

LECTURER AND STUDENTS' PERCEPTION TOWARD THE ENGLISH TEACHING METHODOLOGY

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Abstract

This study describes the perception of lecturer and students toward the English teaching methodology. The implementation of English teaching methodology underlay in nine aspects, namely: the use of lecturer's utterances, the lecturer's attitude, classroom rules, learning material, teaching media, learning activity, classroom interaction, classroom management, and assessment. In this study, the lecturer was the facilitator of the subject of English for Hotel and Restaurant. The students were the fourth semester students of Business English program, Faculty of Languages and Literature, State University of Makassar. Data on lecturer and students' perception were taken by distributing questionnaires and giving interview questions. The data analysis showed that the students' perception was categorized Positive towards the implementation of their lecturer's English teaching methodology. This means that the students had a view that their lecturer had designed and implemented her teaching very well. Whilst, the lecturer's perception was categorized strongly positive. This indicates that the lecturer had assured that her teaching program could help and facilitate her students to study well.

Key words: English teaching, English teaching, methodology, Perception

Abstrak

Studi ini menggambarkan persepsi pengajar dan pembelajar terhadap penerapan metodologi pengajaran bahasa Inggris. Penerapan metodologi pengajaran dilihat dari Sembilan aspek, yaitu: penggunaan ujaran-ujaran dosen, sikap dosen, aturan-aturan kelas, materi pembelajaran, media pengajaran, kegiatan pembelajaran, interaksi kelas, pengelolaan kelas, dan penilaian. Dalam studi ini, dosen adalah pengajar mata kuliah English for Hotel and Restaurant. Pembelajarannya adalah mahasiswa-mahasiswa semester empat Program Studi Bahasa Inggris Diploma III, Jurusan Bahasa Inggris, Fakultas Bahasa dan sastra Universitas Negeri Makassar. Data mengenai persepsi dosen dan mahasiswa diambil melalui distribusi angket dan pemberian pertanyaan wawancara. Hasil analisis data menunjukkan bahwa persepsi mahasiswa adalah Sangat Positif terhadap penerapan metodologi pengajaran dosennya. Hal ini berarti mahasiswa-mahasiswa memiliki pandangan bahwa dosen telah mendisain dan melaksanakan pengajarannya dengan sangat baik. Sedangkan, persepsi dosen adalah Sangat Positif. Artinya, dosen telah yakin bahwa program pengajarannya dapat membantu dan memfasilitasi mahasiswanya untuk belajar dengan baik.

Kata-kata kunci: Metodologi pengajaran bahasa Inggris, pengajaran bahasa Inggris, Persepsi

1. Introduction

From year to year, learning English is increasingly becoming a basic need for improving the quality of performance and competence of students in Indonesia. Mastery of English is one of the capital skills of students to be able to communicate, especially in the international world, both orally and in writing. The importance of English is that it is an international language where almost all information is spread quickly and easily accessible for anyone, especially students in Indonesia. In the world of education, the use of English as a communication tool is to be able to understand the information that is spread using that language. For this reason, students strive to be able to master the use of English appropriately and correctly.

The goal of achieving the right and correct mastery of English is not only the task of the students to improve their quality but also the lecturer's task as a facilitator and tutor who helps direct the students' understanding. Especially in formal education, the lecturer becomes one of the role models for students to use English appropriately and correctly in oral and written communication. Ellis (1985:143) argues that successful achievement can depend on the type of language used by the teacher and the type of interaction that occurs in the classroom. Of course, the type of language and interactions used and applied by the lecturer in this study are two important things that affect the teaching and learning process in the classroom. In this study, the lecturer has a very important role in improving the quality of her students' English mastery.

In the learning process, the lecturer plays various important roles to facilitate and direct students with various effective and efficient learning strategies. She empowers various factors that can support the achievement of teaching and learning objectives. The supporting factors are her utterances, her attitudes, class rules, teaching and learning materials, teaching media, learning activities, class interaction, class management, and class assessment. These factors become her considerations to take efficient and effective steps in realizing their teaching goals.

All of the supporting factors above have a direct influence on the students, especially in the process of achieving the learning objectives. Students show different actions and reactions regarding the influence of the lecturer's teaching methodology. Their actions and reactions were shown through their perceptions.

Slamento (2010) defines perception as a process involving the entry of messages or information into the human brain. Through perception, humans are constantly in touch with their environment. This relationship is done through the senses, namely the senses of sight, hearing, touch, taste, and smell. In the context of the learning process, students get a direct stimulus from their lecturer's English teaching methodology and ultimately give certain views and feelings. The students' perception genuinely determines the conditions of their learning. They will feel inspired and diligent in carrying out learning activities if they get a positive influence from their lecturer's English teaching methodology. Likewise, the lecturer will also have certain views regarding the implementation of her English teaching methodologies that immediately affect her students.

Thus, this study will examine the perception of lecturer and students toward the implementation of the lecturer's English teaching methodology based on nine aspects: utterances, attitudes, class rules, teaching and learning materials, teaching media, learning activities, class interaction, class management, and class assessment.

2. Method

This study used a descriptive qualitative research. It describes the perceptions of the lecturer and students toward the implementation of the lecturer's English teaching methodology in nine aspects.

The subject of this research is one English lecturer from State University of Makassar who taught English for Hotel and Restaurant as one of the English as a foreign language classes. She was chosen purposively by considering the length of her teaching experience, which is more than ten years and her willingness to participate in this research. Meanwhile, the students in this research were the fourth semester of the Business English Study Program, Faculty of Languages and Literature, State University of Makassar.

The data sources of this research were from the lecturer and students' results of questionnaires and interviews. The data from the questionnaire were carried out in the lecturer's class after three meetings. The data were analyzed through the following steps: calculating scores and categorizing the perceptions of the lecturer and the students using Likert scale (Best, 1977), and providing an interpretation of the average value of their perceptions. The lecturer and the students' perceptions were categorized into the following five categories:

Table 01. The Perception Category

Interval Score	Category
84 – 100	Strongly Positive
68 – 83	Positive
52 – 67	Neutral
36 – 51	Negative
20 – 35	Strongly Negative

Meanwhile, the data from interviews were obtained after distributing the questionnaires both to the lecturer and the students. The data were analyzed descriptively and interpreted to elaborate the information contained in the questionnaire.

3. Results and Discussion

The Students' perception toward their lecturer's English teaching methodology are Positive. It can be seen in the following table.

Table 02. The students' perception

Average Value	Category
80.6	Positive

The Students perceived that the implementation of their lecturer's English teaching methodology could help and facilitate them to improve the quality of their competence and performance in English. In terms of the lecturer's utterances, they could understand the content and messages conveyed by the lecturer. For the attitude, the lecturer had a good behavior. In terms of class rules, they agreed on the rules presented by the lecturer in one semester. In terms of learning materials, they thought the materials provided were interesting. In terms of teaching media, the lecturer used teaching tools that could help deliver learning materials well. In terms of learning activities, they did not feel bored and feel useless. In terms of class interaction, they certainly liked

group and pair activities. In terms of classroom management, they liked the various seat arrangements according to the learning activities.

Meanwhile, the lecturer's perception toward her English teaching methodology was categorized Strongly Positive. It can be seen in the following table.

Table 03. The Lecturer's Perception

Average Value	Category
98	Strongly Positive

The Lecturer perceived that the implementation of her English teaching could also facilitate and help her students to learn well. In terms of her utterances, she felt that she had provided clear and comprehensive teaching material and she constantly motivated and directed her students to study well. For her attitude, she attempted to provide examples of good behavior, such as being polite and respectful. In terms of class rules, she certainly emphasized discipline in her class. In terms of learning materials, she made sure to provide materials that are varied, interesting, and in accordance with the level of her students' understanding. In terms of teaching media, she used teaching tools that facilitated her explanation of the material. In terms of learning activities, she regularly provided a variety of learning activities in each meeting. In terms of class interaction, she employed various extents of communication such as communication and interaction between she and her students as a whole, between her students in pairs and in groups. In terms of class management, she attempted to arrange a variety of learning activities with various seat arrangements.

Based on the description of the students' perception toward their lecturer's English teaching methodology, their lecturers had a good and positive impression. In nine aspects of teaching and learning, the students' views were good, which means that their lecturer had carried out useful teaching tasks, which help them to study well. As stated by Hariyanto (2015), perception is a view, picture, or assumption about the cause of a thing or object. In relation to the results of this study, the object is the implementation of the lecturer's English teaching methodology. As described above, the students viewed and described that the nine aspects of English teaching methodology, namely utterances, attitudes, class rules, learning materials, teaching media, learning activities, class interaction, management classes, and assessments run smoothly and fitted their needs.

Cook (2000) argues that the language spoken by the teacher in the classroom determines how successful learning is in the classroom. Based on the results of the study, the utterances expressed by the lecturer had provided useful input, especially in the learning process, namely by helping the students to learn systematically and effectively. In addition, utterances in English are examples of the use of English which can be directly digested by students to improve their understanding and English skills. This result is also in line with the opinion of Nunan (1991) that the teaching language expressed through utterances is as language acquisition for learners.

The lecturer's attitude also contributed to the successful implementation of English teaching methodology. Soetarno (1994) states that attitude is a view or feeling accompanied by a tendency to act on certain objects. Regarding the results of this study, the lecturer's attitude was manifested in the form of behavioral habits by showing a good example for her students in discipline, responsibility, and respect. Jones and Jones (2006) and Harmer (2007) state that the attitudes, decisions and responsibilities made and shown by the teachers are psychological factors that also strongly support the classroom management process.

Class rules are one of the aspects that supported the effective implementation of the lecturer's English teaching methodology. The system of class rules is also in line with the form presented in How to make correct class rules, homeroom teachers are required to know (accessed on March 2 2017, <http://learning.indonesiamengajar.org/2012/09/buat-peraturan-class>). Class rules that are

written and delivered are recommended to contain consequences so that students understand their duties and obligations as learners.

The learning materials given to the students were useful discussion topics. According to the students, the lecturer had provided materials that were knowledgeable, inspiring, and interesting. However, these characteristics are not necessarily in line with those in the Definition of Learning Materials, Padamu Admin (accessed on March 2 2017, <http://padamu.net/material-pembelajaran>), namely relevance, consistency, and adequacy. The lecturer's creativity in developing learning materials may have met the criteria of relevance, consistency, and adequacy because they have linked them with other discussion contexts, such as what happened around the lives of students. However, this result has not been further proven.

For teaching media, the lecturer used whiteboards and markers, laptops, speakers, and LCDs, and other authentic items. The goal was to help her deliver her learning materials. Certainly, this is in line with Sudjana (1992) who states that teaching tools can motivate learners to learn because all information is conveyed through variations in the use of these tools. Gagne (1985) also states that teaching tools used by teachers fall into the category of both technological and conventional. This category does not indicate how high or low the quality of the use of teaching tools is, but it shows how often the use of these tools supports the teaching and learning process in the classroom.

Learning activities that were applied in the learning process were varied. Starting from dialogue activities, individual presentations, group presentations, role play, debating, question and answer, group discussions, to group projects, the students were assigned to do them so they could experience different situations and conditions in learning English. Several variations of the activities carried out were also suggested by Richards and Rogers (1986), particularly in the Communicative Language Teaching and Task-Based Learning methods. Higher education students are more focused on improving their English skills while increasing understanding of learning materials in all contexts of communication activities.

Class interactions that occurred were more various, namely from a student to students, students to all students, students to several students, two students to two students, lecturer to all students, and lecturer to several students. Tickoo (2009) states that different interactions indicate variations in learning activities. Thus, it is true that students in higher education carry out more various learning activities in the classroom in order to practice their English language skills and to increase their understanding of the learning materials.

Classroom management that was set was about arranging chairs and tables and space for students during the learning process. Brown (2007) states that the arrangement of chairs, space, and air ventilation are included in the physical factors of classroom management. Generally, in the first meeting, the class adopted the theater model for the students' seating arrangement, but in the following meetings the students' seating arrangement changed depending on the learning activities. In addition, the air ventilation was not very conducive in the class to support the comfort of the learning process. In fact, the atmosphere and the comfort contribute to the smooth learning process in the classroom, which automatically affects the students' understanding process.

Finally, the class assessment was all based on attendance, students' participation and assignments, midterm exam and final exams. Masaong (2012) agrees that these types of assessments can be used as benchmarks for the results of learner studies. However, he added that behavior and attitudes are also included in the assessment. Meanwhile, Hamid (2011) argues that the collection of information in the form of task results can also be used as an assessment that shows the achievement of learning outcomes for students. Thus, the assessment that has been carried out by the lecturer is an actual assessment that can show the progress and abilities of the students.

4. Conclusion

Based on the results of the discussion, it can be concluded that to implement an effective and efficient English teaching methodology, the lecturer needs to pay attention to the nine aspects of teaching, namely: the use of English utterances, a disciplined and responsible attitude, class rules that emphasized discipline and respect, knowledgeable and useful learning materials, supportive teaching media, various learning activities and classroom interactions, conducive classroom management, and classroom assessments that demonstrate the achievement of the learning objectives.

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