

Students' Perception on English Teaching Effectiveness in the Classroom Activities at SMP Negeri 4 Kota Gorontalo

Sartin Miolo¹, Nitha Dirgahayu², Harto Malik³

^{1,2,3}Department of English Education, Faculty of Letter and Culture, Universitas Negeri Gorontalo, Indonesia
sartinmiolo@ung.ac.id¹, nithadirgahayu@gmail.com², hartomalik@ung.ac.id³

Article Info	Abstract
<p>Article history:</p> <p>Received: 6 July 2022 Revised: 25 July 2022 Accepted: 30 July 2022</p> <hr/> <p>Keywords:</p> <p>Students Perception English Teaching Effectiveness Classroom Activities</p>	<p><i>This research is aimed to find out the students' perception on English teaching effectiveness in the classroom activities. This research sought students' perceptions on teaching effectiveness in the classroom activities which prompt the utilization of mixed-method. This research was conducted at SMP Negeri 4 Kota Gorontalo. In conducting this research, the participants were the eighth-grade students in SMP Negeri 4 Gorontalo. The eighth-grade in SMP Negeri 4 Kota Gorontalo itself is divided into five classes in which every class contains 25-30 students. The number of participants were 40 students selected from five classes of the eighth-grade. The data was collected using questionnaire and analysed using scoring, analysing problems, and concluding/interpreting. The results showed that English teaching effectiveness in the classroom is good. It was judged from four indicators of effectiveness itself. Those were instructional delivery, student assessment, learning environment, and personal qualities. Based on the research, the four indicators of effectiveness were categorized well. It was proven by the fact that most of the students in the position of agree.</i></p> <p>Abstrak</p> <p>Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang efektivitas pengajaran bahasa Inggris dalam kegiatan kelas dengan menggunakan metode campuran. Penelitian ini dilakukan di SMP Negeri 4 Kota Gorontalo. Dalam melakukan penelitian ini, partisipan adalah siswa kelas VIII di SMP Negeri 4 Gorontalo. Kelas VIII di SMP Negeri 4 Kota Gorontalo sendiri terbagi menjadi lima kelas yang setiap kelasnya berisi 25-30 siswa. Jumlah peserta adalah 40 siswa yang dipilih dari lima kelas di kelas VIII. Pengumpulan data dilakukan dengan menggunakan kuesioner dan dianalisis menggunakan scoring, analisis masalah, dan penarikan kesimpulan/interpretasi. Hasil penelitian menunjukkan bahwa efektivitas pengajaran bahasa Inggris di kelas mendapat kategori baik. Hal itu dinilai dari empat indikator efektivitas itu sendiri. Yaitu penyampaian pembelajaran, penilaian siswa, lingkungan belajar, dan kualitas pribadi. Berdasarkan penelitian, keempat indikator efektivitas dikategorikan baik. Terbukti dengan sebagian besar siswa pada posisi setuju.</p>
<p>Corresponding Author:</p> <p>Sartin Miolo Department of English Education, Faculty of Letter and Culture, Universitas Negeri Gorontalo, Indonesia sartinmiolo@ung.ac.id</p>	

1. INTRODUCTION

In this era, education is still the most critical element in human life. Education has a significant influence on individuals. It is vital to the life and development of a country. Education cannot be separated from the components of education itself, such as teachers and students. These components should work together to create a good education, stable and high-quality atmosphere. Teacher is the determinant of the success of teaching and learning process. In order to obtain teaching and learning run smoothly, sometimes teacher must understand the desires of students.

There are several components need to be considered based on improving the quality of the education process, including input, process, output, and feedback (Mukhid, 2007). The input part involves students; the process components related to teachers, learning materials, teaching methods, evaluation systems, supporting facilities, and administrative systems. The output parts are related to the state of the students after experiencing the process, and the feedback parts are related to the response after seeing the shortcomings in the output of how to take steps or efforts are related. However, it is believed and expected that high-quality teachers must not only improve test scores but also provide an emotionally supportive environment that helps students' social and emotional development, manage classroom behaviour, provide accurate content, and support critical thinking (Cohen, 2011, as cited in Blazar & Matthew, 2016).

On the other hand, a successful learning process requires the effectiveness of the teacher in the classroom. To do so, teachers should remain professional in the learning process. Professional teachers will aid the students in improving their abilities to understand a subject. Therefore, the effectiveness of teachers is essential for students' learning. It can be measured through the teachers' interaction with students, teaching strategy, motivation, content knowledge, and classroom management by using a qualitative research approach. (Kola, Olanipekun, and Garuba, 2015).

Furthermore, according to Education Law no. 14 of 2005, teachers are professional educators whose main task is to educate, teach, train, guide, and evaluate students. To this end, before proceeding with the teaching process, teachers should consider some educational elements, including; students, teachers, learning materials, methods, classroom mastering skills, environment, and goals. Teachers who have considered all the above elements in the learning process can be classified as effective teachers. As Anderson (2004) stated, to be an effective teacher, one should use the knowledge and skill required to achieve the learning goals.

The majority of teachers in most schools in Indonesia face such psychological questioning of themselves as to how well can one get along with their students, simply because they are oblivious of their students' perceptions of them (Ibrahim, 1996). The teacher established themselves as a nuisance, or rather as obstacles, to the classroom teaching effectiveness. Needless to say, some classrooms are more interesting than others, due to different level of enthusiasm or particular skill in explaining, describing, and questioning. Nevertheless, teachers' and students' behaviours are more than spontaneous and short-lived in several particular situations. Further, each individual in a classroom possess a variety of attributes that might influence how a teacher behaves towards their surroundings and how the students respond to them. It implies that the way students perceive the teachers directly or indirectly impacts their academic achievement or teaching outcomes.

In obtaining a good teaching model, it is necessary to improve teaching implementation. There have been some general problems related to the lack of effectiveness of teachers in the learning process. There are still some teachers who are incapable in

managing the class properly, unable to master the taught materials, or are just teachers who do the homework, and the success of the teaching process is primarily affected by the teachers themselves. Since teachers are professionals, they are responsible for mastering and developing teaching materials, planning and preparing daily courses, and controlling and evaluating students' activities.

Therefore, teachers need to recognize their weaknesses through the perception of students in the teaching process. It is usually related to human perception. Human perception generates signals from the environment through sight, hearing, touch, smell, and taste. Like Slameto (2010), perception is the process of inputting information or information into the human brain through constant contact with the environment. In this case, by contacting the teacher in the classroom, students can better understand the teacher's success in the teaching process.

The researcher also discovered the previous problems during the teaching training program (PPL 2), conducted at SMP Negeri 4 Kota Gorontalo in September 2018. It was found that students were subjected to the task-based learning process where they were only given homework or one-day learning materials and left unattended, which leads to an inadequate classroom environment. For example, there was no restriction regarding students' presence in the classroom, and some even did not finish their homework.

In addition, prior to the teaching process, the teacher constantly repeated the previous material in each meeting. They even tried to ask their students just for the sake of recalling the previous materials. Teaching media, such as laptops or screen projectors were rarely used, although mobile phones were occasionally used. For example, the teacher opened and searched for answers when asked by the students regarding different questions from the initial one.

Another example of a case is when assigning jobs, but it is assigned in groups. Some students may think that they have a chance not to do homework, just because he/she is dependent on other students in the group. Of course, the teacher will not realize this. In the end, all students in the group received the same score.

Regarding this, the role of a teacher is very crucial to reach a great learning process. It is because the teacher becomes the main actor in the class who plays control for students. Relating this matter, Paris and Paris (2001) said that effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their learning.

Although teaching effectiveness and teacher effectiveness are two different entities. The two concepts are very similar but differ slightly. The term teacher effectiveness is how well a teacher uses his skill, knowledge, behaviors and resource to make learners learn effectively or attain their educational goals. The teaching effectiveness is the evaluation of teaching and learning in the classroom (Ayirah, 2021).

Teacher effectiveness is basically related to the way of delivering material or something to the students that may be affected by his/her personality. Whereas teaching effectiveness is basically related to teaching techniques, methods, and its utilization. The teaching process was done through the use of appropriate pedagogy, learner and teacher engagement in the lesson, appropriate use of learning materials, feedback from the learners etc.

Thus, based on the problem above, the researcher preferred to teaching effectiveness and wanted to find out the students' perceptions on teaching effectiveness in the learning process, particularly English teaching. Robbins (2004) states that perception is when individuals organize and interpret their sensory impressions to give meaning to their environment. However, what students perceive can be different from other students. In

perceiving something, every individual is influenced by their attitudes, personalities, interests, motives, expectations, and past experiences.

Perception is vital to students because people's behaviour is based on their perception of reality, not reality itself (Robbins & Judge, 2013). Therefore, having students' perceptions is essential for both teachers and students because it can influence teaching and learning. The student may find it easier to learn the material if they understand their perception. By knowing their perceptions, students will know their needs and what teaching media is suitable for them. If students have good perceptions about a media given by a teacher, it can lead the teacher and students to achieve a good result from the teaching and learning process. If they have negative perceptions of the teaching media, they should modify or change the media to acquire the best outcomes. This study focused on measuring teaching effectiveness in a classroom whether those teachers were successful in their teaching effectiveness based on their students' perception.

2. METHODOLOGY

This research sought students' perceptions on teaching effectiveness in the classroom activities which prompt the utilization of mixed-method. Mix-method is a procedure of collecting, analyzing, and mixing both quantitative and qualitative data at some stage of research process within a single study, to understand a research problem more completely (Creswell, 2002). Based on the definition of the experts above, it can be concluded that the mixed-method research is a research that combines qualitative and quantitative research approaches.

Mixed-method included at least one qualitative method and one quantitative method. The data was the students' answers on questionnaire responses. The purpose of using the mixed-method is to find better research result than using only one approach, for example using only a qualitative approach or quantitative approach. By using this method, qualitative and quantitative data will be obtained. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989, Tashakkori & Teddlie, 1998).

In quantitative research, an investigator relies on numerical data (Charles & Mertler, 2002). In this research, the researcher prepared instrument for data collection in the form of questionnaire sheets. Then, giving a score for each students' answer. The priority in this design is given to the qualitative method, because the qualitative research represents the major aspect of data collection and analysis in the study, focusing on in-depth explanations of quantitative results.

2.1. Research Site and Participant

This research was conducted at SMP Negeri 4 Kota Gorontalo. Some considerations were made prior to the selection of this site. Firstly, the researcher found some problems, particularly during the teaching and learning process. For example, some of the teachers have not been able to manage the class well. Secondly, no one has been carrying out research related to English teaching effectiveness in this school. Therefore, this research could be the reference for the teacher in the teaching and learning process. In conducting this research, the participants were the eighth-grade students in SMP Negeri 4 Gorontalo. The eighth-grade in SMP Negeri 4 Kota Gorontalo itself is divided into five classes in which every class contains 25-30 students. The number of participants were 40 students selected from five classes of the eighth-grade. In this situation, the researcher took eight students as the representation of each class.

2.2. The technique of Collecting Data

2.2.1. Questionnaire

Distributing questionnaires as the process of collecting the data helps the researcher complete all the data. The data on this research was collected by using a questionnaire to get in-depth information about the students' perception of teaching effectiveness. According to Sugiyono (2013), the questionnaire technique is a data collection technique that will be done to give a set of questions or a written to her respondents. In this study, questionnaires are chosen to determine students' perception of teaching effectiveness in the classroom. The questionnaires consist of some questions that included the problems of the study which was observed. In this case, the questions are measured based on indicators of teachers' effectiveness; they are: Instructional Delivery, Student Assessment, Learning Environment, and Teacher Personal Quality, and each indicator have some sub-indicator. From the sub-indicator, the researcher gathered the questions. The questionnaires consist of twenty close-ended questions. It was distributed to 40 respondents. The questionnaire was delivered to students online through their social media accounts such as Facebook and WhatsApp. They were given the link and then required to click it first to open and answer the online questions presented in the *google form*. Their answers would automatically be sent to the researcher's email soon after they have finished the process.

The researcher uses the result from the students as the respondents as data collection. Based on the explanation regarding a questionnaire, this research uses the questionnaire as data collection.

2.3. The technique of Analyzing the Data

After the data collected, the researcher analyzed the data. There were several steps to analyze the data, those are:

2.3.1. Scoring

The result gave a score for each student. The data obtained from this research used the analysis by Likert scale procedure. In this case, the questions are measured based on indicators of teachers' effectiveness; they are: Instructional Delivery, Student Assessment, Learning Environment, and Teacher Personal Quality, and each indicator have some sub-indicator. From the sub-indicator, the researcher gained the questions. The question was distributed to 20 questions in the questionnaire. Each statement has four choices of answers, and each option has a point from 1 to 4, which is used to calculate the final score as follow:

Table 1. *Scoring Teaching Performance Assessment*

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
		4	3	2	1

Adapted from: Lecturers Teaching Performance Assessment

Based on Sujana (2002) the formula that used is: $P = F/N \times 100$, in which:

P: percentage

F: the frequency

N: total respondent

100%: constant of value

2.3.2. Analyzing Problems

The researcher analyzed the students' perception on English teaching effectiveness in the classroom activities according to the questionnaire result.

2.3.3. Concluding/ Interpreting

The researcher concludes the result from the questionnaire using the Likert scale formula. Then, interpreting the data into the percentage form and categorized it.

3. RESULTS

The findings were obtained from 40 respondents (from class VIII of SMPN 4 Kota Gorontalo). This research used questionnaire that consists of 20 statements, which then filled by the participants. The statements were divided into four categories or indicators. They were instructional delivery, student assessment, learning environment, and teacher personal qualities. After the students' perceptions have been identified, the researcher described the result of the data analysis based on the problem statement. The number of participants was 40 students selected from five classes of the eighth-grade.

3.1. Students' perception on the implementation of instructional delivery

There are six number statements in instructional delivery. The researcher found the result as follows;

By looking at the statement number one that "The use of various learning method during learning process" it can be analyzed that the respondents preferred to agree. There were 2.5% of the students who answered strongly agreed, 55% of the students were agreed, 2.5% disagreed, and no one of the students strongly disagreed that related to this statement.

In the statement number two is about; "understand and appreciated the different abilities of each student". It was found that there were 47.5% of the students strongly agreed, 52.5% of the students were agreed, none of the students disagreed, also no one of the students strongly disagreed that related to this statement.

The statement number three is about; "the use of technology as a medium during teaching process". There were 17.5% of the students strongly agreed, and 65% of the students were agreed. However, there is a significant difference that was found in this statement. There are seven students, or 17.5% answered disagreed with this statement. Some of the students disagree that teachers always use technology as a medium during the lesson. Last, no one of the students strongly disagreed that related to this statement.

The same thing happened on the fourth statement is about; "the use of various learning medium during teaching process". It was found that there were 40% of the students answered strongly agreed, 52.5% of the students agreed, 5% of the student disagreed, and 2.5% of the student strongly disagreed that related to this statement.

The statement number five is about; "giving questions about the previous material before starting the lesson". It was found that there were 35% of the students answered strongly agreed, 57.5% of the students agreed, 7.5% of the student disagreed, and no one of the students strongly disagreed that related to this statement.

Statement of number six is about; "giving some questions to stimulate the students related to the material will be taught". There were 37.5% of the students strongly agreed, 60% of the students were agreed, 2.5% of the student disagreed, and none of the students strongly disagreed that related to this statement.

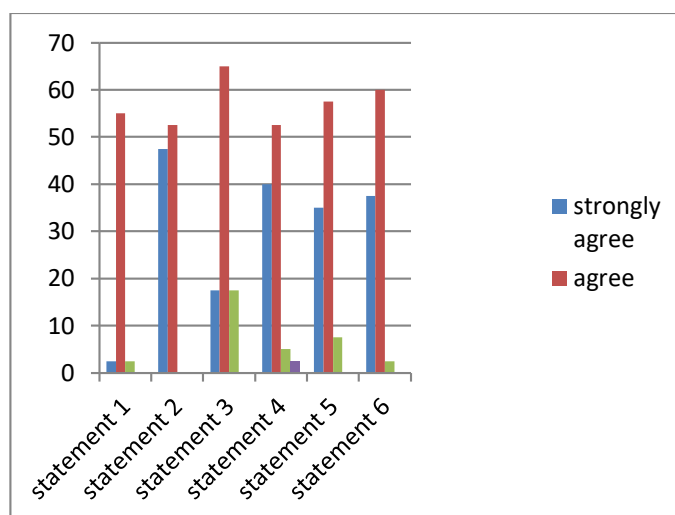


Figure 1. Students' perception on the implementation of instructional delivery

Based on the graph above, it is found that most of the students were in the position of agreeing. Most of the students agreed with the statement that using various learning methods and understanding the different abilities of each student and appreciate it. This graph also shows that the highest the students' choice in agreeing with option is in the statement of number 3. It is more than 60%. Most of the students agreed to the statement of number 3 that *"The use of technology as a medium during teaching process"*. Also, for this statement was found that there were 17.5% or seven students are in disagreed position. All of the number statements in the indicator of instructional delivery can conclude that most students agree.

3.2. Students' perception on the implementation of student assessment

This student assessment indicator has four numbers of statements. Based on the research, the researcher found result as follow;

Statement number seven is about; "students were asked to repeat the material on that day". In this statement was found there were 27.5% of the students answered strongly agreed, 60% of the students were agreed, 2.5% of the student disagreed, and 5% of the student strongly disagreed that related to this statement.

Actually, the statement of number eight that is about; "giving an assignment after the teaching and learning process to evaluate the students' outcomes", almost has similar result with the previous statement. It was found that there were 42.5% of the students answered strongly agreed, 50% of the students agreed, 5% of the student disagreed, and 2.5% of the student strongly disagreed that related to this statement.

Statement of number nine is; "providing a feedback that has a positive impact on students' enthusiasm in learning". From the statement, it was found that there were 42.5% of the students answered firmly agreed, 45% of the students were agreed, 7.5% of the student disagreed, and 5% of the student strongly disagreed that related to this statement.

Statement of number ten is about; "giving a reward to appreciate the students' ability". 50% of the students who answered strongly agreed, 50% of the students were agreed, none of the students disagreed, and no one of the students strongly disagreed that related to this statement.

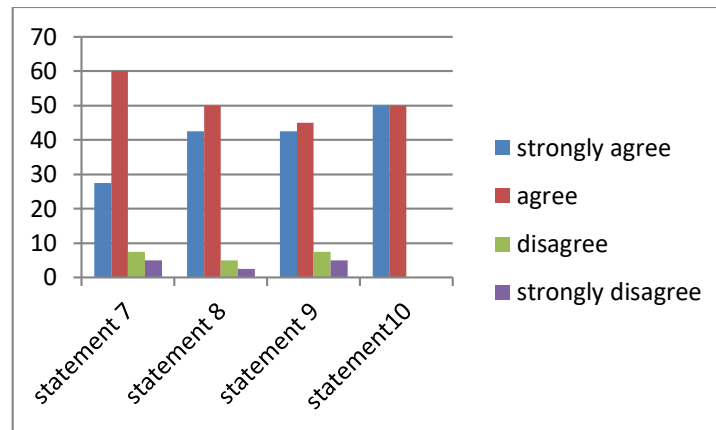


Figure 2. *Students' perception on the implementation of student assessment*

Based on the graph, it can be interpreted that almost all of the statements are in the position of agreeing. More than 50% of the students agreed that students were asked to repeat the materials and give an assignment after the teaching and learning process to evaluate or assess the students' outcomes. In the graph above it seems that statement of number 10 got the highest strongly agreed. It means that the students strongly agreed to the statement giving a reward to appreciate the students' ability.

3.3. Students' perception on the implementation of learning environment

In the indicator of learning environment, there were four numbers of statements. Based on the research, the researcher found result as follows;

In the statement of number eleven is about; "application of rules in the classroom". It was found that there were 52.5% of the students answered strongly agreed, 45% of the students were agreed, 2.5% of the students disagreed, and no one of the students strongly disagreed that related to this statement.

The statement of number twelve is about; "the delivery of learning goals and objectives". It was found that there were 50% of the students answered strongly agreed, 47.5% of the students were agreed, no one of the students disagreed, and 2.5% of the students strongly disagreed that related to this statement.

Statement of number thirteen is; "all of the students were involved in the learning process". There were 42.5% of the students strongly agreed, 40% of the students were agreed, 15% of the student disagreed, and 2.5% of the student strongly disagreed that related to this statement.

Statement of number fourteen is; "the creative classroom design to increase the students' interest in learning". 57.5% of the students strongly agreed, 32.5% of the students agreed, 10% of the student disagreed, and no one of the students strongly disagreed that related to this statement.

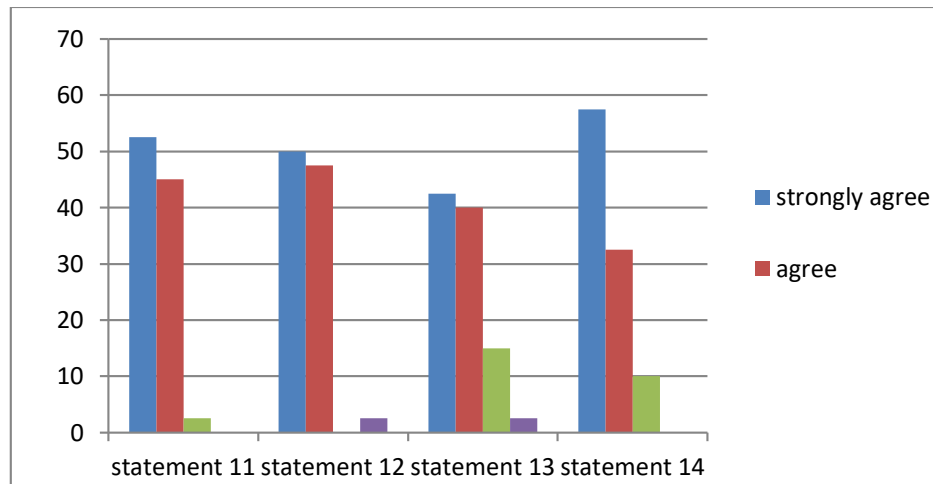


Figure 3. *Students' perception on the implementation of learning environment*

This graph shows that statement number 14 has the highest percentage; about 57.5% of students agreed to statement the creative classroom design to increase students' interest in learning. This graph also shows that statement of number 13 there were 15% or about six students who answered disagreed with the statement that all of the students are involved in the learning process. It concluded that most students agreed with all the statements in this indicator.

3.4. Students' perception on the implementation of teacher's personal quality

This personal quality indicator has six numbers of statements. Based on the researcher found result as follows;

In this statement number fifteen is about; "giving the learning motivation to students". The result showed that 60% of the students answered strongly agreed, 35% of the students agreed, 5% disagreed, and no one of the students strongly disagreed that related to this statement.

Statement of number sixteen is about; "showing a positive and responsive attitude to students". There were 47.5% of the students strongly agreed, 47.5% of the students were agreed, 5% of the student disagreed, and none of the students strongly disagreed that related to this statement.

Statement of number seventeen is about; "giving the responsibilities to each student". There were 45% of the students answered strongly agreed, 52.5% of the students were agreed, 2.5% of the student disagreed, and no one of the students strongly disagreed that related to this statement.

Statement of number eighteen is about; "encourage students to have a positive attitude". There were 60% of the students answered strongly agreed, 35% of the students were agreed, 5% of the student disagreed, and no one of the students strongly disagreed that related to this statement.

Statement of number nineteen is about; "showing enthusiasm in teaching". There were 57.5% of the students answered strongly agreed, 42.5% of the students were agreed, none of the students disagreed, and also no one of the students strongly disagreed that related to this statement.

Statement of number twenty is about; "encourage the students not to stop learning". 42.5% of the students answered strongly agreed, 45% of the students were agreed, 7.5% of the student disagreed, and 5% of the student strongly disagreed that related to this statement.

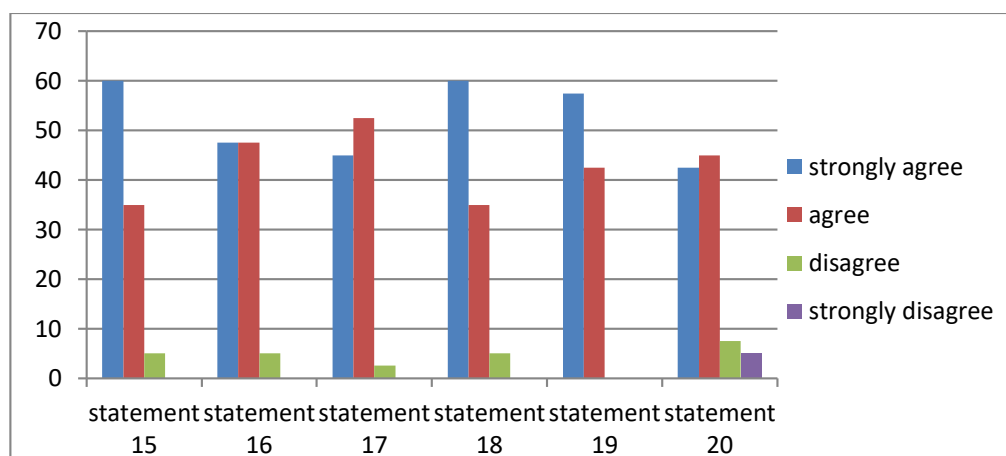


Figure 4. Students' perception on the implementation of learning environment

The graph above shows that most students agree as to the same as the three indicators before. It seems that statements of numbers 15 and 18 have the highest choices (strongly agree) from the students, it is about 60%. It is related to statement "*adanya pemberian motivasi belajar pada siswa*", and "*mendorong siswa untuk memiliki sikap positif*". While, for the last statement, about 5% of the students are in the position of strongly disagreed. It is related to statement always encourage the students not to stop learning.

4. DISCUSSION

This section presents the discussion based on the findings of the research. This research dealt with the answer to the problem statement, which aims to discover students' perception on English teaching effectiveness in the classroom activities of eighth-grade at SMP Negeri 4 Kota Gorontalo.

Regarding the students' responses to each item from the questionnaire given related to teaching effectiveness, it can be concluded that the effectiveness of teaching suggested being implemented by the teachers in the teaching process to catch the students' interests to learn and to achieve curriculum expectations were not thoroughly applied yet.

To obtain the students' perception on English teaching effectiveness in the classroom at SMP Negeri 4 Kota Gorontalo, the researcher handed out questionnaires that consist of 20 number statements. This questionnaire was divided into four indicators. Those were instructional delivery, student assessment, learning environment, and personal qualities. The data is discussed as follows:

4.1. Students' perception on the implementation of instructional delivery

Findings found that most of the students are agreeing. Therefore, the indicator of instructional delivery was included in the excellent category. It was proven that most of the students agreed to the statements about using various learning methods, understanding the different abilities of each student and appreciated it, and the use of media during the teaching process. In addition, most of the students also agreed that giving some questions stimulates the students about the lesson to be taught. However, the highest of disagree is in statement number 3; the students disagree with teaching using technology as media during the teaching process. It can be said that the use of technology as media still rarely use by the teacher. Inevitably, the implementation of instructional delivery was needed to measure the effectiveness of a teacher. Stronge, Ward, and Grant (2011) stated that instructional delivery refers to teacher abilities to connect students and curriculum.

The implementation of instructional delivery at eighth-grade in SMP Negeri 4 Kota Gorontalo had been running well. On the contrary, instructional delivery, such as technology as media, must be considered by the teacher to provide the teachers' effectiveness during the teaching and learning process.

4.2. Students' perception on the implementation of student assessment

The implementation of student assessment indicator at eighth-grade in SMP Negeri 4 Kota Gorontalo has been included in the excellent category. It was proven by the result obtained from the students that most of the students were in the position of agreeing. Implementation of student assessment on teaching and learning process got a good response from the students because most of the students agreed that the students were asked to repeat the material, giving an assignment after the teaching process to assess or evaluate the students' outcomes. The teacher also always gave a reward to appreciate the students' ability.

4.3. Students' perception on the implementation of learning environment

In this part, the researcher discussed the perception of the students on the learning environment in eighth-grade in SMP Negeri 4 Kota Gorontalo. Based on the research, most of the students agreed; hence this indicator was a good response. It was proven by the research findings that most of the students answered strongly agreed to the implementation of learning environment indicators such as the delivery of the objective learning, the involvement of all the students in the learning process, and the creative classroom design to increase students' interest in learning. Also, the statement about the implementation of rules in the classroom. Oliver and Reschly (2007) stated that a teacher should organize the classroom and manage the student's behaviour to achieve good educational outcomes.

4.4. Students' perception on the implementation of teacher's personal qualities

The indicator of personal qualities based on the research result showed that most of the students agree, similar to the previous three indicators. So, this indicator is also categorized as good. Six statements are contained in the indicator of personal qualities. Based on the result, the highest percentage of this indicator was answered strongly agreed by the students. Statement number fifteen was about providing learning motivation to students, and statement number 18 about encouraging students to have good behaviour. A good relationship between teacher and students maybe even more helpful for students with behaviour and learning challenges (Caballero, 2010). In addition, based on the result, for the last statement about always encourage the students not to stop learning, some students answered strongly disagree with this statement.

Based on the facts above, the effectiveness of English teaching at eighth-grade in SMP Negeri 4 Kota Gorontalo had been running well. However, some things must be paid attention to by the teachers. The instructional delivery, such as the use of technology as a media during the teaching process, should be developed and more varied; therefore, it can support the teachers' effective teaching and learning process.

4.5. Limitation of Research

This research did not use interviews due to the limited time in collecting the research data. However, the requirements regarding students' agreement and disagreement about English teaching effectiveness are already covered. Furthermore, this research was conducted in the eighth-grade students in SMP Negeri 4 Kota Gorontalo and only focused on four indicators: instructional delivery, student assessment, learning environment, and personal qualities.

5. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the explanation in the previous chapter, it can be concluded that the teaching effectiveness in the classroom can be evaluated through the students' perception. The students' perception toward English teaching effectiveness in the classroom at the eighth-grade students in SMP Negeri 4 Kota Gorontalo were divided into four indicators, and interpreted based on several categories. Based on the research findings and discussion in the previous chapter, the researcher can conclude that English teaching effectiveness in the classroom is good. It was judged from four indicators of effectiveness itself. Those were instructional delivery, student assessment, learning environment, and personal qualities. Based on the research, the four indicators of effectiveness were categorized well. It was proven by the fact that most of the students in the position of agree.

Most of the students agreed that the teacher used various learning because it can stimulate the attract students' attention during the teaching and learning process. The students also agreed that their teacher showed a positive attitude and responsiveness. The students agreed that the teachers gave responsibilities to each student. On the contrary, there was a problem in using technology as a media such as technology still rarely used by the teachers during the teaching and learning process. Nevertheless, most of the students agreed that teaching effectiveness in the classroom was acceptable.

5.2. Suggestion

Based on students' perceptions, the English teaching effectiveness in the classroom is good. It can be seen from the students' answered of implementation of the four indicators such as instructional delivery, student assessment, learning environment, and personal qualities. Based on the result of the research, the researcher suggests continuing this research. However, the researcher found a problem implementing instructional delivery, such as using technology as a media during the teaching and learning process. From this standpoint, it can be said that the use of technology as media still rarely used by the teacher. Therefore, as a suggestion, teachers or instructors are suggested to solve this problem by utilizing the technology as a medium to support the teaching and learning process.

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