

LATERALISASI

JURNAL BAHASA DAN SASTRA INDONESIA

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Terbit dua kali setahun, Maret dan Oktober

Reni Kusmiarti

Praanggapan dan Implikatur Percakapan dalam Pantun Seni Dendang Serawai di Kabupaten Bengkulu Selatan

Syanurdin

Studi Pemertahanan dan Pergeseran Bahasa Rejang (Kasus Masyarakat Bilingual Rejang di Jakarta)

St. Asiyah dan Pangki Dwito

Kemampuan Menulis Puisi Siswa Kelas VII D SMP Negeri 20 Kota Bengkulu Tahun Ajaran 2016/2017

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Analisis Fungsi dan Makna Seni Sarafal Anam di Desa Air Buluh Kecamatan Ipuh Kabupaten Mukomuko

Ade Sri Madona

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Elyusra

Resepsi Sastra: Sumber-sumber Penelitian

Sinarman Jaya dan Dian Susyla

Students' Perception on Lecturers' Teaching Effectiveness



**PROGRAM STUDI
PENDIDIKAN BAHASA DAN SASTRA INDONESIA
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**STUDENTS' PERCEPTION ON LECTURERS'
TEACHING EFFECTIVENESS**

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Abstract: This study investigated university students' perception on Lecturers' effectiveness in teaching English at English Language Study Program of Muhammadiyah University of Bengkulu. The data were collected through a questionnaire and an interview. The questionnaire then distributed to 168 English students of 2nd and 4th semester of English Language Education Study Program of Muhammadiyah University of Bengkulu Academic Year of 2016/2017. 30 out of 168 students from both semesters were interviewed to enrich the data. Content analysis was used in analyzing the data. The findings indicated that the perception of 2nd and 4th semester students were positive toward their lecturers' effectiveness in teaching skills subjects. In conclusion, the English lecturers taught the lesson effectively based on the characteristics of effective teaching. The students perceived their lecturer as well organized, friendly, fair, and knowledgeable. It is suggested that, lecturers should consider increasing their teaching skills and maintaining good personality.

Key words: Student's Perceptions, Effective Teaching

INTRODUCTION

Lectures are probably the most common teaching method in many higher education institutions. It facilitates a lecturer in communicating conceptual knowledge and building a connection of knowledge gap between the lecturer and students. Lectures are used to convey critical information, history, background, theories, and equations. The lectures can be an effective tool in the classroom, allowing an instructor to provide an overarching theme that organizes material in an interesting way. The Lecturers must take care, however, to shape the lecture for the specific audience of students who will hear it and to encourage those students to take an active and immediate part in learning the material. It is essential to see lectures as a means of helping students learn to think about the key concepts of a particular subject, rather than primarily as a means of transferring knowledge from lecturers to students.

Lecturer's teaching performance may be effective or in effective (Devlin 2003, Aregbeyen 2010, Chiresehe, 2011). Effective lecturers are well organized, competent, always involve students, friendly and readily available, fair in their marking. In effective lecturers, on the other hand, did not plan for their lectures, came late for lectures, were not knowledgeable, were not contributing to students' seminar presentations, were intimidating students, were

not involving students, and were biased in their marking.

Effective lecturers should have a good personality and a good character (Faranda and Clarke 2004: 273-279). They should be able to maintain harmonious relations based on affinity for others, they should have a good communication skill; presentation methods, techniques, and style; and the promotion of in-class interaction conveyed by the instructor. Effective lecturers are fair in marking, knowledgeable, well-prepared and well-organized. This study was intended to find out how "How are English Students' Perceptions on Lecturer's Effectiveness in Teaching English skills subjects at English Language Study Program of Muhammadiyah University of Bengkulu Academic Year 2016/2017?"

METHODS

The design of this research was a descriptive because it was intended to gain insight about the nature of a particular phenomenon (Leedy and Ormrod 2001). This study sought to establish characteristics of lecturers' effectiveness in teaching as perceived by students.

The subject of this study was undergraduate English students of second and fourth semester who were taking course of four language skills' subjects at English Language Education Study Program at Muhammadiyah University of

Bengkulu of Academic Year of 2016/2017. The numbers of students were 168 English students of 2nd and 4th semester, 81 were 2nd semester students and 87 were 4th semester students.

The instruments of the study were questionnaire, the list of interview questions, and video recording. The questionnaire was based on Barnes and Lock (2010). Closed questionnaire with Likert Scale was applied. The questionnaire consisted of 40 items of statements that has four alternative answers; *very positive* (4), *positive* (3), *negative* (2), and *very negative* (1). The questionnaire consisted of positive and negative statements.

The questionnaire consists of 40 items from 5 categories. The first category was about *rapport* (questionnaire item number 1-11), the second was about *delivery* (questionnaire item number 12-27), the third was about the *fairness* (questionnaire item number 28-32), the fourth was about the *knowledge and credibility* (questionnaire item number 33-35), and the last was about the *organization and preparation* (questionnaire item number 36-40). For more information, questionnaire's items for category *fairness* (item number 28-32) and *organization and preparation* (item number 36-40) are made in negative statements. The students were also interviewed after the questionnaire was distributed and collected back to reinforce and to furnish the data.

The data in study was collected by distributing the questionnaire to 168 English students of 2nd and 4th semester of English Language Education Study Program at Muhammadiyah University of Bengkulu Academic Year 2016/2017. To reveal more information on lecturer's teaching effectiveness, 30 students of the total subject (18%) were interviewed and recorder by using video recording.

The collected questionnaires were tabulated into respondent's answer table for each subject matter. Then the total of respondents' answers on each option of the questionnaire's item were grouped and counted. The majority answer of each item was taken as the result of English students' perception of each questionnaire's item as follows; (1) grouping the students' answers of the questionnaire by tabulating the data into respondent's answer table for each subject matter, (2) Counting the total of respondents' answers on each option of the questionnaire's item, (3) The majority answer of each item was taken as the result of English students' perception of each questionnaire's item.

RESULTS AND DISCUSSIONS

This study was conducted to investigate English students' perception on Lecturers' of effective English lecturers' effectiveness in teaching skills subjects at English Language Education Study Program at Muhammadiyah University of Bengkulu. The perception was based on: (1) rapport, (2) delivery, (3) fairness, (4) knowledge and credibility, and (5) organization and preparation.

Item number 1: "Speaking lecturer is friendly". It could be seen that the answers from 33 students are 17 students chose "Very Positive", 16 students chose "Positive", and no one of the students who chose both "Negative" and "Very Negative" to this item.

Item number 2: "Speaking lecturer develops interpersonal relationship". It could be seen that the answers from 33 students are 9 students chose "Very Positive", 19 students chose "Positive", 5 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 3: "Speaking lecturer shares personal life experiences". It could be seen that the answers from 33 students are 8 students chose "Very Positive", 21 students chose "Positive", 3 students chose "Negative", and 1 student chose "Very Negative" to this item.

Item number 4: "Speaking lecturer cares about students". It could be seen that the answers from 33 students are 13 students chose "Very Positive", 19 students chose "Positive", 1 student chose "Negative", and no student chose "Very Negative" to this item.

Item number 5: "Speaking lecturer is patient". It could be seen that the answers from 33 students are 10 students chose "Very Positive", 20 students chose "Positive", 3 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 6: "Speaking lecturer listens to students". It could be seen that the answers from 33 students are 11 students chose "Very Positive", 20 students chose "Positive", 2 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 7: "Speaking lecturer has a positive attitude in general". It could be seen that the answers from 33 students are 9 students chose "Very Positive", 23 students chose "Positive", 1 student chose "Negative", and no student chose "Very Negative" to this item.

Item number 8: "Speaking lecturer has charisma". It could be seen that the answers from 33 students are 10 students chose "Very Positive", 21 students chose "Positive",

2 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 9: "Speaking lecturer understands the students' educational background". It could be seen that the answers from 33 students are 9 students chose "Very Positive", 14 students chose "Positive", 10 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 10: "Speaking lecturer understands the different student level". It could be seen that the answers from 33 students are 5 students chose "Very Positive", 20 students chose "Positive", 8 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 11: "Speaking lecturer has a sense of humour". It could be seen that the answers from 33 students are 8 students chose "Very Positive", 18 students chose "Positive", 5 students chose "Negative", and 2 students chose "Very Negative" to this item.

Item number 12: "Speaking lecturer is enthusiastic about EFL teaching". It could be seen that the answers from 33 students are 12 students chose "Very Positive", 20 students chose "Positive", 1 student chose "Negative", and no student chose "Very Negative" to this item.

Item number 13: "Speaking lecturer gives clear explanation". It could be seen that the answers from 33 students are 6 students chose "Very Positive", 24 students chose "Positive", 3 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 14: "Speaking lecturer uses good examples". It could be seen that the answers from 33 students are 8 students chose "Very Positive", 23 students chose "Positive", 2 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 15: "Speaking lecturer uses a variety of teaching method". It could be seen that the answers from 33 students are 5 students chose "Very Positive", 19 students chose "Positive", 9 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 16: "Speaking lecturer uses L1 selectively". It could be seen that the answers from 33 students are 6 students chose "Very Positive", 21 students chose "Positive", 4 students chose "Negative", and 2 students chose "Very Negative" to this item.

Item number 17: "Speaking lecturer corrects writing errors". It could be seen that the answers from 33 students are 2 students chose "Very Positive", 11 students chose "Positive",

14 students chose "Negative", and 6 students chose "Very Negative" to this item.

Item number 18: "Speaking lecturer corrects speaking errors". It could be seen that the answers from 33 students are 9 students chose "Very Positive", 21 students chose "Positive", 2 students chose "Negative", and 1 student chose "Very Negative" to this item.

Item number 19: "Speaking lecturer provides grammar instruction". It could be seen that the answers from 33 students are 2 students chose "Very Positive", 21 students chose "Positive", 8 students chose "Negative", and 2 students chose "Very Negative" to this item.

Item number 20: "Speaking lecturer uses group work". It could be seen that the answers from 33 students are 8 students chose "Very Positive", 19 students chose "Positive", 5 students chose "Negative", and 1 student chose "Very Negative" to this item.

Item number 21: "Speaking lecturer encourages students participation in class". It could be seen that the answers from 33 students are 16 students chose "Very Positive", 17 students chose "Positive", and no one of the students who chose both "Negative" and "Very Negative" to this item.

Item number 22: "Speaking lecturer encourages participation of student with low confidence". It could be seen that the answers from 33 students are 15 students chose "Very Positive", 16 students chose "Positive", 2 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 23: "Speaking lecturer talks slowly in English". It could be seen that the answers from 33 students are 3 students chose "Very Positive", 11 students chose "Positive", 16 students chose "Negative", and 3 students chose "Very Negative" to this item.

Item number 24: "Speaking lecturer uses easy words". It could be seen that the answers from 33 students are 7 students chose "Very Positive", 18 students chose "Positive", 8 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 25: "Speaking lecturer asks questions to individual student". It could be seen that the answers from 33 students are 5 students chose "Very Positive", 15 students chose "Positive", 13 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 26: "Speaking lecturer asks questions to the whole class, then wait for the volunteers to answer". It could be seen that the answers from 33 students are 3 students chose "Very Positive", 21 students chose "Positive",

7 students chose "Negative", and 2 students chose "Very Negative" to this item.

Item number 27: "Speaking lecturer gives students plenty of time to answer questions". It could be seen that the answers from 33 students are 4 students chose "Very Positive", 24 students chose "Positive", 5 students chose "Negative", and no student chose "Very Negative" to this item.

Item number 28: "Speaking lecturer does not treat all students fairly". It could be seen that the answers from 33 students are 2 students chose "Very Positive", 6 students chose "Positive", 13 students chose "Negative", and 12 students chose "Very Negative" to this item.

Item number 29: "Speaking lecturer does not prepare students well for examinations". It could be seen that the answers from 33 students are 2 students chose "Very Positive", 7 students chose "Positive", 14 students chose "Negative", and 10 students chose "Very Negative" to this item.

Item number 30: "Speaking lecturer does not give the students clear grading guidelines". It could be seen that the answers from 33 students are 1 student chose "Very Positive", 9 students chose "Positive", 14 students chose "Negative", and 9 students chose "Very Negative" to this item.

Item number 31: "Speaking lecturer does not require students to work hard during class". It could be seen that the answers from 33 students are 3 students chose "Very Positive", 11 students chose "Positive", 13 students chose "Negative", and 6 students chose "Very Negative" to this item.

Item number 32: "Speaking lecturer does not require students to do homework". It could be seen that the answers from 33 students are 4 students chose "Very Positive", 10 students chose "Positive", 11 students chose "Negative", and 8 students chose "Very Negative" to this item.

Item number 33: "Speaking lecturer is well qualified for EFL teaching". It could be seen that the answers from 33 students are 6 students chose "Very Positive", 26 students chose "Positive", 1 student chose "Negative", and no student chose "Very Negative" to this item.

Item number 34: "Speaking lecturer has a good knowledge of grammar". It could be seen that the answers from 33 students are 9 students chose "Very Positive", 22 students chose "Positive", 1 student chose "Negative", and 1 student chose "Very Negative" to this item.

Item number 35: "Speaking lecturer has a good knowledge of vocabulary". It could be seen

that the answers from 33 students are 14 students chose "Very Positive", 18 students chose "Positive", 1 student chose "Negative", and 1 student chose "Very Negative" to this item.

Item number 36: "Speaking lecturer is not well prepared every lesson". It could be seen that the answers from 33 students are no student chose "Very Positive", 6 students chose "Positive", 14 students chose "Negative", and 13 students chose "Very Negative" to this item.

Item number 37: "Speaking lecturer does not provide a syllabus detailing course content week by week". It could be seen that the answers from 33 students are 1 student chose "Very Positive", 5 students chose "Positive", 18 students chose "Negative", and 19 students chose "Very Negative" to this item.

Item number 38: "Speaking lecturer does not tell the students the lesson objectives each lesson". It could be seen that the answers from 24 students are no student chose "Very Positive", 7 students chose "Positive", 6 students chose "Negative", and 11 students chose "Very Negative" to this item.

Item number 39: "Speaking lecturer does not stick to the syllabus". It could be seen that the answers from 33 students are 2 students chose "Very Positive", 7 students chose "Positive", 11 students chose "Negative", and 13 students chose "Very Negative" to this item.

Item number 40: "Speaking lecturer does not make their own supplemental material". It could be seen that the answers from 33 students are 1 student chose "Very Positive", 8 students chose "Positive", 19 students chose "Negative", and 5 students chose "Very Negative" to this item.

The study found out that there were a number of personal characteristics that contributed to lecturers' effectiveness in Teaching. The finding supported the previous studies by (Wright, 2005, Barnes and Lock, 2010) that students view effective lecturing as personality driven. One of the personality characteristics of effective lecturers is rapport. Rapport affects class atmosphere which in turn affect motivation and learning. Rapport reduces fear, makes students feel valued, promotes learning and make students feel understood (Barnes and Lock, 2010).

According to Chireshe (2011: 268) the students also pointed out attributes that effective lecturers deliver their lectures well, give clear explanations, give handouts, and use teaching aids. Another characteristic of effective lecturers is fairness. Students prefer their lecturers to be fair in giving marks.

The last but not least is knowledge of the lecturers. The students perceived the lecturers as knowledgeable. A lecturer is categorized as knowledgeable when he or she is competent in the subject area (Oregbeyen 2010, Barnes and Lock (2010). Majority of the 2nd and the 4th semester students of English Language Study Program of Muhammadiyah University of Bengkulu perceived their skills subject lecturers as effective lecturers. Their response on the questionnaire was very positive and their opinion on interviewed showed that the lecturers teaching were effective.

CONCLUSION

The findings showed that the responded of the 2nd and the 4th semester students was Positive. It also revealed that English lecturers taught the lesson effectively based on the characteristics of effective teaching. The students perceived their lecturer as well organized, friendly, fair, and knowledgeable. It is suggested that, lecturers should consider increasing their teaching skills and maintaining good personality.

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