

Students' Perception Towards Teacher Beliefs and Its Effect on Students' Motivation and Achievement

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ABSTRACT

The purpose of this research is to identify the students' perception about teacher belief in English as general subject at Universitas Negeri Padang. This is *ex-post facto* research. The students of English as general subject in 2019 academic year were the population of this study. The sample was chosen by using cluster random sampling technique in which there were 88 students as the subjects of this research. The data analysis was processed by using likert scale. The result showed that teacher beliefs has high category from almost all of teacher beliefs indicators and also influenced the students motivation in learning English as general subject.

Keywords: Perception, Teacher Beliefs, Motivation, Achievement

1. INTRODUCTION

Teacher certitudes are one of the important aspects especially those related to human conduct and learning. Since the teacher creed is an important idea in understanding the thought process, teaching methods, and teaching and learning of a teacher (Zheng, 2009). The knowledge possessed by a professional teacher can also be classified as a belief, where the knowledge is a manifestation of a teacher's belief in a truth that has justified, objective evidence or consensus of opinion. Finally, the beliefs and perceptions of a teacher will be closely linked to strategies and behavior in the learning process.

In identifying student motivation, this will not be separated from the beliefs and perceptions of the teacher and how the teacher implements it with motivating strategies and behaviors. Not only applies to students, teachers also prepare perceptions about what level of motivation and whether it is adequate or not (Hardre et al., 2006). It is important to understand how a teacher lacks motivation because it will contribute significantly to the actions that are in his control. Teachers, as well, have innate traits and prior experiences influencing their teaching style and classroom behaviors.

English as general subject is chosen because of all aspects of English language competence should be studied carefully considering the mastery of English requires a process that takes a long time. Teaching English as a general subject at University level, it is usually only scheduled for one or two semesters. One of the purposes in learning English as general subject is to help students deal with learning resources in English. Therefore, it is focused on mastering reading and speaking skills rather than other English skills.

Most of the lecturers who teach English as general subject use learning strategies that are in accordance with the university curriculum. Lecturer's creativity is also required in applying teaching materials that really help students understand English learning. In the process of learning English, discussion or role play are used to motivate students to be more active. Besides that, the lecturer also acts as a facilitator and gives students feedback on what they are learning.

Motivation is a subject that provokes teachers because they realize from their professional training or instinctively that this is an issue that has different meaning to success and failure in the classroom. Weiner (1990) notes that psychologist recently have focused on clarifying classroom goals (both teachers and students) in attempt to improve students achievement. The researcher assumes that motivation which teacher presented to the students can exchange their achievement.

Students' motivation in learning English shows that motivation underlies students learning and mastering English to reach the high score of English subject and able to speak English well. Such encouragement is believed to be the reason for students in learning English and it is hoped that this can be a factor that support of students success in oral and written terms of English.

In addition, achievement of excellence in the learning is an ambition for all educational communities. Students, given the appropriate time and support, can achieve academic success. It is up to their teachers to ensure that, regardless of individual circumstance, they all receive the support they require to achieve the highest standards possible. Achievement is what learners do with what they learn; it is the outward and visible sign of progress. It may take the form of passing an examination,

but it is observable in the actions, products and or behavior of learners wherever active learning takes place.

By realizing how students' perception toward teacher beliefs and its effect on students' motivation and achievement, it is hoped help in giving feedback to the lecturer in teaching English as general subject . This research was conducted to identify the students' perception about teacher belief in English as general subject at Universitas Negeri Padang.

2. METHOD

This research design is an ex post facto. It is *non-experimental* designs that are used to investigate causal relationships without the treatments. Hence, it examines the possible changes of an effect, phenomena, and behavior caused by one event (Mubasir, 2008). It is belief that there are some factors that influence students' achievement in reading, one of them is questioning strategy. As consequences, this study is aimed at finding out the effect of students' perception toward teacher beliefs and its effect on students' motivation and accomplishment.

The population of this research were the students of English general subject at Universitas Negeri Padang in 2019 academic year. There were 100 students chosen as the sample. Cluster random sampling is used in this research. The instrument to get the data were questionnaire and score. The questionnaires were given to the students with several statements based on their perception on teacher beliefs and motivation. Skala likert was also used in analyzing the questionnaire result. Then, score is used to see the achievement from students in learning English as general subject. In analyzing data, ANOVA is used to analyze the effect of teacher beliefs toward motivation.

Validity

In this research, the instruments will be designed based on the theories about teacher beliefs of Li (2012) and learning motivation .The validity of the instruments will be measured the same way with the test of validity. The instruments will be measured by using construct validity. Sugiyono (2010:125) says that in construct validity, the judgment expert is used. The experts probably give judgment such as instrument can be used without any revision, there is some revision, and totally revised. In this research, the instruments will be constructed about the aspects or indicators that will be measured based on certain theory, then the instruments will be consulted with the expert.

3. RESULTS AND DISCUSSION

The teacher has confidence (beliefs) of what he considers appropriate for carrying out the learning process in the classroom. This belief is obtained based on knowledge and experience experienced in teaching (Horwitz: 1988). The assessment of teacher's beliefs includes lecturers' confidence in learning English as a general subject at the university level.

Table 1. Teacher Belief Indicators

Indicators	Total	Average	Category
Teaching Strategy	1693	3.27	High
Teaching Material	812	3.45	High
Classroom Management	1557	3.68	High
Teacher's Role	1687	3.98	High
Assessment	1082	3.28	High

From the table above the result of Teacher beliefs based on five indicators is high. This result showed that trusted by the lecturer about teacher's beliefs may not necessarily be fully applied to the learning process, because of the obstacles faced in class.

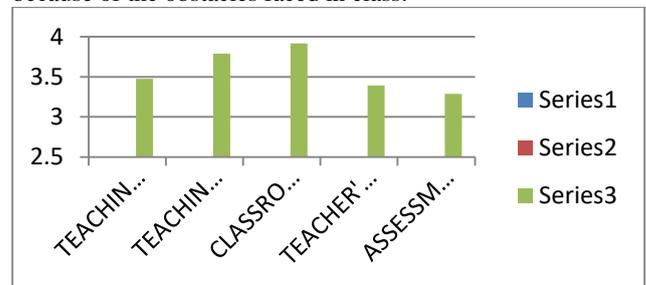


Figure 1. Result of Teacher Belief Indicators

This diagram showed that the average of the indicators of teacher beliefs. First, teaching strategy was 3,27 with category was high. Then teaching material was 3,45 has high category. Classroom management had high category and its average was 3,68. Fourth indicators was teacher's role 3,98 and had high category. The last was assessment 3,28 in high category.

Motivation is an encouragement that causes someone to do something to achieve a goal. Someone who has high motivation will be able to solve all problems well and will get good learning results. Student learning motivation will be viewed in terms of general motivation and learning stimulus of students who have high learning outcomes and student motivation who have low learning outcomes. These motivation indicators were positive task direction, ego-involvement, need for accomplishment, high targets, goal orientation, perseverance, tolerance of ambiguity.

In general, students' motivation to learn English varies greatly. This can be seen in the following data.

Table 2. Motivation

Description	Score
Total	8500
Average	96,6
Maximal Score	120
Minimum Score	78

The table above shows that the average score of student motivation is 96.6 with the highest score of 120 and the lowest score of 78. This proves that the average motivation of students studying English is good but there are some students whose motivation to learn is still low. Therefore, the role of the lecturer as a facilitator of learners would be able to increase the learning motivation which is still low.

Furthermore, the result of this research showed that teacher beliefs has high category from almost all of teacher beliefs indicators and also influenced the students motivation in learning English as general subject. Based on an understanding of teacher beliefs and student motivation, motivation can be categorized as an important part of the learning aspect. Identifying teacher beliefs is part of the process of understanding how teachers perceive their work which has a big impact in determining the teaching methods chosen and the decisions taken in the classroom process. Report on a teacher's feelings effective for diagnosing and intervening in student motivation and believing in the malleability of motivation was found to correlate with the students' motivation.

4. CONCLUSIONS

This study argued that teacher's beliefs may not necessarily be fully applied to the learning process, because of the obstacles faced in class. The construction of a teacher's scholastic beliefs in the language teaching-learning course will employ an undetectable impact on founding active language teaching methods and will have a good impact on students' language skills. Then, high motivation was also influenced the students achievement in learning. The researcher suggested this research can be a feedback to the lecturer who teach English as general subject for better improvement in teaching learning process.

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