

Students' Perception on Characteristics of English Lecturers

 <https://doi.org/10.31004/jele.v8i2.425>

*Dwi Syafrida Mardiana¹, Eva Nur Maziidah² 

Universitas Qomaruddin

ABSTRACT

This research was conducted to find out students' perceptions on characteristics of English lecturers. This research design was descriptive qualitative research. The subjects of this research were students of the second, fourth, and sixth semester of English Language Education Program of Qomaruddin University. It consists 74 students. The data were obtained through questionnaire (open ended and close ended) and interview. Therefore, the data were analyzed using descriptive qualitative. The results showed that students' perceptions on characteristics of English lecturers showed percentage in every competence and it was said that almost all chose to agree with the statement given, meaning that English lecturers here are good in terms of 4 types of characteristics based on the questionnaire with pedagogical competence 57,1%, personality competence 52,6%, social competence 49,3% and professional competence 59,5%. The results show that overall students' perception to lecturers good (strongly agree and agree) and imply that the lecturers' characteristics meet the students' expectation in general.

Keywords: Perception, Characteristics, Lecturer

Article History:

Received 09th September 2023

Accepted 21st October 2023

Published 31st December 2023



INTRODUCTION

English holds a significant position as one of the most crucial languages globally. English is widely spoken in more than 50 countries around the world, including Australia, New Zealand, United Kingdom, United States, India, Pakistan, Nigeria, Philippines, Ethiopia, South Africa, Tanzania, Kenya, Canada, Sudan, Uganda. Ghana, Cameroon, Ireland, Singapore, Trinidad and Tobago (Buanawati, 2017). Therefore, English is widely studied by students, both in Indonesia and around the world. English is one of the most popular majors in higher education in Indonesia. English as foreign language in Indonesia.

In fact, all countries, including Indonesia, are competing to incorporate English as an official and unofficial language into their educational curriculum. Ideally, students should be able to master language skills functionally and proportionally. Lecturers also have an important role in education at a higher education level. Apart from providing knowledge, they are also able to create a generation that is able to socialize and be part of the community. Being a lecturer is actually not as easy as one might imagine. There are some competences that need to be possessed by the lecturer, such as professional competence, pedagogical competence, personality competence, and social competence (Musdahariah, 2017).

Indonesia's Ministry of Higher Education has significantly supported and improved lecturer qualifications (Musdahariah, 2017). It is recommended that the lecturer be professional. From the government's point of view, despite significant improvements in lecturer qualifications and requirements, they seem to rarely understand the challenges

*Corresponding Author: Dwi Syafrida Mardiana, e-mail: dwisyafrida6@gmail.com

Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

students face in learning English at university. That is the characteristic of a lecturer who is punctual and worthy of study.

One of growing universities in East Java is Universitas Qomaruddin. This university has a faculty of teacher training and education which consists of English Education and Mathematic Education programs. As the researchers are part of English Education program, the urgencies to understand more about students' perception on the lecturers' characteristics. The research is also conducted to occupy a niche from previous research. The first research was by Musdahariah at Muhammadiyah University of Makassar on title "The Students' Perception of Lecturers' Characteristics in Classroom Teaching" (Musdahariah, 2017). In this research methodology used by researcher was descriptive qualitative research. Questionnaire was used by researcher for collecting the data in this research. This research focused on lecturers' characteristics in classroom teaching. The second research was by Khaerati at STKIP Pembangunan Indonesia Makassar, Indonesia on title "The Students' Perception on the Characteristics of Effective and Ineffective English Language Teachers" (Khaerati, 2016). In this research methodology used by researcher was a descriptive qualitative design. For collecting the data in this research was questionnaire. This research focused on characteristics of effective and ineffective English language teachers. The third research was by Angganita at Universitas Muhammadiyah Makassar on title "Students' Perception Towards the Characteristics of a Good English Teacher" (Ayu et al., 2020). In this research methodology used by researcher was a descriptive qualitative design. For collecting the data in this research was used questionnaire. This research is focused on characteristic of a good teacher. There are many different focusses in each research, while in this research the researcher focuses on characteristic of English lecturer, what kind of the characteristic and how it can affect into their teaching.

Considering much research before, for this reason, the current researcher will investigate the lecturers' characteristic from students' perception. The problem statement is "*Students' Perception on Characteristics of English Lecturers at Qomaruddin University*". The aim of the research is to describe the students' perception about English lecturer characteristics. The researcher chooses students' perception on characteristics of English lecturers as title because (1) this research has never been studied before in this university; therefore, it can be a reference the title in the future, and (2) this research focuses on the characteristics of lecturers in general so that it can give an insight of what students expect from their lecturers.

METHOD

Descriptive Qualitative research is used to determine and describe something with test analysis (Mills & Gay, 2019). It is used to identify, analyse and explore in depth about students' perceptions of the characteristics of English lecturers and research results will be presented and interpreted in the form of numerical data and a summary of the data will be described in the form of sentences.

Respondents

The population of this research was all undergraduate students of English Department at Qomaruddin University in academic year 2022-2023. The total of all number of undergraduate students are 100. Sample is part of population. In this research used purposive sampling (Andrianis et al., 2018). Purposive sampling will obtain more detailed data qualitatively. Purposive sampling is more effective if it has criteria with clear reasons for inclusion. The sample of this research are second, fourth, sixth semester of English Department at Qomaruddin University with number of students are 74 students.

Instruments

This research used two instruments: questionnaire and interview. This questionnaire consists of 30 statements which were adapted from the indicator's teacher qualification

standards academic qualifications and teacher competencies (Ayu et al., 2020) and lecturers' qualification standards academic qualifications and lecturers' competencies (Musdahariah, 2017). The researcher also applied semi-structured interview by using open-ended question to interview the students. The interview is as a supporting instrument aimed to investigate the students' perception on lecturers' characteristics. This interview consists of 5 adapted questions and they were addressed to 15 students in each of second, fourth, sixth semester in English Department at Qomaruddin University (Ayu et al., 2020).

Procedures

The researchers visited the three classes and then conveyed what goals would be implemented. In each class, the researchers distributed the questionnaires. After distributing the questionnaires, interviews were held to obtain more information about the characteristics of the lecturers that were not found in the questionnaire. After the data had been collected, the researchers tried to tabulate and transcribe the collected data. The researchers classified the data in each semester to simplify data processing, then in the overall total of second, fourth, and sixth semester. The researchers presented data in the form of pie charts and tables. The researchers presented data in the form of percentage numbers and descriptions with qualitative methods. The researchers gave the conclusion after the data have been analyzed.

Data analysis

According to (Sugiyono, 2018:246), the data analysis included several stages, those are data reduction, displaying the data, and drawing the conclusion or verification.

FINDINGS AND DISCUSSION

The results of the research were described related to the obtained through questionnaires and interviews. Object of the research was 74 students in second, fourth, sixth semester. The number of respondents consisted 57 females and 17 males.

The researcher explained the results obtained from questionnaires and interviews more deeply and clearly about some of characteristics of lecturers which are divided into 4 types which are in line with the Constitution No. 14 of 2005 concerning Chapter IV Article 8, clarified again in article 10 paragraph 1 which states that "teacher / lecturer competence includes pedagogic competence, personality competence, social competence, and professional competence acquired through professional education", which will be illustrated below (Kemendikbud, 2003).

Pedagogical Competence

Astuty (2015) divides five dimensions in his pedagogical competence. Based on questionnaire data number one to five, the percentage shows A is superior to SA, NA, D and SD.

Table 1. Pedagogical Competence

No	Statement (pedagogical competence)	SA	A	NA	D	SD
1.	Lecturers are able to understand what the students want.	6	37	25	4	
2.	Lecturers are able to design the learning process.	19	41	12		
3.	Lecturers are able to convey material in the learning process.	21	42	9		
4.	Lecturers are able to design and carry out learning evaluations.	9	48	11	4	
5.	Lecturers are able to develop the abilities of their students to actualize their potentials.	8	32	26	5	1
		53	200	83	13	1
		15.1	57,1	23,7	3,7	0.3

The result shows that the second, fourth, and sixth semester students agree with the statement given. This can be seen from several reasons as follows (1) the lecturer gives an opportunity at the beginning of the lesson for how the next class agrees, (2) learning was designed according to the lecture contract and circumstances, (3) the lecturers are very capable in delivering material in the learning process well, (4) lecturers always have a design in learning with a course contract, and are able to carry out as much as possible, and (5) some of them are trying to use interesting learning methods so that it is easy to develop students' potential.

On the other hand, the result also shows that the second, fourth, and sixth semester students disagree with the statement given based on several reasons. First, there are some who understand and there are some who do not understand. Second, actually, lecturers are able to understand the learning process, but most of them the learning process is very monotonous and unpleasant. Next, sometimes there are also one or two lessons that make the classroom atmosphere tense. Then, not all lecturers are able to convey well, sometimes some are too long-winded so that they cannot understand what the core of the material is. Furthermore, not all lecturers carry out learning evaluations. In addition, one answer in S5 show strongly disagree even though there is no reason mentioned. In conclusion, the results in percentage form in the pedagogical compatibility type showed that SA 15.1%, A 57.1%, NA 23.7%, D 3.7%, and SD 0.3%.

Personality Competence

Based on questionnaire data number six to twenty-two, the percentage shows A is superior to SA, NA, D and SD. However, at number eleven NA is superior to A.

Table 2 Personality Competence

No	Statement (personality competence)	SA	A	NA	D	SD	
1	Lecturers are able to build students' characters to be better.	15	40	15	2	0	
2	Lecturers are always creative by keeping up with the times.	17	35	18	2	0	
3	Lecturers always look for new ideas and insights to be accepted by students.	14	40	14	4	0	
4	Lecturers always look for new ideas and insights to be accepted by students.	18	44	9	1	0	
5	Lecturers are able to understand the abilities of their students.	8	39	18	5	2	
6	Lecturers are able to understand the feelings of students.	3	28	29	10	2	
7	Lecturers teach patiently in the class	18	40	10	3	1	
8	Lecturers are able to guide their students well	16	45	10	1		
9	Lecturers understand the intellectual curiosity of the students	4	38	25	4	1	
10	Lecturers are students' best role models	17	38	13		4	
11	Lecturers are able to build students' self-confidence	13	41	15	3		
12	Lecturers are open to suggestions and comments from students	18	34	15	3	2	
13	Lecturers act maturely in dealing with various students	18	36	16	1	1	
14	Lecturers are enthusiastic when listening to what students say	14	42	12	3	1	
15	Lecturers have a positive influence on students	24	39	7	1	1	
16	Lecturers always come on time to class	8	31	26	7		
17	Lecturers have a friendly attitude towards students	23	34	12	2	1	
		248	644	264	52	16	1224
		20,3	52,6	21,6	4,2	1,3	

The result shows that the second, fourth, and sixth semester students agree with the statement given. It can be proven by their comments. Some of which are (1) lecturers often teach about manners, good manners, and try to be able to complete assignments according to deadlines and lecturers often reprimand students if they do things that are not good, (2) most of them keep up with the times and make good use of this to develop learning, (3) lecturers always look for ideas on topics that are currently discussed by students and peel them in detail, (4) lecturers always maximize in explaining and providing material to students, (5) when there are still confusing explanations, lecturers still give explanations again,

Students' Perception on Characteristics of English Lecturers

(6) lecturers understand student feelings well because they can understand students who work or permit late because there are obstacles, (7) lecturers have always been patient in teaching, (8) lecturers always direct to be better, (9) lecturers provide space for us to ask questions or opinions in every learning session, both at the end and in the middle of learning, so that it is felt that lecturers understand enough about our intellectual curiosity, (9) lecturers are able to be the best role models for students, (10) they often build students' confidence by requiring students to ask questions every meeting, (11) lecturers provide space in the form of criticism and suggestions at the end of each class for comfort during lectures, (12) lecturers are wise in responding to students, (13) when there are questions or opinions from students, lecturers listen well, (14) lecturers guide their students to have good knowledge and civility, (15) some lecturers are on time and responsive, when something happens the lecturer contacts the head of the class first if there is a delay, and (16) lecturers always smile in class and bring a happy aura during learning. smile is number one for bringing the class.

Students also disagree with the statements given. Their reasons are following. First, not all lecturers are able to build student character, some lecturers do not really care about student character. Not always creative, there are lecturers whose learning is boring, most of the lecturers provide new ideas, but there are also some who still find it difficult to provide ideas, especially in making the right learning methods for the courses they carry. Students feel that some lecturers may find it difficult to determine the right learning method for their courses. But they still try their best to find and succeed in learning so that students can feel their development through learning. Some lecturers are patient and some are impatient. According to students, there are lecturers who do not really understand the intellectual curiosity of students. Some lecturers were easily offended by the students' suggestions and comments, others received them well. Several lecturers ignore to students' comments. Almost all English lecturers at Qomaruddin University always arrive on time and always confirm if there is a delay, but there are one or two lecturers who always arrive late. For the reasons in S10, S11, S12, S14, S15, S17, S18, S19, S20, and S22 that indicate strongly disagree are not given a reason by them.

Social Competence

Social competence is the ability of lecturers as part of the community to communicate and interact effectively among others: students, tutors, parents of students and the community (E.Mulyasa, 2008). Based on questionnaire data number twenty-three and twenty-four, the percentage shows A is superior to SA, NA, D and SD.

Table 3 Social Competence

NO	Statement (social competence)	SA	A	NA	D	SD
1	Lecturers are able to get along well with students.	8	39	21	4	
2	Lecturers do not distinguish between students when communicating.	14	32	20	5	1
		22	71	41	9	1
		15,3	49,3	28,5	6,3	0,7

The result shows that the second, fourth, and sixth semester students agree with the statements because lecturers try to blend in with students so as to facilitate the exchange of lecture knowledge and ideas outside the classroom, and it can be seen from the attitude of lecturers who see all students equally and do not distinguish attitudes to students. However the result shows that the second, fourth, and sixth semester students disagree with the statement given because not all are open to associate with students, they only carry out their duties to teach, and in reality among students who are active in students' organizations or become class leaders, it is distinguished from ordinary students from the way some lecturers treated them.

Professional Competence

Professional competence is mastery learning materials is broad and deep: this includes mastery of materials, curriculum, and scientific substance that houses the material, as well as mastery of the and methodology (Musdahariah, 2017). Based on questionnaire data number twenty-five to thirty, the percentage shows A is superior to SA, NA, D and SD.

Table 4 Professional Competence

No	STATEMENT (PROFESSIONAL COMPETENCE)	SA	A	NA	D	SD
1	Lecturers master the substance of the field of study and scientific methodology.	12	47	13		
2	Lecturers' master and utilize information and communication technology in learning.	18	46	7		1
3	Lecturers are able to improve the quality of learning.	16	48	7	1	
4	Lecturers provide useful feedback about learning materials.	17	45	9		1
5	Lecturers give assignments that are in accordance with the competencies expected by students.	10	37	18	6	1
6	Lecturers make learning materials that are easy to understand and remember.	12	34	22	4	
		85	257	76	11	3
		19,7	59,5	17,6	2,5	0,7

The result shows that the second, fourth, and sixth semester students agree with the statement given. Lecturers master the field of study and scientific methodology and apply it in their own way (Astuty, 2015). Lecturers often do learn with social media, google classroom, zoom, and Google Meet. Lecturers often receive evaluations from students aimed at improving the quality of learning. Every lecturer's learning provides feedback. Possibly with the new assignment about lectures, new students like me are still in the adaptation phase to the assignments given, sometimes difficult but the lecturers give assignments according to the teaching material. With the new method, most lecturers are able to make their students understand the material presented.

However, the result shows that the second, fourth, and sixth semester students disagree with the statement given. Sometimes there are those who do not understand and tell their students to explain. Some lecturers are able and try to improve the quality of learning by looking at many factors that arise, but some lecturers are also less able to improve the quality of learning. Sometimes lecturers give assignments not in accordance with the competencies expected by students, last, the delivery of material is quite good, but sometimes the learning method used is still often monotonous so it is less interesting and easily forgotten.

For answers in S26, S28, and S29 that indicate strongly disagree is not given a reason by them. In conclusion, the results in percentage form of personality compatibility type showed that SA 19.7%, A 59.5%, NA 17.6%, D 2.5%, and SD 0.7%.

From the overall results, the researchers point the notion of students to have a sense of voicing their opinions for future English lecturers to be better by writing the reasons for the selection in the questionnaire column. However, some students do not want to write down their reasons why they choose to strongly disagree. The researcher hopes this study can be a bridge for those who feel dissatisfied in the learning process and hope that students can be more courageous and willing to voice what must be said for the common good in the future. These results have similarities in examining the characteristics of lecturers with four types: pedagogical competence, personality competence, social competence, and professional competence (Musdahariah, 2017) which illustrates that student perceptions of lecturer characteristics in classroom. The feedback from students also show the need of professional lecturers/teachers as a role model for them (Ayu et al., 2020; Khaerati, 2016; Musdahariah, 2017).

CONCLUSIONS

The characteristics of English lecturers at Qomaruddin University showed results in the types of pedagogical competence 57.1% SA and 23.7% NA, professional competence 59.5% A and 19.7% A, social competence 49.3% A and 28.5 NA, and personality competence 52.6% A and 20.3% SA. It was found that students have very good opinions of students' perception on lecturers' characteristics, in accordance with the statements written.. In addition, they also provide many hopes, suggestions, and comments for English lecturers at Qomaruddin University. However, it is related to the hopes and suggestions of the second, fourth, and sixth semester students in the future, English lecturers can be even better in terms of teaching and etc.

REFERENCES

- Andrianis, R., Anwar, M., & Zulwisli, Z. (2018). Suharsimi Arikunto (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, 6(1).
- Astuty, E. (2015). Implementation Analysis of Lecturer's Pedagogical Competence on Student's Academic Achievement. *Journal of Management Research*, 7(2). <https://doi.org/10.5296/jmr.v7i2.6834>
- Ayu, A., Angganita, P., Qalbi, N., & Burhanuddin, W. (2020). students' perception towards the characteristics of a good english teacher. *jurnal keguruan dan ilmu pendidikan (jkip) fkip unismuh makassar*, 7(1).
- Buanawati, I. (2017). The Students' Perception on Characteristics of English Lecturer At Universitas Muhammadiyah Surakarta. *R*, 15(big).

E.Mulyasa. (2008). *Standar Kompetensi dan Sertifikasi Guru*. PT Remaja Rosdakarya, .(.).

Kemendikbud. (2003). Undang-undang (UU) tentang Sistem Pendidikan Nasional : Undang-Undang RI Nomor 20 Tahun 2003. In *Ekombis Sains: Jurnal Ekonomi, Keuangan dan Bisnis*.

Khaerati, K. (2016). The Students' Perception on the Characteristics of Effective and Ineffective English Language Teachers. *ELT Worldwide: Journal of English Language Teaching*, 3(2). <https://doi.org/10.26858/eltww.v3i2.2260>

Mills, G. E., & Gay, L. R. (2019). Educational Research: Competencies for Analysis and Applications Twelfth Edition. In *Pearson Education, Inc* (Vol. 6, Issue 2).

Musdahariah. (2017). *The Students' Perception of LeThe Students' Perception of Lecturers' Characteristics in Classroom Teaching. cturers' Characteristics in Classroom Teaching. .* Muhammadiyah University of Makassar.