THE STUDENTS' PERCEPTION ON TEACHER BASIC TEACHING SKILLS IN ENGLISH CLASSROOM AT SMKN 1 TANJUNG RAYA

A Thesis

Proposed as a partical of the requirement to get strata one of English Education Study Program

BESTIARA
NIM: 2315095

Advisor 1

Dr. Arifmiboy S.Ag, M.Pd
NIP.197311292003121003

Advisor 2

Leli Lismay M.Pd
NIP.198307272015032002

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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ABSRAK

Bestiara, 2315095, "The Students' Perception on Teacher Basic Teaching Skills in English Classroom at SMK N 1 Tanjung Raya" skripsi, Institute Agama Islam Negeri Bukittinggi, 2020

Penelitian ini dilakukan karena peneliti menemukan perbedaan persepsi siswa tentang keterampilan mengajar dasar guru di kelas bahasa Inggris. Berdasarkan penelitian pendahuluan, penelitian ini disebabkan oleh beberapa masalah yang ditemukan di lapangan; Para siswa memiliki perbedaan persepsi tentang keterampilan menjelaskan guru dan membimbing siswa melakukan diskusi kelompok. Oleh karena itu, penelitian ini dilakukan di SMKN 1 Tanjung Raya untuk mengetahui persepsi siswa tentang keterampilan mengajar dasar guru. Keterampilan mengajar dasar guru adalah kemampuan yang harus dimiliki guru

Jenis penelitianini adalah penelitian survei dan pendekatan kuantitatif sebagai metode penelitian. Sampel penelitian dikumpulkan dari 96 siswa SMK N 1 Tanjung Raya dan *simple random sampling* digunakan sebagai teknik sampling penelitian. Selain itu, penganalisaan data dilakukan dengan mengidentifikasi jawaban responden, menganalisa data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa rata-rata persepsi siswa tentang keterampilan dasar guru dalam menjelaskan memiliki persepsi yang baik dengan persentase nilai 76,43%. Selanjutnya, kemampuan guru untuk membimbing diskusi memiliki persepsi baik dengan rata-rata persentase 73,68%.

Kata Kunc: Persepsi Siswa, Kemampuan Dasar Guru

ABSTRACT

Bestiara, 2315095, "The Students' Perception on Teacher Basic Teaching Skills in English Classroom at SMK N 1 Tanjung Raya" a thesis, State Islamic Institute of Bukittinggi, 2020

This research was conducted because researcher found differences in students perception on teacher basic teaching skill in the English classroom. Based on preliminary research, the research was due to several problems found in the field; The students were differences in perception on teacher explaining skill and guide the students have a group discussion. Therefore, this research wasdone at SMKN 1 Tanjung Raya to find out the students perception on the teacher basic teaching skill. Teacher basic teaching skill is ability that teacher should have.

The design of this research was a survey research and quantitative approach as the method of the research. The sample was collected from 96 students at SMK N 1 Tanjung which used simple random sampling as the technique sampling of the research. Additionally, the analyzing of the data was done by identifying the respondent's responses, analyzing the data and making a conclusion.

The result showed that the mean score of students' perception on teacher basic teaching skill in explaining skill has a good perception which means score is 76.43%.Furthermore, teacher ability to guide discussion skill perception was good which mean score 73,68%.

Keywords: Students' Perception, teacher basic teaching skill

CHAPTER I

INTRODUCTION

A. Background of The Problem

A teacher is someone that plays important role in the education. The teacher also occupies a profession that has an important in teaching and learning process which is the teacher can interact directly with students. The teacher is a person who has an influential role in the learning process, therefore teachers should be able to bring their students to the goals to be achieved. It means that, the teachers' is one of the main components that must be available to improve a better students' quality in education.

To improve students' quality in education, a teacher needs to have basic skills that are the teaching skill. According to Syaiful Bahri, there are 8 aspects in teaching skill that a teacher need to have;[1]the first is class management, teacher must be able to create an effective learning atmosphere in the classroom. The teacher is important to establish good relationships with students so that a positive, effective and safe learning environment is created in classrooms. Hence, to achieve the learning objectives, the teacher must be able to manage the class is well so that a conducive learning situation creates.

The second is the teacher's ability to explain the material, a teacher must be able to explain the material orally, organized, and systematic. A good explaining skill is well planned and has the proper order. It has the purpose

[1]Syaiful Bahri Djamrah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: PT Rineka Cipta, 2000), p.99-163

to guide the students to understand the material, to have the students involved in solving some problems, to gain the students' feedback from the lesson, to fix the misunderstanding about the material.Therefore, the teacher must have good explaining skills so as not to cause misunderstanding for students.

The third is questioning skill, a teacher need to be able to make questions in order to have the students' focus. Giving question is one of the important aspects that teacher must do in the classroom. This is an effective stimulus that encourages ability so that it will make students active in the learningprocess.Teachers' questioning skills can create a more meaningful learning environment by students.

The fourth is opening and closing the lesson, it is important for a teacher to know the best way to open and to close the lesson, so that the affective learning would be there. The ability ofteachers to open and close lessons is very influential on the success of learning.The ability to open the lesson is one of the activities that teach do to build the learning atmosphere in order to have the student mentally prepared, motivated, and attracted to the materials that they about to learn.

The fifth is the variety of activities to keep the students active and avoid making the students bored. The teacher must master this skill because it will increase students' attention to aspects of relevant teaching and learning.Then, increasing variation in learning will make students show perseverance, enthusiasm, and full participation in the learning process.

The sixth is reinforcement skill; in other word is feedback, the ability of the teacher to give feedback to the students are important to maintain the quality of the students. The teacher can know andassess the extent to which the material taught has been mastered by students. This is also very important for the teacher to do as an appropriate improvement in accordance with the results of the feedback obtained.

The seventh is the ability to guide the students to have discussing.The teacher has an important role in the process of learning because the teacher is a facilitator in the class. Even so the role of the teacher in guiding discussions in class well can make students solve problems that have been given to train students to express their opinions, ideas, confidence, share information, gain experience, and interact with their friends.

The last one is the ability to teach individually.Besidesteaching the class, teacher must be able to approach a student individually to take care the problem that cannot be solved unless the teacher teaches the students individually.

There are 8 aspects in basic teaching skill that a teacher should have.If the teachers are able to master all of the eight basic skills, the learning process would be effective and efficient. This will also have a good impact towards the learning achievement that the teachers have.

Having the conditions above,to achieve learning goals of students. Students must have a good perception of the basic teaching skills that the

teacher has. Students' perception plays as a very important role to support the learning process in classroom activities. Sekuler, R dan Blake, R. said that" Perception is what person (student) feel about the particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain.[2] In other words, perception is a people's opinion about something that they are thinking is true. It means that perception refers to someone sense or view toward a certain object.

Thus, According to Paul, perception can be influenced by learning.[3]The teacher skills in teaching cause students' perception. The students have a good perception of teachers' basic teaching skills will more interesting in learningprocess. On the other hand, when the students have a badperception will impact to their learning.Hence, perception cannot separate from teaching and learning process because through perception the students made relation with their environment.

The researcher chooses SMKN 1 Tanjung Raya. SMKN 1 Tanjung Raya is a Vocational High School that has 8 majors, Wood Construction Engineering, Stone and Brick Construction Engineering, Electric Installation Major, Mechanical Engineering, Light Vehicle Engineering, Audio-Video Major, and Computer Network Major. For English Subject, there are 4 teachers. The first grade is taught by Dina Novita Sari, S.Pd and Silvia

[2] R. Sekuler and Blake, R. *Perception, 2nd Edition*. Edited by: R. Blake. (New York: McGraw-Hill Education. 1990), p. 32

[3]Paul Rookes, Jne Willson. *Perception: theory, development and organisation*. (London : Routledge. 200) p.28

Effendi, S.Pd.I. The second and third grade is taught by Dilla Afriani, S.Pdand Yuneldi, S.Pd.[4]

Based on the preliminary observations at 15th of April 2019 by interviewing and observation at SMK N 1 Tanjung Raya, it was found several problems. During the class observation, the teacher was not giving that clear explanation and this problem was also supported by the result of students' interview. One of the students' said that teacher tends to give more tasks than explain the materials and illustration or the example sometimes is not related to the material.[5]According to another class who taught by other different English teachers, the students said that the teachers explain the lesson well, focused, always give good example related to the material and always gives the chance for students to ask questions at the end of class.[6] In addition,the researcher also did interview another student, she said that she did not understand about the material, because the unclear explained by the teacher.[7]

After that, the skill of teacher's to teaching the students individually. The researcher also did interview other student,students said that the teacher has never taught them individually. The teacher only focuses on delivering the material in front of the class.[8] Then, students from the other class said that

[4]Source : Administration of SMK N 1 Tanjung Raya

[5]RahmaYuliaIvanka, 10th Grade TKJ , *Personal Interview,* Student in SMKN 1 Tanjung Raya, Senin 15 april 2019

[6]WidyaYuliaSiska, 11th Grade TKJ, *Personal Interview,* Student in SMKN 1 Tanjung Raya, Senin 15 april 2019

[7]Fajar Sandi Putra, 11th Grade TM,*Personal Interview,*Student in SMKN 1 Tanjung RayaSenin 15 april 2019

[8]Dina IrniaPutri,10th Grade TKJ,*Personal Interview,*Student in SMKN 1 Tanjung Raya, Senin 15 april 2019

the teacher approach the students who are not understanding the material, and the teacher teach them individually.[9]

Then, the ability to guide the students to have discussion. Based on the interview, some students said that the teacher only delivers the material in the classroom without grouping them. Then, the teacher gives them the task or homework at the end of the lesson.[10] While the students in the other class said that the teacher often makes the group for the students to have discussion.[11]

However, related to the other basic teaching skills (giving feedback, open-close the lesson, using variety, and questioning skills) the students have the same perception. Most of the students said that the teachers always ask them about the material before she explain the lesson. From this, the students have the same perception about the teacher questioning skill and the students also have the same perception about teacher's feedback, open-close lesson, and using variety. From the interview with the students, the researcher concludes that the teacher did well on the other basic skills.

Based on the problems above, the researcher wants to analyze the students' perception related to the basic teaching skill at SMKN 1 Tanjung

[9]AfritaYeni and zaky kaisuma, 11th Grade TITL,*Personal Interview*, Student in SMKN 1 Tanjung Raya, Senin 15 april 2019

[10]AlfinaDarmayanti, 10th Grade TAV,*Personal Interview*, Student in SMKN 1 Tanjung Raya, Senin 15 april 2019

[11]Indah PutriRamadani, 11th Grade DPIB, *Personal Interview*, Student in SMKN 1 Tanjung Raya, Senin 15 april 2019

Raya. Students' perception about teacher basic skill is important. The students' perception is important to find out how good the teacher in teaching, because the people who truly know how good a teacher in teaching is the students. The students' perception can be the base to improve the teacher performance in teaching. Based on Kleinke, a perception is important for both teacher and students, because itinfluences the teaching and learning process. The students will be able to learn the material if they understand their own perception.[12] By understanding the students' perception, a teacher would know what is the student prefer in the teaching and learning process and the teacher would know his or her lacks.

It is obvious that whatever the teacher do in the classroom is all for the students' good. This makes the teacher need to know the students' perception about their basic skill in the classroom. From this research, it will help the teacher find out about her students' perception about teacher basic skill which might improve her competencies. Finally, the researcher will conduct the research entitled **"The Students' Perception on Teacher Basic Teaching Skill in English Classroom at SMKN 1 Tanjung Raya"**

B. Identification of the Problems

Based on the reseacher pre observation and interview with students at SMK N 1 Tanjung Raya related to the students' perception on teacher basic teaching skill, the researcher were problem that could be identified:

[12]Kleinke, C.L.,*Self-Perception:ThePhychology Of Personal Awarenes,*(Oxford, England:W.H.Freeman&Co.1978),p.11

1. There were differences in perception on teacher explaining skill
2. There were differences in perception on teacher skill to teach the students individually
3. There were differences in perception on teacher skill to guide the students to have a group discussion.

C. Limitation of the Problem

Based on the problems above, not all the problems would be researched and analyzed. The researcher limits the problem to students' perception about teacher basic skill in the classroom, especially the teacher's skill to guide the students to have a group discussion and teacher explanation skill

D. Formulation of the Problem

Based on the limitation of the problems above, the research questions are formulated as follows:

1. What was the students' perception about the teachers' ability to explain the material?
2. What was the students' perception about the teachers' ability to guide the students having a group discussion?

E. Purpose of The Research

The purpose of the researcher in conducting this research are:

1. To find out the students' perception about the teachers' ability to explain the material

3. To find out the students' perception about the teachers' ability to guide the students have a group discussion

F. Significance of the Research

The researcher hopes that the result of this research gives the advantages to:

1. For English teachers, this research is expected to help the teachers to understand and improve their qualities and this research can be a good reference for the teachers
2. For researcher, this research can give more knowledge, experience, through the research and as the requirements to obtain strata one degree in English Education Department in IAIN Bukittinggi
3. For IAIN's library, the reseacher hopes that research can be used as an additional of educational literature and references.

G. Definition of the Key Term

1. Students' perception

   The students' opinion, view, and thoughts about teacher basic teaching skill in the classroom

1. Teacher basic teaching skill

   Ability that teacher should have like teacher explaining skill and teacher ability to guide discussion to be a good teacher

2. English teacher

   English teacher in SMKN 1 Tanjung Raya

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Perception

a. Definition of Perception

The definitions of perception are taken from some experts. According to Taniputera, perception is the people's physical organ which never stops taking any impressions which comes from external objects, but they do not perceive a chip of impression into one hold.[13] It means, perception is the way people think of something in their surroundings. A perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological process to bring out perceptions. As in Gibson, Ivancevich, & Donnelly, perception is a recognizing process of information and it is compared with previous memory that is stored in someone's brain.[14] It means that perception is a personal view of others based on something that exists in other people by using sense.

According to Bimo, perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual, so that the individual can recognize himself and his surroundings.[15] Through perception, individuals try to rationalize the environment and objects, people and events in it. Perception is an internal process to select, evaluate and

[13] Ivan Taniputera, Psikologi Kepribadian, (Yogyakarta: Ar-Arruz,2005), p.121

[14] Gibson, James L, John M. Ivancevich dan James H. Donnelly Jr,. *Organizations: Behaviour, Structure and Process*, McGraw-Hill Companies Inc, Boston,2009), p.15

[15] Bimo Walgito, *PengantarPsikologi Umum,* (Yogyakarta.: Andi Offset, 2002), p.69

organize stimuli from the external environment.

Based on the definition above, it can be concluded that perception is a process of how a person is selected, organizing and interpreting information inputs and the existing experiences and then interpreting them to create the whole description means. In other words, the perception is the way to change our physical energy of the environment into a meaningful experience.

b. Factors Influencing of Perception

Perception happen with a reason. It grows because of something that trigger someone to have a perception. That is why perception can influence someone's mind.

According to Altman, there are four main factors that influence perception. Altman et al. Derived them as follow: [16]

1. The first factor which influences perception is stimuli selection. people perceive things differently because a stimulus that are received by person is different with others. People have different interests about something.
2. The second factor is stimuli organization. People's perceptions are influenced by the stimuli arrangement, that makes stimuli must be organized. Stimuli can be defined as meaningful information. It means that every meaningful information comes from the activities or situation that can effect someone's behavior.

[16] Altman in Purnomo. *Student's Perceptions on Simulation as Part of Experiential Learning in Approaches, Methods, and Techniques (AMT) Course.* LLT, ISSN 1410-7201, Vol. 20, No. 1, April 2017. p.32 Retrived 25 Juli 2019

3. The third factor is situation. What people perceive toward something depends on their expectation on situation that they experience.
4. The last factor is self-concept. A self-concept is the way people perceive about themselves. Self-concept is important because it can affect people's perceptions and it can determine what people perceive and do. Those four factors from two experts are about factors which can influence people's perceptions.

Perception is subjective, depending on one's perspective on a particular object. So that the relative perception is influenced by factors originating from within themselves issued with their own thoughts from someone. According to Walgito, the perception is influenced by factors that have been classified, among others:[17]

1) External factors, namely the stimulus and traits that stand out in the neighborhood behind the objects that constitute a determination or unity subtle, among others: social and environmental
2) Internal factors, i.e. factors related to the ability of self that comes from a relationship with facets, mental, intelligence, and bodily.

It is concluded that there are at least 4 factors that influence the perception of someone. They are stimuli selection or internal factor, stimuli organization or external factor, situation, and the last is self-concept.

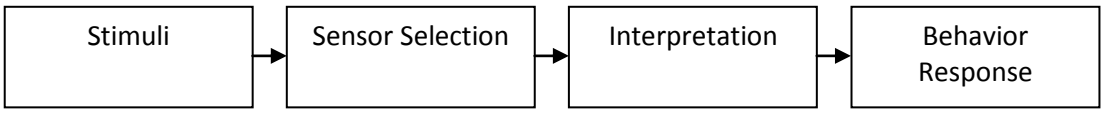
[17]Bimo Walgito, *PengantarPsikologi Umum,* (Yogyakarta.: Andi Offset, 2002), p.69

c. The Process of Perception

The process of perception is a sequence of steps that begins with stimuli in the environment and ends with our interpretation of those stimuli. According to Bimo Walgito, the perception through a process, namely through the following phases:[18]

1) An object or raises target stimulus, the stimulus is subsequently captured by the sensory organs. This process takes place naturally, associated with the physical aspect. The process is called faulty world processes.
2) Stimulus an object received by the sensory organs, and then distributed to the brain through sensory nerves. The process of transferring stimulus to the brain is called a psychological process, which is a normally functioning sensory organ.
3) Brain stimulus to further process that the individual realizes that the object is received by the senses. This process is also called a psychological process. In this case, there is a perception process in which individuals learn and recognize an object based on the instrument senses stimulus.

In addition Altman said that perception is going through several steps, as the figure below



Based on the diagram, the perceptual process begins from stimuli which are selected by our sensory receptors to be interpreted. The data from stimulus are selected by individual sensors and people can interpret

[18]Bimo Walgito, *PengantarPsikologi Umum,* (Yogyakarta.: Andi Offset, 2002), p.69

the sensory message. Information which is interpreted can be different depends on some factors

d. Types of Perceptions

In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demean ours each individual obtain and choices each human being makes all the way through life.[19]

1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
2) Negative perception is disposed to focus on their own desires, trying to acquire and proved theirself-worth

Accordoing to Robin in Ali Wirawan "Positive perception is an individual's view of an object or information with a positive view or in accordance with what is expected from the object perceived or from the existing rules. Meanwhile, negative perceptions are individual perceptions of certain objects or information with negative views, contrary to what is expected from the perceived object or from

[19]Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr,Catherine Blosser, *Pediatric Primary Care Fift Edition* (United States of America: Library of Congress Cataloging, 2009),p.304

existing rules. The cause of someone's negative perception can arise due to individual dissatisfaction with the object that is the source of his perception, the individual's ignorance and the lack of individual experience of the object perceived and vice versa, the cause of one's positive perception arises because of individual satisfaction with the object that is the source of his perception, the individual knowledge, as well as individual experiences of perceived objects.[20]

It means that someone perception about something is different. It can be negative and it can positive. For example, the students' perception about a teacher is negative and it makes them demotivate to learn, while the other students might have a positive perception toward that teacher and make them have higher motivation in learning.

e. Students' Perception

Humans are created differently, each individual has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Montague said that student's perception is the student feeling about something.[21]. it means that students can have perception about anything. For example, students have their own perception

[20] Ali WIrawan, *Persepsi Masyarakat Terhadap Kebijakan Kementerian Agama Dalam Pelaksanaan Peraturan Akad Nikah Di Kota Bandar Lampung*. (Lampung :Universitas lampung, 2015), p. 20.

[21] Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities". *Pennsylvania State Univ.* Vol. 8 No. 1, 1997

about how the teachers' explain material, the consumer perception about things the buy, or the researcher has his perception about the phenomenon in the field.

According to Hong stated "students have their own opinion toward something that they get from teaching learning process and how they reach it.[22] It is important for students to have a good perception about their teacher because it affect the students behavior. Imagine a students who has a bad perception toward a teacher, it woul make him demotivate in learning with the related teacher.

From the experts above, perception is feeling or opinion about something. It affects someone feels about something. Perception can be toward anything, it can be toward something, someone, or place.

f. The Importance of Students' Perception

In knowing the perception of students is very important because this also means for teachers to evaluate after knowing the results of student perceptions. As stated by Chen, the student's perception is really important for evaluating the teaching effectiveness.[23] After knowing the perception of students, teachers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students.

[22] Hong, K.-S., Ridzuan, A.A., & Kuek, M.-K. 2003. *Students' attitude toward the use of the internet for learning*: A study at a University in Malaysia. Educational Technology & Society.

[23] Yining Chen and Leon B Hoshower, *"Stydent Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation". Carfax Publishing*. Vol. 28 No. 1,2003.

Therefore, student's perception is very important, especially for teachers. According to Petegem's study, the student perception is the important account to measure the learning outcomes,[24] Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions.

In conclusion, student's perception is very important not only for estimation but also for teaching development purpose. The teacher have to know about students' perception to evaluating the teaching effectiveness in classroom.

2. Basic Teaching Skill

Basic teaching skills are skill that teachers should have in order to be able to do their job effectively, efficiently, and professionally. These define the teachers' performance in teaching, such as explaining, preparing, mastering the material, ability to select the materials, classroom management, and evaluating.[25] The skill to design the learning scenario, The skill to open and close the learning, The explanation skill, The questioning skill, The skill to encourage the students, The skill in using tools and media in learning, The skill to be variative, The skill to guide a discussion, The skill to evaluate, The skill to manage the classroom

a. The skill to design the learning scenario

[24] Van Petegem et al, "Student Perception as Moderator for Student Wellbeing".

[25] Suwarna, Anik Gufron, dkk, *Modul Pelatihan Pengembangan Keterampilan Dasar Teknik Instruksional*,(Yogyakarta:UNY, 2013), p.208

It is a skill to design every steps in learning process, what to do in the learning process, and to set the estimated time for learning. This skill is useful to make the learner easier in the learning process.

1) Purpose
    a) As the lead to make the learning sequences
    b) As a guide to make learning activities
    c) As a guide to choose the media, tool, strategies in learning
    d) As a guide to make the estimated time for learning
2) Principle
    a) It must be appropriate with the competencies that students should have
    b) It must be appropriate with the learning material
    c) It must be appropriate with the school's condition
    d) It must be appropriate with the teacher performance

b. The skill to open and close the learning

This skill is not the activities to ring the bell, waiting for the students to enter the class, but thus skill aims the students' behavior directly

1) Purpose of opening the learning
    a) To focus the attention and motivate the students to learn and do) their task
    b) To give information about the material that is about to learn

c) To give the information about what the students should do with their tasks

2) Purpose of closing the learning

a) To find out the level of students' achievement in the current material

b) To find out the level of teacher's achievement in the current material

c) To relate the current material with the material that are about to be learnt

d) To explain the relation of learning experiences

3) Principle

a) It must be meaningful, it means the teacher must open and close the learning related with the current material

b) It should have a good sequences and must be coherence

c) Flexible, in order to make it easier for the learner to understand

d) The teacher must be enthusiast in doing this in order to motivate the students

c. The explanation skill

It is a skill to make the students understand about the information/material.

1) Purpose

a) Helping the students to comprehend the facts, concepts, principles, procedures, and solving the problems

b) Helping the students to communicate their ideas

c) Strengthen the cognitive structure of the students

d) Gaining the feedback from the students about the what they should achieve

2) Principle

a) It must be meaningful for the students

b) It must be appropriate with the students characteristics

c) It must be relevant with the students' needs and problems

d) It must relevant with the students' experience and abilities

e) It must be motivating the students

Meanwhile, Odora said that teachers' explanation skill must be:[26]

a) The Key points must be clearly expressed

b) The examples must be relevant

c) The example must be interesting

d) The qualification must be clearly stated

e) The summary of each point must be clear

f) The summary must be clearly stated

g) Use gestures to emphasis and illustrate the main points

h) Using teaching aids

i) Verbal Fluency

j) Use pause and silence

[26] E.J Odora. *Using Explanation as Teaching Method*. (Limpopo:University of Limpopo), p.73-75

d. The questioning skill

It is one of the activities in learning that asking question to students during the learning; it could be the basic question or the higher thinking question

1) Purpose
    a) To make the teacher less dominating
    b) To encourage the students to be able to state their ideas
    c) To improve the students' participation in the classroom
    d) To guide the learning process to the designated goals
2) Principle
    a) It must be serious but not stressful
    b) Asking the students some question should be following the correct steps

e. The reinforcement skill

It is a skill to give the students feedback about what they have done. This skill will make the learner do what they think will gain the appreciation from the teacher

1) Purpose
    a) To improve the students' attention
    b) To motivate the students to achieve the learning goal
    c) To control the negative behavior of the students and improve the positive behavior from the students
    d) To develop the students' confidents

e) To guide the students to improve their learning achievement

2) Principle

a) Nice and enthusiast

b) Meaningful

c) Avoid the praise the students negative behavior

d) Be vary in giving the feedback

e) It must be done immediately

f. The skill in using tools and media in learning

Tools and media is important in learning process. They are needed to deliver the material to help the students understand more about the learning

1) Purpose

a) To make the abstract concept become concrete and easier to understand

b) To motivate the students

c) To activate students' multiple intelligence

d) To make the "hard to explain material" easier to be understood

e) to serve the learning consistently

2) Principles

a) It must be relevant with the current material

b) It should motivate the students

c) It must relevant with the teacher performance

d) It must be relevant with the class condition

g. The skill to guide a discussion

Discussion is structured verbal communication that involve groups of people

1) Purpose

a) Effective and efficient discussion

b) A process to share the experience, taking decision, and solving problems

2) Principle

a) The discussion should be wide open

b) It must be well prepared

c) The topic must be relevant with the current learning material

h. The skill to evaluate

Evaluation is systematical process that are done to define the qualification about planning, process, and learning achievement

1) Purpose

a) To improve the students' motivation

b) To fix the learning plan and process

2) Principle

a) It must be done before, during, and after the learning. The evaluation before the learning is pretest and the evaluation after learning is called post-test

Meanwhile Arifmiboy states that there are 8 basic teaching skill that the teacher should have, they are as follow:[27]

a. The skill to open the learning

This is the effort that teachers do to have the students' attention and motivation before the learning begin. There are some things that need to be done in order to open the lesson. They are as follow:

1. Attracting the students' attention
2. Motivating the students to learn
3. Making the Learning Guideline
4. Correlating the previous learning with the current learning

b. The skill to close the learning

This is the effort that teachers do to end the learning so that the students will have the complete learning experience from what they just learned. There are some activities that teachers do to end the learning, they are as follow:

1. Review the material
2. Evaluating
3. Organizing the material
4. Concluding the material
5. Consolidating the key of the material
6. Giving the feedback

[27] Arifmiboy, Microteaching Model Tadaluring, (Ponorogo: Team WADE Publish, 2019), p.103-138

c. The skill to explain the lesson

This is a skill to communicate the material to the students in the fluent and clear way. This is an important skill to have since it has the purpose to improve not only the students' knowledge but also the students' behavior. There are two things in explaining skill that a teacher need to master, they are planning the explanation and doing the explanation

1) Planning the explanation

A teacher needs to plan what to explain to the students, what kind of media that will be needed to explain that, what is the students' characteristics that will receive the explanation

2) Explaining

In explaining the lesson, there are things that need to put some attention. They are the teachers' fluency, good and correct language, language structure, and the vocabulary that teachers use.

d. Skill to give feedback

It is a skill to response the students. It has purpose to improve the students' motivation. Giving the feedback is divided into two, non-verbal and verbal feedback.

1) Verbal Feedback

It is feedback that are done verbally

2) Non-verbal Feedback

It is feedback that are done orally such as gestures

e. Skill to have variety in teaching

Teaching the lesson is need to be done in variety ways. Such as verity in using media, teaching style, strategies, etc.

f. Skill to ask question

It is a skill to improve the students' way of thinking by asking the students questions. According to Allen and Ryan in Arifmiboy, there are 3 types of question that would be asked to the students, they are as follows:

1) Frobing Question is question to identify
2) High order question is to find out the students comprehension
3) Divergent question is giving many different question toward certain kind of problem to draw the students' knowledge about that problem.

g. Skill to guide discussion

It is a skill for a teacher to guide a discussion in the classroom. There are few things to focus in order to have a good discussion in the classroom they are as follow:

1) Focusing the attention of the students
2) The problems that would be discussed should be clear
3) The teachers need to manage and control the students' opinion so they keep on track during the discussion
4) Analyzing the students opinion
5) Encourage and make all the students to participate

6) Closing the discussion by making the conclusion of the discussion, giving the students' some important note related to the discussion, and giving feedback the students who participate

h. Skill to manage the classroom

The effort that teacher do to manage the classroom has the purpose to make a good quality learning that are active and productive.

In addition, according to Kumar, there are 7 teaching skill. Below are the skills and what to should teacher need to do in each one of them:[28]

a. Probing Questions

Prompting, seeking further information, redirection, focusing, increasing critical awareness.

b. Explaining

Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points.

c. Illustrating with examples

Simple, relevant and interesting examples appropriate media, use of inducts, deductive approach

d. Stimulus variation

Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching

e. Reinforcement

[28] Suganthi S.Kumar, Microteaching--"An Efficient Technique For Learning Effective Teaching", (Coimbotore, Thomson Reuters, 2015), p. 55

Use of praise words and statements, accepting and using pupils' idea, repeating and rephrasing, extra vertical cues, use of pleasant and approving gestures and expressions, writing pupils' answer on the blackboard

f. Classroom Management

Call pupils by names, Make norms of classroom behavior, attending behavior reinforced, clarity of direction, check non-attending behavior, keep pupils in Eye Span, check inappropriate behavior immediately

g. Use of blackboard

Legible, neat and adequate with reference to content covered.

As the conclusion from the experts above, there 12 skills that need a teacher have. They are as follows:

a. The skill to design the learning scenario
b. The skill to open and close the learning
c. The explanation skill
d. The questioning skill
e. Giving the feedback or reinforcement skill
f. The skill in using tools and media in learning
g. The skill to guide a discussion
h. The skill to evaluate
i. The skill to have variety in teaching
j. The skill to manage the classroom

k. The skill in Illustrating with examples

l. The skill to use of blackboard

However, this research will only focus to two basic teaching skill, which are skill to explain and skill to guide discussion. From the three expert above, the conclusion related to skill to explain and skill to guide discussion is as follows:

a. The explanation skill

This is a skill to communicate the material to the students. There are some things in explanation skill that a teacher needs to consider, which are:

1) Planning the explanation → Planning the material that will be explained to the students, the kind of media that will be needed to explain that, the students' characteristics that will receive the explanation.
2) The Key points must be clearly expressed
3) The examples must be relevant
4) The example must be interesting
5) The qualification must be clearly stated
6) The summary of each point must be clear
7) The summary must be clearly stated
8) Use gestures to emphasis and illustrate the main points
9) Using teaching aids
10) Verbal Fluency

11) Use pause and silence

b. The skill to guide discussion

Discussion is structured verbal communication that involve groups of people. There are some important clues that need to be considered in this skill, they are:

1) The discussion should be wide open
2) It must be well prepared
3) The topic must be relevant with the current learning material
4) Focusing the attention of the students
5) The problems that would be discussed should be clear
6) The teachers need to manage and control the students' opinion so they keep on track during the discussion
7) Analyzing the students opinion
8) Encourage and make all the students to participate
9) Closing the discussion by making the conclusion of the discussion, giving the students' some important note related to the discussion, and giving feedback the students who participate

B. Review of Related Literature

In supporting this research, there are several relevant studies about students' perception on teacher basic teaching skill. The first study was conducted by Yustia Septiana dkk in 2016 with the title Students' Perceptions

on Teacher's Oral Feedback, This research was aimed at describing the students' perceptions toward the use of feedbacks used by the teacher in correcting their oral errors. This study was based on the framework proposed by Calderon. The design of this study was a descriptive qualitative study.. The result of data in this study shows that almost all of the students have positive attitude while there are only very few number of students have negative attitude toward the feedback used by the teacher in an oral activity. Regarding to the result, the researchers suggest the English teachers always correct the students' errors by giving correction through feedback. It is also suggested for other researchers to conduct further research regarding to what the students' preferences toward the kinds of feedback used by teacher in correcting students' oral errors through a deep interview.

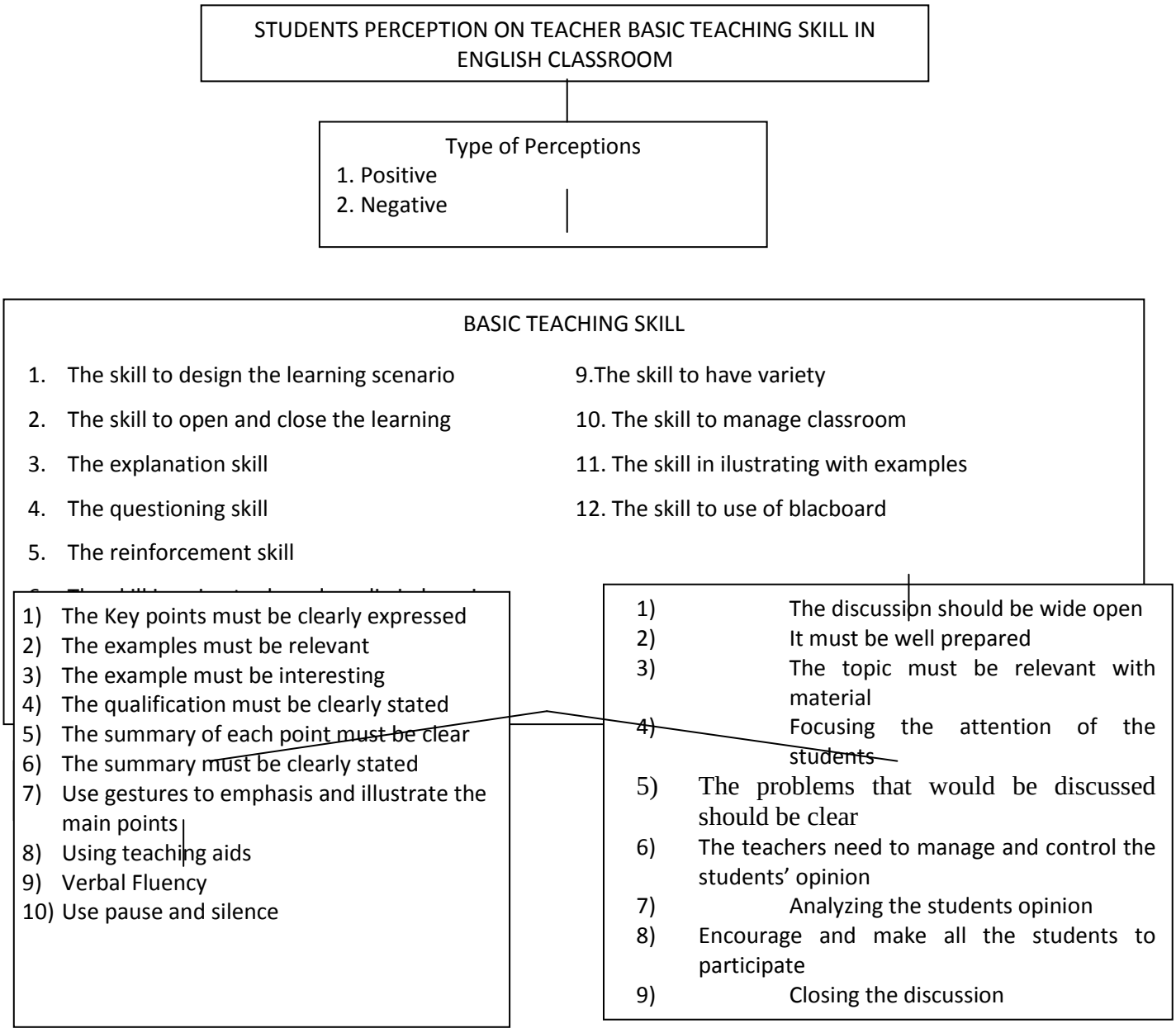
The second study was conducted by Jati Nugrahaeni in 2018 with the title "Students' perceptions Toward Teacher's Talk in English Classroom (the Study at the Eleventh grade students of SMKN Jenawi Karanganyar in the Academic Year 2017/2018)" The objectives of this research are (1) to identify how the students' perceptions toward teacher talks used by teacher while giving questions and feedbacks in English classroom (2) to identify students' expectation of an ideal English teacher's talk in classroom. It was found that (1) when teacher giving question, students prefer referential question better than display question. In ways of giving feedback, when students produce the incorrect or no answer, teacher usually used informing strategy to follow them up. However, students prefer to be encouraged by the teacher. (2) When

students produce the correct answer, they still prefer to be summarizing, rather than being just simply praise

The third study was conducted Katharina Fricke in 2012 with the title "Student's Perception Of Their Teacher's Classroom Management In Elementary And Secondary Science Lessons" It is assumed that reasons for this decrease can be found by investigating quality of instruction. One aspect of this is teachers' classroom management, which is expected to vary between elementary and secondary school teachers who have different educational backgrounds in most of the participating countries. The present study investigates this aspect in physics lessons by analyzing videos (N = 114) which are determined by teacher and student questionnaires and tests. This article focuses on the development of the questionnaire used to assess the students' perceptions of their teachers' classroom management. Results confirm the expected differences between elementary and secondary students' perceptions and partly explain it.

In this research the researcher focuses on analyzing the teachers'basic teaching skill in English classroom at SMKN 1 Tanjung Raya. This research will be done by using questionnaire, this research was not intended to find about the students' perception, but only focus on the teachers' basic teaching skill and this research also limited only for English teacher.

C. Conceptual Framework



Based on the conceptual framework above, the researcher investigated students' perception on teacher basic teaching skill. The framework above shows that there are 12 skills in teaching basic skill. However the researcher focuses on teacher explanation skill and the teacher skill to guide discussion. To measures the students perception, the researcher will use the questioner as the instrument of the research

CHAPTER III
RESEARCH METHOD

A. Design of the Research

The design of the research was a survey research. It was categorized as one of the procedures in quantitative research.[29] According to Gay, survey research involves collecting data on test hypotheses to answer questions about people's opinions on some topics or issues and information can be gathered about a group's beliefs, attitudes, behaviors, and demographic composition.[30] It means that to measure students' perception the researcher needs the quantitative research uses the data shape of the numbers and statistic analyze to answer question about peoples' opinions.

This research conducted at SMK N 1 Tanjung Raya and the researcher analyzes students' perception on teacher basic teaching skill. Based on the observation and interview in this school, the researcher found the problem about students' perception on the teacher basic teaching skill.

B. Population and Sample

The population and sample are two of the most elements in the research. They will be explained as follows:

1. Population

The population is an element of the research. According to Arikunto, the population is all individuals from whom the data are

[29] John W. Creswell, *Educational Researh Planning,Conducting And Evaluating Quantitative And Qualitative Reseach-4th ed*, (Boston: PEARSON, 2012), p 375

[30] L.R, Gay, *Educational Research*:*Competencies for Analyzis and Application 10th edition,(* Boston: PEARSON, 2012), p. 183

collected.[31] It means that population is a group of object which is going to be observed and the result of this observation can be generalized. Furthermore, Sugiyono defines population as generalized area which is consists of subject/object which has certain qualities and characteristic to be learned and concluded by a researcher.[32] Hence, the population not just people, but also other subject/object.

The populations of this research were students in SMK N 1 Tanjung Raya. SMK N 1 Tanjung Raya is a Vocational High School that had 8 majors, Wood Construction Engineering, Stone and Brick Construction Engineering, Electric Installation Major, Mechanical Engineering, Light Vehicle Engineering, Audio-Video Major, and Computer Network Major. The amounts of these three grades that showed in Table 3.1 below:

Table 3.1: The Totally of the Three Grade Students of Accommodation Department of SMK N 1 Tanjung Raya

No	Class/course	Students
1.	X class	209
2.	XI class	218
3.	XII class	211
	SUM	**638**

Source: Office of SMK N 1Tanjung Raya

[31]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p 173

[32]Sugiyono, *Metode Penelitian Pendidikan, Kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 117

Table 3.1 shown that there are 209 students from X class, 218 students from XI class and 211 students from XII class. So, the totals of students of SMK N 1 Tanjung Raya are 638 students. The population of this research was all the students of SMK N Tanjung Raya in academic year 2019/2020.

2. Sample

Based on the population that is shown in Table 3.1, the next step that should be done in this research was to choose the sample of the research. The sample is part of the population, which is the representation of the population. According to Gay, the sample is the process of selecting a number of individuals to study in such a way that the individual represents the largest group of which they are selected.[33] Hence, it can be concluded that the sample is the part of the population which is going to be researched in this research in finding certain data.

This research used simple random sampling because the populations in this research were all of the population. As Gay stated that the research use simple random sampling is a process of selecting sample that all individual in the defined population has an independent chance of selection a sample.[34] Arikunto stated that if the amount

[33]L. R. Gay, *Educational Research: Competencies for Analysis and Application 6th Edition*, (NewJersey: Prentice Hall, 2000), p. 121

[34]L. R. Gay, *Educational Research: Competencies for Analysis and Application 10th Edition*, (Boston: PEARSON, 2012), p. 131

population more than a hundred respondents, it was better to took 10-25% or more than 25% of the population as the sample based on capability of researcher.[35] Thus, the researcher took 15% of total population as sample of this research. As a result, 96 students as a sample in this research and lottery in each class were used in this research to collected numbers of sample

C. Instrument

The instrument is defined as a tool which is used to get the data needed by this research. Margono states that there are four techniques which can be used to collect the data; observation, communication (interview and questionnaire), measurement, and documentation.[36] The instrument that is used in the research is a questionnaire. A questionnaire was designed for analyzing students' perception on teacher basic teaching skill . In this research used a closed-ended questionnaire. Gay stated that close-ended questionnaire requires a respondent to choose among the provided response options such as by circling a letter, checking a list, or numbering preferences.[37]

In this research, the students were asked to a response the questionnaire. The statement consists of 20 items. The questionnaire was used to find what the description of students' perception and the

[35] Suharsimi Arikunto, *Prosedure Penelitian Suatu pendekatan Praktis*.___p.134
[36]Margono, *Metodologi Penelitian Pendidikan*, (Jakarta : Rineka Cipta, 2003), p.158
[37]Loc.cit.

questionnaire in form of Indonesian language because to make sure the informant easy to understand the statements.

In order to make the questionnaire valid, there are many techniques: content validity, construct validity, and criterion validity.[38] In this research used the content validity. As stated by Gay that content validity is determined by expert judgement.[39] . It mean that the researcher should do validity to judge the questionnaire is valid by consulting the content to the expert.

The questionnaire can be valid if it measures accurately as what was intended to be measured. It means that the research should do the validity to judge the questionnaire was valid by consulting the content validity to the expert. Afdaleni, M.Pd, Mutia Rahman, M.Pd, and Dr. Supratman Zakir, M.Pd, M.kom were chosen as validator in this research because they were expert about variables of this research.

D. Technique of the Data Collection

The crucial thing in doing the research collected the data. In collecting the data, the research used close-ended questionnaire. Students' perception were analyzed through the prepared questionnaire about the students'on teacher basic teaching skills. In line with the research design above, the data was taken from the questions that were given by the researcher.

[38]Nana Syadih Sukmadikta, *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Roskarya Offset, 2009), p.229

[39]L. R. Gay, *Educational Research: Competencies for Analysis and Application*,....p. 161

In collecting students' attitudes result, the researcher gave a questionnaire to students of SMK N 1 Tanjung Raya. This questionnaire conducted to make sure that the students' result was originally their perception on teacher basic teaching skills. Students' responses to the question were being statically analyzed.

E. Technique for Data Analysis

The analysis of data would do at the end of the research. This data were analyzed by using formula that stated by morrisan which was used to describe a data to a single variable or question on instruments. The analysis was used for answering the research questions, that was to find out what was the students' perception on teacher basic teaching skills in English classroom at SMK N Tanjung Raya. In this research, the data were analyzed by using these following steps:

a. Analyzing the data

The researcher analyzed the students' answer by Likert scale.

Table 3.2 : Rating of Linkert Scale

Linker Scale	Code	Score
Always	SL	5
Often	SR	4
Sometimes	KD	3
Seldom	JR	2
Never	TP	1

Source: (Morissan*; 89*) [40]

[40]Morissan. *Metode Penelitian Survei*, (Jakarta: Kencana, 2012) p.89

There are five options in answering the questionnaire. Those are always, often, sometimes, rarely and never. The point of always is valued as 5, meanwhile, the point of often is valued as 4, 3 point for sometimes, 2 point for rarely and 1 point for never.

b. The researcher calculating frequency (f) of respondents' answer. The technique of analyzing the data in this research ispercentage technique by using the formula that suggested by Sudijono as follow:[41]

$P = \frac{f}{n} x 100\%$

Where:

P=percentage

F=Frequency ortotal score

N=Amount ofrespondent

c. Then measuring Mean of the data by using a formula stated by Morissan.[42]

$\bar{X} = \frac{\Sigma fx}{N}$

$\bar{X}$:Mean (the average of the data)

f :frequency

x :likert scale option

N :amount of respondent

[41] Sudijono,*Pengantar Statistik Pendidikan*,(Jakarta:PT Raja Grafindo,1987), p.43

[42] Morissan. *Metode Penelitian survei*, (Jakarta: Kencana, 2012) p.250

d. Drawing the conclusion

The researcher calculated all the data percentages got from each indicator to gain the conclusion for each indikator. Furthermore, in order to draw the conclusion, the total of data result was calculated into the table of data interpretation to see the amount of percentages result. Categorizing the students' perception with mean score by likert scale as followed:

Table 3.3 : Interpretation

Mean Score	Perception
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Good Enough
21% - 40%	Less
0% - 20%	Very Less

Sources: http://rolahengki.com/

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher would explain the finding of the data that were collected through questionnaire in order to answer the following research question:

4. What was the students' perception about the teacher ability to explain the material?
5. What was the students' perception about the teacher ability to guide the students having a group discussion?

This research used survey research. The data were collected from students at SMK N 1 Tanjung Raya who perception on teacher basic teaching skill in English classroom. The researcher took 15% of total population as sample of this research which were 96 samples. The data collected through the questionnaire. In distributing the questionnaire, researcher explained about the questionnaire, then, respondents were given time to answer the questionnaire. The students' answers on the questionnaire were tabulated, then researcher analyzed on the data. The students' answer on the questionnaire were analyzed to answer the research questions about what were students' perception on teacher basic teaching skill in English classroom.

The researcher used random sampling as a technique in taking samples. There are five options in answering the questionnaire. Those are

always, often, sometimes, seldom and never. The point of always is valued as 5, meanwhile, the point of often is valued as 4, 3 point for sometimes, 2 point for rarely and 1 point for never. As stated in the technique of data analysis in chapter III, the procedures that were used after collecting data, analyzing the data, calculating the frequency of respondents' answers. Measuring the mean and the categorizing the students' perception was interpreted using the table interpretation. The analysis were described below :

1. Students' Perception toward Teacher Ability to Explain the Material

There are 11 items related to students' perception toward teachers' explanation skill. This variable is divided into 11 indicators which are the teacher expressed thekey points clearly (2 items), the teacher give relevant examples (1 item), the teacher give interesting example (1 item), the teacher state the learning objective clearly (1 item), the teacher gives the summary of each point of learning material (1 item), the teachers give clear summary (1 item), the teachers use gestures to emphasis and illustrate the main points 1 item), the teachers use teaching aids (1 item), the teachers have verbal fluency (1 item), and the teachers use pause and silence (1 item).

Table 4.1
Students' Perception toward Teacher ability to explain the material

Item	Always	Often	Sometime	Seldom	Never
item 1	63,54%	31,25%	5,21%	0,00%	0,00%

item 2	35,42%	38,54%	25,00%	1,04%	0,00%
item 3	30,21%	42,71%	26,04%	1,04%	0,00%
item 4	22,92%	43,75%	25,00%	8,33%	0,00%
item 5	15,63%	35,42%	40,63%	4,17%	4,17%
item 6	25,00%	37,50%	31,25%	5,21%	1,04%
item 7	27,08%	42,71%	25,00%	5,21%	0,00%
item 8	19,79%	28,13%	42,71%	8,33%	1,04%
item 9	13,54%	34,38%	36,46%	12,50%	3,13%
item 10	17,71%	37,50%	37,50%	6,25%	1,04%
item 11	43,75%	31,25%	19,79%	5,21%	0,00%
Total (∑P)	314,59%	403,14%	314,59%	57,29%	10,42%
Mean	28,60%	36,65%	28,60%	5,21%	0,95%

The table above showed the mean percentage of students perception on teacher ablity to explain the material. It can be conclude that (28.60%) students' response for always, (36.65%) for often, (28.60%) for sometime, (5.21%) for seldom and almost none of the students assumed never (0,95%). Thus, highest mean of perception on teacher basic teaching skill especilly explaining skill is in often.

Based on the data questionnare, to make it clear the sub indicator can be explained as follow :

a. The teachers expressed the key points clearly

Table 4.2
The teachers expressed the key points clearly

Option	Item 1	Item 2	Mean	F.x	Item 1	Item 2	Mean
Always	61	34	47,5	237,5	63,54%	35,42%	49,48%
Often	30	37	33,5	134	31,25%	38,54%	34,90%
Sometime	5	24	14,5	43,5	5,21%	25,00%	15,10%
Seldom	0	1	0,5	1	0,00%	1,04%	0,52%
Never	0	0	0	0	0,00%	0,00%	0,00%
∑Fx/N				0,86			86, 67%

The table above presented the students' perception toward teachers' ability to explain the material especially the teachers expressed the key points clearly. There are half of the students (49.48%) responded always, few students (34.9%) responded often, almost none of the students (15.1%) responded sometime, almost none (0.52%) students responded seldom, and none of the students responded never. This data was supported by the interview with the teacher. She said that she always imply the key point clearly so the students would not ask too many questions since it would be a waste of time.

As the conclusion, the students perception toward teachers' ability to explain the material especially the teachers expressed the key points clearly is 86,67%. According to the rating scale, students perception

toward teachers' ability to explain the material especially the teachers expressed the key points clearly is "very good"

b. The teachers give relevant examples

Table 4.3
The teachers give relevant examples

Option	Item 3	F.x	Item 3
Always	29	145,0	30,21%
Often	41	164	42,71%
Sometime	25	75	26,04%
Seldom	1	2	1,04%
Never	0	0	0,00%
∑Fx/N		0,804	80,4%

The table above presented the students' perception toward teachers' ability to explain the material especially the teachers give relevant examples. There are few (30.21%) of the students responded always, half (42.71%) students responded often, few (26.04%) students responded sometime, almost none (1.04%) students responded seldom, and none of students responded never. This means that half of the students responded that the teacher often give the relevant example when teachers teach. This was supported by the interview with the teacher, she said that she is not always gives the relevant example, sometime she gives some example that are engage the students' curiosity.

So, the students' perception toward teachers' ability to explain the material especially the teachers give relevant examples is 80,4%. According to the rating scale, students' perception toward teachers' ability to explain the material especially the teachers give relevant examples is "very good"

c. The teachers give interesting example

Table 4.4
The teachers give interesting example

Option	item 4	F.x	item 4
Always	22	110,0	22,92%
Often	42	168	43,75%
Sometime	24	72	25,00%
Seldom	8	16	8,33%
Never	0	0	0,00%
∑Fx/N		0.762	76,2%

The table above presented the students' perception toward teachers' ability to explain the material especially the teachers give interesting example. There are few (22.92%) of the students responded always, half (43.75%) students responded often, few (25.00%) students responded sometime, almost none (8.33%) students responded seldom, and none of students responded never. This data was supported by the students' interview that said the teacher often give the intereseting

example. However there are few of the students that do not find the teachers' example is interesting.

Based on the result above, the students' perception toward teachers' ability to explain the material especially the teachers give interesting example is 76,2%. According to the rating scale, students perception toward teachers' ability to explain the material especially the teachers expressed the key points clearly is "good"

d. The teachers state the learning objective clearly

Table 4.5
The teachers state the qualification clearly

Option	item 5	F.x	item 5
Always	15	75,0	15,63%
Often	34	136	35,42%
Sometime	39	117	40,63%
Seldom	4	8	4,17%
Never	4	4	4,17%
∑Fx/N		0.708	70,8%

The table above presented the students' perception toward teachers' ability to explain the material especially the teachers' state the learning objective clearly. There are almost none (15.63%) of the students responded always, few (35.42%) students responded often, half (40.63%) students responded sometime, almost none (4.17%) students responded seldom, and almost none (4.17%) of students

responded never. This means that the students' interview said the teacher sometime states the learning objective and sometimes not.

Then researcher concludes, students' perception toward teachers' ability to explain the material especially the teachers' state the learning objective clearly is 70,8%. According to the rating scale, students' perception toward teachers' ability to explain the material especially the teachers' state the learning objective clearly is "good"

e. The teachers give the summary of each point of learning material

Table 4.6
The teachers give The summary of each point of learning material

Option	item 6	F.x	item 6
Always	24	120,0	25,00%
Often	36	144	37,50%
Sometime	30	90	31,25%
Seldom	5	10	5,21%
Never	1	1	1,04%
∑Fx/N		0.76	76%

The table above presented the students' perception toward teachers' ability to explain the material especially the teachers give the summary of each point of learning material. There are few (25.00%) of the students responded always, few (37.50%) students responded often, few (31.25%) students responded sometime, almost none (5.21%) students responded seldom, and almost none (1.04%) of

students responded never. The teachers said that she often give the summary of every point in learning material clearly to help the students easier to remember the lesson.

As the conclusion, the students' perception toward teachers' ability to explain the material especially the teachers give the summary of each point of learning material is 76%. According to the rating scale, students' perception toward teachers' ability to explain the material especially the teachers give the summary of each point of learning material is "good"

f. The teachers give clear summary

Table 4.7
The teachers give clear summary

Option	item 7	F.x	item 7
Always	26	130,0	27,08%
Often	41	164	42,71%
Sometime	24	72	25,00%
Seldom	5	10	5,21%
Never	0	0	0,00%
∑Fx/N		0.784	78.4%

The table above presented the students' perception toward teachers' ability to explain the material especially the teachers give clear summary. There are few (27.08%) of the students responded always, half (42.71%) students responded often, few (25.00%) students

responded sometime, almost none (5.21%) students responded seldom, and none of students responded never. This data was supported by the interview with the teacher. One of the teacher said that she often end the lesson by giving the summary or ask the students to make the summary.

Finally, the students' perception toward teachers' ability to explain the material especially the teachers give clear summary is 78.4%. According to the rating scale, students' perception toward teachers' ability to explain the material especially the teachers give clear summary "good"

g. The teachers use gestures to emphasis and illustrate the main points

Table 4.8
The teachers use gestures to emphasis and illustrate the main points

Option	item 8	F.x	item 8
Always	19	95,0	19,79%
Often	27	108	28,13%
Sometime	41	123	42,71%
Seldom	8	16	8,33%
Never	1	1	1,04%
∑Fx/N		0.714	71.4%

The table above presented the students' perception toward teachers' ability to explain the material especially teachers use gestures

to emphasis and illustrate the main points. There are almost none (19.79%) of the students responded always, few (28.13%) students responded often, half (42.71%) students responded sometime, almost none (8.33%) students responded seldom, and almost none (1.04%) of students responded never. In conclusion, the teachers sometime use gesture to give more impression to the students and sometime is not. This was supported by one of the teachers' interview that said that adding gestures while teaching helps the students to understand more about the learning material.

Based on the data above, the students' perception toward teachers' ability to explain the material especially the teachers give clear summary is 71,4%. According to the rating scale, students' perception toward teachers' ability to explain the material especially the teachers give clear summary "good"

h. The teachers use teaching aids

Table 4.9
The teachers use teaching aids

Option	item 9	F.x	item 9
Always	13	65,0	13,54%
Often	33	132	34,38%
Sometime	35	105	36,46%
Seldom	12	24	12,50%
Never	3	3	3,13%

∑Fx/N		0.686	68.6%

The table above presented the students' perception toward teachers' ability to explain the material especially teachers use teaching aids. There are few (13.54%) of the students responded always, few (34.38%) students responded often, few (36.46%) students responded sometime, almost none (12.50%) students responded seldom, and almost none (3.13%) of students responded never. This means that sometime the teachers use the teaching aids and sometime they dont. One of the teacher said that the teaching aid is not always availabe, but if it is available she will always using it.

So the conclusion is the students' perception toward teachers' ability to explain the material especially the teachers give clear summary is 68.6%. According to the rating scale, students' perception toward teachers' ability to explain the material especially the teachers give clear summary is "good"

i. The teachers have verbal fluency

Table 4.10
The teachers have verbal fluency

Option	item 10	F.x	item 10
Always	17	85,0	17,71%
Often	36	144	37,50%
Sometime	36	108	37,50%

Seldom	6	12	6,25%
Never	1	1	1,04%
∑Fx/N		0.73	73%

The table above presented the students' perception toward teachers' ability to explain the material especially teachers have verbal fluency. There are almost none (17.71%) of the students responded always, few (37.50%) students responded often, few (37.50%) students responded sometime, almost none (6.25%) students responded seldom, and almost none (1.04%) of students responded never. This data was supported by the students' interview, they said sometime the teachers explain the material fluently and sometime they do not.

As the conclusion, the students' perception toward teachers' ability to explain the material especially teachers have verbal fluency is 73%%. According to the rating scale, the students' perception toward teachers' ability to explain the material especially teachers have verbal fluency is "good"

j. The teachers use pause and silence

Table 4.11
The teachers use pause and silence

Option	item 11	F.x	item 11
Always	42	210,0	43,75%
Often	30	120	31,25%

Sometime	19	57	19,79%
Seldom	5	10	5,21%
Never	0	0	0,00%
∑Fx/N		0.828	82.8%

The table above presented the students' perception toward teachers' ability to explain the material especially teachers use pause and silence. There are half (43.75%) of the students responded always, few (31.25%) students responded often, almost none (19.79%) students responded sometime, almost none (5.21%) students responded seldom, and none of students responded never. This data was supported by the students interview that said that the teacher always use pause and silence during explaining the material, the teacher never rush indelivering the material.

In the end, the students' perception toward teachers' ability to explain the material especially teachers use pause and silence is 82,8%. According to the rating scale the students' perception toward teachers' ability to explain the material especially teachers use pause and silence is "very good"

As the the conclusion from the 11 items related to students' perception towards teachers' explanation skill can be viewed on the table above:

Table 12: The conclusionof students' percepetion towards teachers' explanation skill

Number of Item	Perception Percentage	Rating Scale
Item 1 & 2	86,67%	very good
Item 3	80,40%	very good
Item 4	76,20%	good
Item 5	70,80%	good
Item 6	76%	good
Item 7	78,40%	good
Item 8	71,40%	good
Item 9	68,60%	good
Item 10	73%	good
Item 11	82,80%	very good
Mean	76,43%	good

It can be concluded that the students' have a good perception towards teachers' explanation skill which is 76.43%

2. Students' Perception toward Teacher ability to guide discussion

There are 9 items related to students' perception toward teachers' ability to guide discussion. This variable is divided into 9 indicators which are the discussion that guided by teachers is wide open, the teachers prepare the discussion well, the topic in the discussion that guided by the teachers is relevant with the current learning material, the teachers ask the students to focus their attention during the discussion, the teachers need to

give a clear discussion problems, the teachers need to manage and control the students' opinion so they keep on track during the discussion, the teachers analyze the students opinion, the teachers encourage and make all the students to participate, and the teachers close the discussion by making the conclusion of the discussion, giving the students' some important note related to the discussion, and giving feedback the students who participate. The analysis of each indicator would be explained below:

Table 4.13
Students' Perception toward teacher ability to guide discussion

Item	Always	Often	Sometime	Seldom	Never
item 12	34,38%	42,71%	16,67%	6,25%	0,00%
item 13	16,67%	28,13%	43,75%	11,46%	0,00%
item 14	19,79%	35,42%	31,25%	12,50%	1,04%
item 15	12,50%	27,08%	37,50%	14,58%	8,33%
item 16	20,83%	37,50%	28,13%	9,38%	4,17%
item 17	33,33%	35,42%	20,83%	10,42%	0,00%
item 18	32,29%	18,75%	21,88%	26,04%	1,04%
item 19	14,58%	54,17%	28,13%	2,08%	1,04%
item 20	28,13%	45,83%	20,83%	5,21%	0,00%
Total (∑P)	212,50%	325,00%	248,97%	97,92%	15,62%
Mean	23,61%	36,11%	27,66%	10,88%	1,74%

Based on the table above, few students (23.61%) responded that teacher always do all the indicator in teacher ability to guide discussion, few of the students assumed often (36,11%) and sometimes (27,66%) , almost

none of the students assumed seldom (10,88%), and almost none of the students assumed never (1,74%). Thus, highest mean of perception on teacher basic teaching skill in teacher ability to guide discussion skill is in often.

Based on the data questionnare, to make it clear the sub indicator can be explained as follow :

a. The discussion that guided by teachers is wide open

Table 4.14
The discussion that guided by teachers is wide open

Option	item 12	F.x	item 12
Always	33	165,0	34,38%
Often	41	164	42,71%
Sometime	16	48	16,67%
Seldom	6	12	6,25%
Never	0	0	0,00%
∑Fx/N		0.81	81%

The table above presented the students' perception toward teachers' ability to guide discussion especially the discussion that guided by teachers is wide open. There are few (34.38%) of the students responded always, half (42.71%) students responded often, almost none (16.67%) students responded sometime, almost none (6.25%) students responded seldom, and none of students responded

never. This mean sthat the teachers often guide discussion that are wide open. This means that she always let all the students to participate in the discussion.

As the conclusion, the students' perception toward teachers' ability to guide discussion especially the discussion that guided by teachers is wide open is 81%. According to the rating scale the students' perception toward teachers' ability to guide discussion especially the discussion that guided by teachers is wide open is "very good"

b. The teachers prepare the discussion well

Table 4.15
the teachers prepare the discussion well

Option	item 13	F.x	item 13
Always	16	80,0	16,67%
Often	27	108	28,13%
Sometime	42	126	43,75%
Seldom	11	22	11,46%
Never	0	0	0,00%
∑Fx/N		0.7	70%

The table above presented the students' perception toward teachers' ability to guide discussion especially the teachers prepare the discussion well. There are almost none (16.67%) of the students

responded always, few (28.13%) students responded often, half (43.75%) students responded sometime, few (11.46%) students responded seldom, and none of students responded never. The students said that sometime the discussion is well prepared such as the topic is interesting and the teachers prepare them the material to discuss. However there are times when the teachers are bored and just ask the students to held the disucussion without good preparation.

As the conclusion the students' perception toward teachers' ability to guide discussion especially the teachers prepare the discussion well is 70%. According to the rating scale, the students' perception toward teachers' ability to guide discussion especially the teachers prepare the discussion well is "good"

c. The topic in the discussion that guided by the teachers is relevant with the current learning material

Table 4.16
The topic in the discussion that guided by the teachers is relevant with the current learning material

Option	item 14	F.x	item 14
Always	19	95,0	19,79%
Often	34	136	35,42%
Sometime	30	90	31,25%
Seldom	12	24	12,50%
Never	1	1	1,04%

∑Fx/N		0.72	72%

The table above presented the students' perception toward teachers' ability to guide discussion especially topic in the discussion that guided by the teachers is relevant with the current learning material. There are almost none (19,79%) of the students responded always, few (35.42%) students responded often, few (31.25%) students responded sometime, almost none (12.50%) students responded seldom, and almost none (1.04%) of students responded never. This data wa ssupported by the interview with the teacher. She said that she is always use the relevant topic with the material.

To conclude, the students' perception toward teachers' ability to guide discussion especially topic in the discussion that guided by the teachers is relevant with the current learning material is 72%. According to the rating scale, the students' perception toward teachers' ability to guide discussion especially topic in the discussion that guided by the teachers is relevant with the current learning material "good"

d. The teachers ask the students to focus their attention during the discussion

Table 4.17
The teachers ask the students to focus their attention during the discussion

Option	item 15	F.x	item 15

Always	12	60,0	12,50%
Often	26	104	27,08%
Sometime	36	108	37,50%
Seldom	14	28	14,58%
Never	8	8	8,33%
∑Fx/N		0.642	64.2%

The table above presented the students' perception toward teachers' ability to guide discussion especially the teachers ask the students to focus their attention during the discussion. There are almost none (12,50%) of the students responded always, few (27.08%) students responded often, few (37.50%) of the students responded sometime, almost none (14.58%) students responded seldom, and almost none (8.33%) of students responded never. The teacher said that whenever the students students start to be noisy, she ask them to focus and give punishment for the students who are still noisy.

Based on the result above, the students the students' perception toward teachers' ability to guide discussion especially topic in the discussion that guided by the teachers is relevant with the current learning material is 64.2%. According to the rating scale, students perception toward teachers' ability to explain the material especially the teachers expressed the key points clearly is "good"

e. The teachers need to give a clear discussion problems

Table 4.18
The teachers need to give a clear discussion problems

Option	item 16	F.x	item 16
Always	20	100,0	20,83%
Often	36	144	37,50%
Sometime	27	81	28,13%
Seldom	9	18	9,38%
Never	4	4	4,17%
∑Fx/N		0.722	72.2%

The table above presented the students' perception toward teachers' ability to guide discussion especially the teachers need to give a clear discussion problems. There are few (20,83%) of the students responded always, few (37.50%) students responded often, few (28.13%) students responded sometime, almost none (9.38%) students responded seldom, and almost none (4.17%) of students responded never. The teacher said that she often give the topic or problem of discussion clearly in order the students would be interested in doing the discussion

So the researcher conclude, the students' perception toward teachers' ability to guide discussion especially topic in the discussion that guided by the teachers is relevant with the current learning material is 72.2%. According to the rating scale, the students' perception toward teachers' ability to guide discussion especially topic

in the discussion that guided by the teachers is relevant with the current learning material is “good”

f. The teachers need to manage and control the students’ opinion

Table 4.19
The teachers need to manage and control the students’ opinion

Option	item 17	F.x	item 17
Always	32	160,0	33,33%
Often	34	136	35,42%
Sometime	20	60	20,83%
Seldom	10	20	10,42%
Never	0	0	0,00%
∑Fx/N		0.784	78.4%

The table above presented the students’ perception toward teachers’ ability to guide discussion especially the teachers need to manage and control the students’ opinion. There are few (33,33%) of the students responded always, few (35.42%) students responded often, few (20.83%) students responded sometime, few (10.42%) students responded seldom, and none of students responded never. One of the teachers said that she always manage and control the students answer and opinion in order they would not be discussing something outside the learning material.

As the conclusion, the students’ perception toward teachers’ ability to guide discussion especially the teachers need to manage and

control the students' opinion is 78.4%. According to the rating scale, the students' perception toward teachers' ability to guide discussion especially the teachers need to manage and control the students' opinion is "good"

g. The teachers analyze the students opinion

Table 4.20
The teachers analyze the students opinion

Option	item 18	F.x	item 18
Always	31	155,0	32,29%
Often	18	72	18,75%
Sometime	21	63	21,88%
Seldom	25	50	26,04%
Never	1	1	1,04%
∑Fx/N		0.701	70.1%

The table above presented the students' perception toward teachers' ability to guide discussion especially the teachers analyze the students opinion. There are few (32,29%) of the students responded always, almost none (18.75%) students responded often, few (21.88%) students responded sometime, few (26.04%) students responded seldom, and almost none (1.04%) of students responded never. this means was supported by interviw with One of the students said that the teachers always analyze the students' opinion and answer during the

discussion. He thinks that it encourage them to be an active participant during the discussion.

Researcher conclude that the students' perception toward teachers' ability to guide discussion especially the teachers analyze the students opinion is 70.1%. According to the rating scale, the students' perception toward teachers' ability to guide discussion especially the teachers analyze the students opinion is "good"

h. The teachers encourage and make all the students to participate

Table 4.21
The teachers encourage and make all the students to participate

Option	item 19	F.x	item 19
Always	14	70,0	14,58%
Often	52	208	54,17%
Sometime	27	81	28,13%
Seldom	2	4	2,08%
Never	1	1	1,04%
∑Fx/N		0.758	75.8%

The table above presented the students' perception toward teachers' ability to guide discussion especially the teachers encourage and make all the students to participate. There are almost none (14,58%) of the students responded always, half (54.17%) students responded often, few (28.13%) students responded sometime, almost none (2.08%)

students responded seldom, and almost none (1.04%) of students responded never. One of the teachers said that it is important and a “must do” thing in the group disccussion to make all the students participate. So she always doing it. For first, she will determine which students to ask and which students to answer. Later, she will just say that whoever giving the opinion, question, oranswer will be given additionl credit.

As the conclusion, the students’ perception toward teachers’ ability to guide discussion especially the teachers analyze the students opinion is 75.8%. According to the rating scale, the students’ perception toward teachers’ ability to guide discussion especially the teachers analyze the students opinion is “good”

i. The teachers close the discussion by making the conclusion

Table 4.22
The teachers close the discussion by making the conclusion

Option	item 20	F.x	item 20
Always	27	135,0	28,13%
Often	44	176	45,83%
Sometime	20	60	20,83%
Seldom	5	10	5,21%
Never	0	0	0,00%
∑Fx/N		0.794	79.4%

The table above presented the students’ perception toward teachers’ ability to guide discussion especially the teachers close

the discussion by making the conclusion. There are few (28,13%) of the students responded always, half (45.83%) students responded often, few (20.83%) students responded sometime, almost none (5,21%) students responded seldom, and none of students responded never. It means that the teacher often close the discussion by making the summary of the discussion. One of the teachers support this statement. She said that it was important to make sumarry in every ending of discussion. It will help the students to really understand of the topic or material that was just discussed.

As the conclusion, the students' perception toward teachers' ability to guide discussion especially the teachers close the discussion by making the conclusion is 79.4%. According to the rating scale, the students' perception toward teachers' ability to guide discussion especially the teachers close the discussion by making the conclusion is "good"

Finally the researcher conclude the students' perception toward teachers' skill to guide discussion on the table below:

Table 4.23:Conclusion of students' perception towards teachers' skill to guide discussion

Number of Item	Perception Percentage	Rating scale
Item 12	81%	very good

Item 13	70%	good
Item 14	72%	good
Item 15	64,20%	good
Item 16	72,20%	good
Item 17	78,40%	good
Item 18	70,10%	good
Item 19	75,80%	good
Item 20	79,40%	good
Mean	73,68%	good

Finally, the researcher concludes that the students has a good perception towards teachers' skill to guide discussion which is 73,68%

B. Discussion

This section presents the discussion based on the finding research. It was the result showed that few of the students at SMK Negeri 1 Tanjung Raya assumed that teacher basic teaching skill in explaining skill is (28.60%) for always, (36.65%) for often, sometimes (28,60%) , almost none of the students assumed seldom (5,21%), and almost none (0,95%) of the students assumed never, and almost none of the students (0.95%) who responded that teachers never do all the indicator in explaining skill. As the conclusion, the students have a good perception towards teachers' explanation skill (76,43%)

More over the second indicator of teacher basic teaching skill, guide discussion, showed that the students assumed (23,61%) for always, few of the students assumed often (36,11%) and sometimes (27,66%) , almost none of

the students assumed seldom (10,88%), and almost none of the students (1.74%) who responded that teachers never do all the indicator in teacher ability to guide discussion. As the conclusion, the students also have a good perception towards teachers' skill to guide disucussion (73,68%)

From those finding the research, it can be conclude that the students in SMKN 1 Tanjung Raya has a perception toward their teacher, especially teachers' skill to explain the material and guide a discussion. It means that the teachers are done well about their basic teaching skill, especially explaining skill and guide discussion. This conclusion was taken based on Suwarna[43], Arifmiboy[44] and Kumar[45] theory that said criterion of explanation skill are the key points must be clearly expressed, the examples must be relevant, the example must be interesting, the qualification must be clearly stated, the summary of each point must be clear,the summary must be clearly stated, use gestures to emphasis and illustrate the main points, using teaching aids, verbal fluency and the last use pause and silence. Furthermore they said that criterion of skill to discussion are the discussion should be wide open, it must be well prepared, the topic must be relevant with material, focusing the attention of the students, the problems that would be discussed should be clear, the teachers need to manage and control the students' opinion, analyzing the

[43] Suwarna, Anik Gufron, dkk, *Modul Pelatihan Pengembangan Keterampilan Dasar Teknik Instruksional*,(Yogyakarta:UNY, 2013), p.208

[44] Arifmiboy, Microteaching Model Tadaluring, (Ponorogo: Team WADE Publish, 2019), p.103-138

[45] Suganthi S.Kumar, Microteaching--"An Efficient Technique For Learning Effective Teaching", (Coimbotore, Thomson Reuters, 2015), p. 55

students opinion, encourage and make all the students to participate, and closing the discussion.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on finding and discussion that have been presented in the previous chapter, the result showed the students' have a good perception towards teachers' explanation skill which mean score (76.43%) . It seem that the teacher mostly applied all the indicator in teaching and learning in the classroom. However, the teachers sometimes use the teaching aids and sometime they dont, because of teaching aid is not always availabe.

More over the second indicator of teacher basic teaching skill, guide discussion, showed that the student perception was good which mean score 73,68%. It asssumed that during teaching and learning process, the teacher did a good to guide discussion in the class. The teacher invite the students to be participated in the discussion, the teacher usuallly give an equal apportunity to all the students to be participated.

B. Suggestion

According to result of this research. It is suggested that the teachers can improve their explanation skill, especially the teachers use gestures to emphasis and illustrate the main point and use teaching aid. this has a purpose to help the students to deeply understand about the material and this will make the learning atmoshphere more interesting.

Then the teacher can improve their skill to guide discussion especially for item the teachers ask the students to focus their attention during the discussion. It is important thing to do as the teacher who guide the discussion or else the students would start to be really noisy during the discussion.

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Appendix 1

Research Instrument Guideline (Questionnaire)

Variable	Sub-Variable	Indicator	Number of Questions
Teachers' basic teaching skill	Explanation Skill	1. The teachers plan the explanation	
		2. The teachers expressed the key points clearly	1, 2
		3. The teachers giverelevant examples	3
		4. The teachers giveinteresting example	4
		5. The teachers state the qualification clearly	5
		6. The teachers give The summary of each point of learning material	6
		7. The teachers give clear summary	7
		8. The teachers use gestures to emphasis and illustrate the main points	8
		9. The teachers use teaching aids	9
		10. The teachers have verbal Fluency	10
		11. The teachers use pause and silence	11
	Teachers' Skill to Guide Discussion	1. The discussion that guided by teachers is wide open	12
		2. The teachers prepare the discussion well	13
		3. The topic in the discussion that guided by the teachers is relevant with the current learning material	14
		4. The teachers ask the students to focus their attention during the discussion	15

		5. The teachers need to give a clear discussion problems	16
		6. The teachers need to manage and control the students' opinion	17
		7. The teachers analyze the students opinion	18
		8. The teachers encourage and make all the students to participate	19
		9. The teachers close the discussion	20

Appendix 2

ANGKET PENELITIAN

PANDANGAN SISWA TERHADAP KEMAMPUAN DASAR GURU DALAM KELAS BAHASA INGGRIS DI SMK N 1 TANJUNG RAYA

A. Pengantar

Dalam rangka pelaksanaan penelitian tentang **Pandangan Siswa Terhadap Kemampuan Dasar Guru dalam Kelas Bahasa Inggris di SMK N 1 Tanjung Raya**, peneliti bermaksud untuk mengumpulkan data dengan cara mengisi daftar isian yang telah disiapkan. Kesuksesan penelitian ini sangat bergantung dari respon yang diberikan sesuai dengan kondisi yang saudara rasakan. Kerahasiaan data dan identitas saudara akan peneliti jaga , sehingga angket ini tidak akan memberi efek negatif dan mempengaruhi nilai saudara. Data yang saudara berikan sangat berarti untuk mrenyelesaikan tugas akhir peneliti, ole karena itu berikanlah data sesuai dengan keadaan yang sebenarnya.

Atas partisipasi dan perhatian saudara dalam memberikan data yang valid, peneliti ucapkan terimakasih.

B. Petunjuk Pengisian Angket

1. Isilah terlebih dahulu identitas saudara
2. Bacalah pernyataan ini dengan seksama
3. Berikanlah opini/pendapat sesuai dengan kondisi yang saudara

IDENTITAS RESPONDEN

NAMA :

rasakan dengan memberi tanda ceklis (√) pada kolom yang telah tersedia.

Keterangan :

Selalu	(SL=5)	Jarang	(JR=2)
Sering	(SR=4)	Tidak Pernah	(TP=1)
Kadang-kadang	(KD=3)		

C. Lembar Penilain

No.	DAFTAR PERNYATAAAN	ALTERNATIF JAWABAN				
		SL	SR	KD	JR	TP
		5	4	3	2	1
1.	Guru mengunakan bahasa yang baik dan tertata dalam menjelaskan materi					
2	Guru menjelaskan pokok-pokok bahasan sesuai dengan materi pelajaran dengan jelas					
3	Guru memberikan contoh yang relevan sesuai dengan materi yang diajarkan					
4	Guru memberikan contoh yang menarik seperti dengan menggunakan media gambar agar mudah untuk dimengerti					

5	Guru menyampaikan tujuan pembelajaran terkait dengan materi yang diajarkan					
6	Guru memberikan kesimpulan satu persatu atau point perpoint tentang materi yang diajarkan					
7	Guru memberikan kesimpulan secara menyeluruh tentang materi ynag diajarkan dengan jelas					
8	Guru menggunakan *gesture* (gerakan tubuh) untuk memperjelas materi yang disampaikanya					
9	Guru menggunakan alat bantu/ media dalam menjelasakan materi pembelajaran					
10	Guru menjelaskan materi dengan bahasa yang jelas					
11	Guru memberikan jeda dalam penjelasanya ketika hendak beralih ke materi lain yang berhubungan dengan topik pembelajaran					
12	Guru memimpin diskusi yang terbuka					
13	Guru mempersiapkan diskusi dengan baik seperti mengatur tempat duduk dan pembagian kelompok diskusi					
14	memberikan topi Gurukdiskusi yang sesuai dengan materi pelajaran					
15	Guru mengawasi siswa agar perhatian siswa terfokus pada diskusi yang sedang berlangsung					

16	Guru memberikan masalah/topic diskusi yang akan dibahas oleh kelompok diskusi denganjelas					
17	-pendapat dan pertanyaan-Guru mengarahkan pendapat pertanyaan siswa agar tidak melenceng dari topic diskusi					
18	Guru memberikananalisa atau pendapatnyaterhadap pendapat dan pertanyaan para siswa					
19	Guru menyemangati siswauntuk berpatisipasi dalam diskusi baik bertanya maupun memberikan pendapat					
20	Guru menutup diskusi dengan menyimpulkan, memberikan catatan, dan memberikan pendapat terhadap diskusi yang baru saja dilang sungkan					