

THE CORRELATION BETWEEN THE STUDENTS' PERCEPTION ON THE LECTURERS' ABILITY IN MAKING LESSON PLAN AND THEIR ACHIEVEMENT IN TEFL AT ENGLISH DEPARTMENT OF TARBIYAH FACULTY IAIN-SU

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ABSTRACT

Prepare before teaching is very important action, in order to make teaching easily. One of the prepare is making a lesson plan. Lesson plan is software for teacher to track the lesson plan for their classes. The goal of this research is to find out "The correlation between the students' perception on the lecturer's ability in making lesson plan and their achievement in TEFL at English Educational Department of Tarbiyah Faculty IAIN-SU". The study was conducted on the ninth semester students of English Educational Department of Tarbiyah Faculty IAIN SU Medan. The population of this study was 78 and the writer took all population as a sample. The data was analyzed by the Product Moment Correlation technique. From the calculation of the data, it found that there is a significant correlation between the students' perception on the lecturers' ability in making lesson plan and their achievement in TEFL or the Hypothesis Alternative (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Because $r_{calculate}$ is bigger than r_{table} or $0.336 > 0.224$.

Keyword: Perception, ability, lesson plan, and achievement

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1. INTRODUCTION

Learning English is very important for all people in the world, because English is one of the international standard languages. Every activities uses English not only in school, college but also in business field. It's also occur in Indonesia whether so many students learn English and the fewer of them want to be an English teacher or lecturer. It is an obligation to study hard in learning English not only in one institution but also in other courses, and it's sure if someone wants to be a teacher so that they have to master the subject which is related to it. One of them is TEFL (Teaching English as Foreign Language), it refers to teaching English to the students who are not native speakers. This term is predominantly used when English is being taught in a country where it is not native language. TEFL subject is concern with method, strategy, approach learning activity and also including the way to prepare teaching before (lesson plan).

Lesson plan concerns in a sequence of planning which is suitable for teaching learning activity. Lesson plan as a clue to teach easily. In Indonesia, every teacher and lecturer need to prepare lesson plan before teaching and it also has a legal format. Its format is depend on what curriculum is used (KBK or KTSP). Through lesson plan, the teachers know whether the important things that they have to transfer for the students and they also know the goal of the studying. It's same with Tessa's (2001:5) said that planning and the commitment to planning before taking action, can prevent education to do something before we know what should be done. It will always keep us from merely treating symptom (with marginal success or perhaps even failure).

The success of the teachers' action can be seen on the students' perception. Perception is the ability to see, hear or understand things; awareness (Hornby, 1995: 859). Perception is the process whereby an individual become aware of the world around oneself. In perception, we use our senses to apprehend object and event.

It means that the perception is one of the human abilities in seeing and giving interpretation on the environment action, especially for teachers. In this case, the writer would like to emphasize the perception not only in seeing, hearing, but also in resulting. On the other hand, perception means that the students interpret to the teacher through their ways to explain the subjects. And how is the goal of it. Resulting here means the result that they get from the teachers' action in teaching learning process in the classroom or students' score.

Ideally, if the students have good perception on the lecturer's ability in making lesson plan, so that they will get the good achievement too. In fact, they have low achievement, it can be seen from their score that they get for some period.

Based on the problem above, the writer wants to conduct a reseach about "the correlation between students' perception on the lecturers' ability in making lesson plan and their achievement in TEFL at English Educational Department of Tarbiyah Faculty IAIN-SU".

2. LITERATURE REVIEW

A. Perception

Perception is the ability to see, hear or undertand things; awareness. (Hornby, 1995: 859). Perception is the act of perceiving or the ability to perceiver, mental grasp of object, qualities, etc, by means of the senses, awareness and comprehension. Peter Tomlinson (1981:84) also said that by seeing, therefore, perception is very dependent on the perceiver, as well as on what is there to be continued. In teaching we need to remember that the less effecient assimilatory capacities of learners are likely to make even relatively simple aspects of perception and understanding more difficult than 'rational' common sense might predict, especially in topic areas where the teachers is vastly more experienced and more so when the pupils are younger and in experienced.

In summary of research on perception, Toch and Mc Lean concluded the following:

- There is no purposive behavior without perception
- Behavior is an outcome of past perceptions and a starting point for future perceptions.
- The perceiver and the world do not exist independently
- Meanings are given the things by the perceiver in terms of all prior experiences accumulated
- Perceptual experiences are personal and individuals
- A percept is a link between the past which gives its meaning, and the future, which it helps to interpret
- Because two people can not be in the same place at the same time, they must see at least slightly different environment. (Jerrold, 1980: 12)

Based on the explanation above, the writer can conclude that perception is one of human abilities to make some utterances about something through seeing and understand, and the way to interpret it. Everyone can do that in their daily activities by environments' action. In this case, the perception can affect the students' achievement because that perception is depend on the lecturer's way on giving knowledge to the students.

B. Ability

According to Horrace (1976:1), ability is actual power to perform an act, physical or mental, whether or no attained by training and education. Chaplin (1985:3) stated the ability is power to perform an act; it may be result or practise. From some quotation before, the writer can concluded that the ability is power or an act of someone to do something in making certain physical or mental. Ability is a skill to take a certain attitude to watch something with understanding to create new something to prove how far the students success in learning process in their level class. In this case, the writer concerned with the ability of lecturer in making lesson plan.

C. Lesson plan

Lesson plan is software for teachers to track the lesson plan for their classes. Caulhoun (1969:115) said that a plan for teacher like a plan for house, for losing twenty pounds of weight, for winning the conference, championship or vocation serves as a guide to selecting activities, action, and decision as one attempts to move from where is to where to be (to his goals). In line with Jeremy Harmer (1995:308) stated that lesson planning is the art of combining a number of different elements into a whole so that the lesson has an identity which students can recognize, work within and react to identity.

There are some functions of lesson plan, they are:

1. Planning provides a sense of security on confidence

2. Thinking things through before you teach helps you to reduce feelings of uncertainly panic and inspires you instead with a sense of confidence and clarity
3. Planning insures more careful consideration by given to objectives, materials and activities
4. Planning results in less wasted time and effort, both on the part of the teachers and youngsters
5. Planning assures the use of more appropriate example and illutions
6. Planning results in better provision for individual needs and interest within the class
7. Planning results in better continuity of learning experiences
8. Planning provides for appropriate and effective means of evaluation in terms of goals
9. Planning assures more flexibility (Tessa Woodward, 2002:58)

It means that planning on the teaching learning process is very important, in order to get the satisfied result of the teaching process. Through plan in every section on teaching learning process, the transpiring of the knowledge will be done.

Format of Lesson Plan

Basically, the exact format chosen for a lesson plan was driven by school requirements and personal tastes of the teacher, in that order. Unit plans follow much the same format, but are intended to cover an entire unit of work, which may be delivered over several days or weeks. But there are general format of lesson plan that should be used by lecturer in teaching learning:

1. The title of the lesson
2. The amount of time
3. Goals

A goal is a general statement of what you want for the children in your program. You should be able to identify an overall purposes or goal that you will attempt to accomplish by the end of the class period.

4. Objectives

It is very important to state explicitly what you want students to gain from the lesson. Explicit here to help you to:

- a) Be sure that you indeed know what is you want to accomplish
- b) Preserve the unity of your lesson
- c) Pretermine whether or not you are trying to accomplish too much
- d) Evaluate students' success at the end of, or after the class

5. Material and equipment

It may seen a trivial matter to list materials needed, but good planning includes knowing what you need to take with you or to arrange to have in your classroom. It is easy, in the open harried life of a teacher, to forget to bring to class a tape recorder, a poster, or the workbooks that the students gave you the night before.

6. Procedures

At this point, lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, you might think in term of making sure of plans includes:

- a) An opening statement or acticity as a warm-up
- b) A set of activities and techniques in which you have considered appropriate proportion time for:
 - Whole class work
 - Small group or pair work
 - Teacher talk
 - Student talk

- c) closure

7. Evaluation

Evaluation is a term to give the questions that take from the materials that you have given them to know their ability to catch the lessons. (Douglas, 202:150)

According to Collier and his friends (1967:120), commonly accepted principles that the content of any teaching plan deals with at least three basic elements, they are:

1. Objectives
2. Procedures and materials
3. Evaluation

D. Achievement in TEFL

Hornby in her Oxford Dictionary said that achievement is a thing done successfully, especially with effort and skill. It means that is a successful result by doing something with effort, ability and skill. No one can get something successfully without effort, although they are the smart person.

In this case, the writer would like to see the students' achievement in TEFL through their score on final semester. TEFL (Teaching English as Foreign Language) is one of English subjects for educational department which is related to teaching learning process in the class. This subject is also learn about method, strategy, approach in teaching English.

3. RESEARCH METHOD

This study was used a quantitative research with correlation product moment technique. The population of this study were the students of English Education Department of 9th semester of Tarbiyah Faculty. The total of the students were 78, consist of two classes, PBI-1 and PBI-2. The writer took all the populatin as a sample in line with Suharsimi Arikunto said that "if the population is fewer than 100, it will be better to take all population as sample. (Arikunto, 1993: 130). To get the best result of the study so it needed appropriate and accurate data. The data of this study were about the students' achievement in TEFL. The writers used questionnaire and interview as the instruments for collecting the data. The questionnaire was in the form of multiple choice tests. It used Likert Scale. Interview gave to the leacturers who had taught the students. The writer used the Scatter Diagram, because the writer wants to see the correlation between two variable (X and Y) and the sampe more than 30, as show below:

$$r_{XY} = \frac{\frac{\sum x_1 y_1}{N} - (CX_1)(CY_1)}{(SDX)(SDY)}$$

4. RESULT AND DISCUSSION

There are two alternatives of the students' perception on the lecturer's ability in making lesson plan, they are: good perception and bad perception that are related to their achievement in TEFL. Firstly, 'good perception' means that the students have good interpretation on the lecturer's ability in giving knowledge to the students through following lesson plan. Thus, the student can get the satisfied score by doing the tasks which are given by the teacher or lecturer. Secondly, 'bad perception' means that the students have no good interpretation on the lecturer's ability in transforming knowledge to the students. It indicates that they will get unsatisfied score.

George Brown (1974:21) said that planning is a vital element in teacher, systematic planning almost always yields better results in teaching. While, J. Galon (1966:440) stated that planning and preparation as a phase of the teachers job. The writer can conclude that there is a relationship between preparing planning before teaching and the result of transforming knowledge in teaching learning process. It is in line with Andrea Hirata (2007:99) that Planning perfect performance. By having good planning, someone will have good confidence and automatically will get the satisfied result.

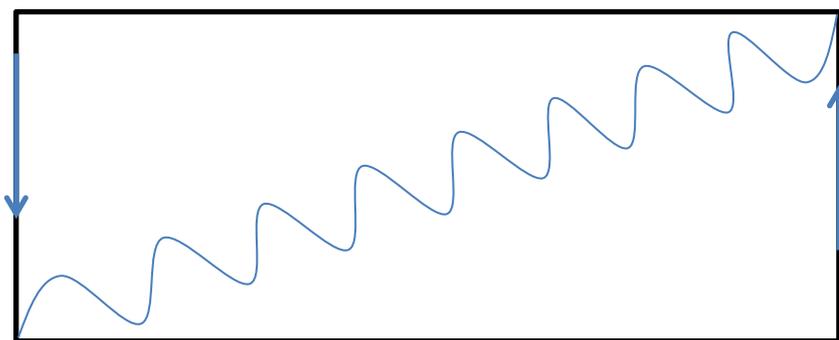


Fig 1. Planning, Performance and Perception on Lesson

The relationship between planning, perception and performance in a lesson set out at figure. At the first glance, all planning occurs before the lesson and all perception during the viewing session and after teaching. A moment's reflection can convince you that some modification in your plan will occur during the lesson as the result of your perception of the pupil responses. How far you allow the pupils' interests and responses to modify your original intentions and plan is a question of value. (George Brown, 1974:21)

The calculation of this research was started by analyzed the data from students perception on the lecturer ability in making lesson plan (as independent variable), included: organizing time subject, choosing the material, choosing the media, choosing the strategy, explaining the materials, making an evaluation instrument, using the media, and doing the evaluation. Then, analyzed the dependent variable (students' achievement in TEFL) which is taken from students semester value (KHS). It continued to calculate by using the product moment formula and scatter diagram.

No	Ability in Organizing Time Subject Matter	F	%	Explanation
1.	Very Good	21	27	
2.	Good	43	55	
3.	Enough	12	15	
4.	Bad	2	3	
	Total	78	100	

Tab 1. Students' Perception on the Lecturers' Ability in Time Subject Matter

No	Category	Scores	F	%
1.	Bad	50-59	1	1
2.	Enough	60-69	24	32
3.	Good	70-79	44	56
4.	Very good	80-89	9	11
5.	Excellent	90-100	-	-
	Total		78	100

Tab 2. Students' Achievement in TEFL

After doing the calculation, the writer will show the result of the analysis:

1. According to the result calculation, it was found that Mean (X) = 72, Y=70, SDx=9.204, SDy=6.171, and the result of calculation is 0.301 and the table value= 0.232. So, Ha is accepted and Ho is rejected.
2. The result of Scatter Diagram calculation, it was found that Cx=-1.47, Cy= -0.089, SDx= 1.55, SDy= 1.19. Its result 0.336 for r calculate and 0.224 for r table.
3. The conclusion that the writer take is r_{xy} OR $r_{calculate} > r_{table}$ (0.336>0.224). it means that there is positive relevancy between the students perception on the lecturers' ability in making lesson plan and the students' achievement in TEFL.

5. CONCLUSION

From the result of data analysis the writers concluded that:

1. The lecturers' ability in making lesson plan included: the lecturer's ability in organizing time subject matter, choosing the materials, choosing and using the media, choosing the strategy, explaining the material, making evaluation instrument, and doing the evaluation
2. The students' achievement in TEFL is good, because 56% of 78 person has good achievement through their semester score.
3. There is a significant correlation between the students' perception on the lecturer's ability in making lesson plan and the students' achievement in TEFL.

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