Assessing the Teacher's Performance in Teaching English Reading at Private Islamic High School Sabilul Muttaqin Kuala Tungkal Jambi

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Abstrak: Penelitian ini bertujuan untuk membahas proses penilaian kinerja guru dalam mengajar membaca teks atau naskah berbahasa Inggris di Madrasah Aliyah Swasta (MAS) Sabilul Muttaqin Kuala Tungkal, Tanjung Jabung Barat, Jambi. Menggunakan metode deskriptif, campuran kualitatif dan kuantitatif dan pengumpulan data melalui wawancara dengan para guru, serta melakukan survei dan kuesioner dengan 124 siswa, dan dokumentasi, penelitian ini menemukan semua guru yang mengajar membaca teks berbahasa Inggris di MAS Sabilul Muttaqin memiliki kinerja dan kompetensi yang baik dalam mengajar mata pelajaran tersebut.

Kata-kata kunci: kinerja guru; membaca teks Inggris.

Abstract: This study is aimed to discuss the process of teachers performance assesmen in teaching English reading at Private Islamic High School or Madrasah Aliyah Swasta (MAS) Sabilul Muttaqin Kuala Tungkal, Tanjung Jabung Barat, Jambi. Using descriptive mix qualitative and quantitative method and collecting data through interview with the teachers, conducting survey and questionairre with 124 students, and documentation, this research found all teachers in English Reading at MAS Sabilul Muttaqin have good performance and competence in teaching the subject.

Keywords: teacher performance; English reading.

I. Introduction

In teaching and learning English at school, teachers play a very important role. He or she must be able to motivate students to learn English. Successful teacher and institution where they teach may differ in many ways. Their teaching skills are influenced by experience, training, class size, teaching period in a week, methodology, delivery of materials and the use of media, especially for reading.

For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing).

It is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to get what they want to know from the reading material. However, the problem is how to make them comprehend.

In teaching reading, teacher needs to have a good competencies. The competencies that should be done by teacher are pedagogy, professionalism and social. One of professionalism competencies is teacher's performance. Teacher performance is the act of performing or the state of being performed.

Based on writer grand tour, some teachers in Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal still used conventional method in teaching, less communication to students and many more. This case caused students did not have improvement in learning English. Besides, the students' result for reading subject is low. Most of students cannot read well and do not understand how to fill the text's question with the appropriate answer.

According to the statement above, the research problem statement is formulated as follows: How is the teacher's performance in teaching English reading at Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal. In this study the researcher limits the research teacher performance in teaching reading at Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal

The objective of the research is to know teacher performance in teaching reading at Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal. From this study, it is expected that the results of the research can give contribution to the improvement of the teacher's performance in teaching reading.

Qualitative research is commonly used in order to get the detailed data. Since the study is expected to be the basic research on viewing students' perception on power distance based on their experience inside the classrooms at university level, this approach is suitable. As suggested by Creswell (2003, 113) one of the functions of qualitative method is to capture "Interaction among people [that] are difficult to capture with existing measures and these measures may not be sensitive to issues such as gender differences, race, economic status, and individual differences. To level all individuals to a statistical mean overlooks the uniqueness of individuals in our studies".¹

The use of qualitative method allowed the researcher to use a "wide-and deep-angle lens, examining behavior as it occurs naturally in all of its detail"².

¹ Creswell, J.W. *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, CA: Sage Publications, 2003.

Moreover, qualitative design is the best design on the research which searches for detailed description of any situations, events, people or observes behaviors.

For this research, a qualitative design with a descriptive approach will be used to investigate assessing Teacher Performance in Teaching English (Reading) at Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal. The researcher chooses the design and method because descriptive will explore bounded systems (cases) with in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey and observation). Creswell stated that qualitative research is carried out in natural setting without manipulating the data and kind of educational research which the researcher focuses on the views of participants; ask general questions and the participants experience; and provide rich narrative descriptions.³

The setting of this research is done at Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal. The research focus is in syllabus and lesson plan toward English reading at Madrasah Aliyah Sabilul Muttaqin.

The subject of the research or sample used purposive sampling. Purposive sampling is a sampling technique with special considerations that deserve to be sampled. This technique is usually performed on qualitative research. The samples taken from 124 students of Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal.

Primary data are data that taken by the researcher from respondent and informant. Primary data also consist of the information data about all problems that were researched. Primary data are the data obtained by the researcher from respondents and informant or some facts that is observed. Primary data are the data taken directly by the researcher from the respondents without mediator. In this thesis, the researcher got the primary data from the 124 students of Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal. Secondary data is data taken from the sources as documents, opinions, facilities, and the structure of organization and geographical place of the research object. Secondary data also the data that collected statistic, magazine and other sources that secondary is getting from the second hand, third and so on or no just the researcher find the explanation.⁴ In this point the researcher will take the data from the students and the English of teacher Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal. The researcher got the sources of data to this research by documents, condition, situation and also some people they are the English teacher and the student class XI Madrasah Aliyah Sabilul Muttaqin

The researcher used interview to get information through oral system about the problems. In collecting this data, the researcher used interview guide question. Beside the technique, the writer also used questionnaire as technique of collecting data by giving several questions for the respondent about topic of research.⁵ It consists of a statements number or items on paper. The questionnaire

² Johnson, B., and Cristensen. L.B, *Educational research: quantitative, qualitative, and mixed approaches*. 3rd ed. Boston: Sage Publications Lincoln and Guba, 2008.

³ Creswell, J.W. *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, CA: Sage Publication, 2003, p. 60.

⁴ Margono, *Metodology Penelitian*, Jakarta: Rineka Cipta, 2007, hlm. 26.

⁵ Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2012, hlm. 135.

which is used is close questionnaire. States that the close questionnaire is the questionnaire which is started by the simple statements, step by step and it is made by the researcher.⁶ He also states that the advantage of this type of statements is that researcher's participants closed responses can be useful information to support theories and concepts in literature.

The writer also used documentation in collecting some data. It is notes of incident which like is writing, drawing, graphic, or works monumental from someone. The documentation is method to look for data about history, geographical, the student's condition or students, classroom facilities or Department facilities, and report students that includes as sample. Documentation is important for a research, because documentation be one proof if we have research on a place. Base on Sugiyono statement above, in this research I will take the documentation in form a record, photo and notes. Because in this research I use interview method, so record is important for me. Photos are also important, because by using the photos I can take the documentation. It became one proof in the research. Notes are as important as with the record, because while the researcher interviewed someone, he always take the notes. It is because the note can be a proof of someone opinion. From notes, the researcher knew about how someone responds about something or about the other. And by using the notes; the researcher know the question formation for the interview.

In analyzing the data, first, the researcher give a set of questionnaire, collected and analyzed it. Then the students' answers are analyzed by grouping them into three

groups : positive response, abstains, and negative response. Positive response is analyzed by calculating the teachers' answer in option (almost always) and (usually) for each item. If the students give checklist for these options, it means they believe their teachers are having good performance. Abstain are analyzed by calculating the students answer in option (sometime), it means students are hesitate about their teachers competence. If the students give checklist on the option (not often) and (never), it means students feel that their teachers do not have the competence. The criteria of answer is 1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always. The researcher uses the following formula:

$$P = \frac{Cx100}{N}$$

P = The score of the students' perception

N = maximal score.

C = The average of students' score⁷

⁶ Creswell, J.W, *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, CA: Sage Publication, p. 227.

⁷ Nurgiantoro, Burhan. *Teori Pengkajian Fisik*. Yokyakarta: Gajah Mada University Press,1995. P.363

To identify the questionnaire, the researcher uses Nurgiyantoro's theory which called Likert scale as follows:

No.	Category	Score
1	Very good	90%-100%
2	Good	80%-89%
3	Good enough	65%-79%
4	Not good	55%-64%
5	Very not good	0%-54%

The interview data that had been recorded by transcribed. The transcription of the interviews is done by the researcher. After transcribing the interview, the researcher divided them into some categories. It did based on what Creswell suggests that to obtain a general sense of information and to reflecting on its overall meaning.⁸ The next step is by dividing the data to be related to codes, theme, or category. Miles and Huberman stated that coding is analysis.⁹ Furthermore, coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories.

Notes are as important as with the record, because while the researcher interviewed someone, he always take the notes. It is because the note can be a proof of someone opinion. From notes, the researcher knew about how someone responds about something or about the other. And by using the notes; the researcher know the question formation for the interview.

II. Student English Reading

In finding the result divided into questionnaire and interview result. Then, the questionnaire comes from students' answer in questionnaire. The interview result was gotten by the teacher and students answer based on interview sheet. Beside, the researcher also took the documentation. The documentation was the students achievement result about reading comprehension. The explanation of research finding is described below:

Questionnaire Result

The result for questionnaire number 1 , "My teacher makes reading work interesting for me" got score from 124 students, most of them or 76 students choose "usually". Then, 28 students chose "sometimes" and 20 students choose "not often".

The result for questionnaire number 2 , "My teacher makes the school day interesting." got score from 124 students, most of them or 65 students choose

⁸ Creswell, J.W. 2003. Research design: qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks, CA: Sage Publications, Inc. P.76

⁹ Miles, M.B., and Huberman, A.M. Qualitative Data Analysis. Newbury Park CA: Sage, 1984. Google book. Web. 20 Dec 2017. P.1

“usually”. Then, 29 students chose “sometimes”, 20 students chose “not often” and 10 students chose “never”.

The result for questionnaire number 3, “My teacher goes back over each lesson when we finish it.” got score from 124 students, most of them or 52 students chose “almost often”, 27 students chose “usually”, 22 students chose “sometimes” and 23 students chose “not often”.

The result for questionnaire number 4, “My teacher gives me reading work to do at home.” got score from 124 students, most of them or 56 students chose “usually”. Then, 48 students chose “sometimes” and 20 students chose “not often”. The result for questionnaire number 5, “Our class discussions are about the reading subject being studied.” got score from 124 students, most of them or 70 students chose “almost often”, 18 students chose “usually”. Then, 28 students chose “sometimes” and 20 students chose “not often”.

The result for questionnaire number 6, “My teacher returns my reading work quickly.” got score from 124 students, most of them or 66 students chose “usually”. Then, 25 students chose “sometimes” and 23 students chose “not often”. The result for questionnaire number 7, “My teacher makes me feel good when I do good reading work” got score from 124 students, most of them or 76 students chose “usually”. Then, 28 students chose “sometimes” and 20 students chose “not often”.

The result for questionnaire number 8, “My teacher helps me.” got score from 124 students, most of them or 76 students chose “usually”. Then, 28 students chose “sometimes” and 20 students chose “not often”.

The result for questionnaire number 9, “My teacher allows time to finish my reading work before class is over.” got score from 124 students, most of them or 65 students chose “usually”. Then, 29 students chose “sometimes”, 20 students chose “not often” and 10 students chose “never”.

The result for questionnaire number 10, “If I finish my reading work before class is over, my teacher gives me interesting work.” got score from 124 students, most of them or 76 students chose “usually”. Then, 28 students chose “sometimes” and 20 students chose “not often”.

The result for questionnaire number 11, “My teacher gives me new reading work without making me wait a long time for it.” got score from 124 students, most of them or 76 students chose “usually”. Then, 28 students chose “sometimes” and 20 students chose “not often”.

The result for questionnaire number 12, “My teacher knows me well.” Got score from 124 students, most of them or 65 students chose “usually”. Then, 20 students chose “sometimes”, 20 students chose “not often” and 19 students chose “never”.

The result for questionnaire number 13, “My teacher explains new things in a way that is easy to understand” got score from 124 students, most of them or 46 students chose “usually”, 22 choose “almost often”, Then, 38 students chose “sometimes” and 20 students chose “not often”.

The result for questionnaire number 14, “My teacher helps me work at the right place.” got score from 124 students, most of them or 65 students chose 28

"almost often". Then, 29 students chose "usually", 20 students chose "not often" and 10 students chose "never".

The result for questionnaire number 15, "My teacher tells me what new things I can learn in each reading text" got score from 124 students, most of them or 75 students chose "usually". Then, 29 students chose "sometimes", 21 students chose "not often" and 10 students chose "never".

The result for questionnaire number 16, "My teacher teaches explain reading comprehension in small steps" got score from 124 students, most of them or 65 students chose "sometime". Then, 49 students chose "not often" and 10 students chose "never".

The result for questionnaire number 17, "My teacher is available to help me during class time and other times during the day" got score from 124 students, most of them or 76 students chose "usually". Then, 28 students chose "sometimes" and 20 students chose "not often".

The result for questionnaire number 18, "My teacher makes the school day interesting." got score from 124 students, most of them or 61 students chose "almost often". Then, 32 students chose "sometimes", 18 students chose "not often" and 12 students chose "never".

The result for questionnaire number 19, "My teacher uses a variety of classroom activities and resources in teaching reading" got score from 124 students, most of them or 65 students chose "usually". Then, 29 students chose "sometimes", 20 students chose "not often" and 10 students chose "never".

The result for questionnaire number 20, "My teacher is well prepared in teaching reading." got score from 124 students, most of them or 72 students chose "almost often". Then, 28 students chose "sometimes" and 24 students chose "never".

Interview result is gotten by teacher and students. First, the researcher showed the teacher interview result. Based on the interview result with teacher, the researcher got that teacher felt difficult to teach reading to the students, because students depend on LKS as their material or source. The statement supported by the teacher's answer as follows:

"I usually teach by the worksheet. Because if I don't use the worksheets, many of my students complain. They asked, so why should we buy LKS if we did not use Mr.? In teaching reading, I would have a lot to teach reading to students by reading with a text story. Because if not, they do not understand anything about English. Because I teach how to read a text to students. Viewed English, they are already dizzy they said. Because they previously did not learn English seriously. Because what? Because previous teachers who teach English teacher whose background is not English. So the teacher did not quite understand about the English language. So when I started teaching this class, I like to teach them from scratch again."

The students got usual in using LKS when they studied English. They had opinion that they have spent money to buy the LKS. It was about students' mind set about study English. It can be a prove that teacher made students got usual in using the LKS. Of course, it becomes the problem when students want to develop their reading skill.

Even the teacher did not use the usual system in teaching reading, but the teacher believes that students can handle the problem in reading. Beside, teacher cannot blame students, because some of them did not get the basic for English lesson when they were in Junior High School. The statement can be seen as follows:

"I believe this is a way of teaching is right for them . Because as I said earlier, they previously did not know the English language in detail and depth. Due to the background of teachers of English in the village / school is not really good. Schools location in students' village also far from the city . So the English teacher who graduated from the university rejected the chance. No one wants to teach here because the place is so far out of town and access roads are a bit shabby. If they received English lessons in detail and depth in MTS, I would not teach this way. Because if the conditions are like that, they will already know English a little more clearly . But such conditions do not support them in this school, so inevitably I have to teach them from small things like this "

Based on the interview above, it can be seen that is why, students sometime failed in reading comprehension. Teacher seldom use syllabus in doing lesson plan. It did not mean the teacher did not understand the importance of syllabus, but it was because the students cannot follow well the syllabus. The teacher statement is:

"Of course very important, because the syllabus is our reference in making a lesson plan or RPP. If we make a lesson plan without reference to the syllabus. That means we have only to guess the origin of the goals in the syllabus. Whereas in the syllabus there are things that we must achieve. As basic competencies and indicators of achievement of competencies . There will be aspects that we must achieve . If we make the RPP unfounded syllabus. Then we will not know what we have to achieve in the syllabus . Because for me, the syllabus is very important in making RPP"

The teacher said that syllabus is important, but the fact students cannot follow the English lesson. That became a home work to teacher and school to fix the using of syllabus for students. Then, the last question is about has been the syllabus suitable with teacher lesson plan. Below is the answer:

"Of course, because I made a lesson plan based on the syllabus. However, as I said earlier. I cannot apply my lesson plans into the process of teaching me. Earlier I said that students had purchased worksheets and worksheets that students want to be useful. Not only purchased and collected. But sometimes in worksheet, not all enter into the syllabus included KTSP I use. I also want to say that this school uses the curriculum KTSP not k – 13"

Based on the interview, it can be seen that actually the teacher made the lesson plan based on syllabus. But, in fact the students cannot accept the lesson followed by syllabus because they had low ability. In solving the problem, teacher used their way in making students understand. After teacher interview, the researcher got students' interviews.

Most of students enjoy in studying English. It was because they understand the material. Besides, they like the method of their teacher in teaching English. The answer of students is:

"Of course, because my teacher taught him accompanied with pranks and funny things. So the students, who studied with him, do not feel too late or saturated in the classroom"

In fact, students did not care about the syllabus or how the material. They care about how teacher can make them feel comfort in studying English. The cheer and funny teacher would be their favorite. The statement supported by this one:

"Of course understand , because my teacher explains the lesson in detail . All described by him. Because, we feel comfortable learning with him. However, sometimes there are friends who are not happy with English lessons, so sometimes even though his teacher explains in great detail. He still does not understand because basically he is not happy with the English language. So she was difficult to accept all of the teacher's explanation. Although the teacher was already explained in detail and clearly, students understand about the material. But some students basically did not like the English. So that why, they still did not get motivation in learning English even though the teacher was well in teaching.

Then, reading was as one of skill in English lesson got special thing in students' choice. The statement supported by the answer below:

"Yes, I am interested in reading lessons. Since it is very exciting. Reading with friends and of course with the guidance of our teachers. Because in the English language itself , we are difficult to read . As we know that what is written in the text or word. How to read is not the same. For example, in the writing we can see his writing, but reading ken. That alone is different. Because of that we were a little difficult to read. In our translation system is also difficult. Because it used to be when we learn rarely guided teachers in translating. However, since the father is teaching us. We gradually understand English. Because of that I became interested in the English language, especially reading"

Based on the interview above, it can be seen that students interested in learning English. Besides, they felt comfort with the teacher. They talked that their teacher can make them enjoy in studying English.

Teacher also had duty to help students. In this session, the students said that they always be helped by the teacher. It became the plus point to the teacher. The statement can be seen as follows:

“Yes, my teacher always helped me if we do not understand. Every time we asked, he always gives an explanation that is easy to understand. However, sometimes there are some students who question unanswered because sometimes students too much to ask. So sometimes there are students who do not have the opportunity to ask because the time is not so much. But I am still happy with the teaching of our teachers. Because he never got angry when we asked. He patiently explained what we asked”

Based on the interview result, it can be concluded that teacher used his way in teaching reading. Teacher made the lesson plan based on syllabus, but in practice he was more like using his way. Beside, students did not care about the syllabus to understand the reading session. They needed teacher who can make them enjoy and feel comfort in studying English, especially reading.

The Documentation

The documentation is gotten by achievement result.

Students' Reading Achievement Result

Number of students	Score	Percentage
1	20	0,81%
4	40	3,22 %
1	60	0,81 %
115	80	92,74%
3	100	2,41 %

Based on the result, it can be seen that teacher success teach on the class because there is nineteen person get the score a hundred. It means more than quarter the students can answer the question test. So it means the students are success. The six persons don't get sixty five is the students dislike English.

II. Teacher's Performance in Teaching English Reading

Based on the finding, it can be seen that most students answer positive chosen. It proves that students' perception about teachers' performance is good.

Teacher Performance

	<u>Criteria</u>
1. My teacher makes reading work interesting for me.	(Good)
2. My teacher makes the school day interesting.	(Good)
3. My teacher goes back over reading work when we finish it.	(Good)

4. My teacher gives me reading work to do at home. (Very Good)
5. Our class discussions are about the reading subject being studied. (Good)
6. My teacher returns my reading work quickly. (Good)
7. My teacher makes me feel good when I do good reading work. (Very Good)
8. My teacher helps me. (Good)
9. My teacher allows time to finish my reading work before class is over. (Good)
10. If I finish my reading work before class is over, my teacher gives me interesting reading work. (Good)
11. My teacher gives me new reading work without making me wait a long time for it. (Very Good)
12. My teacher explains reading comprehension clearly. (Good)
13. My teacher knows me well. (Good)
14. My teacher explains new things in a way that is easy to understand (Good)
15. My teacher helps me work at the right pace. (Good)
16. My teacher tells me what new things I can learn in each lesson. (Good)
17. My teacher teaches hard lessons in small steps. (Very Good)
18. My teacher is available to help me during class time and other times during the day. (Good)
19. My teacher uses a variety of classroom activities and resources. (Very Good)
20. My teacher is well prepared. (Very Good)

Teacher should make reading work interesting for students. Students in stage senior high school need more explanation and need to enrich their ability. In order to make them feel so interested in studying reading. In this item, students' answer showed that their teacher can make them interesting in studying English. It is clear because based on interview; teacher always gave them brainstorming before studying.

Teacher should make the school day interesting for students. It means teacher need to know what students like and what students do not like. Teachers also need to know when she must change the strategy or when she can use media in teaching. Based on the result, teachers also get positive perception.

Teacher goes back over each lesson when lesson finish it. This step is effective in making students more understand about what they have studied before. In fact, students also can remind the lesson well. In this case, teacher always goes back over each lesson when lesson finish it .

Teacher gives students reading work to do at home. By giving homework, it made students reply what has they learned in school. It also a chance for students to find out the new thing in study English.

Teacher explains lessons clearly. Teacher need to make a step before explain lesson. It must be supported by teacher knows students well. So, teacher can measure the student's ability in doing work. Next, another good answer also got by teacher explains new things in a way that is easy to understand, teacher helps students work at the right palace, teacher tells students what new things they can learn in each lesson, teacher teaches hard lessons in small steps, teacher

is available to help students during class time and other times during the day and teacher uses a variety of classroom activities and resources.

Class discussions are about the reading subject being studied means teacher gave them up to grade topic about social and environments, then they discuss it with their friends. Then, teacher should return students reading work quickly. It must be done; in order to make students got motivation when they looked the mark from teacher.

Teacher makes students feel good when teacher does good reading work also get good response in students' answer. Teacher with good performance must make students happy and feel good in doing reading work. If students felt good, they will create the good result too.

Teacher helps students means teacher must be ready to give students more explanation, advice and suggestion in studying English. If teacher success in doing this, it will make students relax in studying. Then, teacher can allow time to finish students work before class is over. It is done to make students more focus and motivate in finishing work. Then If students finish work before class is over, teacher gives students interesting work. For example, if student can finish work quickly, teacher will give her or him a game to play.

Teacher gives me new work without making students wait a long time for it. Teacher with good performance should know about how make a work easy and fun for students. So that students will not have burden when did it.

The important for most is teacher is well prepared. Teacher with well prepared can make students comfortable and fun in studying English. It is also stimulate them to know more and focus to the lesson.

The interview result, it can be concluded that teacher used their way in teaching reading. Teacher made the lesson plan based on syllabus, but in practice he was more like using their way. Beside, students did not care about the syllabus to understand the reading session. They needed teacher who can make them enjoy and feel comfort in studying English, especially reading.

Based on test, that teacher success teaches on the class because there is 118 people get the score up to 60. It means more than quarter the students can answer the question test. So it means the students are success. 6 persons got under 60 is the students dislike English. So, even the students had lack of reading skill orally, but in reading comprehension, most of them got good mark.

IV. Concluding Remarks

From the finding and discussion, it can be concluded that based on the Madrasah Aliyah Sabilul Muttaqin Kuala Tungkal students' opinion, they have positive perception to their English Teacher. They believed that based on what have they seen, felt and done, their English teacher has good performance competence in teaching reading.

Based on the conclusion above, it is suggested for the English teachers to be more rising their competence in teaching reading by following some seminar about education, treaning , read new information from any media and using method,

technique and media in teaching reading. Then, it will be better if English teachers more creative in teaching by giving students some topics that close with their daily activities to grow their enthusiasm. It is also suggested to school to improve the facilities in order to support teaching reading performance.

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