The sample was taken by using purposive sampling technique.

Build on findings, it finds that students' perception of teaching performance shows that teacher necessary innovate to give interest stimulus on apperception in instructional planning, then English using focuses on familiar vocabulary and expression and the last one importantly, restriction of classroom is like bench model of position to create comfortable in learning process.

Key words: Student's Perceptions, Teaching Performance, Speaking Class.

ACKNOWLEDGMENT



Al-hamdu lillaahi robbil-‘aalmiin, praise and grateful for Allah SWT on mercy and blessing then writer has great healthiness, opportunity, and patience in other hand marvelous grant of Allah was giving easiness to have done the thesis. Shalawat and salam always pass away to rasulullah Muhammad SAW as great guidance and marvelous teacher for all of human in the world.

As leaners who eventually struggle enhance knowledge so there are many to construct this thesis but the writer believes that the difficulties are able to help increase a good habit how to be a good researcher. The writer was getting a help from several people especially thankful for my father and my mother. Consequently, this thesis is able to compose systematically then the gratitude and appreciation for:

Dr. H. Abd. Rahman Rahim, S.E., M.M, as rector of Muhammadiyah University of Makassar, Erwin Akib, M.Pd., Ph.D, as Dean of Faculty of Training Teachers And Eduation, Muhammadiyah Univeristy of Makassar, Umami Khaerati Syam, S.Pd., M.Pd as head of English department, Faculty of Training Teachers And Education, Dr. H. Bahrum Amin, M.Hum as consultan I and Ratu Yulianti Natsir, S.Pd., M.Pd as consultant II eventually give guidance, and motivation to finish the thesis. They are always giving knowledge and references how to construct the good research. Great appreciation for parents always gives neither motivation nor spirit to

have done proposal. In other hand thank you so much for classmate diamond class on support that struggling every time and never give up to catch your dream.

In globalization area education is one of particular aspect is important to enhance as principal of human faces the world. Hence, teacher is definitely role and agent of change to save the world from the ignorance through learning for students. Importance foreign language especially English is one of way in order students accessed references in the world to increase their capability that absolutely teacher as guidance for students how to implementation about it. In other hand, teacher must be having various learning style in teaching with the result that creates virtuous and academic students. Therefore the educations have to the teacher professional that is able great organized learning process.

Hopefully, the thesis of tittle "*The Students Perception of Teaching Performance of English Teacher in Speaking Class* gives more than information about teaching performance then it can be developing and furthermore for thesis preparing. The last one, gratefulness for attention then available suggestion from reader is most necessary for the next better.

Makassar, February 2019

Author

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CHAPTER 1

INTRODUCTION

A. Background

In education area especially to improve capability of person about literature that language have significance role to cover all of activity of person. The compositions of items are an approach which appropriate with ability of students, in other side characteristics such as habit, passion, interest as materials of items to build personality. Learning of language that is English as international language hold live people then executing mind detects the current area gradually it able to master language in one field. A view point of (Sahrin, 2015), that English as subject matter in school covers that four basic language skills, they are reading, writing, speaking and listening. Therefore English as global language all round the world to easiness get easier communicate each other with difference country.

Based on the globalization area especially in education field of English teaching creates various learning model. Teacher performance hold great role in teaching that is shadowing, coaching and mentoring from peers and leaders (Steckel, 2009 cited Kerry Elliot, 2015). In other hand it will be made innovative performance of teacher in applying learning model, method, and so on. Briefly teaching performance have given an effect of teacher performance in management of learning process in classroom.

Importance observes the indicator standard of performance in order to teaching performance of teacher appropriate with the lesson plan. According to (Scots Collage, 2017: tsc.nsw.edu.au) that is one of problem of teacher in teaching activity that is how to build up relationship related to emotional aspect of students then they have not a great interaction between teacher and students. In any event, performance of teacher is determined by analysis about characteristics of students.

The performance on teaching of speaking as problem will be investigated in this study. Speaking is defined as communicative by voice from two or more people as aim to get information. Teaching of speaking based on theory of (Nunan, 2003 cited Nguyen and Hudson, 2010), refers to use language as a means of expressing values and judgments. Thus the teaching of speaking directs to interaction of teacher for all of students as purposes to express the learning materials so they have got a feedback about the result of information.

The implementation of speaking eventually to be massive problem in English teaching that reason is interaction factor, role of speaking and standard performance. Interaction can be stimulates if teacher gives the students opportunity to talk each other about materials, (Shin-Mei Kao, et al, 2012). One of impact the low of interaction teacher and students that was teacher gave limitation of students to speak up in other part importance organizing component how to apply speaking with observe standard performance on teaching so the result that interesting students will be decrease. Briefly, According to Peace Corp, 1989 in Teaching English as Second Language there are three components about teaching of speaking they are speaking to

whole person, role of speaking, and implementation of speaking. The components of speaking will conduct with the standard performance they are instructional planning, instructional delivery, and assessment, learning environment, professionalism and students' progress.

Related on explanation above, the researcher will be investigated information about the teaching performance on English teacher in speaking class through students' perception.

B. Problem Statement

How are the students' perceptions on teaching performance of English teacher in speaking class?

C. Objective of Study

Based on the problem statement previously then the objective is to find out:

The students' perceptions on teaching performance of English teacher in speaking class

D. Significance of Study

Theoretically, as scientist of teaching development that is teaching performance which find out the characteristics of teacher in teaching of speaking in other part get a solution how to build up interest of students firstly to get the data about the level of capability of students and affective conditions on learning of speaking. The last one prosperity of teacher creates a great work team with all of

students with the result that the learning process suitable with the performance about teaching of speaking

E. Scope of Study

This research focused on the performance of English teacher in speaking class. The performance refers to the standard performance they are instructional planning, instructional delivery, assessment, learning environment, professionalism, and students' progress.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Finding

Nasir (2018) in the paper “Implementing SBI (Strategies-Based Instruction) in Teaching Speaking Skills found that incorporation of teaching speaking-skills strategy in facilitating students’ “project this strategy shows that students are encourage to collaborate with peers in exchanging then critically choosing the exact information, in other part when students have done a project, students are required to practice and training their capability of language before the speaking performance.

Aminah (2018) in the paper “Student and Teacher Perceptions on the Role of ICTS in Promoting Instruction for Quality Teaching and Learning in Central Sulawesi, Indonesia” found that the role of ICTS (utilize technology) in teaching English as foreign language and obstacle that they face integrating them. The core obstacle is faced that is skill never equal to integrating technology in the classroom and access bad networking. Therefore from the study that is importance utilization technology in learning process especially teaching activity with integrating technology and internet access as aim to get easiness to organize information and several materials as foreign language.

Taghizadeh (2017) in the paper “Teacher Burnout and Its Effect on Effective Teaching as Perceived by Students” found that relationship between

Iranian EFL and teacher's feeling of burnout and their students' attitude towards their effectiveness. The study uses questionnaires to measure the eight components (Socio affective Skills, Teaching Procedures, Understanding and Building Students' Confidence, Creating a Non-threatening Classroom Atmosphere, Focus on Students' Oral Proficiency, and Knowledge of the Foreign Culture, Personalizing Instruction, and Feedback Method) of teaching as purpose to observe as far as the teaching performance of burnout teacher is suitable for students.

Underwood and Wallace (2012) "The Effects of Instruction in Reduced Forms on the Performance of Low-Proficiency EFL University Students" found that the study investigate the comprehension and productive development of reduce form (e.g *wanna* and *whadaya*), the study shows that giving instruction about reducing word in English learning have the exact effect to understand the word as reason is teacher is able to give classification word how to understand of it and then student get easiness to find out and memorize the meaning of the words.

In the previous related research findings that the result of analysis studies above finds out the similarities where the studies focuses on utilize teaching performance to improve English skill. The study of Aco Nasir and Aminah use similar aspect that is instruction in teaching performance. Yet, neither he nor she has little bit differences study where he uses research about teaching performance based instruction than she uses research about teaching performance assisted by

technology through teacher instruction. In other side, Mostafa Taghizadeh Langari and Paul Underwood and Matthew Wallace have similarities study on model of research those are using to focus on effect of utilize teaching style as aim enhancing English skill. Based on analysis of researcher where Mostafa shows kind of research to recite how far teacher burn out the students affective with the result that is able to stimulus their motivation in learning English than Paul and Matthew is more than inclined to gathering information related to using of learning model as long as learning process. therefore application of teaching performance eventually manage to resolve the problem about the teaching style that the teaching style has reactions toward the students' achievement how to increase their English ability.

B. Some Pertinent ideas

4. The Concept of Perception

e. Definition of Perception

In psychology, philosophy and the cognitive sciences, perception is the process of attaining understanding of sensory information. In biology, perception is understood as “the mental interpretation of physical sensations produced by stimuli from the outside world”. Here ‘mental interpretation’ has been interpreted as a process of constructing an internal model of the environment.

The definition of perception is the “Process by which people translate sensory impressions into a coherent and unified view of the world around them (shodhganga.inflibnet.ac.in, 2009: 1). Though necessarily based on incomplete and unverified (or unreliable) information perception is ‘the reality’ and guides human behavior in general”.

As stated by Slameto (2003: 49-50) cites of (Musdahariah, 2017: 8), there are several factors that affect the perception that is:

1. Attention is the concentration or concentration of all individual activities aimed at the teacher
2. Set is the hope someone will stimulate that will arise
3. Needs means that a moment or self-settled, a person will affect the perception oaring it
4. Value System, the value system prevailing nature of a society affects perception
5. Personality traits, individuals have personality traits such as ignorance, arrogance, and sensitive to the environment and objects resulting in different perceptions.

In any event, the perception conduct to the condition and sensation are occurred someone to give a little bit result about what someone feel based on internal factor like affective and external factor as social environment. In second theory on businessdictionary.com states that perception refers to ‘the reality’ and guides human behavior in general through human translate

sensory. Briefly the perception necessary the complex systems have relation with someone personality, attention, the value system, and hope someone which all of them as factors build up a perception.

f. Social Perception

Social perception is how an individual “sees” others and how others perceive an individual (Pickens, 2005: 60).

This is accomplished through various means such as classifying an individual based on a single characteristic (halo effect), evaluating a person’s characteristics by comparison to others (contrast effect), perceiving others in ways that really reflect a perceiver’s own attitudes and beliefs (projection), judging someone on the basis of one’s perception of the group to which that person belongs (stereotyping), causing a person to act erroneously based on another person’s perception (Pygmalion effect), or controlling another person’s perception of oneself (impression management).

g. Principle of Perception

This principle is a key to understanding the provenance and purpose of perceptual categories (<http://www.cogsci.uci.edu>): They are satisficing solutions to problems such as feeding, mating, and predation that are faced by all organisms in all niches. They are, in general, only local maxima of fitness.

The fitness function depends not just on one factor, but on numerous factors, including the costs of classification errors, the time and energy required to compute a category, and the specific properties of predators, prey and mates in a particular niche. Furthermore, the solutions depend critically on what adaptive structures the organism already has: It can be less costly to co-opt an existing structure for a new purpose than to evolve de novo a structure that might better solve the problem.

h. The Aspect of Students' Perception

The students' perception is the students' perceive about their teacher relation with the personality, attitudes, emotion, experience, and expectation, or the perception of the student about the teacher competence (Musdahariah, 2017: 9).

1. Personality

Personality is a set individual difference that is affected by the socio-cultural development of an individual: values, attitude, personal memories, social relationship, habits, and skill.

2. Attitude

Attitude is an expression of favor or disfavor, toward a person, place, thing, or event. There are four different groups attitudes based on their function. The first is utilitarian. It provides the students with the general approach or avoidance tendencies which people adopt attitudes that are

rewarding and that help them avoid punishment. The second is knowledge. Knowledge helps people to recognize and interpret new information. The third is ego-defensive which is the attitudes can help people protect their self-esteem. The last is value-expensive. It is use to express the central values or beliefs.

3. Emotions

Emotions include motivation, feeling, behavior, and psychological changes which are relate d to the everyday speech, conscious experiences and the relationship that exist between emotions, such as having a positive or negative influence.

4. Experience

Experience is a master or knowledge of an event or subject gained in through involvement in or exposure to it. An experience in the subject field makes people be an expert.

5. Expectation

The eexpectation is a belief that something will happen or feel about successful, good, someone or something will be.

5. Teaching Performance

e. Definition of Teaching Performance

According to the literature and to the Hay Group in the article journal (Elliott, 2015: 7) recommendations, improves when the following conditions are

present: Opportunities for teacher self-reflection and goal setting (Ross & Bruce, 2007); Regular classroom observation and the provision of constructive feedback from school leaders or managers and peers (Avalos, 2011); frequent feedback on classroom performance as an ongoing dialogue not an annual discussion (Wang, 2007); shadowing, coaching and mentoring from peers and leaders (Steckel, 2009) and Opportunities to contribute to and engage in teamwork, collaboration and action learning with other teachers (Bean, 2007).

Briefly, the teaching performance refers to the teamwork between teacher and students with learning concept systematically as aim to create learning comfortable in order to both teacher and students be able to grow up relation between the two.

To be an effective teacher, one must find ways of building bridges between one's subject matter and one's students (Susanne M et al, 2006: 2). As teachers plan instruction, they need to weigh their options carefully, making decisions about which methods and content best meet their instructional goals and the needs of their students for a given unit of instruction.

The emphasis on the intellectual aspects of teaching is not intended to override the moral aspects of teaching; the mind cannot be divorced from the heart. The combination of the intellectual and moral aspects of teaching only adds to the complexity. To make effective decisions, teachers need to draw on the ideas about learning delineated above. They need to explore what their students already know, so that they can help them relate their background

knowledge to the new information that is presented during instruction. They need to find ways of organizing their classrooms into communities of learners in which students work together effectively to help one another construct new knowledge.

Hence, teaching is intellectual work; assumptions about learning have significant implications for teachers and teaching. There is a widespread belief that the work of teaching is simple and straightforward. Follow the textbook, get students pay attention, and they will learn. At the same time, with far more challenging goals for students, teaching must be viewed as complex, intellectual work. Thoughtful teachers are intellectuals.

Teaching as Varied Work, The ideal classroom is no longer one in which 30 students are always listening to the teacher or silently working (Wilson, 2006: 4). To teach in ways that are consistent with the assumptions about learning stated above, teachers cannot function mainly as information deliverers. They need to use a broader range of instructional strategies.

Teaching as Shared Work, once we begin to think about classrooms as communities of learners, it becomes important to provide meaningful opportunities for students to interact with one another as well as the teacher about the content taught. Through such interactions, students can play an important role in providing questions, ideas, and explanations that can stimulate thinking and understanding on the part of the other students in the classroom (Penelope. L, 2006: 4).

Teaching as inquiry, if teachers are to succeed in making the substantial changes in their practice necessary to meet today's high expectations, they must be able to spend more time studying their practice and its impact on student learning. They must regularly update their professional knowledge, including both content and pedagogical knowledge (Peterson, 2006: 5).

Therefore, Teaching is activity of teacher and students together as purpose gathering information through learning process that is the emphasis on the intellectual aspects of teaching is not intended to override the moral aspects of teaching, they need to use a broader range of instructional strategies, providing meaningful opportunities for students to interact with one another as well as the teacher about the content taught, they must regularly update their professional knowledge, and including both content and pedagogical knowledge, with the result that creates attitude or students personality.

f. Performance Standard of Teaching

Performance standards refer to the major duties performed. For all teachers, there are six performance standards (Stronge, 2010: 9).

1. Performance Standard 1: Instructional Planning

The teacher plans using the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

2. Performance Standard 2: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

3. **Performance Standard 3: Assessment of/for Learning**

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

4. **Performance Standard 4: Learning Environment**

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

5. **Performance Standard 5: Professionalism**

The teacher maintains a commitment to professional ethics, international mindedness, and the school's mission; and takes responsibility for and participates in professional growth that results in enhancement of student learning.

6. **Performance Standard 6: Student Progress**

The work of the teacher results in acceptable and measurable student progress.

g. Performance Indicator of Teaching

The performance indicators are examples of the variation of performance that will occur if a teacher standard is being successfully met. The list of performance indicators is not exhaustive. Further, all teachers are not expected to

demonstrate each performance indicator. Teachers should be consult the sample performance indicators for clarification of what constitutes a specific performance standard.

The teacher effectively engages students in learning by using a variety of Instructional strategies in order to meet individual learning needs. The sample Performance Indicators (Stronge, 2010: 10): Engages and maintains students in active learning, Builds upon students' existing knowledge and skills, Differentiates instruction to meet students' needs, Reinforces learning goals consistently throughout the lesson, Using variety of effective instructional strategies and resources, Uses instructional technology to enhance student learning, Communicates clearly and checks for understanding.

h. Teaching Development

Evaluations of teacher performance are usually conducting for two Purposes: to make judgments about a teacher's performance, and to provide useful information to improve the teacher's instructional practices. A key factor here is the appropriateness of the criteria for the purpose of the evaluation. Peer and self-evaluations are often used to improve teaching proficiency. While supervisor evaluations from principals and other supervisory staff are also helpful in providing development information, these evaluations are also often used as the basis for terminating or retaining teacher employment; for higher salary awards, tenure, promotions, or other career related benefits.

The criteria on which these evaluations are made must match the purpose of the evaluation. According to (Craig, 1998: 135) by the time they have an evaluation for licensure, or the equivalent, many of the more developed educational systems have expectations that the new teacher be able to: Plan lessons that enable students to relate new learning to prior understanding and experiences; develop rapport and personal interactions with students; Establish and maintain rules and routines that are fair and appropriate to students; Arrange the physical and social conditions in the classroom in ways that are conducive to learning and that fit the academic task; Assess student learning using a variety of measurement tools and adapt instruction according to the results; and Reflect on their actions and students' responses in order to improve their teaching.

6. English Teaching

f. Definition of English Teaching

It becomes a professional and academic field in globalization area. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. During the 3rd millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than two decades ago.

Being an English teacher, based on their characteristic, it might be able to find appropriate pedagogies of teaching and interpretations for English teaching fitting their personality. At the same time, it will have an access to understand the other English teachers' particular ways of teaching. In other hand, identifying the terms and types of Teaching English as a Second Language, or as a Foreign Language, the history of teaching English from the Ancient time to the beginning of our second millennium will be described. Traditionally, how English was originally taught, and alternatively how it was suggested in the present time will be mentioned.

According to the researches and papers of linguists and scholars doing experiment for looking for better pedagogies of teaching, several terms emphasizing the functions and purposes of learning and teaching English have been evolved. The following will help students identify that the term of teaching English have been interpreted in various ways due to the role of English under different political situations and levels of acceptances by different peoples with different characteristics and proficiencies. So far, it can discover that teaching English can be portrayed as teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English as Other Language (TESOL) (Grace, 2011: 15-17). The following will advise students what these classifications of terms stand for.

Basically, the term ESL (English as a Second Language), is used commonly in the immigrant countries such as USA or Canada, where many

immigrants' mother tongue is not English. That is, for the immigrants in inner circle and outer circle of areas resided by native-speakers, they must learn this mainstream language. The reason is that it is a main language spoken in the outside societies and communities, and official institutions. This term of ESL cannot be applied, if the students consider English as their third or fourth language, instead of a second language (Grace, 2011: 16).

In linguists create the term of TESOL (English for speakers of other languages), which is the abbreviation of teaching English to Students of Other Languages, they usually use it to emphasize the methodologies of learning and professions of teaching English. Especially, most typically they can scrutinize that it is applied by teacher-training institutions and instructor-education programs for English teachers, or language-learning organizations for students of expanding circle.

Likewise, TEFL (English as a Foreign Language) is focused on the purposes or studies of English by teachers and English learners with a different mother tongue. The precise interpretation for TEFL is that they treat English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language. Most generally, the term TEFL is applied to emphasize that English language learning in nations, where English is not the most important language.

On the other hand, English is allowed to apply anywhere in their own countries freely, for purposes of governmental administrating behaviors,

school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities. Why this term TEFL is composed of the word “Foreign” is especially for reminding the users in non-immigrant countries, that there are invisible controversies on the issue of using English as a common tool of international communication. Under the different races’ political administrations, governmental systems and controlling power of their own first languages, English can only be applied as a foreign language, instead of the second language with priority above the other foreign languages.

Based on the above terms TESL, TESOL and TEFL, TEIL (Teaching English as an International Language) is another term that has been developed. Teaching English as an International Language means that people should treat English as a common tool of communication. Obviously, it emphasizes that this international language is associated with a language that has a large number of native speakers, so that it achieves its universal status. In fact, Mandarin, English, Spanish, Hindi and Arabic have also achieved this status of world-wide acceptances, where native speakers are a lot and the language is politically powerful enough. That is to say, a language can achieve its “Global Status” as well as “World Status,” where its role is reorganized as correspondingly significant in every country and every people. The following will explain to readers with more details how English is regarded and treated

in different vicinities. How English teachers in different nations value the current position of English.

g. Teaching of Speaking

Build on theory of Nunan, 2003 in TESL Journal of Kayi, Vol. XII, No. 11, 2006 that the definition about teaching of speaking.

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Therefore, the teaching of English conduct to how to produce a word then expressing systematically through speech, presentation, and discussion based on the social environment.

h. The Role of Speaking in Language Learning

1. Participation

Most of the students will participate in the English lessons if selecting activities which involve them. However, a word of warning: some students may resist their efforts to involve them. They may be used to drills, which do not require much thought beyond a mechanical manipulation of the language, and they may be suspicious of their efforts to change their level of involvement. But there are ways of loosening up the students. To do next teacher need to make their classes fun, but also to underline the benefits of the approach. Make sure that the students understand that they are covering the school curriculum and they are serious about the intention to help them succeed in learning English. Introduce interactive speaking activities with issues and topics which are personal, but also light-hearted. It takes time to build up trust in a classroom. Start out with activities like the following one called "The Route to School," which is suitable for beginning level classes (Peace Corp, 1989: 41).

2. Interaction

Interaction can be stimulated if teacher gives the students opportunity to talk to each other about what is important to them (Shin-Mei Kao, et al, 2012). In other section, if teacher is working with adolescents, the teen years are often marked by a situation of mood, by dramatic swings in energy levels, by immense physical and mental changes.

3. Fluency

In the communicative approach, fluency takes some priority over accuracy (Ming Chung Yu, 2006). Generally, being fluent means being able to keep the language coming. There may be mistakes, fillers and repetitions, but there are no unusually long pauses in the flow of talk. In interactive speaking activities teacher is trying to get the students to communicate their own ideas, opinions and wishes.

4. Confidence

How can teacher reduce some of the students' fear of looking foolish and build up their confidence and pleasure in using English and How can give them the confidence to start taking control of themselves as speakers of English (James Life, 2011).

5. Communication Strategies

The students should be aware of the need to develop two major communication strategies (Shamala Paramasivam, 2009): active listening and managing a conversation. Active listening is a good strategy for those students who shy away from speaking. And being a good listener in English conversations will build the confidence necessary to taking a more active role in communication.

i. Speaking in Curriculum Senior High School

English teaching especially speaking skill that is based on content and language integrated learning includes 3 perspectives which are related each

other (Tryptych; Coyle, Hood, and Marsh, 2010); in the article of Asian EFL journal (Mayang Pipit, 2016: 12);

1. Language of learning which is needed to access basic concept (core session that is focused on vocabulary and grammar).
2. Language for learning that is used to communicate in the target language (the opening and closing session and used for giving instruction to students in both session as communicative function activity).
3. Language through learning which is acquired by students individually, concept, skill, and strategy.

Another point is that ESL students have very different needs because of differences in cultural background, age, and previous education (Peck, 2006) cites of International Journal of English Linguistics (Mohsen Masoom et al, 2016: 105).

Therefore in English teaching especially speaking skill have to focus on constructing the exact concept and strategy then appropriate with the students need that is interaction effectively enhance closed relation with teacher with the result that teacher is able to identify the students need based on the situation like culture background, age, and previous education briefly it can be synchronize with the curriculum in English learning.

The Curriculum states the objectives of English instruction in junior and senior high schools are as follows (translated from Indonesian in Depdiknas, 2004) cites article of TEFLIN journal (Anita Lie, 2007:6):

- a. Developing communicative competence in spoken and written English which comprises listening, speaking, reading, and writing.
- b. Raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning.
- c. Developing understanding of the interrelation of language and culture as well as cross-cultural understanding.

As stated by (Sitti Syamsinar Mappiasse, 2014: 2) English Language has been seen as a good medium of communication in Indonesia. Apart from the fact that it has been adopted as a teaching language in higher Institution of leaning, it is also being considered as an enhancement for social status. All in all English language has been seen as a defacto standard medium of communication all over the world and Indonesia cannot be left out. In some way or another, teaching and learning of English Language can be considered to be an integral part of Indonesia educational system for a long time now. English is being used for following technological and scientific improvements and also for better job opportunities (Lauder, 2008) cites of Sitti Syamsinar, 2014).

Briefly the implementation of English in Indonesia especially in education field hold important role as reason is to give easiness for all of

students accessed information in order to enhancing their capability English speaking because interaction become first approach to build up their skill in English each other like cooperation in science and of technology in several expert in the world especially in education aspect.

j. Implementation Spoken Communicative Activities'

There are three primary points the application about teaching of speaking, according to Peace Corp, 1989: 47, they are:

1. Restriction of the Classroom

Traditional classroom seating arrangements often work against in teacher interactive teaching of English. The flexibility of the seating arrangements would be a good point to bring up with the school director or head of department when it makes a site visit. It is sometimes easier to bring about changes at the beginning of the teaching when the director may not know what to expect from an American teacher and is willing to accommodate, particularly on small items such as classroom arrangements.

However, if teacher shares a classroom with other it must consider their needs and find a seating plan which is acceptable to them, or which requires a minimum of rearrangement. It is aiming for a situation in the English lessons which permits all students to see each other's faces, the teacher, and the blackboard. It also want a situation which permits easy transition between whole class, group, and pair work and provides space for

teacher and students' to move between desks for activities such as role plays etc.

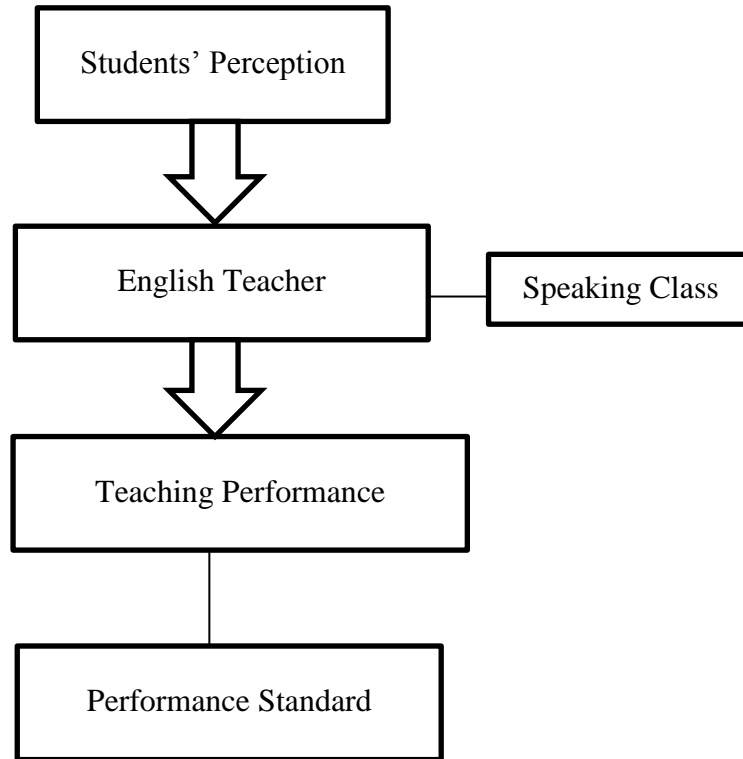
2. Limited Practice Time

The goal is to give students as much opportunity as possible to talk. This means group work. With practice and encouragement from students will quickly become accustomed to moving to groups during the lessons. And it will probably find that the physical movement of breaking into groups is a refreshing change for teacher as well.

3. Learner Anxiety

In teaching speaking, teacher asks students to perform, to speak up in front of their classmates. As a result, many of student's may experience stress during these activities. Whether the anxiety is a help or a hindrance often depends on the degree to which it manifests itself in their students. For example, no anxiety might result in a student's not caring or putting any effort into speaking English; too much might block learning. But a small amount will bring students to an optimal state of alertness. The role is to monitor this level of anxiety, and while not aiming to eradicate it altogether, to make sure that this level is kept reasonably low. There are various techniques be able to use to prevent anxiety from taking over.

C. Conceptual Framework



In the conceptual framework, the teacher and students have significance relationship especially in teaching performance where it classify to be two principle those are standard and indicator performance where those principle applying in English teaching related to the teaching of speaking in English, it has three primary point to teach the speaking skill those are teaching of speaking, role of speaking, and implementation of speaking. Briefly all of items are used in teaching shows characteristics based on the kind of teacher so that through this study researcher will identify the performance teacher in speaking class with analysis the students perceptions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Descriptive qualitative as research method was applied in this study (Sugiono, 2017: 283). Application of research method was describing and analysis deeply and systematically the students' perception of teacher performance in speaking class through providing questionnaire. The method of study conducts to one class as way to investigate how the uniqueness implementation of teacher performance on teaching of speaking through analysis result of students by fulfill questionnaire. Therefore researcher would organize and scanning the information's was got by questionnaire that was the items were assisting teacher in teaching activity.

B. Participant

The population of this study was the twelve grade of SMA 09 Muhammadiyah Makassar, in academic year 2017/2018. It divided in X class, XI class and XII class with the number of population were 66 students. The researcher used a purposive sampling to choose the sample as reason was the students had learning experience previously about English speaking because the class have problem of learning monotone situation then several students little bit

have interest in English learning. The sample of the research is XII class that consisted of 8 students active from a total of 15 students.

C. Instrument

Open ended questionnaire as instrument form used in this study. It consisted of 13 items of question related to the standard performance where it synchronized with teaching speaking aspect.

No	Teaching performance	Aspects	Items	Description
1	Instructional planning	Apperception	2	To observe the teacher of teaching preparation and students need
	Instructional delivery	English using		
2	Assessment of/for learning	Students' focus	8	To identify the participation, interaction, fluency, confidence, and communication strategy are applied
		Using of method		
		Students' interest		
		Students' mood		
		Task design		
		Fluency		
		Students' perform		

		Kind of evaluation		by teacher in teaching.
3	Learning environment	Restriction of classroom	3	It is related to the how teacher applies restriction of the classroom, limited practice time, and learner anxiety.
	Professionalism	Kind of assignment		
	Students' Progress	Reparation and development		

The questionnaire using in this research was adapted from (Urša Reja et al, 2003)

D. Procedure of Collecting Data

1. Preparation

- a. Accumulate information about the items of teaching performance as recruitment to formulate questioners.
- b. Formulating questioners based on information are found it.
- c. Establishing schedule to give questioners for students through suitable schedule lecture of students and comfortable classroom to fulfill the questioners.

2. Implementation

- a. Reconfirmation students to know the preparation of participant and the classroom would be used.

- b. Giving instruction about research action.
- c. Giving instruction about information how exact to answer the questioner in order to participant got easiness.
- d. Researcher provided the questioners for students then they are answering the questioner.

3. Quotation

- a. Researcher submitted the questioners were finished by participant.
- b. Collecting data by questioners based on the data analysis were found.

E. Data Analysis

The analysis data used (Miles and Huberman, 1984) cited (Sugiyono, 2015: 339), that data analysis had done in collecting data after participant answered the questioners. There were three components were used in data analysis they were data reduction, data display, and verification. The data reduction showed that activity to classified and to choose items were supporting positive and negative about teaching performance in speaking class. The data display was done to find out the relations of the supporting items were concluded in reduction data. Finally in verification data was process of formulating conclusion of the study then finding evidences in supporting items.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The analysis data in this study was applied with gathering information by open ended questionnaire in senior high school 09 Muhammadiyah directly. Miles and Huberman analysis technique was used by researcher refer to the reduction, display, and drawing/ verification data. The reduction data conducted to selection data, simplification, and the data transform were acquired through the result questionnaire then throughout that was displayed with classifying all of result them based on the suitable of standard performance aspects, finally all of them are concluded and verified to create the explicit explanation.

Consequently, the research finding about the students' perception on teaching performance of English teacher in speaking class at third grade on senior high school 09 Muhammadiyah that build on the standard performance of teacher those were instructional planning, delivery, assessment, learning environment, professionalism and students' progress where investigate the teacher characteristics in teaching about speaking subject. Therefore, the students' perception could be seen clearly in the following explanation:

1. Instructional Planning

In this part referred to the perception of participant about the teacher planning especially on apperception section in learning process. According to student" S"

that was the reviewing materials were good on preparation in teaching previously; the student “AA” said that apperception used with providing a paper then identified what the paper talked about it; the students “AP” had a notion about apperception that the teacher often adaptable with the students condition; students “I” said that the teacher gave a paper about particular materials in the wordbook; student “BI” perceived everything of learning preparation followed with book instruction; the student “M” had a notion that apperception of teacher with gave a game like question answer; students “J” said that perception of teacher used simple delivering in learning process; and according to the student “DA” that was preparing of learning teacher gave vocabulary about material in order to students’ understood to submit several practice or assignment.

Build on the perception of participant above, adaptable with the students’ condition is like psychology aspect that was emotional in order took the focus on learning then it was able to make a plan reviewing materials as aim giving reinforcement. Especially speaking subject, there were three approaches on apperception they were giving a paper, list vocabulary, and question, answer. Giving a paper about instructional dialogue was applied by students’ appropriate on demonstration of meeting previously; as aim had been got how far the level of students fluency and pronunciation. In other meeting, listing vocabulary/ expression often was given as one way improving students’ presentation quality; teacher had given particular vocabulary or expressions accompanied with implementation about retelling, describing object, and drama section. All of them had been assisted

students' understanding about subject matter. Question and answer almost mostly was used every meeting on apperception. It had been trigger reflection when teacher gave a question especially utilize of expression.

2. Instructional Delivery

The perception in this part talked about the English used on delivering materials of teacher in teaching performance. According to student "S" that was the English mastering of teacher was good and teacher had English fluently; the student "AA" said the teacher was more fast in English speaking then students' did not understand what the teacher explained; student "AP" had a notion about the English mastering of teacher sometime was good with the result that easy to understand; students "I" said that the teacher mastering of English was not good then did not have interest in speaking; student "BI" perceived that everything explanation of teacher with English did not get the point; the student "M" had a notion the teacher sometime used English well with the result that students enjoy with the performance because there was language mixing; student "J" said teacher sometime gave the trick and method how to speak easily in English; and according to the student "DA" that was application of English more focused on both respectful and admiring aspect.

Briefly, it was conducted to the English used of teacher in teaching on speaking subject. The teacher had English fluently then some of meeting it had been used to present materials about describing object. At the same time, they are did not understand the main point so they get bore until changing of focus. As one factor

English faster was used as long as teaching with the result that broke situation. Yet, teacher eventually had been solution when they got uncomfortable as long as learning process. Basically, language combine English to Bahasa was able to reduce misunderstanding in teaching. In other way, choosing familiar vocabulary was fruitful to stimulate students' memory improving their speaking systematics as reason was teacher had been demonstrated how to be a good speaker indirectly when it taught about specific materials.

3. Assessment of/ for Learning

In assessment part for learning on standard performance contained some of aspects they were students' focus, using method, students' interest, students' mood, task design, fluency, students' perform, and kind of evaluation. At the same time would be classified in this finding.

The students' focus influenced learning evaluation as reason is to get standard score so as long as learning process they paid attention every part on teacher explanation. Throughout the students' perception; According to student "S" that was the learning seldom repeating the students got difficulties to get the point; student "AA" said the teacher was over tight in English teaching; student "AP" had a notion about increasing students' focus with created interactive games; students "I" said that was to take the students' focus, teacher made activities were question answer; student "BI" perceived question answer as one way to take the students focus; the student "M" had a notion that teacher was enjoy, and violent, then teacher gave a game as long as learning; student "J" said to take the students' focus, teacher gave a

game; and according to the student “DA” that teacher gave a joke to take the students focus.

Throughout the perception of participants above that the teacher gave a game as technique to take the students’ focus as long as learning process. One of kind game was applied that was question answer, it was like teacher used several expression then students competed to answer the expression build on the variation of expression. The focus of students had limitation then to resolve it; the teacher might be enjoy and let it flow as long as using a game technique with the result that they were not awkward. Yet, the teacher was still violent to build up their spirit in order student consistently to attend an English class.

The second aspect was using of method, it conducted to the model of teaching to help students understood the material concept in order they were interest then influenced students’ mood attended every meeting. according to student” S” that was the used of method was inappropriate with students’ need; student “AA” said the teacher performance had quickly explanation ; student “AP” had a notion about explanation of teacher was clear with rhythm slowly; students “I” said that teacher explained the topic with used simplifying of language mixing; student “BI” perceived teacher combined Bahasa to English in order got little bit vocabulary; the student “M” had a notion that the teacher demonstrated the dialogue then students applied with practice section; “J” said to explain the topic, the teacher used simplifying language in English; and according to the student “DA” that teacher always explained materials frequently until they got the point.

Based on the perception above; the teacher used classic model of teaching that was communicative model. The communicative model focused on teacher explanation then the materials were observed by students'. Related to the teacher model of teaching used simplifying language as reason was model having reinforcement on language used so the teacher used familiar word in teaching performance. Otherwise, the teacher as guide showed the students how to be a good English speaker. Using familiar vocabulary or expression and language mixing were a way to give a stimulate students' mind so they were be able to apply until it become a habit. Overcoming about the difficulties understanding the particular point on the materials, it generally repeated frequently and constantly as long as learning time beside that was be able a reinforcement to save in long term memory of them.

The third aspect was students' interest referred to the creativity and interactively of teacher using technique to stimulate them attended learning process. According to student "S" that was providing dialogue section each other to build up students' interest; student "AA" said the learning process contained games model; student "AP" had a notion about students' interest that giving entertain like motivation and support; students "I" said that teacher made dialogue activities and storytelling; student "BI" perceived that teacher made dialogue with the students; the student "M" had a notion teacher was enjoy and violent in teaching; student "J" said teacher often gave advice in order students struggle in learning; and according to the student "DA" that the teacher was fun, kind, respect, and humorist.

Throughout the perception above about students' interest; the teacher eventually used a game to make students was fun attending every meeting. The contents of game were interactive and communicative as example dialogue section and storytelling. Application of them had enjoying and respectful consequence therefore they were consistently following for learning every meeting. Consequently the teacher was able to observe the students' need for the next meeting could be a reflection log developing their teaching capability.

The fourth aspect was students' mood; it conducted to the emotional condition of them where it influenced the learning space on teaching performance. According to student "S" that was games increased students' mood; student "AA" said the students' negative mood could be decrease with a joke; student "AP" had a notion about giving support for students in order to comfortable in learning; students "I" said that overcoming the students' mood, teacher made a game; student "BI" perceived making a game overcame students' negative mood in learning; the student "M" had a notion making a joke and drama section in learning decreased negative mood; student "J" said giving spirit through a game to overcame negative mood; and according to the student "DA" that giving suggestion about students' problem then resolved it in order got spirit to learn.

Build on the perception above of participant about students' mood that the teacher often applied a game to decrease the negative mood of them. Yet, this game was different with the game technique on explanation about students' interest previously. The game related to the trick of teacher over coming bad mood as

example giving a joke interspace on learning. Sometime the teacher took each other about precious story thus it was a motivation and support for students.

The fifth aspect was task design; it referred to the concept of job which was design by teacher for submitted by students as aim to improve their English. According to student "S" that was to make work team in organizing task of learning; student "AA" said the teacher organized the learning process with activity of interactive dialogue; student "AP" had a notion about the teacher organized the learning with contexture explanation; students "I" said that the teacher organized of learning with study group; student "BI" perceived the teacher made study group with students; the student "M" had a notion about the teacher designed the task for students based on the students level of prosperity with the result that applied every step; student "J" said the teacher made study group; and according to the student "DA" that the teacher gave demonstration about the task before students submitted about it.

Throughout the perception above; study group was applied as task to provide for them. In study group the teacher provide interactive expression for students applying in communication time. The use of expression was about contexture explanation as aim they were able to describe a specific object then the task was design based on students' level of prosperity. Therefore application of study group was able to give students was habitually with English used.

The sixth aspect was fluency; it conducted to the improving English on speaking ability through training section. According to student" S" that was the

teacher explanation of materials was less precise; student “AA” said doing dialogue practice which was easy for students; “AP” had a notion about appropriate with students capability to measure their fluency; students “I” said that evaluating that was giving dialogue practice constantly; student “BI” perceived that giving dialogue practice; the student “M” had a notion teacher provided a story then students practice dialogue in pairs; students “J” said the teacher asked students to retell story; and according to the student “DA” that the teacher gave dialogue activity.

Based on the perception of participant about students’ fluency above; the teacher used conversation task to increase students’ fluency. The conversation was done by students with pairs then talking each other. The topic was contained about students’ daily activity. The conversation time eventually was applied constantly. In other way retelling story was used in several meeting that the teacher talking about a story or provide narrative paper next them retold the story used their understandings purposes in order they were able to get English fluently.

The seventh aspect was students’ perform; it conduced to the teacher way to overcome confidence problem when they had performed as example retelling story and conversation. According to student” S” that was the teacher convinced students that they could did it in order to up their confidence; student “AA” said that teacher gave support for student to up their confidence; student “AP” had a notion about giving support to up the students’ confidence; students “I” said that giving spirit to increase the students’ confidence; student “BI” perceived giving support for students; the student “M” had a notion to give motivation for students; student “J” said giving

motivation to up the students' confidence; and according to the student "DA" that conveying the students that their trust of good performance.

Build on the perception above about students' perform; the teacher gave support for students. Basically, the teacher gave motivation what the important totally in learning about something. In other time, the teacher gave a suggestion that every student had characteristics then never judge the capability every single student as reason was developing of ability necessary a lot of steps and part. Therefore as good as possible students wanted to step out then showed the best there had.

The last aspect of standard performance on assessment for leaning was kind of evaluation; it referred to the variation measure. According to student" S" that was as practice of students, the teacher asked them to dialogue pairs or group to increase their English; student "AA" said doing dialogue with pairs to develop their English; student "AP" had a notion about practice to develop their English, teacher gave a paper then they retell with their understanding; students "I" said that making dialogue and presentation were practice to develop their English; student "BI" perceived the teacher gave presentation project; the student "M" had a notion about dialogue practice eventually did it every meeting based on transactional dialogue material; "J" said that teacher gave vocabulary list in order easy to communicate each other; and according to the student "DA" that students applied pronunciation practice.

Throughout the perception above that assessments for speaking class mostly were applied by conversation, interview and presentation. The form conversation

was arranged by students based on the situation and topic through pairs group on role play method. The interview form was design by teacher then question contains everything about students' project like work paper and the result of discussion. The presentation form was created like mind mapping on procedural explanation for example how to operate computer and classifying incident or phenomenon. Therefore both of them could be combined then randomly every meeting.

4. Learning Environment

In this part showed about the influenced bench position in learning process. According to student "S" that was restriction of classroom, separate between boys and girls; student "AA" said restriction of classroom, which was "U" position influenced with the result that all of students' focused to the materials as reason was the position was able to access of eyesight was large; students "AP" had a notion about appropriate with orderly aspect; students "I" said that make a square position; student "BI" perceived change the position every meeting in order students did not bore in learning; the student "M" had a notion restriction of classroom which was position as general rule; student "J" said notion restriction of classroom which was position as general rule ; and according to the student "DA" that restriction of the classroom was comfort, then in other time it was boring until teacher did not organize.

As perception above learning environment was more significance on restriction of classroom that was arrangement bench was organized to create confidence and comfortable in learning section. Basically, the square position

orderly eventually was applied in English learning. Yet, it had not biggest effect to the students' focus as reason was the limitation view to the teacher performance with the result that front of area had good position than other bench position then other students' had uncomfortable on their position as more movement to look at the teacher performance. Briefly, build on the students' perception; the restriction of the classroom should be changed as recommendation with "U" of bench position. The "U" position was conducted to arrangement bench like letter (U) that was arranged to fulfill the bench every side on the classroom without front of side. Throughout that was overcome the limitation view next the students' would be reached while the materials was being explain by teacher. In other perception, separate students based on the gender should be applied to appear situation conducive as reason to avoid conflict because of differences mindset, attitude, and work team. The mindsets of male students had efficiency in organize information than the mind set of female students had structural and more analysis. The attitudes of male students had less focus and easy to get bore then they were inclined bother their friends than female students' had structural thinking and loyal with a rule. Especially for work team the male students did not want a member but becoming a leader than female students like the suggestion need a response from the member. Therefore restriction of classroom by arrangement bench position based on the situation and separating students by gender creates conducive moment in learning process.

5. Professionalism and Students' Progress

The main point on standard performance of professionalism; it conducted to the allocation time of teacher in teaching performance that was how to provide a task for students built their English effectively step by step. According to student, ” S” that was limited practice, it was like discussion; student “AA” said limited practice time, doing dialogue or role play (drama section); student “AP” had a notion about create the simple practice based on the students’ need; students “I” said that limited practice time, it was discussion; student “BI” perceived limited practice time, it was discussion; the student “M” had a notion applying dialogue in front of classmate in pairs; student “J” said provide materials about explanation text; and according to the student “DA” that limited practice, it had not compatibility with the aspect of students’ ability.

Based on the perception of professionalism above that teacher constructed and designed the task with communication model as examples were applied discussion, drama section, and conversation practice. The discussion model was used explanation text then everything sub topic was chosen by students based on the subject matter. The drama section was design for application several expressions were students memorizing and understanding. The conversation was the part of training to memorize the several expression based on the context for next time to applied in drama practice. Therefore application of them, the teacher only demonstrated it then it was necessary explanation specifically finally they were only applying what the teacher provided.

The last aspect on standard performance of students' progress related to the students' anxiety referred learning process to get qualified result then how teacher gave reinforcement to reach out. According to student "S" that was learner anxiety, repeating the materials constantly; student "AA" said teacher gave more interest explanation; student "AP" had a notion about repeating materials constantly; students "I" said that giving explanation every point or sub materials as long as teaching; student "BI" perceived; the student "M" had a notion "J" said; and according to the student "DA" that teacher sometime did not have sensitive to students' problem in learning.

Throughout the perception of participant about Students' progress focused on the development the students' achievement in English subject especially on speaking ability. Repeating materials constantly were method used to increase more understanding of speaking as example giving demonstrate application in conversation. At same time, sometime dialogue practice was performed every last meeting or middle meeting in order students more got improving English fluency. Interesting explanation was significance necessary as aim the material easy to get the particular the point. Therefore, to repeat the materials with interest explanation were accompanied on demonstration and practice helped the students to develop their speaking in English class.

B. Discussion

In this part, the result of study and previously related research finding were discussed about the convergence both of them. As result of study; the students' perception on teaching performance of English teacher in speaking class have been relevance with research from Nasir, 2018; Underwood and Wallace, 2012.

The convergence of Nasir research and the result of study conducted to the procedure of teaching with used instruction on speaking class. Related to the procedure in teaching where it might be observed the standard performance. Opening, main activity and closing had been particular steps on teaching performance.

The opening step referred to the instructional planning that was the teacher preparation gave instruction about what the students' did based on subject matter. In other case, teacher gave warming up like reviewing materials about daily event to stimulate the students' understanding previously. The main activity had been focus on the standard performance of instructional delivery and assessment. Instructional delivery was conducted to the teacher explanation; demonstration and practice were implemented to improve students' skill in English speaking build on strategy used. The assessment was target of teacher to evaluate how far they got the point about subject matter with presentation performing were learnt in meeting previously. The closing step was part of teaching to give students' reinforcement about the primary point on the materials then every student was able to be instructor in next meeting.

Underwood and Wallace, 2012 on the research that was reducing word in listing vocabulary have given comfortable for students' speak out then it was a way appearing habit to speak out every meeting on learning process. Related to the result of study on standard performance; instructional delivery that was significantly explained the specific materials necessary English used naturally then it was needed reducing word (*simplification of word, expression and sentence*) with the result that the teacher had got easiness implemented of English on teaching performance. Throughout that section, they had been habitual with English performance then the teacher performance on communication aspect was being guide for them how to be a good speaker every meeting.

Briefly, the standard performance had been important role to organize teaching concept. Throughout that was to know about the students' need in English subject. As the same time, students' focus held controls the successful of learning. It was classified interest and mood; interest had been upgrade when the teacher used emotional approach (*confide, talk show and so on*) or attractive method (*game; question answer, puzzle, and joke time*) finally, all of them would be realized with the result that they got lovely mood to attend every meeting on learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Build on the result on discussion of the findings previously, the students' perception on teaching performance of English teacher in speaking class took conclusions as follows:

The teacher style in teaching more focus on the application worksheet and quiz in instructional planning to stimulate the students' understanding about the materials' previously next to the delivery section refers to the English uses in teaching act that is implementation English on explaining the materials. In assessment part the teacher uses dialogue section like interview, conversation practice and retelling news. Learning environment conduct design of bench position then the teacher often applies square model orderly every meeting. The last one is the professionalism and students' progress is priority to develop students' capability in English especially on speaking ability. The repeating material constantly with contains demonstration as like application conversation, presentation, and discussion in order to build up their English.

B. Suggestion

Throughout on the conclusion, the researcher gave suggestions as follow; Importance to implement the interest apperception on instructional planning in English learning with regard to the emotional aspect of students, communication active like mutual sharing in apperception and association section in order every subject be able appreciate mutually. Related to the students' mood conduct to the model of bench design, it have biggest effect to take students' focus in teaching perform. Change the bench position decrease the monotone section with the result that appearing interest situation as recommended the "U" position in the classroom triggering movement freely. Yet, it should be suitable with the subject materials. All of students need sensitivity of teacher recognizes the students in two conditions they are comfortable and uncomfortable so the teacher should be having sensitivity to the verbal and non-verbal students' activities.

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APPENDIX











INITIAL NAME

QUESTIONNAIRE

Teaching of Speaking

1. Jelaskan menurut pendapat anda bagaimana tindakan guru mempersiapkan pembelajaran yang sesuai dengan kebutuhan anda dalam meningkatkan keterampilan berbicara dalam bahasa Inggris?

Jawaban:

2. Bagaimana pendapat anda mengenai gaya mengajar guru dalam menggunakan bahasa inggris pada kegiatan mengajar khususnya Speaking (keterampilan berbicara)?

Jawaban:

Role of speaking

1. Jelaskan menurut pendapat anda sikap yang dilakukan guru anda untuk menarik perhatian anda terkait materi pelajaran yang meningkatkan minat belajar anda sehingga anda bersemangat?

Jawaban:

-
2. Bagaimana cara guru menjelaskan sebuah topic pembelajaran agar anda mengerti materi yang di pelajari? (seperti cara berdialog atau cara mengucapkan kata dalam meningkatkan keterampilan berbicara)

Jawaban:

-
3. Bagaimana tindakan guru anda untuk membuat anda tertarik dalam belajar?

Jawaban:

-
4. Apa saja tindakan guru terhadap anda dalam mengatasi mood (suasana hati) belajar yang kurang baik?

Jawaban:

-
5. Bagaimana cara guru mengelola kegiatan belajar ketika anda di berikan tugas seperti berdialog, mendeskripsikan gambar, diskusi dan sebagainya?

Jawaban:

-
6. Bagaimana guru mengevaluasi kefasihan berbahasa inggris anda?

Jawaban:

7. Apa yang guru lakukan ketika anda kurang percaya diri ketika tampil di depan kelas?

Jawaban:

8. Apa latihan yang diberikan guru untuk mengembangkan kemampuan anda dalam berbicara bahasa inggris?

Jawaban:

Learners' anxiety

1. Bagaimana posisi bangku yang sesuai dengan keinginan anda dalam belajar bahasa Inggris khususnya speaking sehingga anda merasa nyaman dan rileks?

Jawaban:

2. Apa saja tugas/latihan/praktek yang diberikan guru yang menurut anda lebih tepat meningkatkan keterampilan beribacara dalam bahasa Inggris?

Jawaban:

-
3. Apa yang guru lakukan ketika anda keliru/ kurang paham dalam menyelesaikan tugas yang berkaitan dengan speaking (keterampilan berbicara) dalam pembelajaran bahasa inggris?

Jawaban:
