Interest of the Students in the Lecturer's Teaching Performance in the Hybrid Classroom

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Abstract. This study sought to determine whether students in the English Language Study Program are interested in the lecturer's teaching performance in learning English for Tourism subject for hybrid classroom, as well as the impact of the lecturer's teaching performance on students' interest in learning English for Tourism subject. This study employed a combination of quantitative and qualitative studies In the academic year 2021/2022, the population consisted of students of English Language Education (ELE) study program. There were 260 ELE students as the population. By addressing purposive sampling, which has some categories namely: the students who were enrolling in English for Tourism subject; the students were eager to participate in this study. There were 52 students involved as the subject. In order to obtain the data, the researchers utilized the survey questionnaires and semi-structured interview as research tools. Testing the hypotheses provided information on the relationship between lecturer's teaching performance and students' interest in learning English for Tourism subject. SPSS version 26 for Windows was utilized by the researcher to handle and analyze the data for this study. The findings of this study demonstrate that the majority of questionnaire computations result in. According to the findings of the interviews, the majority of students believe that the teacher's teaching performance has an impact on students' interest in learning the English for Tourism' subject. Some implications has been proposed by the researchers namely: the beginning to build effective plans, well-prepared lecturers need to have a thorough understanding of the work at hand, they are: the language appropriate for the level; the appropriate skills; the appropriate learning resources; the appropriate teaching stages and methods; A variety of activities; Classroom management abilities; grab your online and offline students

Keywords: *Students' Interest; Teaching Performance; Hybrid Classroom*

INTRODUCTION

Nowadays, it is more crucial than ever to pay focus on students' interests during the learning process in order to pique their interest in learning English. If the teachers' performance is below or if the teacher teaches in a monotonous, non-creative manner, students become bored or uninterested in learning English. Aeni et al. (2021) discovered that the majority of second-grade kids were uninterested in learning English. Some of them were not interested in learning English. When the teacher was teaching English, they preferred to go to the canteen rather than stay in the classroom. Furthermore, some English students remain silent when the teacher asks them a question about the material, and when the teacher asks them a question about the material, they remain mute.

Teacher performance is defined as a teacher's demonstrated impact on students' learning as measured by student achievement test scores, observable pedagogical practices, or employer or student surveys. To give a good performance, a teacher must continue to learn, read new information, and develop ideas in a creative manner, because failure to do so will have a bad influence. If this detrimental impact is not addressed immediately, it will become a major issue. As a result, teacher resources must be continually developed through education, training, and other activities in order to improve their ability to perform (Phytanza & Burhaein, 2020). According to Chen et al. (2015), if the reality in this country is still far from idealized, the mushrooming of low-quality schools indicates that good teachers only exist within a discourse that has not realized its full potential and equally on all existing educational institutions in Indonesia, particularly English teachers. Moreover, some specific factors that may impact students' interest in a teacher's teaching performance include: teaching style and capability; enthusiasm and personality; interpersonal skills.

In addition, Van Waeyenberg et al. (2020) revealed that performance management is a continuous practice aimed at improving employee performance. Employees may have a terrible experience as a result of this, according to some. Given the rigorous and demanding nature of the teaching profession, an effective performance management approach is critical in education. We propose that when teachers perceive performance management as a process that follows the principles of a so-called strong HRM system (i.e., one that communicates clearly, continuously, and with high levels of agreement), they will feel appreciated, valued, and energized, as evidenced by higher levels of loyalty and less tiredness. The reality that students' enthusiasm in learning English is quite low in some schools/universities. The psychological side of a person's interest in learning is manifested in a variety of symptoms. Such as: passion, enthusiasm, desire feelings, and engaging in a variety of activities, including the pursuit of knowledge and experience, to name a few. In other words, interest in learning is someone's attention, affection, and attraction to the learning process that they are walking through, as we etll as their passion for participating in and activating the process.

The previous studies investigated about teaching performance, namely: Amtu et al. (2020); Nasra & Arar (2020); Charteris (2019); Mulyadi et al. (2021). They investigated the impact of transformational leadership by administrators on teacher

performance. As a result, our findings show that leadership development could help with revolutionary change. In order to provide supervisors with the essential information and abilities, leaders should act in a certain way. Especially when it comes to high-stakes reforms. Second, our findings elucidate the significance of teachers' occupational perceptions on the professional world performance of the teacher.

As a preliminary study, the researchers interviewed some students from English Department, who stated that one way for lecturers to increase students' interest in learning English is to avoid being a boring lecturer in the classroom during class hours; from their experience, students are more interested in learning English when they are taught by a lecturer who is not boring, broad-minded but does not boast of her knowledge, and to teachers who can present themselves as friends so that students are more interested in learning English.

Several researchers have reported how teacher's performances in the classroom influence the students' interest namely: Oppermann, & Lazarides (2021); Phytanza & Burhaein (2020); Felszeghy et al. (2019). They found that teachers' self-efficacy was strongly correlated with students' interest over a lengthy period of time, which in turn was favorably correlated with student perceptions of support. The results highlight how important instructors' self-efficacy beliefs and support are for the growth of children' interest in elementary and secondary school.

The previous study differs from this study. They investigated employee performance as subject, and teachers' performance as leadership transformational. The previous studies dealt with offline class while this research focuses on the impact of a teacher's teaching performance on students' interest in learning English for Tourism subject for hybrid classroom, hence according to the author's knowledge, the better the teacher's teaching performance, the more students are interested in learning English. There is still a little amount of research on the impact of teachers' teaching performance on students' interest in learning English, so the researchers like to look into it further. The authors of this study intended to determine what impact a teacher's teaching performance has on a student's desire to learn English for Tourism. This study had two research questions to be investigated namely:

1. Are the students interested in the lecturer's teaching performance in the English for Tourism class?
2. How does the lecturer's teaching performance effect the students interest?

RESEARCH METHOD

In order to examine whether the students were interested in the lecturer's teaching performance or not, and to investigate whether the lecturers' teaching performance has a correlation with this study utilized a mixed-method research designed. This study employed a combination of quantitative and qualitative method in the academic year 2021/2022, the population consisted of 260 students of English Language Education (ELE) study program. The researchers addressed a purposive sampling which had some categories namely: the students who enrolled in English for Tourism class; the students in the 4th semester based on the consideration that they were able to convey their opinion about their lecturer; then

the students were eager to participate in this study. The sample of this study was 52 students who enrolled in English for Tourism class. Furthermore, the researcher used questionnaire and interview to obtain the data. The questionnaire consisted of twenty items which were divided into 10 negative and 10 positive statements. To analyze the data from the questionnaire to see the students' interest towards the lecturer's performance in teaching English for Tourism subject, the students were assigned to select the number response, namely Likert Scale. The likert scale was used in the following table:

Table 1. Likert scale

Positive Statement		Negative Statement	
Category	Score	Category	Score
Very interested (Very Good)	5	Very interested (Very Good)	1
Interested (Good)	4	Interested (Good)	2
Moderate (Fairly)	3	Fairly	3
Uninterested (low)	2	Uninterested (low)	4
Very uninterested (very low)	1	Very interested(very low)	5

Sugiyono, 2008:135

The researcher used 10 positive and 10 negative statements in the questionnaire. Therefore, the highest score is 120 and the lowest is 30. For each score classification, the interval score is based on the following table:

Table 2 The classification score for the questionnaire for students' response

Score	Classification
101-120	Very interested (Very Good)
84-101	Interested (Good)
66-83	Moderate (Fairly)
48-65	Uninterested (Low)
30-47	Very Uninterested (Very Low)

Sugiyono, 2008:137

In addition, In this study, both quantitative and qualitative analyses were done on the data. Testing the hypotheses provided information on the relationship between lecturer's teaching performance and students' interest in learning English for Tourism subject. SPSS version 26 for Windows was utilized by the researcher to handle and analyze the data for this study. Prior to deploying data on each of the variables under investigation, a test is undertaken as a requirement of inferential testing, and the processes are as follows; The Kolmogorov-Smirnov test (KS) and testing linearity are used to determine whether data are normal (F-test). The

hypotheses were evaluated at a significance level .05. Descriptive analysis has been used to examine the information from the interview.

RESULT AND DISCUSSION

The Lecturer's Teaching Performance

Table 3. Students' response toward the Lecturer's Teaching Performance

Interval	Frequency	Percentage (%)	Categories
102-120	20	38.46	Very Good
84-101	31	59.62	Good
66-83	1	1.92	Fairly
48-65	0	-	Low
30-47	0	-	Very Low
Total	52	100.00	

According to the results of distributing the questionnaire, a total of 52 respondents met the criteria for analysis since they were willing to share their opinions on their English teacher's performance and their enthusiasm in learning the language. The next step was to grade each student's response to a questionnaire question. The researcher used the following table regarding the students' scores from the questionnaire to properly understand the results of the students' score.

Based on the aforementioned table, it is evident that 20 students/respondents, or 38.46% of respondents, thought that the lecturer's teaching performance at has a very good category, 31 students/respondents, or 59.62% of respondents, thought that the English teacher's performance at English Language education study program has a good category, 1 student/respondent, or 1.92%, thought that the English teacher's performance This data can also be displayed in a histogram graph as shown below, which demonstrates that overall, the students/respondents considered that the lecturer's performance at English language education study program was in an excellent category.
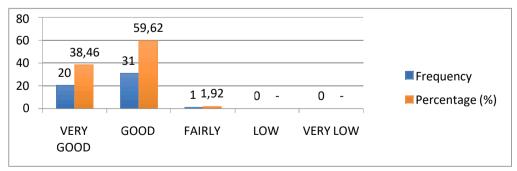

Chart 1. Histogram Category Data of Lecturer's Teaching Performance in Students' Response

The Students' Interest towards the Lecturers' Performance

Overall student interest elements are divided into two main categories, according to Ali, M. (2008): external factors (factors that originate from sources other than the student) and internal factors (factors originating from within the students). The following table shows the categories of students who are interested in teaching performance of English for Tourism's lecturer:

Table 4. Students' Interest towards the Lecturers' Performance

Interval	Frequency	Percentage (%)	Categories
102-120	5	9.61	Very good
84-101	29	55.77	good
66-83	18	34.62	Fairly
48-65	0	-	Low
30-47	0	-	Very Low
Total	52	100.00	

The table above clearly demonstrates that, out of 52 respondents, 5 people (9.62 percent) had very good categories of students' interest in learning, 29 people (55.77 percent) were in good categories, 18 people (34.62 percent) had fairly categories, and 0 people (0% of respondents) had low and very low categories at English language study program of Universitas Negeri Makassar. This result demonstrated that on the whole, student interest is in a good category. The information is also displayed in the following histogram graph:
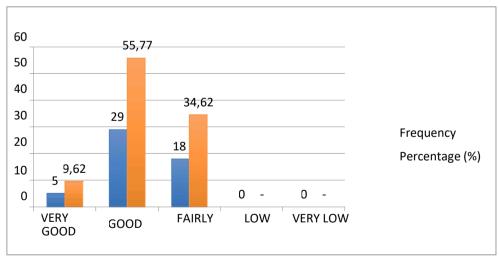

Chart 2. Histogram Category Data of Students' Interest in Learning English for Tourism at English Language Study Program

Based on the percentage analysis of students' interest on table 3.1, the analysis shows that there are no students who states negative statement or low and very low result to the teachers' performance, 5 students (9.62%) are very interested who get score in very good category ,it is in interval 102-120 and 29

students (55.77%) were interested in good, it is interval 84-101. They are 18 students (34.62%) who are in fairly which is in range score 66-83.

The Influence of a Teacher's Teaching Performance on Students' Desire to learn English (English for Tourism) in Hybrid Classroom

Normality test is a test used to determine whether a data distribution in the study is normally distributed or not. In this case, the normality test was calculated using the *Kolmogorov-Smirnov technique* . Based on the results of calculations using SPSS media with an alpha value of 5%, the following results are obtained.

The outcome of the normality test of the previously stated data indicates that the score of significance for the teaching performance in students' minds be examined, obtained the probability score or Sig. is 0.107 bigger than alpha (α) = 0.05, so H0 is accepted (sample is derived from the population that has normal distribution). This demonstrated that the data for the independent variable employed in the Kolmogorov-Smirnov test are normal.

Thus, the results of the normality test for the students' interest towards the teaching performance of the lecturer indicated that the score of significance for the dependent variable of students' interest (Y variable) be evaluated is 0.939 larger than alpha (α) = 0.05, hence this demonstrated the dependent variable's normal data, which was employed in the Kolmogorov-Smirnov test. Because the results of the normalcy test were satisfactory, the subsequent test can be conducted.

On the performance of the lecturer and students' interest in learning English for Tourism, linear regression analysis was done. This method aims to determine the significant relationship between the teaching performance and the students' interest in learning the English for Tourism subject, as well as the relationship between the lecturer's performance and the students' interest.

Table 6. The Result Analysis of the Influence of Teachers' Teaching Performance towards the Students' interest in Learning English for Tourism

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573 [a]	.329	.317	16,122

a. Predictors: (Constant), Students' Interest
b. Dependent Variable: Lecturer's Teaching Performance

Model	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	7254,696	1	7254,696	27,911	.001
Residual	14815.541	51	259,922		
Total	22070.237	52			

The analysis of the data showed that there was correlation between lecturer's performance and students' interest in learning English for Tourism,

even if the probability value utilized in this study (0.001< 0.05). As a result, it is possible to declare that lecturer' teaching performance influence the students' interest in learning.

Based on the results of the Summary Model's simple linear regression analysis, it is clear that the correlation value (R) is 0.573 with a R Square coefficient of determination (R Square) of 0.329, meaning that the teaching performance influence on the students' interest in learning English for Tourism was 32.9%.

Furthermore, the semi-structured interview session was held to support the data regarding Influence of lecturer's teaching performance towards the Students' interest in Learning English for Tourism for hybrid classroom.

The lecturers' capability and teaching style: lecturer who use a variety of teaching methods and incorporate hands-on learning experiences may be more likely to capture students' interest than those who rely solely on lectures or traditional teaching methods.

Extract 1 (23/02/2022)

"In my opinion, the aspect that could affect my interest in studying English for Tourism was when the lecturer had outstanding knowledge, since this tremendously assisted the teacher in mastering the content he taught, in addition, the strategy used by the lecturer in the classroom, it was circle game which led the students to be more enthusiastic". (Ss1)

Extract 2 (23/02/2022

"… you know , circle games was wonderful game in my class, I enjoyed the learning process, I learned English without boredoms, I love the creative lecturer who were using many activities or fun game in the classroom, I love this subject because the lecturer had a great capability in teaching this subject" . (Ss 5)

Extract 3 (23/02/2022)

"… in my opinion, the lecturer' of English for Tourism inserted the web based learning media (Nearpod) to run the class, she was really awesome because all students (in person and online) were involved in the teaching and learning process". (Ss 6)

Extract 4 (23/02/2022)

"…Intelligence and broad understanding were two essential factors that I believed every teacher should be doing in order to affect student motivation in studying".

Extract 5 (02/03/2022)

" hmm… in my point of view, learning English for Tourism in hybrid class was really enjoyable because the lecturer was really creative in inserting web based digital game. We were learning while playing game. Online and in person students participated, the lecturer managed us very well. She had clear and systematic instructions so all students could follow the instructions". (Ss 7)

Enthusiasm and personality: lecturers who are passionate about their subject matter and convey that enthusiasm to students may be more likely to engage students and pique their interest.

Extract 6 (02/03/2022)

> "The component that I believe is most significant is a lecturer's character, since if the lecturer had a pleasant personality, it will enable me as a student who feels at ease learning English, and this automatically improved my desire in learning". (Ss2)

Interpersonal skills and preparation: lecturers who are approachable, supportive, and able to build positive relationships with students may be more likely to generate interest in their teaching performance.

Extract 7 (02/03/2022)

> "In my perspective, the lecturer's knowledge had a significant impact on my desire to study English for Tourism subject; the lecturer in my class also believed that I possessed this intelligence, thus I was excited to learn English". (Ss8)

Extract 8 (02/03/2022)

> "you know another important factor for me is when a lecturer is approachable and supportive. When I feel comfortable asking questions or seeking clarification, I am more likely to stay interested and invested in the course.

Extract 9 (02/03/2022)

> "…I think the lecturer had good preparation, she was great at addressing and involving online students as well as offline (in-person students).…" (Ss 4)

Discussion

The students were asked to fill out a questionnaire that included statements regarding their interest towards the lecturer teaching performance to teach English for Tourism. The results demonstrate that using circle games piqued students' enthusiasm in English for Tourism's class. According to the statistics, no student has expressed a negative opinion on the usage of circle games, 5 students (9.62 %) are extremely interested in getting a score in the range of 101-120, and 29 students (55.77 %) are very interested in getting a score in the range of 84-101. According to the data, the students' greatest score is 120, which is classified as very intriguing, and their lowest score is 66, which is classified as interesting. According to the results of a survey presented following, students are very interested in the way of the lecturer performed and transferred the lesson in English for Tourism's class. The students were given a questionnaire to determine the students' enthusiasm in learning English for Tourism. The researchers concluded from the questionnaire analysis that the students were very interested in the creativity of the lecturer. The majority of students think that using games as one of the strategies used by the lecturer may boost their confidence and make them more passionate about studying English for Tourism.

Based on the data from the simple regression calculation for the ANOVA table above, it can be seen that the calculated F value is 27.911 with a significance level of 0.001 <0.05, so the regression model can be used to predict the vocabulary mastery variable or in other words there is an influence of the vocabulary mastery variable. words (X) on reading comprehension (Y).

Regarding on the findings of the interview, I reached the conclusion that a lecturer's capability and preparation in providing learning material has a significant impact on a student's desire to learn English. Students who believe intelligence is a significant component that has the ability to affect others are more dominant. According to them, a lecturer's intellect can help him grasp the content and also affect how he communicates it, making it easier to understand because he truly understands what he is teaching. Finally, interpersonal skills were found to be critical in building positive relationships with students and creating a supportive learning environment. Lecturers who were approachable, supportive, and able to build positive relationships with students were more likely to generate interest in their teaching performance.

Several other students had various responses to the question of what factors aid teachers' performance in influencing student engagement; one student's response was personality. According to the students, this is a significant component that determines the teacher's success. Moreover, games that applied in the classroom as one of the strategies in the classroom can enhance the students' interest in learning. It was in line with the other researchers Aeni et al. (2019) revealed that game is a game that enables teachers and students to have fun while teaching and learning. They found that applying game in teaching and learning process is one of the great capabilities of a great lecturer in addressing their teaching performance. It's also a fantastic method to engage all of the pupils in the class to collaborate and introduce a much-needed change in working patterns. They're mostly used with young students, but they will also be used with teenagers and the correct kind of adult class: one that doesn't take itself too seriously.

In addition, "Teachers are professional educators with the principal job of educating, teaching, leading, training, assessing, and evaluating students in early childhood education through formal education, basic education, and intermediate education," according to Law No. 14 of 2005 Governing Teachers and Lecturers. Teachers must possess a variety of skills in order to ensure the proper running of the educational process. Personality is one among them. It is hoped that instructors will be able to attain the educational goals that have been set because of the many competences that teachers must possess. This means that hardly everyone can easily become a teacher, as teachers require a wide range of talents and integrity.

Based on the findings of this study's interviews, the researchers conclude that there are two distinct responses to the characteristics that influence a teacher's teaching performance on students' interest: eight students responded with intelligence, while four others responded with personality. The findings of this study are nearly identical to those scholars May et al. (2020); Pardimin & Huda (2018); who found that students' interest in learning English increases when the teacher teaches with intelligence and is not boring in the classroom, as well as when

the teacher can adjust the classroom conditions to make students feel comfortable. It has the potential to encourage teachers to help pupils form strong interpersonal relationships.

Moreover, Iglesias-Pradas et al (2021); Buchanan, Harb & Fitzgerald (2020); Setiawan et al. (2021) also stated that an increase in students' academic performance in emergency remote teaching, and they support the idea that organizational factors may play a role in the success of emergency remote teaching implementation; the analysis found no differences across courses with different class sizes or delivery modes. The study goes on to look into various explanations for the findings of the analysis, taking into account organizational, individual, and instructional factors. This present study proposed ideas namely lecturers' performance has the crucial role in engaging and enhancing the students' interest and motivation to learn.

Some implications has been proposed by the researchers namely: the beginning to build effective plans, well-prepared lecturers need to have a thorough understanding of the work at hand, they are: the language appropriate for the level; the appropriate skills; the appropriate learning resources; the appropriate teaching stages and methods; A variety of activities (lecturers' creativities); Integrating the technology in teaching and learning process; classroom management abilities; good preparation and grab your online and offline students.

CONCLUSION

Based on the results of the Summary Model's simple linear regression analysis, it is clear that the correlation value (R) is 0.573 with a R Square coefficient of determination (R Square) of 0.329, meaning that the teaching performance influence on the students' interest in learning English for Tourism was 32.9%. It means that the students are interested in learning English for Tourism. The findings were elements that influenced lecturer's teaching performance on student motivation in learning English for Tourism. In conclusion, there are several factors that impact students' interest in a teacher's teaching performance, including teaching style, enthusiasm, and interpersonal skills. By focusing on these factors, teachers can better engage and motivate students, leading to improved learning outcomes and a more enjoyable classroom experience for everyone involved . There are some recommendations for further studies regarding teacher's performance, 1) In the teaching and learning process, teachers must continue to enhance or maintain their teaching performance and implement a variety of teaching strategies. as a result of which students will be more motivated to learn English. 2) Students should raise their interest in the English language learning process in order to improve their English language abilities. Students must adjust to and be comfortable with the teacher's instructional methods.

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