

CHAPTER I

INTRODUCTION

A. Background of The Study

English is unavoidably important in this globally connected world. English is a language spoken by 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 Indonesian 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 Ardy 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 becomes arguably challenging. Vincent (2015) states that there are some countries those are 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. Characteristics of lecturer as individual conceivably affect the students studying English. Every lecturer has distinguished characteristic which underly behaviour, thinking, atitudes 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, than the researcher want to explores the difficulty of studying English from another aspect.

Indonesian Higer 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 set 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 is not a new topic in the literature.

The 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 focuses 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 study is by Allen Scarboro, Ph.D. at Fatih University, Turkey on title "Student Perception of Good Teaching" (2012), this study is focus 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 focuses in each study, however in this research the researcher focuses on characteristics of English lecturer. It emphasizes on what kind of the characteristic and how it can effect into their teaching.

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 Universiti Teknologi 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 uses the student perception as subject but with different object. The similarity from this research with another research is the subject of the research which is the student perception. And the difference of this study between other studies is the object of the study. This research uses the characteristics of English lecturer as the object.

While there have been many studies explore about the issue, very few studies research the characteristics of lecturer from the perspective of students. For this reason, the current researcher investigates the lecturers’ characteristics from students perception.

Based on the explanation above, the writer is interested in conducting a research entitled **“The Students’ Perceptions on Characteristics of English Lecturer at Universitas Muhammadiyah Surakarta”**. This study intended to investigate the characteristics of English lecture from Students’ perspectives of UMS.

B. Problem Statement

The problem statement is “What is the students’ perception on characteristics of English lecturer at Universitas Muhammadiyah Surakarta?”

C. Objectives of The Study

The aim of the research is to describe the student perception about English lecturer’s characteristic.

D. Benefit of The Study

In this research, the researcher hopes it can give benefits. They are practical and theoretical benefits.

1. Practical Benefit

There are some practical benefits:

a. For the readers

The readers will get timely and updated knowledge and information about the students’ perception of English lecturer.

b. For the lecturer and the learner

The result of this study will help the lecturer and the learners to solve the problem in teaching-learning process.

2. Theoretical Benefit

The researcher hopes that this research will be one of references for other researchers who will conduct the same object with different perspective.

E. Limitation of The Study

The limitation in my research is about characteristic of English lecturer on students’ perception at UMS, especially the students of English Department of 7th semester in the year 2016. I only interview three students to be my respondents. My

research can't be generalized because in this qualitative case study and I only interview three students as respondent.