THE STUDENTS' PERCEPTION ON CHARACTERISTICS OF ENGLISH LECTURER AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

By

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Abstract

This study aims at investigating the students’ perception on the characteristics of English lecturer. It focuses on: the students’ perceptions about English lecturer characteristics by student of English department in University Muhammadiyah of Surakarta. This research was done by interview three students of English department of UMS. The object of the study was the characteristics of English lecturer. The data came from students’ perception, in the form of interview transcript. This research found three themes, they are: (1) a good character (2) bad character (3) expected character.

Keywords: students’ perception, lecturer characteristics, English lecturer

1. INTRODUCTION

English is an avoidably important in this globally connected world. English is a language spoken more than 50 countries around the world, they are: Australia, New Zealand, England, United State, India, Pakistan, Nigeria, Filipina, Ethiopia, South Africa, Tanzania, Kenya, Canada, Sudan, Uganda, Ghana, Cameroon, Ireland, Singapore, Trinidad & Tobago. For this reason, English is widely studied
by students of university world wide. Indonesia is not an exception. English is among the favourite major and subject of study in Indonesia higher education. English is regarded as a foreign language in Indonesia. However, this is not without challenge, teaching English can be challenging for students whose mother tongue is not English (English First, 2015).

As stated by Messy (2014) in his study, in Japan English is relatively difficult because (1). The Japanese 'conservative' is against a foreign language (2). The Japanese originally are not active speaker (3). Japanese tend to have a fear of making mistake. However the learning language become arguably challenging. Vincent (2015) state that there are some countries that difficult to study English, for example in the France. Some factors that affect the French State are: Speed, Exposure language, text, and Inhibition of French students. Learning English is facing the similar situation. In this research the researcher will observe the other factor why in Indonesia study English is also difficult.

Karnoto (2012) claims that in Indonesia, learning English is facing the similar situation. The emphasis is mastery of grammar, and focused on the book. Studying English in Indonesia is arguably challenging. It relatively depends on many factors. One of the elements which can possibly affect students studying english is lecturer. Characteristic of lecturer as individual conceivably affect the students studying English. Every lecturer has distinguished characteristic which underly behaviour, thinking, attitudes which is exposed on a daily basis (Freud, 2000). Hence, lecturer as individual will be feasibly display the characteristic in the classroom or outside the classroom interaction. It implies that understanding the students perception on lecturer can provide a better understanding of the nature of studying english in university. From the statement above, the researcher wants to explore the difficulty of studying English from another aspect which is students’ perspective.

Indonesian Higher Education Ministry has made a major support and improvement in terms of lecturer qualification. A lecturer is urged to be
professional. Despite major improvement on lecturer qualification and requirement made up by the government perspective, the understanding on the students challenge during study English in the university appear to have been rarely studied. Hence, lecturers’ characteristic which is timely and worth to research.

However this issue has been well studied. First by Wastu Prasetyo Wibowo at Muhammadiyah University of Surakarta on title “The Students’ Perception on Characteristic of Effective English Teacher: A Study at Sixth Semester Student of English Department of UMS” (2014), this focus study is on Characteristic of Effective English Teacher. The second study is by Humaida Banu Samsudin, Noriza Majid, Khairul Anuar Mohd Ali & Wan Rosmanira Ismail at School of Mathematical Sciences, Faculty of Science & Technology, Universiti Kebangsaan Malaysia on title “Students Perspective on Lecturer Characteristic for Effective Teaching” (2011), this study focus on Lecturer Characteristic for Effective Teaching. The third study is by Stella Kourieos at Language Centre, Frederick University, Cyprus and Dimitris Evripidou at Department of TESOL/Applied Linguistics, UCLan Cyprus, Cyprus on title “Students’ Perception of Effective EFL Teachers in University Settings in Cyprus” (2013), this focus study is on Effective EFL Teachers. The fourth of the study is by Allen Scarboro, Ph.D. at Fatih University, Turkey on title “Student Perception of Good Teaching” (2012), this study focus is on Good Teaching. The fifth of the study is by Dra. Sri Nur Yuliyawati, M.Pd. at Politeknik Negeri Bandung on title “Karakter Dosen Wanita dalam Pembelajaran” (2010), this study is focus on characteristic of woman lecturer in teaching.

There are many different focusing in each study, in this research the researcher focus on characteristic of English lecturer. What kind of the characteristic and how it can effect into their teaching.

Additionally, there are many researchers who analyze student perception different object, they are: first study by Anne Pazaver at World Maritime
University, Sweden and Hong Wang at Mount Saint Vincent University, Canada on title “Asian Students’ Perception of Grammar Teaching in The ESL Classroom” (2009). The second study is on Atef Odeh AbuSa’aleek at Unaizah Community College, Qassim University on title “Students’ perception of English Language Learning in The Facebook Context” (2010). The third study is on Muhammad Riaz Khan, at Jazan University, Saudi Arabia on title “Students’ Perception about the Importance of Communication Skills: A Case Study of EFL Learners at Jazan University, Saudi Arabia” (2016). The fourth study is on Lockias Chitanana at Midlands State University, Department of Educational Technology, Zimbabwe on title “Students’ Perception of The Role of Tele collaborative Learning Projects: A Case of The Global Teenager Project at Mucheke High School in Zimbabwe” (2010). The fifth study is on Azizah Rajab, at UniversitiTeknologi Malaysia, Johor Bahru Campus, 81310, Malaysia and Hamidah Abdul Rahman, Siti Aisyah Panatik, Roziana Shaari at Faculty of Management and Human Resource Development, Universiti Teknologi Malaysia, Johor Bahru Campus, on title “Education Service: International Students’ Perception” (2012).

Based on all the research, the study is use the student perception as subject but use different object. The similarity from this research with another research is the subject of the research the subject is the student perception. And the differences this study between another studies is the object of the study, this research use the characteristic of English lecturer as the object.

While there have been many studies explore about the issue, very few studies research the characteristic of lecturer from the perspective of students. For this reason, the current researcher will investigate the lecturers’ characteristic from students perception. The problem statement is “What is the students’ perception on characteristics of English lecturer at Universitas Muhammadiyah Surakarta?”. The aim of the research is to describe the students’ perception about English lecturer characteristic.
2. RESEARCH METHOD

The type of this research is qualitative. Qualitative research is useful to survey the students’ perceptive (William M.K. Trochim, 2006). This study will detect the student perception on characteristic of English lecturer. The data will be obtained from interview the students. Universitas Muhammadiyah Surakarta is the place where the researcher gets the data, from the students’ perception on characteristic English lecturer. The Time of interview is in the year 2016 from the student of seventh semester of English department in Universitas muhammadiyah Surakarta. The interview is done as long as 3 month. The participant in this research is the student of Muhammadiah University of Surakarta. And the data source is the students’ perspective on characteristic of English lecturer. The subjects of this research are three undergradable English Department students at Muhammadiyah University of Surakarta. The object of this research is the characteristic of English lecturer at Muhammadiyah University of Surakarta. The main sources of data collection in qualitative research are the students’ perspective. The data in this research is the text interview from three undergrad able English department students.

3. RESEARCH FINDING AND DISCUSSION

3.1 Finding

This chapter will explain the discovery of data have been obtained after a process of analysis, this chapter will also discuss the answers to the formulation of the problems that exist in this study. Source of research data derived from student's perception on characteristic of English lecturer at Muhammadiyah University of Surakarta. There is a wide variety of student perception, but the researcher concluded category of student perceptions into three parts: The first is a good character of lecturer, second is a bad character of lecturer and the last is a hope character of lecturer. After finding some student's perception of the character of lecturers, researchers discuss the types
of categories of characters which are mostly owned by the lecturer according to the student’s perception. The following explanation of the character category of lecturers:

Characters that should be had by a lecturer

Another quotation from students’ perception is also about students’ opinion on the reason why lecturer should give more explanation clearly:

_Tujuannya adalah agar mahasiswa yang paham akan materi yang telah disampaikan, dan agar mahasiswa yang menguasai materi yang telah dipelajari. Apabila ada mahasiswa yang belum paham atau kurang paham mengenai materi yang diajarkan maka dosen tersebut menjelaskan kembali secara keseluruhan materi yang telah disampaikan._

Except lecturer has to explain well, lecturer should not discriminate each other student:

_Dan tidak ada perlakuan khusus pada mahasiswa yang mempunyai prestasi yang baik maupun mahasiswa yang mempunyai prestasi yang kurang baik. Selain itu contoh karakter dosen yang baik adalah dosen yang memerintah tugas mahasiswa di kelas dan langsung dikoreksi apabila ada yang salah dengan tugas yang telah dikerjakan oleh mahasiswa kemudian memberi nilai tugas sesuai kebenaran tugas yang telah dikerjakan oleh mahasiswa._

Then lecture should be aware of students’ character, lecture cannot teach student all over, because every student have different ability:

_Karakter dosen berikutnya yang harus dimiliki adalah karakter dosen yang bisa mengayomi. Seperti yang kita ketahui bahwa mahasiswa juga mempunyai karakter yang berbeda-beda, ada karakter mahasiswa yang dengan mudah dapat menangkap materi mata kuliah_
dengan cepat ada juga karakter mahasiswa yang tidak mudah dalam menangkap materi mata kuliah yang diajarkan.

Lecturer also should give more attention to student who has less understanding about the material that has been explained:

*Disini seharusnya seorang dosen harus lebih memperhatikan karakter mahasiswa yang tidak bisa menangkap materi yang kurang cepat, dengan cara menjelaskan lebih detail akan materi dan mengulangi materi yang diajarkan apabila ada mahasiswa yang kurang paham.*

The bad thing from this lecturer has known by another lecturer and student, however it impact bad thing to student too:

*Seluruh dosen bahasa inggris udah tau mahasiswa nya juga udah tau, ini kan sebenarnya suatu hal yang menurut saya tidak perlu dieskpos cukup pribadinya yang tau kalau itu dia tau bakal mencemarkan nama baiknya juga dan itu kan berdampak juga pada si mahasiswa nya.*

The students become not respectful to the lecturer and then they become don’t care on him:

*Dan itu akan membuat mahasiswa menyepelekan mata kuliah yang dia ajarkan secara tidak langsung. yak kalau dampaknya ya tadi, mahasiswanya tidak akan pernah menghargai setiap omongan yang dia ucapkan soalnya itu apa ya perilakunya dia ajadu bel sam benar masa udah nasehatin orang lain kan pasti seperti itu.*

Although there are many lessons that we can take from him, but only view who can see a good thing of him, another that mostly student see a bad view on bad character of lecturer:

*Mungkin ada beberapa dosen yang mungkin kita ambil hikmahnya aja, kalau menurut saya itu dosen yang sudah melihat dari berbagai sudut pandang tapi kenyataan di lapangan kan tidak seperti itu dia, dia masih aja mengekspos postingan yang seharusnya tidak perlu menjadi hal yang diekspos di media sosial.*
Each student has a different opinion about the character of the lecturer is hoped, since in addition to the task of teaching faculty, professors also have an obligation to educate students. Characters lecturer is hoped of students most characters professors who can be a role model or example for students. The following characters lecturers hoped by the student: faculty to guide students, nurturing, motivating students to go forward, explaining how to do the work, be patient, do not often get angry, have extensive knowledge, mastering all the material taught, friendly, making the students comfortable while taught, firm and could be a good example for students.

Here is an excerpt of the student's perception of hoed lecturers characters:

E.. kalau sudah spesifik ke bahasa inggris paling tidak lah dia harus ngumpuni e.. pengetahuan tentang bahasa inggris itu sendiri baik itu grammar baik itu sejarahnya bahasa inggris itu sendiri juga kosa kata kemudian cara mengajarnya maksudnya dia menguasai semua materi dan menguasai kelas dan kayak itu kalau apa namanya karakter yang harus dimiliki oleh dosen bahasa inggris.

Another bad character that should not own by lecturer is a character that make student uncomfortable, not must always seriously but sometime the lecturer can make a comedy or telling funny story to the student:

Untuk karakter lainnya pasti yak saya sendiri dan mahasiswa yang lain itu ya pasti merasa nyaman kalau dosen itu tidak tegang dikelas kadang memberikan candaan atau cerita yang lain yang diluar materi mata kuliah itu yaa itu kan ya supaya mahasiswa itu nyaman sama dosennya itu,

Therefore far this many lecturer who has a good character than who has bad character, all of perception on characteristic of lecturer is seen by the way they teach:
3.2 Discussion

This chapter will be discuss all of the finding from this research and this section also will answer the research problem of this research that has been explain in chapter 2. After analyzed the finding from the data, then the researcher make the clearly explanation from each theme from the data. There are three themes from this data: first is a good character lecturer, second is bad character lecturer and third is hope character lecturer.

Characters that should be had by a lecturer

Good character lecturer is relatively, many students have different perception on good character of lecturer. Mostly student judge the characteristic of lecturer is from the way lecture teach, only view the students’ perception that see the characteristic of lecturer by the personal live.

Many students argue that a good character lecturer is a lecturer who can guide the student well, the obligation of lecturer is not only to teach the student but they must to educate the student well. The characteristic of student will impact by the way how the lecturer guides the student.

Beside that a lecturer should to be a good example for their student. The student often imitates what the lecturer do or what the characteristic of lecturer has, both it bad or good. When the lecturer has a good character, student automatically follows their character. But if the lecturer has a bad
character, there some student follows their character and there some make it be a bad example that should not be imitate.

Even that, the good character of lecturer can make motivation to the student. A motivation from lecture is not only about a good academy but also about a good attitude. That’s all is a good character lecturer by student perception.

Characters that should not be had by a lecturer

Every student has their opinion on bad characteristic of lecturer, the most perception of bad characteristics’ lecturer is the lecturer who give bad example to the student. Has explained before that the lecturer is become example for their student, both it in a good example or bad. Bad character of lecturer can judge by the student in bad thing.

Bad character of lecture can impact to their name as a lecturer, impact from the student, they will not respectful to the lecturer and they do not care to the lecturer. Another bad character of lecture is a lecturer who only cleaver in theory but not in his daily practice.

All of the bad thing in will be seen by the student, and will be remember by the student wherever. Because usually the bad thing of human can be impact at all thing in human live how hard they try to be a good thing it cannot make the change by the person perception.

Lecturer has many impacts to the student both it bad or good, that the reason why to be a lecturer should not has bad character. Because it can makes the example from their student.

Characters that are expected by student to be had by English lecturer

Not all lecturers’ character was as expected by students, there a god and a bad character. There also many lecturers have a good character and a bad character. A good character of lecture can be a hope character by the student. But not all a good character of lecturer is all character that hoped by the student. Many hope characters that hoped by the student, example:
friendly, passion, make student comfortable, mastering all material, always come on time.

Friendly is one of the student hope character that should have by the lecture, when the lecturer has a friendly character, the student will feel comfortable with the lecturer. Example when student meet the lecturer out of the college, the student can greet the lecturer kindly.

Lecturer who has a passion character also can make the student comfortable, the most impact from the lecturer who has passion character is the student will brave to ask more explanation to the lecturer if they don’t understand about the lesson. Lecturer whose has passion character, mostly specific to lecturer who always can explains more to the student who not understand the material.

Every student hope the lecturer can make they are comfortable, comfortable character can impact to student motivation when they where study. If the lecturer doesn’t have the comfortable character it impacted to the student lazy enter their college. The student will be feel annoying by the lecture whet the lecture cannot make cooperation with the student.

It should be a character of lecturer when the demand to mastering all of the material, the first obligation of lecturer is to teach the student well. Is a natural thing when the student asked the material to the lecturer, that the reason why the lecturer should has mastering all material they teach. If the lecturer not mastering all their material, the student will confuse to who they have to ask about, because not student can easily understand the material quickly.

Is not something unusually if the lecturer comes late to the class, but most of student hopes that lecturer can come on time when the colleges have to begin. Student will dislike when they have to wait the lecturer who not come after all student have ready to their college.
That is the many hope character of lecturer that should have by the lecturer. A good character lecturer will be a good example by the student, the student will imitate the character of lecturer. That the reason why the students have hope character for their lecturer.

4. CONCLUSION

After all the finding and discussion this research takes the conclusion from all the data that has been analyzed. The conclusion from this research is takes from the finding and discussion. The finding from this research is found three of themes:

Characters that should be had by a lecturer

Student want educated by a lecturer who has a good character. Good character is important to have by a lecture, because good character can effect to the way lecturer teach the student. When the lecturer teaches the student well, then the student will interest in study. Beside that a lecturer who has a good character will be a good example to student, the student will be motivated by the lecturer.

Characters that should not be had by a lecturer

Every student hates a lecturer who has bad character. In students’ perception bad character that has by the lecturer is make the student uncomfortable, and it also give bad effect to the student. Every college student will be lazy to join the class and many bad character of lecturer will be bad view for the lecturer in students’ perception.

Characters that are expected by student to be had by English

Although have been there a good character and bad character of lecturer, student also has some hope character of lecturer that hasn’t by the lecturer. Some hope character here is some character that student wish have by the lecturer. Hope character express by the student to make the lecturer has a better character.
From the conclusion above, the research take the implication and suggestion. The implication is to compare the finding from the research with the reality before the researcher take the topic to be observed. Then the suggestion is about how the action after this research has finally done.

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**BOOK SECTION**

