STUDENTS' PERCEPTIONS TOWARD TEACHER'S TEACHING STRATEGIES, PERSONAL COMPETENCE, AND SCHOOL FACILITIES

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ABSTRACT

This study was aimed to find out alumni's perceptions toward English teachers' teaching strategies and personal competences. In addition, this research investigated how students perceived availabilty of their school facility. The study was conducted online by sending the link of questionnaire to alumni who graduted from three state senior high schools in South Aceh. The study used the quantitative method with the survey design, and the questionnaire was used as the instrument to get the data needed. The population of this survey was all students who graduated from SMAN 1 Labuhanhaji, SMAN 1 Tapak Tuan, and SMAN 1 Trumon and they are now continuing their study at some universities and academies in Aceh and North Sumatera. The samples for this study were fifteen alumni chosen from each of these three state schools. The collected data was analyzed through a quantitative procedure by using a statistical formula to find the percentage of each statement. The results 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. In addition, school facilities were perceived still insufficient.

Keywords: *teaching strategy, personal competence, school's facility.*

INTRODUCTION

In language teaching, unfortunately, not all English teachers succeed to achieve curriculum goals. Huang (2010) affirm that some English

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teachers are found less succesful than others. Therefore, to be regarded as more succesful ones, they are required to be able to create interesting classes to have their students motivated to learn English since motivation has undeniable influence toward students' achievement as Lifrieri (2005) points out that learners' success in learning the target language is crucially influenced by their motivation.

Broadly speaking, to make the teaching proces become interesting, English teachers must understand English language correctly as well as to speak English fluently. In other words, they have to be so proficient in English language that they can use English to teach the materials, to interact with students, to give instructions, corrections, and feedbacks on learner language. Furthermore, to raise students' interest to learn English, the teachers should teach contextually that is by relating the topic to students' daily activities. In order to avoid a boring class, English teachers need to vary students' activities in teaching and learning process.

Moreover, teachers' personality also influences students' interests to learn English and play a crucial role toward students' outcome. Huang (2010) says that beside being proficient in English and applying appropriate strategies to teach, teachers are also required to bring their own attitude and personality into their teaching class and realise good teaching through discussion, negotiation, concistency, be available for students, and a reliable source of information for students when needed. Similarly, Abiola (2013) claims that there was undeniable relationship between a teacher's strategy of teaching and students' attitude to the teaching and learning of English language. This implies that expected performance of students in English language is based on teachers' strategies of teaching the subject and attitude. Teachers personality, in educational domain, is commonly adressed as personal competence of teachers. It refers to the ability of teachers to keep good behaviours and demeanours carried on with them when they teach students. Gao and Liu (2013) explain that personality effects crucially on the effectiveness of teachers. They further add that effective teachers demonstrates a common wealth of personality traits such as adaptability, agreeableness, caring, collegiability, enthusiasm, fairness, friendliness, good humor, high expectation, honesty, patience, respectfulness, and responsibility.

Besides the influence of teachers' strategy and personality, availability of facility at school is also considered as a crucial factor needed to achieve curriculum objectives. Sufficient facility can create teaching and learning process as the real world condition. It also

encourages teachers to explore their creativity in using and modifying methods used in classroom and in delivering materials. Teachers are limited when there are unsufficient resources. Obeka (2016) states that students' negative attitude in performing academically is obviously generated from the buildings and insufficient school facilities.

LITERATURE REVIEW

Strategies in English Teaching

Hammond, et al. (2005) explain that effective teachers are able to figure out what they want to teach as well as how they do it, so that students can understand and use the new information and skill. These teachers are aware that teaching is not just talking and learning is not just listening. Gordon (2012) in Lupascu, et al. (2014) points out that effective teachers can avoid devaluing messages, are able to make decisions to motivate students, and can overcome pitfalls of excessive authoritarianism and permissiveness. Similarly, Brown (2007) proposes that teachers should concern about the use of resource in terms of time, space, and equipment, the interactional pattern observed in lesson, and the tactic and strategy used by a teacher and learners when the method is being used.

To get a complete look on how teachers should teach, Crowl, et al. (1997) propose 10 characteristics of teaching strategies applied by effective teachers, namely starting each new lesson by previewing the last lesson, stating the objectives of the lesson before the teaching-learning process, transferring new material gradually, giving clear instructions and explanations, providing much time for students to practise, giving numerous questions, conducting warming up activities, giving feedback and correction, providing explicit instruction for seatwork, and carrying out test weekly and monthly.

From the explanations above, it can be suggested that all teachers for each subject are required to find appropriate strategies of presenting new learning content in ways which engage learners, which make connections with previous learning, which present content at a comprehensible and learnable rate, and which provide opportunities for learners to master lesson content through processes such as analysis, reflection, application, and practise.

Furthermore, the broader explanation on strategies needed to be applied by an English teacher to be successful in teaching English will be discussed below.

1. Teachers use English

English teachers should teach and interact with students in English. Therefore, they are required to be proficient in English language first. Richard and Farrel (2011) insist that many important aspects of teachers' teaching, such as their ability to become a good language model for their students, to maintain the use of English in their class, to explain the contents and to instruct in English, as well as to correct learners' language and to give feedback for each material are influenced by both English teachers' proficiency and their English language use in teaching.

2. Teachers teach contextually

Chitravelu, et al. (2005) propose that succesful classes carried by teachers often depends on their skills in getting students' interest and involvement at the start of the lesson by using the strategies such as relating the topic to something of great interest of the students in class, using pictures, models, diagrams, or real objects to draw attention and invite comment, and drawing students' previous experiences.

3. Teachers use media

Arsyad (2014) affirms that in teaching and learning process, there are two important aspects related to each other, they are teaching strategies and media. The use of certain teaching strategy will influence the media needed, although there are still other aspects that need to be considered in choosing media such as the objective of study, the kind of task and response that students need to achieve after the teaching and learning process, teaching context, and students' characteristic. Therefore, teachers have to consider the medium through which message is to be conveyed for the material to be effectively delivered. Media are used as tool in teaching that influence classroom's atmosphere, situation, and environtment created by a teacher. Moreover, in deciding what instructional media should be used, a teacher needs to consider the interest, ability, proficiency level, and sociocultural background of students, the content of the lesson to be taught, and the availability, cost, and effectiveness of the media.

4. Teachers vary students' activities in teaching and learning process.

Although there are many ways suggested to be applied in English language teaching to help students learn better, it is wrong to assume that there is a method that can fully ensure the success of teaching and learning. Therefore, teachers should vary students' activities in teaching and learning process to motivate their students to learn and create interesting English language class. Lewis and Hill (1992) explain that

every teacher should know that a textboox which is suitable to one situation, is often not appropriate for another. The same for a work in certain day with one class does not necessarily work with a different class or even on a different day with the same students. However, if teachers often do predictable things in their classes, then their learners will be bored. Similarly, Paul (2003) affirms that English teachers must have ability to arrange instructional process in teaching English by choosing and applying strategy appropriately to deliver English materials to students. They should have this ability since all methods have strong and weak points. In other words, those standard teaching methods may not fit their particular teaching situations, so teachers needs to draw on ideas from a number of different stagies and approaches and add ideas that come from their own experiences.

5. Teachers give understandable instructions.

Chitravelu, et al. (2005) explain that students must know exactly what they have to do and how to do instructions given by teachers in teaching and learning process. Crowl, et al. (1997) add that students sometimes get confused with their teachers' instructions or explanations. Therefore, it is good for teachers to give instructions or explanations with words which are familiar to students so that they will understand them better.

6. Teachers give appropriate task

According to Richards and Renandya (2002), definition of a task in teaching and learning process is an activity related to the content given and designed by teachers for their students who need to finish it by using their previous knowledge of the target language. Commonly, task leads to a real outcome such as playing game, solving a problem, or sharing and comparing experiences. In addition, Jenson (1998) in Tileston (2000) believes that enriched environment in the classroom comes primarily from task challenge. He warns that if teachers give too little challenge in theur classes, their students will get bored but if they give too much, their students will be intimidated. Thus, teachers should filter and arrange the task so carefully that it provides stimulating and fun experiences that match the ability level of students without causing frustation.

7. Teachers set students learning in pairs or group

Richard and Farrel (2011) acknowledge that in language class, group-based learning can help promote self-esteem, increase student's talking time and motivation by creating a comfortable circumstance for language practise.

8. Teachers provide time to practise

Richard and Farrel (2011) require English teachers to always provide opportunity for students to develop and extend their linguistic resources, both grammatical and discoursal, and for interactive and collaborative use of language among students. Teachers are also required to manage who gets the chance to speak, what they speak about, what each participant does with the different opportunities to speak. It is important for teachers to observe the interaction within the classroom because it can determine learning opportunities students get. Similarly, Crowl, et al. (1997) agree that teachers should provide chances for students to use their interlanguage. This hopefully will make them able to apply what they have already gotten at the end of the learning process. Thus, eventhough a teacher is required to instruct and to explain in teaching process, Lewis and Hill (1992) propose that teacher should beware of the amount of unnecessary talking he/she does since the more the teacher talks, the less opportunity the students have to speak. Teachers also needs to remind themselves that in most state schools, each class has about 30 to 40 students and English subject has only about 180 minutes in a week, which means that students have limited practising time in English class. In this circumstance, it is not surprising if most students are not good in spoken English. However, to overcome this problem, teachers are expected to plan their teaching weffectively and to arrange activities for instructional process providing much time for students to practise such as oral work, pair work, and group work.

9. Teachers give feedback and correction

Jenson (1998) in Tileston (2000) add that feedback is a crucial factor enriching environment in the classroom. It should be a part of the learning about every 30 minutes. Feedback, however, is not always from the teacher. It takes on many forms including peer evalution, journal writing, predicting activities, group presentations, and rubrics.

Personal Competences of Teacher

Cole and Knowles (1993) in Cruickshank, et al. (2009) assert that although knowledge of subject matter and a good teaching skill are critical to success, positive attitude toward students is also considered as crucial factor determining the success of teaching and learning.

Furthermore, a study conducted by Lupascu, et al. (2014) shows that teachers are considered as effective teachers if theya are friendly, forgiving, respecting, compassionate, fair, and understanding.Moroever, Walker (2008) identifies twelve characteristics of effective teachers to

behave appropriately and acquire the information received. These features are preparation, positive attitude, high expectations, creativity, fairness, personal touch, development of a sense of belonging, accepting mistakes, sense of humor, respect for students, forgiving attitude, and compassion. In addition, Cruickshank, et al. (2009) claim that teachers with effective demeanour are positive educators who are oriented toward and optimistic about their own and their students' success.

Similarly, Shishavan and Shadegi (2009) note that teachers must be aware how momentous their responsibility is and try to give a positive and favorable impression to their students to reach the best result. Olsen and Mullen (1990) in Wiseman, et al. (2005) emphasize that the most effective context leading to optimisng students' achievement is classroom where all students feel valued, respected, and capable of succeeding despite their differences. In addition, Emmer and Gerwells (2006) contend that teachers must respond with empathy to their students to show that they accept students' perspective. Empathetic respondents keep the lines of communication open so that problems can be understood and resolved within a framework of respect.

From the experts' suggestions above, it can be deduced that teachers should be discipline, consistent, friendly, respecting, motivating, fair, open minded, willing to help and have a good sense of humor.

School Facilities

Facilities play an important role to support the success of English teaching and learning process since they help to enhance the students' learning. Therefore, all schools must be equipped with sufficient physical facilities required to help students understand a topic given better.

Furthermore, Egim (2003) states that the school physical environment includes the buildings, classrooms, furniture and equipment, instructional materials, laboratories, libraries, play grounds and so on. Others are walls, machinery, decorative objects and audio-visual equipment. Obeka (2016) classifies the school facility into three categories, namely infrastructure, furniture, and instructional materials.

1. Infrastucture

School Infrastucture is important to support the teaching and learning process. It includes classrooms, libraries, and language laboratories. Since these infrastructures are building, they need to have a adequate lightening, suitable temperature and less external noisy.

2. Furniture

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

3. Instructional materials

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

RESEARCH METHODOLOGY

Research Participants

The participants of this study were fourty five students who graduated in 2015 from SMAN. 1 Labuhanhaji, SMAN. 1 Tapak Tuan, and SMAN. 1 Trumon in South Aceh. Fifteen students were selected from each of these three schools. At the moment, the participants are studying at some academies and universities in Aceh and North Sumatera.

Research Instrument

The instrument used for this study was a multiple choice questionnaire. It consisted of thirty statements in which the participants were required to choose one of the five choices available which describe their English teachers' teaching startegy, and personal competence as well as school facilities. The participants responded to the questions of the questionnaire by chosing one out of the five frequency words, namely 'always', 'often', 'sometimes', 'seldom', and 'never'. The framework of this closed-ended questionnaire was adapted and modified from Crowl, et al. (1995) for teachersteaching strategy, Shisavan and Sadegi (2009) for teachers' personal competence, and Obeka (2016) for school facilities. Additionally, the questionnaire items were divided into three main sections. The first nine statements related to alumni's opinion toward teachers' strategiesMeanwhile the tenth to twenty first item concerned with teacher's personal competence. The rest items pertained to students' perception toward school's facility.

Technique of Data collection

The questionnaire was delivered to students online through their social media accounts such as facebook, blackberry messenger,

whatsapp, or line. They were given the link and then required to click it first to open and answer the online questions presented in *google form.* Their answers would automatically be sent to researcher's email soon after they have finished the process.

Technique of data analysis

The data obtained from multiple choice questions were analysed in statistical descriptive way by using percentage formula. The results of this descriptive statistics were tabulated in table and then analyzed descriptively.

RESULTS AND DISCUSSIONS

The table below showed the frequency and percentage of each item for teachers' teaching startegies chosen by alumni.

Table 1. Alumni's response toward English teachers' teaching strategies

No.	Item	Option		Frequency		Percentage (%)	
1.	Teacher used English in English class.	a.	Always	a.	0	a.	0
		b.	Often	b.	4	b.	8,9
		c.	Sometimes	c.	5	c.	11,1
		d.	Seldom	d.	32	d.	71,1
		e.	Never	e.	4	e.	8,9
2.	Teacher taught contextually for every teaching materials.	a.	Always	a.	2	a.	4,4
		b.	Often	b.	10	b.	22,2
		a.	Sometimes	c.	14	c.	31,1
		b.	Seldom	d.	11	d.	24,4
		c.	Never	e.	8	e.	17,8
3.	Teacher used media needed to teach the content.	a.	Always	a.	5	a.	11,1
		b.	Often	b.	4	b.	8,9
		c.	Sometimes	c.	17	c.	37,8
		d.	Seldom	d.	17	d.	37,8
		e.	Never	e.	2	e.	4,4
4.	Teacher varied teaching activities.	a.	Always	a.	5	a.	11,1
		b.	Often	b.	4	b.	8,9
		c.	Sometimes	c.	17	c.	37,8
		d.	Seldom	d.	14	d.	31,1
		e.	Never	e.	5	e.	11,1
5.	Teachers gave understandable instructions.	a.	Always	a.	3	a.	6,7
		b.	Often	b.	11	b.	24,4

		c. Sometimes	c. 20	c. 44,4	
		d. Seldom	d. 9	d. 20,1	
		e. Never	e. 2	e. 4,4	
6.	Teachers gave appropriate tasks for students to do or discuss.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 4 b. 12 c. 12 d. 10 e. 7	a. 8,9 b. 26,7 c. 26,7 d. 22,2 e. 15,6	
7.	Teacher set students learning in pairs or group in English class.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 2 b. 10 c. 26 d. 5 e. 2	a. 4,4 b. 22,2 c. 57,8 d. 11,1 e. 4,4	
8.	Teachers provided enough time for students to practice.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 6 b. 13 c. 8 d. 9 e. 9	a. 13,3 b. 28,9 c. 17,8 d. 20 e. 20	
9.	Teachers gave feedback and correction for each teaching materials in every meeting.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 6 b. 7 c. 9 d. 12 e. 11	a. 13,3 b. 15,6 c. 20 d. 26,7 e. 24,4	

Data above revealed that for the first item, *teacher used English in English class*, no respondents answered always and more than a half of them (71,1%) answered seldom. For the second item, *teacher taught contextually for every teaching materials*, most students (31,1%) chose sometimes. For the third item, *teacher used media needed to teach the content*, equal number of students chose sometimes and seldom (37.8 % for each). Meanwhile, 68,9% students acknowledged that teacher sometimes and rarely varied teaching activities. Similarly, majority students (68,9%) agreed that teachers did not always or often give understandable instructions.

For the sixth item, *teachers gave appropriate tasks for students to do or discuss*, 8,9% alumni chose always, while similar number of students chose often and sometimes (26,7% for each). Additionally, Majority of students (57,8%) acknowledged that teacher rarely set students to learn in pairs or group in English class. Furthermore, for the eight statement and ninth statement, equal number of students selected selected always (13.3% for each item).

Table 2. Alumni's perception toward English teachers' personal competences

No.	Item	Option	Frequency	Percentage (%)
10	Teachers started the class on time.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 7 b. 8 c. 23 d. 7 e. 0	a. 15,6 b. 17,8 c. 51,1 d. 15,6 e. 0
11	Teachers marked all of students' task and homework regularly.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 12 b. 7 c. 23 d. 2 e. 1	a. 26,7 b. 15,6 c. 51,1 d. 4,4 e. 2,2
12	Teacher was consistent to keep the rules that had been discussed and agreed with students before.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 16 b. 7 c. 20 d. 1 e. 1	a. 35,6 b. 15,6 c. 44,4 d. 2,2 e. 2,2 f.
13	Teacher was friendly.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 14 b. 9 c. 13 d. 8 e. 1	a. 31,1 b. 20 c. 28,9 d. 17,8 e. 2,2
14	Teacher was humorist.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 11 b. 5 c. 23 d. 6 e. 0	a. 24,4 b. 11,1 c. 51,1 d. 13,3 e. 0
15	Teacher did not disgrace students who have the wrong answer.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 7 b. 11 c. 12 d. 8 e. 7	a. 15,6 b. 24,4 c. 26,7 d. 17,8 e. 15,6
16	Teacher motivated students to express and discuss their thought in teaching and learning process.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 9 b. 12 c. 10 d. 11 e. 3	a. 20 b. 26,7 c. 22,2 d. 24,4 e. 6,7

17	Teachers appraised students fairly.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 10 b. 11 c. 12 d. 12 e. 0	a. 22,7 b. 24,4 c. 26,7 d. 26,7 e. 0
18	Teacher asked students to appreciate their classmates' opinion.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 11 b. 16 c. 12 d. 6 e. 0	a. 24,4 b. 35,6 c. 26,7 d. 13,3 e. 0
19	Teacher was opened to students' criticism and suggestion.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 13 b. 4 c. 9 d. 8 e. 11	a. 28,9 b. 8,9 c. 20 d. 17,8 e. 24,4
20	Teacher was willing to help students learning English outside classroom.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 12 b. 6 c. 8 d. 15 e. 4	a. 26,7 b. 13,3 c. 17,8 d. 33,3 e. 8,9
21	Teacher created activities such as English Club, English Day, or English Week to motivate students practice their English.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 0 b. 7 c. 5 d. 8 e. 25	a. 0 b. 15,6 c. 11,1 d. 17,8 e. 55,6

It can be noticed that for the first item, *teachers started the class on time,* equal number of students chose always and often (33,4% for each option)agreed that, while 51,1% chose option sometimes, 15,6% chose seldom, and no participant selected the option none. Moreover, 73,3% students acknowledged that their English teachers did not always mark all of students' task and homework regularly. For the twelfth item, 35,6 % chose option always and 44,4% of them answered sometime for statement *teacher was consistent to keep the rules that had been discussed and agreed with students before*.

Next, 31,1% participants considered the teachers as friendly teacher and 28,9% of them chose option sometimes as their answer.Furthermore, 24,4% respondents voted always for statement *teacher was humorist* and 51,1% of them answered sometimes. As for the fifteenth item, *teacher did not disgrace students who have the wrong answer*, the combined

answers of often and sometimes reached 51,1% respondents. Besides, 26,7% alumni agreed that their teacher motivated students to express and discuss their thought in teaching and learning process. Meanwhile, 22,7% respondents responded that teachers always appraised students fairly.

Furthermore, 35,6% students believed that their teacher often asked students to appreciate their classmates' opinion. Option always for the nineteenth item, *teacher was opened to students' criticism and suggestion*, was chosen by 28,9% alumni. Additionally as many as 26,7% respondents opted option always for the twentieth item, *teacher was willing to help students learning English outside classroom*, while for the last item, 55,6% students acknowledged that the teachers never created activities such as English Club, English Day, or English Week to motivate students practice their English.

Table 3. Alumni's perception toward school's facilities

No.	Item	Option	Frequency	Percentage (%)
22	Students had English textbooks.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 13 b. 7 c. 10 d. 15 e. 0	a. 28,9 b. 15,6 c. 22,2 d. 33,3 e. 0
23	Classroom was comfortable for teaching and learning process.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 15 b. 13 c. 17 d. 0 e. 0	a. 33,3 b. 28,8 c. 37,8 d. 0 e. 0
24	Classroom chair and desk's setting was easy to be moved and rearranged.	f. Always g. Often h. Sometimes i. Seldom j. Never	a. 13 b. 10 c. 21 d. 1 e. 0	a. 28,9 b. 22,2 c. 46,7 d. 2,2 e. 0
25	Classroom had an electricity	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 37 b. 4 c. 2 d. 2 e. 0	a. 83,9 b. 8,9 c. 4,4 d. 4,4 e. 0
26	Classroom had projector.	a. Always	a. 0	a. 0

		b. Often	b. 0	b. 0
		c. Sometimes	c. 0	c. 0
		d. Seldom	d. 9	d. 20
		e. Never	e. 36	e. 80
27	School installed and turned on *wi-fi*.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 6 b. 2 c. 8 d. 8 e. 21	a. 13,3 b. 4,4 c. 17,8 d. 17,8 e. 46,7
28	School's library provided requisite English textbooks for students to read or to borrow.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 8 b. 3 c. 11 d. 16 e. 7	a. 17,8 b. 6,7 c. 24,4 d. 35,6 e. 15,6
29	School provided a good and clear Tape-recorder/CD Roms and cassette/VCD.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 6 b. 7 c. 23 d. 5 e. 4	a. 13,3 b. 15,6 c. 51,1 d. 11,1 e. 8,9
30	School had a language laboratory.	a. Always b. Often c. Sometimes d. Seldom e. Never	a. 0 b. 0 c. 0 d. 0 e. 45	a. 0 b. 0 c. 0 d. 0 e. 100

According to the data displayed above, it can be noticed that the twenty second item, *all students in English class had English textbooks*, got 13 (28,9%) respondents who chose always, 7 respondents (15,6%) who chose often, 10 respondents (22,2%) who answered sometimes, 15 respondents (33,3%) who chose seldom, and none of the participants selected never. Furthermore, 15 repondents (33,3%) chose always for the twenty third item, *classroom was comfortable for teaching and learning process*, 13 respondents (28,9%) who chose often, 17 respondents (37,8%) who responded sometimes, and no one chose both seldom and never. Meanwhile, option always was chosen by 13 respondents (28,9%) for the twenty fourth item, *classroom chair and desk's setting was easy to be moved and rearranged*, often by 10 respondents (22,2%), sometimes by 21 respondents (46,7%), seldom by 1 respondent (2,2%), and no one (0) selected never.

Furthermore, the twenty fifth item, *classroom had an electricity*, got 37 respondents (83,9%) who chose always, 4 respondents (8,9%) who chose often, equal number (4,4% for each choice) who selected sometimes and seldom, and (0) none who chose never. Moreover, none of the respondents chose always, often, and sometimes for the twenty sixth item, *classroom had projector*, but 9 respondents (20%) answered seldom, and the rest, 36 (80%), opted for never. Moreover, 6 respondents (13,3%) answered always, for the twenty seventh item, *school installed and turned on wi-fi*, 2 respondents (4,4%) who said often, equal number (8 or 17,8% for each) who chose sometimes and seldom, and 21 respondents (46,7%) who chose never.

Next, 8 (17,8%) respondents chose always; 3 (6,7%) chose often;11 (24,4%) chose sometimes;16 (35,6%) chose seldom; and 7 (15,6%) chose never for the twenty eighth item, *school's library provided requisite English textbooks for students to read or to borrow*. The twenty ninth item, *school provided a good and clear Tape-recorder/CD Roms and cassette/VCD*, received 6 respondents (13,3%) who chose always, 7 respondents (15,6%) who chose often, 23 respondents who chose sometimes (51,1%), 5 respondents (11,1%) who chose seldom, and 4 respondents (8,9%) who chose never. Last, all (100%) respondents answered never for item *school had a language laboratory*.

Discussion

The discussions and conclusions of this study covered the students' perceptions on whether their English teachers thoroughly applied the strategies suggested in teaching, whether their English teachers had a set of personalities required to be a teacher, and whether their schools were equipped with sufficient facilities.

Regarding the students' responses to each item from questionnaire given related to teaching strategy, it could be concluded that the teaching strategies suggested to be used by the teachers in their teaching process to catch the students' interests to learn the target language and to achieve curriculum expectations were not thoroughly applied yet. First, more than a half of the students answered that English was rarely used in teaching by their English teachers. Then, they agreed that the examples for every materials taught were not regularly related to the students' daily activies and media needed to teach and to explain the materials given were not always included either by their English teachers. The respondents also acknowledged that their English class was mostly boring since the class activities set by their teachers were predictable and

most of them revealed that the instructions given by teachers were often not so clear that they got confused about what they had to do. Besides, most tasks for the students to do or to discuss were not appropriately designed by the teachers and most of the time, the students were not given enough time to practise either. However, sometimes, the students were set to learn in pair or group. Last but not least, feedback and correction about each teaching material given in every meeting were not always given by majority of the teachers.

In addition, most students acknowledged that not all English teachers from SMAN. 1 Labuhanhaji, Tapak Tuan, and Trumon had a set of personalities required to be a teacher. Most of those teachers were not punctual since their class rarely started on time. They did not regularly mark students' tasks and homeworks, did not have a good sense of humor, were unappreciative to students' mistakes, did not always give students motivation to express and discuss their thought in teaching and learning process, did not open well to students' criticism, did not always appraise students fairly. Those teachers, according to most students, were not available for them outside classroom and did not create additional activities to motivate them to practise. Neverthless, most of those teachers always discussed the rules that would be applied in class with students, were friendly, and frequently asked them to appreciate their classmates' opinions.

The finding of this study concerning English teachers' performances is different from the research result conducted by Liando (2010) on students' perception toward their English teachers' performances. From the latter it is found that most students ageed that the teachers performed well in their teaching. The students informed that most teachers provided enough time for students to practise, taught contextually, encourage them to talk, gave correction and feedback. In term of teachers'personal competence, Liando's research participants also acknowledged that their English teacher was fair, friendly, encouraging, humourist, appreciative, willing to help outside class, and caring.

Furthermore, according to the finding of this study, the facilities from these three high schools were found still unsufficient. There were no free textbooks for each student. Each library from these schools was lack of requisite textbooks and was not equipped with the current ones. In addition, the schools did not provided projector for each class, free internet access for students in school area, good quality media to teach speaking and listening, and language laboratory. On the contrary, most

students clarified that their schools provided electricity for each class, had comfortable classroom and furnitures that are easy to be rearranged.

This condition is similar to what Nepal and Maharjan (2015) found in their study that many community schools in Central Nepal are still lack of availability and utilization of physical facilities, even the basic requirements such as educational material, sport material and play ground, information and technology laboratory, library, drinking water, toilets and multimedia**.**

CONCLUSION AND SUGGESTION

Regarding the explanation in preceeding sections, it could be concluded from this research that most students perceived their English teachers did not performe well in teaching. Most teachers did not apply the required strategies in English language teaching and did not have a set of complete personality and attitude expected from a great teacher. Sadly, majority of school facilities from these schools were also found still insufficient.

To attract students' interest and to increase their motivation to learn the target language, all English teachers should know and apply the teaching strategies suggested to create an interesting class. They have to use English to communicate with their students, vary the strateges used to explain the materials, provide a set of properly challenging tasks and tests, give feedback and correction for every material taught, and comee up with the development of upcoming technology. Besides, they must have a complete set of required personalities.

Furthermore, government or stakeholders need to frequently monitor English teachers' advisability in teaching. They should train teachers who are still not able to teach properly as expected. Government has to place highly educated English teachers evenly, not only for schools in town, but also for countryside schools. It also needs to monitor which schools have unsufficient facilities and provides them with sufficient tools needed to accelerate teaching and learning process.

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