



The Effect of Student Perceptions of Learning Facilities and Teacher Competencies on English Reading Skills

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Abstract

The purpose of this study is to determine students' reading skills in English lessons which are influenced by students' perceptions of existing learning facilities and teacher competencies. The influence of students' perceptions of learning facilities with Teacher competencies together can improve students' Reading Skills. This research is also to determine the influence of students' perceptions of Learning Facilities and to determine the influence of Vocabulary Mastery on Reading Skills. The research method used is Experimental research. The study sample consisted of 30 students of English Class A as an experimental class for Audio Learning Styles and Visual Learning Styles, while English Class B consisted of 30 students as a Control class for High Vocabulary and Low Vocabulary. Data collection was obtained by conducting learning outcome tests, data analysis was obtained by applying descriptive analysis and statistical analysis with 2-way Anova.

Keywords: *student perception, learning facilities, teacher competence, reading skills*

INTRODUCTION

English subjects in general until now still have low evaluation scores, overall the students in answering questions correctly are still below 55 percent (Kemendikbud, 2019), from various factors causing the low results of learning English, the factor of teachers who are unable to foster students' perception of learning to read and the role of parents in children's education is low (Lestari, 2015; Maesaroh, 2013; Mulyaningsih, 2014). Teachers act as encouragers of students' enthusiasm to be enthusiastic about learning (Suherman et al., 2022), so that teachers are encouraged to have good performance (Sosrowidigdo et al., 2011). Furthermore, factors that affect children's learning outcomes, especially for English learning at the junior high school level, are factors of participation in the role of parents in the world of children's education and perception of learning (Lovya, 2022; Qualified, 2018). This is because the relationship between parents is very influential in improving students' ability to read English. (Santosa, 2017).

Perception is important, even without a certain agreement regarding the definition of the concept of the cleverness of reading (Sumali et al., 2021). If there are two children who have the same abilities, opportunities, and conditions to achieve the goals to be achieved, the work process or performance and the results obtained are those who have high perceptions will be much better when compared to children who do not have perceptions (Sulfemi, 2019).

Writing, speaking, reading and listening are the four skills contained in English (Adnan, 2012), in that case *reading* is one of the focuses of the problem. A process that is carried out and used to obtain the message to be achieved by the author through the medium of words or written language is called *reading* (Kustanti, 2016). In reality, the teaching and learning process of *English Reading Text* students are faced with various kinds of difficulties in understanding related to *Reading Text*, from there the impact of understanding text that is difficult to achieve the meaning of the reading. (Huliatunisa et al., 2022; Kustanti, 2016).

Problem Formulation

In order for this study to produce findings that reflect the actual condition of the object, it is necessary to formulate the problem as follows

1. Does students' perception of learning facilities affect English reading skills at SMP Negeri in South Jakarta?
2. Does students' perception of teacher competence affect English reading skills at SMP Negeri in South Jakarta?
3. Does students' perception of learning facilities and teacher competencies affect English reading skills at State Junior High Schools in South Jakarta?

Perception

Webster revealed that perception means the process of stimuli being selected, organized and interpreted. Perception includes the part of sensing (sensation) through the tools of the senses, attention and interpretation (*Hartinie, 2020*). Perception can also be called the core of effective communication. Perception also allows us to choose a message or ignore it. (*Shambodo, 2020*). The process of observation carried out on the environment using the senses that belong to the aim of being aware of the environment can also be called perception. (*Gulo in Jayanti & Arista, 2018*) tag. Perception is a process by which the input of the five senses is transformed into the organization of impressions observed by the observer (*Nurdyasnyah & Andiek, 2015*).

It is also mentioned related to perception which is the ability of a person in the organization of observation of objects around him (*Sarlito Wirawan in Soraya, 2018*), and perception is also interpreted as the process of making research or building many impressions related to various kinds of things that exist in the field of sensing a person.

Teaching Teacher Competencies

Improvement of student learning outcomes can be obtained through the main elements in the learning process, namely the quality of massge learning carried out by a teacher (*Fimansyah, 2015; Sosrowidigdo et al., 2011*). In reality, it can be seen that the attachment between students and gur sanagat is great, and vice versa. In order for the activity to run optimally, the teacher should have a plan in the activity. Basically, teaching is an effort made to create an environment that encourages the continuity of the learning process. Learning can be categorized as a process that is passed by students while teaching is an activity carried out by the teacher (*Ichsan, 2016*).

Competence is ability and proficiency. A person who is declared competent in a certain field is someone who masters work skills or expertise in line with the demands of the field of work concerned (*Hazrullah & Furqan, 2018*). Competence as a characteristic that stands out for a person and indicates ways of behaving or thinking, in all situations and lasting continuously over a long period of time (*Misi, 2021*). Teacher competence is the proficiency or ability possessed by the teacher which is indicated in three competencies, namely competencies related to his professional duties as a professional teacher, competencies related to his personal situation, and competencies related to his community or environment (*Marhento, 2015; Uno & Nina Lamatenggo, 2022*)

The Nature of English Reading Skills

The ability is acquired by humans through a learning process, learning is an activity that cannot be separated from human life (*Retnowati et al., 2016*). Learning is a human process to achieve various competencies, abilities, and attitudes (*Baharuiddin, 2007*). The learning process is carried out throughout human life, from the moment from infancy and will continue until the end of life. This learning activity is carried out by a person to gain knowledge, attitudes, and abilities. In other words, learning as a relatively

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permanent change in behavior that occurs as a result of exercise (Baharuddin, 2007; Subakti et al., 2022). Learning is not only done in schools or other educational facilities, but can be done anywhere and by anyone. By learning, human beings can know what is being done and what its purpose is.

How to learn requires human efforts to imitate (imitation), trial and error or through thinking and making logical conclusions (Baharuddin, 2007). In other words, learning through imitation is how humans learn by imitating the closest people, figures, and other people who are introduced through the media (Rahmat, 2019). The learning process is influenced by internal and external factors of a person. Internal factors are factors that come from within, namely physiological and psychological factors (Shafi'i et al., 2018).

Physiological factors are physically related factors, that is, physical health factors that affect learning outcomes, such as health, sensory, whether the health of the eyes and ears is good enough to receive lessons. Psychological factors include intelligence, interests, motivations, attitudes, talents. While external factors are factors that come from outside. These external factors include social and non-social environmental factors. Nonsocial factors such as the school environment, society, and family. Nonsocial environmental factors such as learning device factors, learning materials and air conditions.

The biggest percentage for students learning languages in the world, they learn English is to develop their speaking skills (Decaprio, 2013). English is one of the foreign languages in Indonesia, it has been taught as a compulsory subject in schools. Nowadays, along with the growing awareness of the importance of English as the most important language in international communication, english is used as the language of instruction in other subjects such as mathematics, history, geography and others. However, in Indonesia, English is only taught in schools, Indonesians do not use English in socializing.

Framework of Thought and Research Hypothesis

The framework of thought is correlationally described :

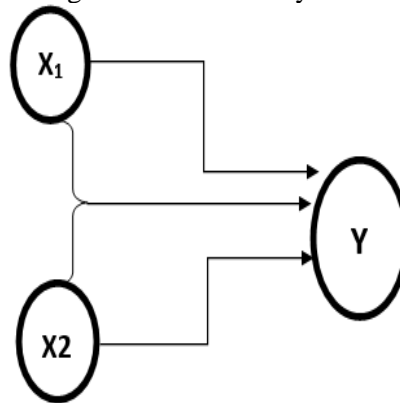


Figure 1. Frame of Mind

Information:

X₁ = Students' perception of learning facilities

X₂ = Students' perception of teacher competencies

Y = English Reading Skills

From the study of the theory and thinking framework above, the author can derive the research hypothesis as follows:

1. Students' perceptions of learning facilities affect English reading skills at SMP Negeri 16 South Jakarta.

2. Students' perceptions of teacher competence affect english reading skills at SMP Negeri 16 South Jakarta.
3. Students' perceptions of learning facilities and teacher competencies affect English reading skills at SMP Negeri 16 South Jakarta.

RESEARCH METHODS

This research was conducted in the city of South Jakarta in grade VIII junior high school students. The junior high school where this study was conducted was a homogeneous junior high school in the author's observation, meaning that it had a relatively similar number of students, relatively the same facilities and relatively the same character of students. The SMPN that was used as a research site was SMPN 16. This research was conducted in September 2020 – August 2021.

In this study, a survey method with correlational analysis was used. This means that the data in the net with the help of questionnaires.). The survey method is used because the researcher wants to understand about a phenomenon that occurs in schools. The way to collect research data is by conducting a survey (taking data directly on objects in the field).

The target population in this study was grade VIII junior high school students in Kebayoran Lama sub-district, South Jakarta, all of whom were represented by 1 junior high school. According to the problem studied, the affordable population in this study is class VIII students which include 1 junior high school in the Kebayoran Lama district, South Jakarta, for the 2020/2021 academic year, which amounted to 180 students.

According to Saifuddin (2010) the sample is a portion of the population taken". In this study samples were taken with Taro Yamane :

$$n = \frac{N}{N.d^2 + 1}$$

N : total population

n : number of samples

d² : precision (set at 10% with a confidence level of 95%)

$$n = \frac{180}{180.0,1^2 + 1} = 64,28 \approx 65 \text{ Respondents}$$

The sampling technique in this study is random sampling based on The Factorial Group Design,

To gain a deep understanding of the focus of the problem in this study, the data collection used was in the form of questionnaires and tests. The data in this consists of:

- 1) English speaking skills measurement score data.
- 2) Data on the score of measuring students' perceptions of teacher competencies.
- 3) Data on the measurement score of perceptions of school facilities.

Tests are orally performed for the measurement of English reading skills. In this test, students in pairs perform a text reading with an already provided topic. Questionnaires are used to measure students' perceptions of teacher competence and students' perceptions of learning facilities. The questionnaires were distributed to the students to fill out and then re-collected. After conducting tests and questionnaires, the study continued by measuring the validity and reability of the instrument.

The research variable instrument consists of student perception instruments of student learning facilities (X1), student perception instruments of Teacher competencies (X2) and student reading skills instruments in English (Y), with the following stages:

- 1) The first stage is to examine the theory of each variable
- 2) The second stage is to determine the indicators for each of the variables.
- 3) The third stage draws up conceptual and operational definitions.
- 4) The fourth stage composes an instrument grid for each variable.

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- 5) The fifth stage compiles the points of the question or statement accompanied by the scale of measurement.
- 6) The last stage is to conduct instrument trials and test validity and reliability. The trial of the instrument variables of students' perception of learning facilities and teacher competence towards reading skills, namely as many as 30 points of statements, was to conduct a validity test using Pearson's Bivariate correlation (Pearson's Product Moment). While the Reliability test using Cronbach's Alpha

The conceptual definition for English speaking skills is the student's ability to communicate using English, which includes understanding the topic of conversation, grammatical accuracy, selection of appropriate vocabulary, fluency in speech, pronunciation, and role in conversation. The operational definition for English reading skills is the student's ability to convey thoughts or ideas or feelings into the form of English sounds, which are embodied in the form of values. The assessment is obtained from an oral test that includes measurements of understanding of the topic of conversation, grammatical accuracy. Selection of appropriate vocabulary, fluency in speech, pronunciation, and role in conversation.

Table 1. Keywords

Activities	Explanation
Topic Understanding	1. = can understand simple questions and questions if delivered at a slow pace of speech, with repetition as well as with one's own word description. 2. = can understand the outline of the conversation. 3. = a fairly good understanding of the normal speed of speech. 4. = can understand each act well. 5 = excellent understanding
Grammatics	1. = often performs in grammatics and little understandable meaning of the belief. 2. = quite capable of making basic grammatics but not yet careful. 3. = able to speak with fairly good grammatical precision. 4. = able to use the language appropriately. Errors in grammatics are rare. 5 = able to speak with grammatical precision equivalent to that of the original speaker.
Vocabulary	1. = able to use adequate vocabulary to express simple things. 2. = able to use enough vocabulary to express itself but many that do not need to be used 3. = able to use sufficient vocabulary in formal and informal conversations. Vocabulary is quite voluminous and rarely rummages 4. = able to understand and participate in conversations with a high level of vocabulary 5 = able to have conversations using a wide vocabulary.
Smooth	1. = stuttering 2. = a little smooth 3. = can speak fluently. Rarely gets into trouble in searching around for the right words to use. 4. = able to speak fluently on all topics. 5 = able to speak very fluently like the original speaker
Pronunciation	1. = frequent mispronunciation but still understandable 2. = the accent is quite good although it is still a bit frequent to make pronunciation mistakes. 3. = pronunciation errors made nothing interferes with his understanding of the content of the conversation. 4. = pronunciation errors are rare. 5. = pronunciation according to the original learned speaker 6 = pronunciation according to the original learned speaker
Role in conversation (task)	1. = can provide questions and answers on topics that are already very familiar to him. 2. = able to participate in conversations with a simple topic 3. = can participate in formal and informal conversations. 4. = able to respond to conversations with unfamiliar topics. 5. = able to have a conversation like the original speaker
English Reading Skills Test topics.	a. Getting to know you b. What does he look like c. Telling about your family d. Telling about daily activity
Forms of English Reading Skills Test	a. The English reading skills test is carried out through a lottery of predetermined topics.

b. Test takers read in English individually with the topic they have chosen through the lottery. Before the reading begins, the interviewer gives directions and boundaries so that the dialogue is directed.

Data Analysis Techniques

The data obtained from the results of the study are further tabulated for analysis according to the direction and objectives of the study. In this study, the free variables are teacher competence (X_1) and perception of school facilities (X_2), while the bound variable is English speaking skills (Y), then the double correlation formula is (Sudjana, 1996) namely;

$$R_{y.12} = \sqrt{\frac{r_{y1}^2 + r_{y2}^2 - 2r_{y1}r_{y2}r_{12}}{1 - r_{12}^2}}$$

Where:

$R_{y.12}$ = double correlation between the free variables X_1 and X_2 with the bound variable Y .

r_{y1} = partial correlation between the free variable X_1 and the bound variable Y .

r_{y2} = partial correlation between the free variable X_2 and the bound variable Y .

r_{12} = partial correlation between free variable X_1 and bound variable X_2

RESULTS AND DISCUSSION

After conducting research and data analysis on "The Influence of Student Perceptions of Learning Facilities and Student Perceptions of Teacher Competence on English Reading Skills" can be drawn the following conclusions:

1. There is a significant joint influence of Student Perception of Learning Facilities (X_1) and Student Perception of Teacher Competence (X_2) on English Reading Skills (Y) with a fundamental on correlation coefesience scores or positive relationships shown with a score of $r_{y1} = 0.621$. Meanwhile, the strength of the contribution was shown by a coefficient of determination of 0.385 which showed that the contribution of Student Perceptions of Learning Facilities and Student Perceptions of Teacher Competence to English Reading Proficiency was 38.5%. From the significance test, the regression coefficient is also significant, which is indicated by the value of *Sig* = 0.000 and $F_{count} = 19.435$, while $F_{table} = 2.68$ so that the value of *Sig* < 0.05 and $F_{calculate} > F_{of\ the\ table}$ or the regression is significant, which means that there is a positive influence of the free variable X_1 (Student Perception of Learning Facilities) and X_2 (Student Perception of Teacher Competence) together against the bound variable Y (English Reading Skills).

Thus, Student Perceptions of Learning Facilities and Student Perceptions of Teacher Competencies play a very important role in determining and improving English Reading Skills.

2. There is an influence of Students' Perceptions of Learning Facilities (X_1) on English Reading Skills (Y) with the basis of hypothesis testing obtained that the value of *Sig* = 0.000 and $t_{count} = 3.783$, while $t_{table} = 1.980$. Since the *Sig* value < 0.05 and $t_{counts} > t_{of\ the\ table}$, H_0 is rejected which means that there is a significant influence of the free variable X_1 (Student Perception of Learning Facilities) on the bound variable Y (English Reading Skills).
3. There is a significant influence of Students' Perceptions of Teacher Competence (X_2) on English Reading Skills (Y) with the basis of hypothesis testing obtained that the calculated t value = 2.101, while $t_{table} = 2.000$. Because $t_{count} > t_{table}$ then H_0 in reject han H_1 is accepted which means there is a significant influence of the free variable X_2 (Student Perception of Teacher Competence) on the bound variable Y (English Reading Skills).

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CONCLUSION

Based on the findings of the above research which is based on the analysis of research data, that English Reading Skills can be improved by improving Student Perceptions of Learning Facilities and Students' Perceptions of Teacher Competencies which are even better.

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