Evaluating English Teacher Performance at SMPN 31 Bengkulu Utara from the Student's Point of View

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Abstract

This research was aimed to find out the student feedback on teacher Visual, Auditory, and Kinesthetic learning styles model in the English class. This research was conducted by using questionnaire patterns to reveal students' point of view on their teacher's performance consisted of a total of 25 closed-ended statements and utilized a Five-Point Likert Scale. The data was obtained from the questionnaire given by 135 students of 8th-grade from five different classes. Based on the data obtained, the results indicated that auditory strategies received the highest positive response at 90%, followed by kinesthetic activities at 93%, and visual strategies at 87%. The result obtained was shown that, kinesthetic strategies were found to increase student engagement significantly, with students validating the positive influence of proactive teacher attitudes in facilitating comprehension during English lessons. Auditory feedback emphasized students' ability to effectively absorb information through multi-sensory input, especially when auditory elements were integrated with kinesthetic learning. Visual strategies received moderately positive feedback because teachers only used traditional tools for visual-based teaching. It can be concluded that English teachers should improve and diversify their learning methods by integrating more interactive visuals, strengthening multi-sensory auditory practices, and continuing to apply engaging kinesthetic techniques to enhance student learning outcomes.

Keywords: Auditory technique; English teacher performance; Kinesthetic activity; Student feedback; VAK learning model; Visual strategy

Introduction

Language education is an important study in early level of education. Language course, which is taught to the students about communicating with other, is crucial in keeping up with the globalization era. One of the languages that are commonly used by people around the world is English. Parmawati (2018) stated that English is the top-level target in foreign language education and an international foundation of communication language that is necessary for students to learn and gain mastery in learning a foreign language in school. English teacher has an important role in developing student language development in the beginning of foreign language study such as maintaining the student learning process, supplying the student with knowledge and wisdom, and providing basic teaching materials to help students grasp the learning process and handle the situation is the teacher competency that must perform well in class from opening the classroom until closing to picture the success in teaching the student. Mulyasa (2008) explained that teacher must have standard competency that covers mastering material teaching, the student understanding, educational quality class, and self-improvement to gain professionalism. Teachers must acquire specific skills to enhance students' engagement and motivation in developing themselves through active learning and to carry out the various tasks associated with their job.

The teacher variety on developing specific learning style in language-based teaching have important role to engage student interest and teach using a variety of methods to expand the absorption of information that students can receive through various sensory methods. The concept of VAK (Visual, Auditory, and Kinesthetic) learning styles has gained significant attention in modern educational practices based on the usability and effectively implements VAK strategies can cater to diverse student needs, ensuring that all learners can grasp the material in a way that resonates with their preferred learning style. Sartika, Hatim, and Rosmiyati (2023) explained that VAK acknowledges teacher integration on class strategies that recognize student learning styles based on their sensory preferences as the main focus to making a match learning style for specific students.

Effective teacher performance plays a crucial role in fostering such an environment, as it involves tailoring instructional methods to accommodate diverse learning styles and student needs. Teachers need to understand and recognize the

diverse learning preferences of students to create a more inclusive and engaging learning environment. Syofyan and Siwi (2018) explained that various learning methods, including visual, auditory, and kinesthetic approaches that affect students' sensory experiences in the classroom can influence their perspective on teachers' competence, effectiveness, and interpersonal skills. Thamrin (2020) discovered that students consider teachers more competent when teacher employ varied and interactive teaching methods. Thamrin explained that students highly regard teachers who effectively manage classroom behavior and create a positive learning environment. Students also appreciate teachers who have a solid grasp of the English language, can explain concepts clearly and accurately and effectively communicate instructions, expectations, and feedback.

Perception builds upon the factor of collecting information and experience can changes in behavior and abilities that relate to the individual's interaction with his environment. Shaleh (2008) explain that factors that impact student views might develop from previous experiences and occurrences that change as a whole perception as a result of the individual experience in interaction with the environment. The senses conveyed to the human brain consciously or subconsciously control the sensor excitatory to frame up the perception that fits together from every human receptor. Perception is subjective and depends on how one perceives a piece of information. As a result, components emerge from one of information and distribute to the other component ideas to generate a whole perception. On the other hand, point of view is a broader concept that includes not only sensory perception but also the individual's unique cognitive and emotional perspective. Point of view is shaped by one's beliefs, values, attitudes, and life experiences. It extends beyond the immediate sensory input to encompass the mental Teaching methods are deliberately linked to the learning styles of students, the outcome often leads to enhanced academic achievement. This alignment fosters a more personalized and engaging educational environment, enabling students to comprehend better and apply the knowledge presented to them. Saleem and Hussain (2021) explained that the reciprocation between teaching style and learning style is a critical determinant of student success, as it not only enhances the acquisition of skills and knowledge but also motivates students to actively

participate in their educational journey and emotional framework through which an individual interprets and evaluates information.

The importance of research based on the feedback from students to their English teacher is important to find out whether the Visual, Auditory, and Kinesthetic learning styles model has the potential described and also to find out from which side students have the dominant learning style that the student prefer. This research was focused on evaluating teacher VAK learning model based on student feedback.

Based on the explanation above, this research aimed to find out the feedback of 8th-grade student's point of view on English teacher VAK learning styles model in the class at SMPN 31 Bengkulu Utara.

Research Methodology

This research was conducted by using a descriptive quantitative method as the designated design approach due to its suitability in systematically collecting comprehensive data regarding the nuanced perceptions of 8th-grade students, incorporating some modifications in calculating the total population based on the provided questions (Ritah, 2018). As described by Arikunto (2010), descriptive methods are highly effective in presenting a diverse range of information sourced from a wide spectrum of situations, conditions, events, and other relevant contextual factors. At the core of this research lies the principal goal of thoroughly evaluating and analyzing the multifaceted point of views preferences of 8th-grade students regarding four distinct competencies demonstrated by their English teacher's performance within the educational setting.

The population of this study covers eighth-grade students at SMP N 31 Bengkulu Utara. The researcher selected this school due to easy access and familiarity with the teachers, topography, location and the school is researcher's former school. The researcher can ensure relatively convenient access to a population suitable for data collection. The total student count in this population is 135, distributed across five classrooms. . Situated in a strategically advantageous location in Girimulya City, the school has received an "A" accreditation. It consists of five classrooms for 1st and 2nd year students and four classrooms for 3rd year students. The English teachers at this school are highly regarded as they have been

teaching English for over 20 years. Notably, the teacher for the 2nd year has successfully completed the teacher qualifying test.

The sampling technique employed in this research utilized the total sampling technique, which is determined by the researcher and involves selecting the entire population as the sample. According to Sugiyono (2012) and Arikunto (2019), the chosen population represents the elements that the researcher intends to study. Consistent with Sugiyono (2007), the researcher aims to achieve the most precise object sampling that accurately reflects the research objectives. The choice to emphasize the middle school years is motivated by their substantial role in molding attitudes, values, and interests that ultimately shape the student's decisions and behaviors in the future. Interventions or educational initiatives by teachers during middle school can significantly impact students' academic performance and personal growth.

The questionnaire is designed based on the questionnaire by Icha, Melanie, and Nashir (2021), with some modifications made to align with the problem statement of the research. The aim of this research was to evaluate and analyze student feedback on teacher performance when the VAK teaching method was implemented in various classroom settings. The questionnaire was administered to Eighth Grade students participating in this research. The questionnaire statements in this study were structured as closed-ended questions, offering respondents various options to choose from when answering, as indicated by John (2012). It consisted of a total of 25 closed-ended statements and utilized a Five-Point Likert Scale. The researcher used the questionnaire as an instrument. The questionnaire consists of 25 closed-ended questions and 60 minutes to answer the question based on their thinking. The purpose of the questionnaire was to gather data from the students, and in the case of a descriptive questionnaire, it allows flexibility for the students to provide their responses. According to Creswell (2012), this research utilizes the survey research technique that involves observing a sample or a sufficient population of individuals to characterize their attitudes, views, behaviors, or features.

Findings and Discussion

Findings

The student answered the question item to gauge their point of view on the English teacher's competence in teaching the English language. The questionnaire form has 25 questions assessing the perception of student toward the English teacher's competency performance in class and already been validated by an expert by an expert. The total population data had changed for class D and class E. Initially, the total population was 26 for class D and 28 for class E, but it shifted to 28 for class D and 26 for class E due to some exchange student adapting better in different classes.

The description of the data regarding student's perceptions of English teacher competence in teaching English in the eighth grade is detailed in the analysis below, which aims to analyze student feedback on each teacher's competence in the classroom for the Eighth Grade of SMP N 31 Bengkulu Utara.

The percentage of the result score is calculated by dividing the average feedback score by the maximum possible score is the maximum rating based on the total number of students in the classroom multiplied by the maximum point of Likert scale, which is 5. The questionnaire revealed four significant findings from an analysis of the provided data: a sample of 125 students from various classrooms responded to a set of 25 questions with the highest maximum value, namely 675 in measuring the student feedback on the performance of English teachers in using visual, auditory, and kinesthetic learning techniques.

Table 1. Questionnaire Result

Number	Question	Value
1	Displaying posters, infographics, and bulletin boards for reference.	591
2	Incorporating PowerPoint presentations or digital slideshows.	601
3	Writing key points on the whiteboard or chalkboard.	563
4	Using colorful diagrams, charts, and mind maps to explain concepts.	479
5	Showing educational videos or animations to reinforce learning.	354
6	Using flashcards for vocabulary building and concept recall.	487
7	Encouraging student to highlight and color-code notes.	399

8	Providing written step-by-step instructions for tasks and assignments.	590
9	Utilizing concept maps and graphic organizers for structured learning.	587
10	Demonstrating lessons through visual storytelling or illustrations.	593
11	Using mnemonic devices, rhymes, and songs to aid memory.	495
12	Encouraging class discussions and debates to enhance understanding.	611
13	Explaining lessons through verbal instruction and storytelling.	600
14	Reading aloud from textbooks or literature to engage auditory learners.	607
15	Providing audio recordings of lessons for student to review.	600
16	Engaging student in group activities where they can verbally express ideas.	560
17	Using verbal questioning techniques to check comprehension.	608
18	Incorporating podcasts or recorded lectures into lessons.	467
19	Encouraging peer teaching, where student explain concepts to each other.	334
20	Using role-play and dramatization to bring learning to life.	597
21	Incorporating hands-on activities like experiments, model-making, and crafts.	585
22	Using physical movement in learning, such as acting out concepts or using gestures.	481
23	Encouraging student to use manipulatives like blocks, puzzles, or real objects.	601
24	Organizing interactive games and simulations to reinforce learning.	568
25	Allowing student to learn through field trips, scavenger hunts, or outdoor activities.	564

Visual Strategies

A total of 87% of student expressed satisfaction with the use of visual aids in their English classes, such as bulletin boards for reference and writing key points on the whiteboard or chalkboard. Student reported that these visual materials helped them better understand complex concepts, retain information, and maintain engagement during lessons. However, despite the high satisfaction rate, there was remaining a lack of variety in the use of assistive visual technologies, as indicated in Question 5 regarding the practice of "showing educational videos or animations to reinforce learning.".

- **Highest Visual Scores:**
    - *Digital slideshows (PowerPoint) –* **601**
    - *Visual storytelling or illustrations –* **593**
    - *Posters, infographics, bulletin boards –* **591**
    - *Written step-by-step instructions –* **590**
    - *Concept maps and graphic organizers –* **587**

- **Lower Visual Scores:**
    - *Educational videos or animations –* **354**
    - *Color-coding notes –* **399**

    Interpretation:

- Students appreciate clear, structured visuals—especially those that help organize ideas (like slides, concept maps, and written instructions).

- Lower scores for videos suggest they are either not engaging, outdated, or not frequently used due to limited tech access.

- Despite being visual learners, students are likely responding more to practical visuals than passive ones (like videos).

Auditory Techniques

A total of 90% of student's responded positively to auditory techniques such as lectures, discussions, and the use of audio materials, suggesting that these methods are highly effective in supporting student engagement and comprehension. These findings indicate that auditory strategies are well-received by the majority of learners in the study. However, results from the questionnaire also revealed a gap in the promotion of peer teaching. Specifically, responses to Question 19, which addressed the item "Encouraging peer teaching, where student explain concepts to each other," showed lower implementation by teacher that been widely recognized for fostering dynamic and collaborative learning environments for the student in the class.

Auditory Strategies: High Engagement

- **Top Scores:**
    - *Class discussions and debates –* **611**
    - *Verbal questioning techniques –* **608**
    - *Reading aloud from texts –* **607**
    - *Verbal storytelling/instruction –* **600**

o *Audio recordings of lessons –* **600**

Interpretation:

- These high scores show students are highly responsive to interactive and expressive auditory methods.

- The ability to hear, ask questions, and share verbally helps many students clarify and retain concepts.

- Feedback confirms that teacher communication and voice clarity are strong points in the classroom.

Kinesthetic Activities

The questionnaire only included 5 targeted items specifically designed to evaluate student perceptions of kinesthetic learning strategies in the English classroom. These items addressed activities such as role-playing, gesture-based vocabulary practice, learning stations, movement-based games, and dramatization exercises. Results showed that 93% of student responded positively to these kinesthetic activities. They reported that such methods increased their focus, reduced boredom, and helped them better understand and remember vocabulary and grammar structures. Among the strategies, role-playing and movement-based games were rated as the most enjoyable and effective. The findings indicate that even a small selection of well-implemented kinesthetic activities can significantly enhance student engagement and perceived learning outcomes in English classes.

- **Top Kinesthetic Scores:**

    o *Role-play and dramatization –* **597**

    o *Hands-on tasks (experiments, crafts) –* **585**

    o *Interactive games and simulations –* **568**

    o *Outdoor activities or field trips –* **564**

    o *Using real objects (manipulatives) –* **601**

Interpretation:

- Kinesthetic activities consistently receive above-average to top-tier scores—demonstrating that students learn best by doing.

- Students value movement, interaction, and real-life engagement more than passive observation.

- This supports earlier findings that kinesthetic strategies improve comprehension and speaking in language learning.

Discussion

The student's positive feedback across all VAK modalities demonstrates the effectiveness of integrating diverse teaching strategies into English instruction, with findings aligning with existing research emphasizing the importance of addressing multiple learning styles to enhance student engagement and accomplishment.

Firstly, Kinesthetic strategies were the most preferred, with 93% of student revealing that teachers' kinesthetic activities at school make it easier for student to understand lessons more easily by incorporating physical movement and interactive experiences. Secondly, auditory methods with 90% feedback score uncovered student's responses to teacher teaching and learning methods that rely on listening and hearing to process and understand information. Lastly, 87% student feedback on teacher visual strategies indicates that teaching performance using visual strategies has positive student feedback, but also the lowest score value in the teacher's teaching strategies.

The highest student feedback on teachers' kinesthetic abilities was based on student's high understanding of classroom activities in English lessons related to hands-on tasks and movement-based learning. Kinesthetic activities for teachers in English lessons went along with Usuluddin et al. (2024), who found that kinesthetic methods significantly improved student's speaking performance, and Derakhshan et al. (2022) reported that the increased engagement among middle school student had validating results about the positive effects of student on proactive teacher attitudes in English lessons that can significantly facilitate student's understanding of lessons.

Student feedback on the teacher's auditory techniques scored greatly because the teacher's use of easy expiation speech, videos, and audio-written cues was slightly less preferred but still rated positively by a large majority of student. Teachers' auditory skills also provide significant student feedback that is based on student's ability to effectively utilize multi-sensory learning from auditory input and kinesthetic elements. These findings also align with research by Kusumawarti et al. (2020), which showed that compelling gains in the VAK group demonstrate the importance of auditory learning when combined with other sensory strategies.

Teachers' use of visual strategies in English classes had good but suboptimal student feedback. Furthermore, teachers often only use traditional visual teaching

methods, such as pictures in textbooks, traditional whiteboards, and sometimes simple videos. The lack of optimal feedback on teachers' visual strategies is due to the rural school setting, where access to advanced infrastructure and resources for visual learning is limited. Mustafa, Nguyen, and Gao (2024) found that the influence of technology on English language teaching has significant and critical issues that can be easily influenced by the availability of media to maximize the potential of visual-focused teaching methods and strategies in the classroom.

Taken together, these findings suggest that while a multi-modal approach is effective, kinesthetic learning stands out as the most engaging method for student in English language classes. The data underscores the importance of incorporating movement-based tasks, especially for learners who may not respond as well to traditional visual or auditory instruction alone. Educators should consider balancing all three approaches while emphasizing kinesthetic elements to optimize student motivation and achievement.

The slightly lower satisfaction with visual strategies (87%) may indicate a need for more innovative or interactive visual tools, such as digital resources or multimedia presentations. Conversely, the strong preference for kinesthetic activities (93%) underscores the value of experiential learning, particularly in language education, where practical application fosters deeper understanding and retention. The results emphasized how students benefit when VAK teaching methods are supported by teachers who have active teaching skills and have a variety of learning methods that focus on kinesthetic activities and auditory techniques. Feedback from the student point of view also provides an overview of the results of teacher performance in teaching English using visual strategies is relatively positive although students have not been able to maximize the potential of this teaching strategy due to constraints

Conclusion and Suggestion

Conclusion

Based on the data collected and analyzed from the questionnaire concluded that the majority of student provided excellent feedback regarding their point of view on the English teacher VAK performance in the classroom. The study's findings underscore the effectiveness of the VAK teaching model in English classes,

with student expressing high levels of satisfaction across all modalities. The data suggests that while visual and auditory strategies are well-received, kinesthetic activities are particularly impactful in fostering engagement and learning. These results provide valuable insights for educators seeking to enhance their teaching practices and create more student-centered learning experiences.

Suggestion

The research topic within the problem statement section, this study aims to offer valuable understanding to researchers who are studying student feedback because to enhance the effectiveness of VAK (Visual, Auditory, and Kinesthetic) teaching strategies in English classes, teachers should focus on improving and diversifying their methods based on student feedback. For visual strategies, incorporating interactive tools like digital whiteboards and real-world visuals can increase engagement, while ensuring materials are clear and well-organized and more encouraging than traditional ones. Furthermore, teachers strengthen auditory techniques can diversify resources with podcasts, interviews, and active listening exercises, providing clear and concise verbal instructions. Given the high satisfaction (93%) with kinesthetic activities, expanding hands-on tasks like role-playing, group projects, and movement-based learning is essential. Additionally, integrating VAK strategies with strong teacher competencies such as pedagogical creativity, professional expertise, social skills, and enthusiasm will further enhance their impact. Regularly collecting and acting on student feedback, offering professional development opportunities, and fostering peer collaboration among teachers can also ensure continuous improvement. By implementing these suggestions, educators can create a more engaging, inclusive, and student-centered learning environment that fosters deeper understanding and academic achievement.

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