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Students' Perceptions on Teachers' Teaching Strategy and Their Effects towards Students' Achievement

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Abstract

Teaching strategy is necessary for the teaching and learning process. It is used as a way to present learning content in a way that engages the learners. It is assumed that applying appropriate teaching strategies has a positive impact on students' achievement. This study aimed to analyze students' perceptions of teacher's teaching strategy and its effect on students' achievement in learning English. This study was an *Ex-post Facto* study. The population of this study was the students who had studied English as a general subject at Universitas Negeri Padang in the academic year of January-June 2019. Cluster random sampling was used with 150 students as the sample of this study. Then, for collecting the data, two questionnaires and documents of students' final scores were used as the instruments. The data was analyzed by using *a Likert-type* scale and regression linear statistical analysis through *IBM SPSS Statistics 22 Software*. The results showed that generally, students' perception of the teacher's teaching strategy was *High*. Then, based on the statistical analysis, it was found that the value of F-count was lower than F-table. It meant that the null hypothesis (H$_0$) was accepted, and the alternative hypothesis (H$_a$) was rejected. Thus, there was no significant effect of student's perception of teaching strategy towards students' achievement in learning English as a general subject.

Keywords: Students' perception, English teaching strategy, students' achievement

Introduction

Studies on teaching strategies have been widely found in the context of teaching English as a foreign language (Takac, 2008; Mehrgan, 2013; Daddi & Haq 2014; Lubis, 2017). However, only a limited number of studies conducted for investigating teaching strategies in teaching English at the university level, especially in teaching English as a general subject. It was found that most of the studies were about the relationship between teaching strategies and learning styles (Roger, 2009; Akdemir & Koszalka, 2008; Fayambo, 2015). Some research reports on the effects of teaching strategies on students' achievement found that specific teaching strategies influence students' achievement, while other reports indicated that teaching strategies did not influence the students' achievement. This study investigated the effect of students' perception on teachers' teaching strategy on students' achievement of English as general English at university.

Teaching strategy is defined as the basic procedure of how content is elaborated during the teaching and learning process. A language teaching strategy is defined as a conceived set of pedagogical procedures imposing a specific learning strategy on the learners, directed to the development of competence in the target language (Mehrgan, 2013). Moreover, Takac (2008) states that teaching strategy refers to everything teachers do or should do in order to help the students to learn. Teaching strategy can be referred to as the methods used by the teacher in helping the students learn the desired course contents and able to develop achievable goals (Armstrong, 2013). It becomes learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. The teaching strategy will be used by the teacher depends on the time available, the content as well as on its value for the students. Similarly, Brown (2007) proposes that teachers should concern about the use of resources in terms of time, space, and equipment, the interactional pattern observed in the lesson when the strategy is being used.

Achievement is a matter related to students' abilities in understanding a material delivered by the teacher. Students' achievements were gained from classroom activities in the teaching-learning process (Refnaldi, Zaim, & Moria, 2017). This study is a significant power arising from within the students to provide their self to more motivating in studying English. Sudjana (2002:2) defines learning achievement as abilities possessed by students after receiving their learning experience. Also, according to Hornby (1995:10), achievement is a thing done successfully by the students, especially with efforts and skills. He also adds that achievement is derived from achieving as a verb with the meaning to succeed in reaching a particular goal and to be successful.

In Indonesia, the English subject is taught to the students since junior high school to university. According to constitution no 20/2003 about National Education System article 37 paragraph 1, English became the only foreign language that students must learn from the level of Junior High School to University. Thus, at the university level, the students are also taught English as one of the compulsory subjects that students should learn. Learning English at the university level proposes to help students to be able to compete in the globalization era due to English is used as an international language.

The relationship between teaching strategy and students' achievement, as explained above, could be seen in teaching English as a general subject at the university level. As one of the universities in Indonesia, Universitas Negeri Padang also provides English subject for non-English department students. They were provided English as a general subject to help them to comprehend learning resources in English, and it could be used in their field later. English subject is taught in the first or second semester as a general subject.

Although Indonesian students have experienced in learning English since junior high school to university level, the fact that they mostly do not master English. A study conducted by Exley (2005) shows that most Indonesian students are categorized as less than good in spoken and written English proficiency. Besides, Setyadi (2001) suggests that this phenomenon can be caused due to non-English department students are not taught how to learn English with appropriate teaching strategies.

Some studies found that appropriate teaching strategy has positive impact on students' academic achievement Evidence also abounds that matching teaching strategies and learning styles has a positive impact on the academic achievement and learning outcomes and that the match of teaching and learning styles in tertiary learners' second language acquisition can effectively improve students' achievement (Arthurs, 2007 and Rogers, 2009). Then, another study conducted by Fayambo (2015) also found that there was an impact of learning styles and teaching strategies toward academic achievement among some psychology undergraduates. Some studies have also revealed that matches between students' learning styles and instructional strategies did not affect the students' learning performance (Lubis, 2017: Akdemir & Koszalka, 2008; and Fardon, 2013).

The issue of matching teaching strategies and the effect on academic performance continues to be inconclusive; hence, there is a need for further investigation. By considering how students' perception of teachers' teaching strategy and its effect on students' motivation, it is expected to help in giving feedback to the lecturers in teaching English as a general subject. This study was conducted to investigate the students' perceptions of teachers' teaching strategy and to examine whether they affect or not toward students' achievement in learning English as a general subject.

This study was conducted to answer the following questions: (1) How do students perceive on teacher's teaching strategy in teaching English as a general subject at Universitas Negeri Padang? (2) Is there any significant effect of students' perceptions on teacher's teaching strategy towards students' achievement in learning English as a general subject at Universitas Negeri Padang?

Method

The method used in this study was a quantitative study. This research design was an ex-post-facto. It was *a Non-experimental* design that was used to investigate causal relationships between students' perception of teaching strategy and students' motivation in learning English without any treatments. Two questionnaires, teachers' teaching strategy inventory and students' perceptions on teachers' teaching strategy inventory, and documents of students' final scores in learning English were used as the instruments of this study. The first questionnaire shared firstly to the lecturers was about lecturers' frequency in using six teaching strategies consisted of items about speaking, writing, reading, listening, grammar, and vocabulary teaching strategies that the lecturers' used to teach them. This questionnaire using Likert-scale was used to filter the teaching strategies used by the lecturers. Then, the second questionnaire consisted of 40 items of students' perception of six teaching strategies was 25 items of students' motivation in learning English.

The questionnaire of teachers' teaching strategy inventory was distributed to 12 lecturers who taught English as a general subject, and the questionnaire of students' perceptions on teachers' teaching strategy inventory was distributed to 150 students who had taken English as a general subject at Universitas Negeri Padang in the academic year of January-June 2019. The construct validity was used to validate both instruments. The collected data about the teachers' teaching strategy and students' perceptions on teachers' teaching strategies were analyzed by using a *Likert-type* scale to find out the teachers' teaching strategy and the students' perceptions on their teachers' teaching strategy. Then, to find out the effect of students' perception of teaching strategy toward students' motivation in learning English as a general subject, it was analyzed by using regression linear statistical analysis through Statistical Package for Social Science (SPSS) version 22. Before analyzing by using SPSS, the collected data were tested through the requirements test consisted of the normality test and linearity test.

Results and Discussion

1. Result

a. Teaching Strategies Used by the Lecturers

There are six indicators of teaching strategies: teaching strategies for teaching speaking skills, writing skills, reading skills, listening skills, grammar, and vocabulary. The average scores and the category for each indicator in using teaching strategy by the lecturers for teaching English as a general subject at Universitas Negeri Padang can be seen in the table below.

Table 1. Summary of Teaching Strategies used by Lecturers

No	Indicator	Average Score	Category
1.	Teaching Strategies for Speaking Skill	3.3	H
2.	Teaching Strategies for Writing Skill	3.2	H
3.	Teaching Strategies for Reading Skill	3.7	H
4.	Teaching Strategies for Listening Skill	3.7	H
5.	Teaching Strategies for Grammar	3.5	H
6.	Teaching Strategies for Vocabulary	3.2	H
	Total	**20.6**	
	Average Score	**3.4**	**H**

Notes:
VL (Very Low) = 1.00 –1.50; L (Low) = 1.51 – 2.50; M (Mid) = 2.51 – 3.50; (High) = 3.51 – 4.50; VH (Very High) = 4.51 – 5.0; H

The table above showed that all teaching strategies were high frequency used by the lecturers with the average score above 3.00 in each indicator. It indicates that the indicators could be applied in constructing the questionnaire for the students. It was due to if the score was above 3.0, it meant that the indicators were approved to be examined.

b. Students' Perception on Teaching Strategy

To find out the students' perception on teachers' teaching strategies used by teachers in teaching English as a general subject, the students are asked to perceive the questionnaire of the teachers' teaching strategies that had been confirmed by their teachers. The result of data analysis can be seen in the following table.

The table above shows that generally, the students' perception was categorized *High*. The average score was 3.9 on five aspects of teaching strategies. Those aspects were teaching writing skills, reading skills, listening skills, grammar, and vocabulary. While on teaching strategies for speaking skills, the students perceived that the strategies were in category *Very High*. From the table, it can be seen that in teaching strategies for speaking skills, the students' perception had an average score of 4.1 in the *Very High* category. The average score of students' perception on teaching strategies for writing skills was 4.0 and categorized in *High*. Then, the teaching for reading skills had an average score of 3.8 and categorized as *High*. Then, students perceived the teaching strategies for listening skills, grammar, and vocabulary in the category *High* with the average score was 4.0 for each teaching strategies.

Table 2. Summary of Students' Perception on Teaching Strategy

No.	Indicator	Average Score	Category
1.	Teaching Strategies for Speaking Skill	4.1	VH
2.	Teaching Strategies for Writing Skill	4.0	H
3.	Teaching Strategies for Reading Skill	3.8	H
4.	Teaching Strategies for Listening Skill	4.0	H
5.	Teaching Strategies for Grammar	4.0	H
6.	Teaching Strategies for Vocabulary	4.0	H
	Total	23.9	
	Average Score	3.9	H

c. Students' Achievement in Learning English

Students' achievements were taken from each teacher who taught English as a general subject. The average scores of the students' achievement can be seen in the following table.

Table 3. Students' Achievement on English as General Subject (n=150)

Description	Score
Total	11980.92
Average	79.9
Maximum Score	95.4
Minimum Score	39

The table above showed that the average score of learning achievement of students in English as a general subject was 79.9, the highest score was 95.4, and the lowest score was 39. Their learning achievements were also converted into numerical counts, which were obtained in the range A, A-, B +, B, C +, C, and E. It meant that the students got different learning achievements.

d. The Effect of Students' Perception on Teaching Strategy toward Students' Achievement

To determine the effect of students' perception on teaching strategy towards students' achievement, the linear regression analysis was used. The statistical result can be seen in the following table :

Table 4. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	76.247	4.902		15.554	.000
X	.023	.030	.061	.745	.458

a. Dependent Variable: Students' Achievement

The statistical analysis in the table above, it can be seen that the t-count value for the X variable (teaching strategy) was 0.745, and the t-table value was 1.976. It meant that t-count < t-table. Thus, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. It could be concluded that there was no significant effect of Variable X (teaching strategy) towards Y (students' achievement) in learning English as General Subject.

Discussions

a. Students' Perception on Teaching Strategy

Students' perception on teacher's teaching strategy used by the lecturers was generally good. Their perception was in *the High* category. They perceived that the teaching strategies were useful and helpful for them in learning speaking, writing, reading, listening skills, grammar, and vocabulary in English as a general subject. In speaking skills, from fifteen teaching strategies, the students perceived ten teaching strategies with *a very high* category. Those strategies were a simulation, free talking activity, peer-share activity, audio-based presentation, topic-based presentation, reporting, picture narrating, picture describing, and creative task, while the rest teaching strategies were perceived in the high category. The students' perceived three teaching strategies perception for writing in *the high* category. Those strategies were essay, brainstorming, and peer-review strategy. It showed that the students perceived the teaching strategies used by the lecturers were highly useful and helpful for them to learn writing. For example, a peer-review strategy was useful in correcting their writing through the English learning process, while the rest strategies were in the very high category.

Teaching strategies for reading skills were perceived in the *high* category. The students perceived that the strategies used by the lecturers helped them in reading any text or paragraph in the English learning process. The strategies that the lecturers used were silent reading, skimming, scanning, reading aloud, and teaching reading for comprehension strategy. The students' perception on teaching strategy for listening skills was in the *high* category. They perceived that using English songs, youtube English video clips, and the multimedia book was useful and helpful for them in learning the listening skill. Thus, the use of such as technology in the teaching and learning process was needed and necessary.

The students perceived teaching strategies for grammar in *the high* category. Teaching grammar by inductive way done by the lecturers was one of the very high categories perceived by the students. After they were taught about the structure, they needed to be asked for clarification whether they got understood or not followed by doing the task given by the lecturers. For grammar, the students perceived the strategies uses by the lecturers in *the high* category. By having a vocabulary notebook, it was useful for the students to understand and improve their knowledge about new vocabulary. Then, they needed also some additional vocabulary presented by the lecturers through the teaching process and by using word mapping. Those three strategies were in the category very high. It meant that all strategies used by the lecturers were applied well and helpful for the students in learning about vocabulary.

The findings of this study concern teaching strategies for teaching speaking, writing, reading, listening skills, grammar, and vocabulary in English as a general subject at the university level. It is different from the findings conducted by Fajriah et al. (2019). Their study aimed to find out SMA alumni's perceptions toward English teachers' teaching strategies and personal competences and investigated how students perceived the availability of their school facility. The finding showed 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.

The perception of some teaching strategies that investigated this present study was in line with other studies conducted by Mojares (2013) and Daddi & Haq (2014) at the university level. In Mojares' study, he found that the lecturers *most often* used the lecture method and brainstorming. It indicated that those strategies were appropriate for teaching English. While Haq & Daddi (2014) proposed an audio-based presentation, topic-based presentation, peer share idea, role play, discussion, and simulation as a strategy in teaching English.

b. The effect of students' perception on teaching strategy towards students' achievement

Based on the result of statistical analysis in table 4, it showed that there was no significant effect of students' perception on teaching strategy towards students' achievement in learning English as General Subject. It was also found that the R-value was 0.61, and *R Square* was 0.004. It meant that the effect of students' perception on teaching strategy towards students' achievement contributed only 0.4% ($R^2= 0.004$), while the rest of 99.6% was influenced by variables that were not investigated in this study.

This is not surprising due to teaching strategy is not only the one aspect that influences students' achievement. This finding also corroborates Fardon's (2013) and Akdemir & Koszalka (2008) earlier report that matches between students' learning styles, and instructional strategies did not affect the students' learning performance. Then, Lubis (2017) also reported that cooperative learning strategy as a strategy used by the lecturer in teaching phonology did not affect students' achievement.

Conclusion

The findings of this study revealed that the students' perception on the teaching strategy used by their lecturers was generally in *the High* category. They perceived that the teaching strategies were useful and helpful for them in learning speaking, writing, reading, listening skills, grammar, and vocabulary in English as a general subject. It proved that almost lecturers had tried to apply appropriate teaching strategies in the teaching and learning process. The perception of the students as the direct consumer of teachers' service can be considered as the reflection for the teacher in the teaching and learning process. They are also suggested to create an exciting class to get students' interest in learning English.

Then, students' perception on teacher's teaching strategy did not contribute towards students' achievement in learning English as a general subject at Universitas Negeri Padang. It indicates that teaching strategy does not become the only factor that can influence students' achievement. Other factors can be the potential for affecting students' achievement. Thus, further studies can be carried out to investigate other teaching strategies that were not investigated in this present study, moreover, about other factors that possibly can make a significant contribution towards students' achievement.

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