

THE STUDENTS' AND TEACHERS' PERCEPTION OF ENGLISH TEACHER PERFORMANCE AT SMA BRIGJEND KATAMSO 2

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Abstract

Perception is the process by which individuals interpret and understand their surroundings based on their experiences, knowledge, and expectations. Students' perception of their teachers is shaped by various factors, including teaching methods, classroom management, attitude, and engagement. These perceptions significantly impact students' motivation, learning experiences, and overall academic performance. In the context of education, students' perception of their teachers plays a significant role in determining their learning experience and academic performance. This study was carried out to determine how students perception on English teachers This study was carried out to determine students' perceptions of English teachers. The research design of this study is qualitative, where data were collected from three English teachers and forty students from classes X, XI, and XII at SMA Brigjend Katamso 2. The researchers conducted interviews and distributed questionnaires to each respondent to gather insights into their views on English teachers' teaching effectiveness and classroom management. In this situation, the teacher must be aware of the approach taken in the learning process, and the students must be able to determine how well the teacher is performing. As a result, English teachers can implement various learning models, classroom management, student motivation, facility use, and positive student experiences; their performance in teaching English is good, according to this study. Additionally, for educational this approach involves the teacher using a learning model that is more in line with the content being taught to the students rather than a unique method. But for the learning process to be successful, educators will innovate and enhance their teaching strategies.

Keywords: *Students' perception, Teacher's perception, English teacher performance*

Abstrak

Persepsi adalah proses dimana individu menafsirkan dan memahami lingkungannya berdasarkan pengalaman, pengetahuan, dan harapannya. Persepsi siswa terhadap gurunya dibentuk oleh berbagai faktor, termasuk metode pengajaran, manajemen kelas, sikap, dan keterlibatan. Persepsi ini secara signifikan berdampak pada motivasi siswa, pengalaman belajar, dan kinerja akademik secara keseluruhan. Dalam konteks pendidikan, persepsi siswa terhadap gurunya berperan penting dalam menentukan pengalaman belajar dan prestasi akademiknya. Penelitian ini dilakukan untuk mengetahui bagaimana persepsi siswa terhadap guru bahasa Inggris Penelitian ini dilakukan untuk mengetahui persepsi siswa terhadap bahasa Inggris guru. Desain penelitian penelitian ini adalah kualitatif, dimana data dikumpulkan dari tiga guru bahasa Inggris dan empat puluh siswa kelas X, XI, dan XII di SMA Brigjend Katamso 2. Peneliti melakukan wawancara dan membagikan kuesioner kepada setiap responden untuk mengetahui pandangan mereka. tentang efektivitas pengajaran guru bahasa Inggris dan manajemen kelas. Dalam situasi ini, guru harus menyadari pendekatan yang diambil dalam proses pembelajaran, dan siswa harus dapat menentukan seberapa baik kinerja guru tersebut. Hasilnya, guru bahasa Inggris dapat menerapkan berbagai model pembelajaran, pengelolaan kelas, motivasi siswa, penggunaan fasilitas, dan pengalaman siswa yang positif, kinerja mereka dalam mengajar bahasa Inggris baik, menurut penelitian ini. Selain itu, untuk bidang pendidikan, pendekatan ini melibatkan guru dengan menggunakan model pembelajaran yang lebih sesuai dengan konten yang diajarkan kepada siswa daripada metode yang unik. Namun

agar proses pembelajaran berhasil, pendidik akan berinovasi dan meningkatkan strategi pengajarannya.

Kata Kunci: persepsi siswa, persepsi guru, performa guru bahasa Inggris

INTRODUCTION

Teachers have a responsibility to do more than just impart knowledge, they also need to be able to mentor, guide, assess, and evaluate students in formal education. To motivate their students, teachers should help create engaging lessons. In gaining knowledge and experiencing joy in the teaching and learning process. Additionally, teachers are needed. To possess great ability and competence. It turns into one of the most significant performances. Elements that affect a teacher's effectiveness in the classroom. The effectiveness of teachers is the main element influencing how well students learn. Consequently, if an educator who is engaged in educational activities and performs well will be able to raise students' drive. In the end, this would raise the standard of education.

Social Cognitive Theory (Bandura): This theory emphasizes that perception is influenced by social interactions and self-reflection. Teachers and students both observe behaviors, interact with each other, and form judgments based on these experiences, leading to different perceptions about learning processes, motivation, and success.

Sugeng, I.S., and Emita, I. (2021) How a teacher presents the material that he or she has to learn is a major factor in how well they teach. Aside from that, teachers need to possess certain skills or competencies to help students participate and feel involved in the learning process as well as to inform students about their progress. High levels of competence or ability are required of teachers to carry out the teaching and learning process.

Hasniar, H., & Nurpahmi, S. (2023) Teachers have a responsibility to teach, mentor, assess, and evaluate students in formal education, elementary school, and secondary school in addition to imparting

knowledge. For their students to be motivated to learn and to enjoy the teaching and learning process, teachers should help create engaging classes. Additionally, teachers must possess a high level of competence and skill. One of the most crucial factors in assessing a teacher's effectiveness in the classroom is their performance. The primary determinant of learning quality is teacher performance. This implies that a teacher who participates in learning activities will be able to raise students' motivation levels if they perform well. Therefore, it would eventually raise the standard of education.

It is unquestionably impossible to separate methods from learning in the context of education, particularly English. The approach will support the teaching and learning process and assist teachers in improving their instruction by methodically concentrating on the target language. To meet the needs of the students, the teacher should be knowledgeable and skilled in the proper application of the method. Furthermore, it is impossible to separate the crucial components of the teaching and learning process—teachers and students according to Setiawan, A. (2020).

According to Akram, M. (2019) The best way to assess a teacher's effectiveness is through evaluation, which has drawn a lot of attention from policymakers in the past ten years. Teachers can use teacher performance evaluation as a tool to help students learn more effectively. Icha, M. A., Melanie, M., & Nashir, (2021) The effectiveness of the learning process in the classroom is largely dependent on the teacher. In addition to providing students with subject matter, teachers should also provide simple teaching materials to help students better understand the learning process. Performance is the result of a person's work in carrying out his duties, both in quality

and quantity (Wolkoff et al., 2021) to fulfill the teacher's role as an educator as effectively as possible.

To ensure that a teacher's performance aligns with the lesson plan, it is important to observe the performance indicator standard. The inability of teachers to establish relationships with students that are related to their emotional needs results in poor teacher-student interaction, according to de Almeida, J. C. (2017) The performance standards will be addressed in this context with the understanding that they must represent the goals of the educational systems and that should be established in accordance with the context in which each school develops its educational activities, in order to produce the desired evidence and to produce the results that the school expects based on their educational project, supported by the strategies deemed most appropriate for that purpose in the Activity Plan.

Students' perception of their English teachers plays a crucial role in their learning experience and motivation. However, several issues can negatively impact this perception, Lack of Engaging Teaching Methods – Some students perceive English classes as boring or difficult due to traditional, lecture-based teaching methods. This reduces interest and motivation. Poor Classroom Management – Inconsistent discipline and ineffective classroom control can make students feel unmotivated and disconnected. Limited Teacher-Student Interaction – Teachers who do not actively engage with students or fail to provide support may be perceived as unapproachable, leading to poor learning outcomes. Inadequate Feedback and Assessment – If students feel their progress is not properly evaluated or that they do not receive meaningful feedback, they may view their teacher's performance negatively. Language Barriers and Teaching Strategies – If teachers use methods that do not align with students' learning preferences, it can create a gap in

understanding and hinder language acquisition.

Implement Interactive and Student-Centered Learning Approaches – Using technology, games, discussions, and real-life applications of English can make learning more engaging. Enhance Classroom Management Skills – Establishing clear rules, maintaining discipline, and creating a structured yet comfortable learning environment can improve students' perception of the teacher. Encourage Open Communication – Teachers should build strong relationships with students by being approachable, listening to their concerns, and providing academic and emotional support. Provide Constructive Feedback and Continuous Assessment – Regular evaluations and meaningful feedback help students understand their progress and areas for improvement. Adapt Teaching Methods to Student Needs – Differentiated instruction, visual aids, and contextual learning can cater to different learning styles and improve comprehension.

Despite extensive studies on teacher effectiveness and student perceptions. Limited Focus on Context-Specific Perceptions – Most studies analyze general teacher performance but do not consider how cultural, institutional, or regional differences affect students' perceptions of their English teachers. Lack of Student-Tailored Teaching Strategies – Many studies focus on teacher methodologies but do not explore how specific student preferences influence their perception of effective English teaching. Minimal Integration of Modern Teaching Technology in Perception Studies – Research often lacks analysis on how digital tools and e-learning influence students' views of teacher performance.

Teacher Self-Perception vs. Student Perception – While teachers assess their own effectiveness, there is a lack of studies comparing how teachers view their performance versus how students perceive them. Longitudinal Analysis of Changing

Perceptions – There is little research tracking how student perceptions of teachers evolve over time, particularly across different grade levels.

Students are in a good position to assess and evaluate their teachers' performance because they are the direct recipients of their services, and it will provide helpful hints on the evaluation, promotion, and appointment of teachers as well as their teaching output, as perceived by students who are the direct recipients of the teacher's professional competence or incompetence. Which of them conducted qualitative research with a senior high school focus. According to the aforementioned statement, the author was interested in how are the student's and teacher perceptions to find out the students and teachers' perceptions performing a Research named "The Students' and Teachers' Perception of English teacher performance at Brigjend Katamso II Senior High School Medan".

METHOD

The methodology used in this research is descriptive qualitative (Sugiono, 2017). Through the use of questionnaires, descriptive research methods were applied to analyze in depth and methodically how students perceived teachers' performance in teaching English as well as how teachers viewed English teaching methods. Several students from various classes were in classes X, XI and XII in the study. Student responses to the questionnaire were analyzed to determine the uniqueness of the teacher's performance in teaching English. To assist teachers in their teaching activities, researchers organized and scan data collected from questionnaire and interview.

The purpose of observations was to gather broad information about behavior, activities, and settings within the classroom. In this research, the observation focused on identifying the learning resources teachers used in teaching English and how these resources influenced the overall learning environment. Permission

Request: The researcher asked for permission from the teacher to participate in class and observe the lesson. Arrival at Class: The researcher arrived at the class when the teacher began the lesson. Observation: During the lesson, the researcher observed and assessed the performance of the English teacher in relation to classroom activities, use of resources, student engagement, and interaction.

An interview was a structured conversation where the interviewer asked questions and the subject provided responses. Interviews in this research were used to gather information about how both teachers and students perceived the performance of English teachers. Questionnaire Development: The researcher designed a set of questions for both teachers and students to answer during the interviews. Conducting Interviews: The researcher conducted in-person interviews with the selected teachers and students. Note-taking: The researcher took detailed notes during the interview to capture the perspectives and insights provided by the participants. Analysis: The researcher analyzed the responses to understand the different viewpoints on the teacher's performance.

This instrument involved gathering responses from both teachers and students about their views on classroom English instruction. The questionnaire contained questions regarding the effectiveness of English teaching, classroom management, and the teaching methods used by the teacher.

Steps for Completing the Questionnaire, Questionnaire Design: The researcher created a questionnaire based on the information gathered about teaching performance. Distribution: The researcher established a timetable to distribute the questionnaire to teachers and students, ensuring that the environment was conducive for participants to complete it. Guidelines: The researcher provided clear instructions on how to complete the

questionnaire, offering guidance on how to respond accurately. Response Collection: Once completed, the researcher collected the completed questionnaires from both teachers and students.

To collect data through observation, the following steps were followed: Permission: The researcher requested permission from the teacher to participate in class. Classroom Visit: The researcher arrived before the lesson began and prepared to observe the teacher's performance. Conducting Observation: During the lesson, the researcher observed the teacher's methods, use of materials, and interaction with students, taking notes to assess teaching effectiveness.

For interviews with both teachers and students, the researcher followed these steps: Prepare Questions: The researcher created a set of relevant questions for both teachers and students, focusing on their views about the teacher's performance. Conduct Interviews: The researcher met with the selected participants and conducted in-person interviews. Note-taking: The researcher recorded responses in detail to accurately capture the participants' perceptions and insights.

For questionnaire administration, the steps were: Gather Data: The researcher collected data on teaching performance to create a relevant questionnaire. Design Questionnaire: Based on the gathered information, the researcher designed a comprehensive questionnaire. Distribute and Collect: The researcher distributed the questionnaires to students and teachers, ensuring they were completed in a comfortable environment. Provide Instructions: The researcher provided guidance on how to answer the questionnaire to ensure clarity. Collect Responses: The researcher collected the completed questionnaires and organized the data for analysis.

Sugiyono (2015) cites Miles and Huberman (1984) as saying that data analysis is done after gathering information from participants' responses to questions.

The data uses three different components. Data reduction, data display, and verification comprise the analysis. Data reduction demonstrates that both positive and negative aspects of English teachers' classroom teaching performance are supported by the classification and selection process. The information The purpose of the display is to ascertain how the inferred supporting items in data reduction relate to one another. The formulation process is the final step in data verification. Research findings are then examined for evidence in corroborating documents.

RESULT AND DISCUSSION

During the observation process, it was found that each teacher has a unique teaching style and different strategies in delivering the material. Grade X teachers, for example, tend to use more visual and interactive methods, such as the utilization of video and picture media to clarify English concepts. Grade XI teachers focus more on group discussions and speaking practice to improve students' communication skills, while grade XII teachers apply more analytical methods with a project-based learning approach to students' critical thinking skills in understanding more complex English structures.

Based on the interviews with the teachers, it was found that they face various challenges in teaching English, especially related to the students' different levels of understanding and varied learning motivations. The grade X teacher revealed that one of the main obstacles is students' low interest in speaking English, so she has to find various creative ways to increase students' engagement. The grade XI teacher highlighted the challenge of implementing learning methods that suit students' various learning styles, while the grade XII teacher highlighted the importance of effective evaluation strategies to measure students'

progress in English language skills across the board.

Meanwhile, based on the analysis of the questionnaires that had been administered to students, it was found that most students felt that their teachers had provided quite effective teaching methods, but there were still some challenges that needed to be addressed. One of the main findings was that students in grades X and XI tended to have difficulties in understanding grammar concepts, while students in grade XII felt that they needed more speaking and listening practice to be more confident in using English in daily life.

By using a combination of these three methods- observation, interviews, and questionnaires study was able to provide a more comprehensive picture of teachers' performance in teaching English as well as how students perceive the learning they receive. This data triangulation approach allows for cross-validation of the findings, so that the research results are more accurate and can be used as a basis for recommendations to improve the quality of English language teaching at SMA Brigjend Katamso 2 Medan.

From the overall analysis conducted, it can be concluded that despite the challenges in teaching English, teachers at SMA Brigjend Katamso 2 Medan have implemented quite diverse strategies to improve the effectiveness of learning. In addition, the results of this study also indicate that students' learning motivation plays an important role in the success of English language learning, so more innovative strategies are needed to increase students' engagement in the classroom. With the results of this study, it is hoped that it can be a reference for schools and teaching staff in developing more effective strategies to improve the quality of English language teaching in the future.

Based on the results of observations conducted at SMA Brigjend Katamso 2, several important findings were found related to the performance of English teachers in the learning process. This observation covers various aspects of teaching, from learning planning to evaluating student learning outcomes. In terms of lesson planning, English teachers show a strong commitment in preparing learning materials. Although they do not always bring physical lesson plans to class, they have thorough preparation before teaching. As expressed by one teacher: "Every night, I always evaluate whether the method I am using is appropriate or not. I also think about new methods that might be applied in class." In terms of delivering materials, teachers apply a varied and adaptive approach. They do not only rely on the lecture method, but also integrate various learning strategies such as group discussions, educational games, and creative projects. This is reflected in the statement of one teacher: "I do not focus on one method because lectures are boring, especially when teaching grammar. I combine explanations with games to make students more enthusiastic."

In classroom management, teachers demonstrated good skills in creating a conducive learning environment. They developed an effective reward system to encourage active student participation, such as giving "stars" and additional points to students who dare to speak English. This strategy has proven effective in increasing student motivation and confidence. Interaction between teachers and students is well established through a personal and supportive approach. Teachers actively monitor students' understanding by approaching them one by one and providing opportunities to ask questions. As expressed by one of the teachers: "I always pay attention to the weaknesses and

strengths of each student. In one class, there are some students who understand faster than others."

Several factors that influence teacher performance in teaching English were identified during the observation. First, teachers' adaptability to modern technology. Teachers showed willingness to integrate technology into learning, such as using Google Forms for evaluation and online learning platforms for task management. Second, teachers' ability to manage differences in students' ability levels. They developed learning strategies that could accommodate students with different ability levels, such as forming balanced study groups and giving assignments that were tailored to students' abilities.

Based on the results of interviews with students, some interesting perspectives on the performance of English teachers were revealed. Here is an excerpt from an interview with one of the students: "Yes, I find it quite difficult to memorize a lot of English vocabulary. Sometimes, I try to remember the words I have learned, but when speaking, I often forget and have difficulty finding the right word."

Students appreciate the teacher's efforts in providing constructive feedback and correction. As expressed in the interview: "Very helpful! With their corrections, I know where my mistakes are and can learn from them. I am also more confident when speaking because I know there are people ready to help me correct my mistakes."

Teachers revealed various strategies and challenges in teaching English. Here is an excerpt from an interview with one of the teachers: "I implement an 'English Please' policy in class. This means that students should try to speak English as much as they can. If someone forgets or has difficulty, I still encourage them to try. This

helps them build the habit of speaking English naturally."

The teacher also emphasized the importance of continuous evaluation and adaptation of learning methods: "For example, if there is one material that is taught, but it turns out that 50% of students still do not understand it, then the material must be repeated with a different approach." In further interviews, teachers emphasized the importance of innovation in teaching methods. One teacher stated: "I am always looking for new ways to teach using technology. For example, I use interactive learning apps, educational videos, and platforms like Google Classroom to manage assignments and materials. Technology is very helpful in making learning more engaging and efficient."

This approach shows that teachers do not only focus on delivering materials, but also try to keep up with the times to improve the effectiveness of learning. However, they are also aware of the challenges that arise, as expressed in the interview: "Most students feel more engaged in learning when technology is used. However, there are also challenges, such as ensuring that all students have equal access to technology. Therefore, I am always looking for alternatives so that no one is left behind."

Teachers implement a comprehensive evaluation system to monitor student progress. As explained in the interview: "I often use Google Forms to give project-based exams. I create questions that are directly related to the material that has been taught and send them to the students. After they complete the work, the results are immediately available. This way, I can immediately see which students have a good understanding and which ones still need additional guidance."

This evaluation system focuses not only on the final results, but also on the

learning process, as emphasized by the teacher: "I always remind them that grades are not only from exams but also from the process. I will observe them during the learning process." The results of observations and interviews show that teachers strive to create a learning environment that supports the development of students' English skills. One of the strategies implemented is: "I often hold quizzes or educational games in class. For example, I create a small competition where the losing student has to do a fun challenge, like singing a song or making a short presentation. This way, they learn while having fun."

Based on interviews with students, several major challenges in learning English were identified: "I'm not used to using English in daily conversations, so it's hard for me to remember it. Secondly, there are many words that have similar meanings, so sometimes I get confused about choosing the right one." To address these challenges, teachers developed various strategies, as described in the interviews: "I try to use various learning resources. For example, I use visual presentations, group discussions, or project-based methods to ensure their understanding is better."

Teachers demonstrate a strong commitment to their professional development. They actively seek new ways to improve the quality of teaching, as expressed in the interviews: "I continue to learn and look for new ways to teach better. There are many methods that are still unfamiliar to us, and we must continue to

explore how to make a material more interesting."

Based on the results of observations and interviews conducted, it can be concluded that the performance of English teachers at SMA Brigjend Katamso 2 shows high professionalism in various aspects of teaching. The teachers demonstrate good abilities in: Thorough learning planning and preparation, Use of varied and innovative learning methods, Effective classroom management, Comprehensive learning evaluation, Continuous professional development

However, there are still several challenges that need to be overcome, such as: Differences in student ability levels in one class, Limited access to technology for some students, and Difficulty in motivating students to use English actively. These findings provide a clear picture of the strengths and areas for development in English language teaching at the school and can form the basis for future improvement and development of English language learning programs.

In this study, quantitative data were obtained from questionnaires given to students and teachers to assess the performance of English teachers at Brigjend Katamso 2 Senior High School. This analysis was conducted based on the Miles and Huberman (1984) approach which consists of three main stages: data reduction, data presentation, and data verification.

Table 1. *Students' and Teachers' Perception*

ASPECT	STUDENTS' PERCEPTION	TEACHERS' PERCEPTION
Teaching Performance	Students feel that their teachers are very competent in teaching the subject matter. They appreciate the teacher's ability to explain material and provide relevant examples.	Teachers feel confident in their teaching techniques, particularly using communicative methods and discussions.

Use of Technology	Some students feel that the use of technology is still limited and hope for more creative learning media.	Teachers feel they have mastered good teaching techniques but acknowledge that further use of technology would help.
Motivation	Students appreciate teachers who can motivate them to learn English.	Teachers believe they can motivate students, although they face challenges in managing large classes.
Classroom Management	Students feel that teachers manage the class well and create a conducive learning atmosphere.	Teachers acknowledge challenges in managing large classes with a diversity of students' abilities.
Learning Facilities	Access to supportive learning facilities, such as comfortable classrooms, books, and technology, significantly influences student perceptions.	Teachers feel that learning facilities support their teaching, but they believe more technological tools are needed.
Individual Attention	Students feel that individual attention is difficult to provide due to the large class sizes and varying abilities.	Teachers find it challenging to provide individual attention, especially in terms of comprehension and grammar.

However, several teachers also noted the challenges they faced in managing classes with large numbers of students and the diversity of students' abilities in learning English. They find it difficult to give individual attention to each student, especially in terms of comprehension and grammar.

Several factors influence both student and teacher perceptions of English teacher performance. Communication plays a crucial role, as good interaction between teachers and students greatly affects how students perceive their teachers' performance. Effective communication helps foster a positive learning environment and promotes better understanding. Motivation is another important factor; teachers who can inspire and motivate their students to learn English are often seen as more successful. When students feel encouraged and supported in their learning journey, their perceptions of the teacher's effectiveness are generally more favorable. Finally, learning facilities such as comfortable classrooms, books, and technology have a significant impact on student perceptions. Access to these resources supports a better learning experience, and when students have the tools they need, they are more likely to view their teachers' performance positively. Together, these factors contribute to how

both students and teachers evaluate the effectiveness of English teaching at Brigjend Katamso 2 High School.

In general, both students and teachers have positive perceptions of the performance of English teachers in Brigjend Katamso 2 senior high school, Medan. However, several things can still be improved, such as the use of technology in learning and a more personalized teaching approach. Therefore, it is recommended that schools and teachers focus on improving learning facilities and developing technological skills in teaching to achieve better results.

CONCLUSION

Overall, this research shows that both students and teachers have positive perceptions of the performance of English teachers at SMA Brigjend Katamso 2 Medan. Students appreciate the teacher's competence and ability to manage the classroom, but expect increased use of technology and a more personalized approach. Meanwhile, teachers feel satisfied with their teaching abilities, even though they face several obstacles related to classroom management and facilities. To improve the quality of teaching, it is recommended to increase the use of technology, train teachers, and improve learning facilities. With these steps, the researcher hopes that the quality of English

language learning at SMA Brigjend Katamso 2 Medan can continue to develop optimally. And the researcher also hopes that for future researchers who may be interested in research related to this research, the researcher hopes to find new things so that they can improve quality of learning.

The research reveals that both students and teachers at SMA Brigjend Katamso 2 Medan have positive perceptions of the performance of English teachers. Students value the teacher's competence and classroom management skills, but they expect more technological integration and a more personalized teaching approach. On the other hand, teachers are satisfied with their teaching abilities and use of communicative methods, but they face challenges related to managing large classes and providing individual attention, especially regarding student comprehension and grammar. Despite these challenges, both groups acknowledge that improvements can be made, particularly in the areas of technology usage and learning facilities.

The results have significant implications for both teaching practices and school policies. It suggests that enhancing the use of technology in the classroom could increase student engagement and improve learning outcomes. Teachers may benefit from professional development programs that focus on integrating digital tools into their lessons. Additionally, the findings highlight the need for improved classroom management strategies and more personalized teaching approaches to address the diverse needs of students. Schools should prioritize improving learning facilities to provide an optimal learning environment. These implications suggest areas where interventions and improvements can be made to elevate the overall quality of English education at SMA Brigjend Katamso 2 Medan.

This study contributes valuable insights into the perceptions of both students and teachers regarding English

language teaching at SMA Brigjend Katamso 2 Medan. It sheds light on the factors that influence teacher effectiveness, such as communication, motivation, and learning facilities, and how these factors impact student perceptions. Additionally, the study provides a foundation for future research in the area of teaching effectiveness, particularly in exploring the integration of technology into language learning. By identifying areas for improvement, such as classroom management and personalized learning approaches, the study contributes to the development of strategies aimed at enhancing the quality of education at the school.

Future research could explore several areas that may build on the findings of this study. One suggestion is to investigate the impact of specific technological tools or digital media on student engagement and language acquisition in the classroom. Researchers could also look into the effectiveness of personalized learning strategies in large, diverse classrooms to determine how best to meet individual student needs. Moreover, future studies could examine the long-term effects of enhanced communication and motivation strategies on student performance. Researchers could also explore how improvements in learning facilities and classroom environments affect both teaching practices and student learning outcomes. By addressing these areas, future research could offer deeper insights into how to continuously improve the quality of English language learning.

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