

Ideal English Lecturer Based On the Students' Perception at English Education Study Program of Cokroaminoto Palopo University

¹ Rizal A.M. Sjachrun, ²Basri Wello, ³Mansyur Akil, ⁴Jasruddin

¹*English Department, Universitas Negeri Makassar, Indonesia*

²*English Department, Universitas Negeri, Makassar, Indonesia*

³*English Department, Universitas Negeri Makassar, Indonesia*

⁴*Bahasa Department, Universitas Negeri Makassar, Indonesia*

ABSTRACT: The main objective of this research was to describe the ideal English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University: (1) to describe the characteristics of ideal English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University, (2) to describe the way to be ideal English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University. This research employed Descriptive Qualitative Method. The research subjects involved in this research is 7 students. The data were collected through interview, video and tape recording, and note. All the data are analyzed qualitatively. The result showed that: First, there are five characteristics of ideal English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University are Orchestral, Partnership, Humanist, Unique and Chemistry Characteristic. Second, the way to be ideal English lecturer (1) Orchestral Characteristic, in order to own this characteristic, there are four factors which determine the existing of this characteristic namely Assignment, Knowledge, Assessment, Learning and Teaching Strategy Factor. (2) Partnership Characteristic, in order to own this characteristic, there are four factors which determine the existing of this characteristic namely Information, Privacy, Communication, Relationship Factor (3) Humanist Characteristic, in order to own this characteristic, there are three factors which determine the existing of this characteristic namely Attitude, Interaction, Religious Factor. (4) Unique Characteristic, in order to own this characteristic, there are four factors which determine the existing of this characteristic namely Motivation, Fun, Self-Approach, Understanding Factor (5) Chemistry Characteristic, in order to own this characteristic, there are three factors which determine the existing of this characteristic namely Passionate, Creative, Material Approach Factor.

Keywords: Ideal English Lecturer, Orchestral, Partnership, Humanist, Unique, Chemistry.

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I. INTRODUCTION

Lecturer as one of the four perennial factors making teaching and learning process possibly take place in the classroom plays the most important aspect of the education civilization development in university. The outcome of the good quality of the scholar in a university depends on the quality of the lecturer as well involved in the process of teaching in the classroom. He has great contribution and responsibility to transfer three inseparable things; those are knowledge, skills, and attitude to create a qualified scholar in university. To communicate those three things abovementioned, he should creatively make the environment of the classroom more enjoyable and comfortable. This study is an attempt to see the characteristics of ideal English lecturer and how to be an ideal English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University.

II. LITERATURE REVIEW

2.1. Lecturer

Rokhyati (2015: 23) described a lecturer is an important component who plays a very important role in a higher education institution. The quality of the graduates as well as the institution depends on the quality of the lecturers. Therefore, to have a qualified education institution qualified lecturers are needed. Qualified lecturers must be competent. It was stated in the Indonesian government's Law on Lecturers and Lectures that

there are four competences lecturers must have, they are pedagogical, personal, social, and professional competences.

2.2. Professional and Ideal Lectures

Martin (2019) states that one of the aims of this study was to determine, according to the students, the attributes of a good university lecturer in terms of personal qualities, professional capacities and methodological choices. The results indicate that the most highly rated attributes are clear expositions, respect for students, command of the subject, effective communication skills and good class preparation. In other words, respondents place as much importance on personal qualities as on the professional, thus underlining the human dimension of the job of the lecturer. This leads us to consider that students regard a good teacher not only through the lens of academic and professional competences, but also in the light of personal qualities such as a positive and motivating attitude, and the ability to engage with students at a human level. Among professional attributes, it is notable that previous experience is not regarded as important for good teaching, the percentage of respondents selecting this item being among the lowest in the corresponding set. This leads us to understand that students are not overly worried that a lecturer lacks experience in the subject area they teach; what matters is that they are capable of communicating the subject effectively and preparing good classes. This raises the question of whether university students are calling not so much for experienced practitioners within the field as good communicators. The Regulation of the Republic of Indonesia No. 14/2005 about Teachers and Lecturers explain that professional lectures should have four competencies, they are: pedagogical, personality, social, and professional.

2.3. English Lecturer

According to Sulasmiah (2017: 9) states that there are four categories of good English teacher characteristics, they are technical knowledge, pedagogy skills, interpersonal skills, and personal qualities.

- 1) Good English teacher characteristics related to technical knowledge are mastering four English skills (speaking, listening, writing and reading), grammar, vocabulary, pronunciation, explaining material clearly and managing time.
- 2) Good English teacher characteristics related to pedagogy skills are managing classroom, motivating students, giving optimal feedback, using interesting and variety media, applying appropriate and variety technique, stimulating students active and work in team, evaluating students' academic ability.
- 3) Good English teacher characteristics related to interpersonal skills are enjoyable, friendly, humorous, communicative, welcoming critics on teaching technique with colleagues, maintaining harmonious relationship with other teachers and students.
- 4) Good English teacher characteristics related to personal qualities are patient, honest, discipline, responsible, and good figure.

2.4. Perception Theory

According to Demuth (2013), there are two kinds of perception theory, namely:

1. The bottom-up theories of perception

The characteristic feature of bottom-up theories of perception is the fact that the content and quality of sensory input play a determinative role in influencing the final percept. Sensory input, in their view, represents the cornerstone of cognition and by its own nature it determines further sensory data processing. For example, when perceiving a tree, our sensors collect the basic data (such as points, horizontal or vertical lines) as the main individual characteristics of the object which are later connected to build more complex, assembled surfaces and shapes in order to create complex perception of the object we identify as a tree. Therefore we call this data-driven processing perception. With respect to the emphasis these theories put on the nature of sensory input, it is no surprise that most of them significantly correlate with philosophical realism, which suggests that our percepts are directly induced by external objects and more or less correspond to them.

2. The top-down indirect perception theories

The key feature separating the top-down theories and the bottom-up theories is the participation of higher cognitive functions in the process of perception in the form of support of discrimination and interpretation of perceived contents.

While top-down theories prefer direct perception without participation of knowledge and previous experience, according to the theories of indirect perception, perception is possible only by means of mental representation computation or creating a picture of a given reality. Sensory data must be organized and captured by cognitive apparatus and then interpreted on the basis of available knowledge. Participation of higher cognitive functions is characteristic for interpretation of viewed sensory inputs. According to the way we arrive at this interpretation, we can divide the theories into constructivist, computational and synthesizing ones.

III. METHODOLOGY

The objective of this research is to describe the characteristics and the ways of being an ideal English lecturer based on the students' perception. Therefore, this research employed descriptive qualitative method. The participants of this research were the students at English Education Study Program of Cokroaminoto Palopo University consisting of 437 students. It used purposive sampling to collect the data on the characteristics and the ways of being an ideal English lecturer based on their perception. The number of participant is 7 students. In order to collect the research data, the researcher used three instruments namely interview guide, video and type recording, and note. The procedures of collecting data are interview (semi structure interview), observation and field note. In analyzing the data, the researcher analyzed the data by using qualitative data analysis technique namely data condensation, data display, drawing and verifying conclusion.

IV. DISCUSSION

4.1. The Characteristics of an Ideal English Lecturer

The writer categorizes five characteristics of an ideal English lecturer namely:

1. *Orchestral Characteristic*

Orchestral characteristic is the characteristic that should be owned by the lecturer in relate to master the materials and how to manage the classroom environment. Orchestral characteristic is very important characteristics that should be owned by the lecturer because it is the way to control the classroom including how to control the students and how to control the materials in the classroom.

2. *Partnership Characteristic*

Partnership characteristic is the characteristic that should be owned by the lecturer in relate to be a work relationship with the students. Sometime the lecturer and the students cannot make a good relationship each other. That is the reason why the partnership characteristics is very important aspect in the teaching and learning process because if the lecturer and the students are partner, it will make the atmosphere of the classroom will be health and comfortable.

3. *Humanist Characteristic*

Humanist characteristic is the characteristic that should be owned by the lecturer in relate to create professional lecturers characteristic rather than pretend their own characteristics. It means that the lecturers should put their own characteristic in their home. They should bring their own characteristics in the classroom because the characteristic that should be owned by the lecturer in the classroom is the characteristic as lecturer not characteristic as a person normally at home as a usual.

4. *Unique Characteristics*

Unique characteristic is the characteristic that should be owned by the lecturer in relate to create a paradise class rather than a hell class. The people who want to be a lecturer are people who have unique characteristic because not everybody has this characteristic. Some people cannot speak in front of the people, some people cannot adapt well with the other people, and some people cannot transfer the knowledge well to other people. So those are the unique of the lecturer.

5. *Chemistry Characteristics*

Chemistry characteristic is the characteristic that should be owned by the lecturer in relate to be an actor or an actress in the classroom. This is the last characteristic that should be owned by the lecturer. As good lecturers, they should make a strong chemistry with the students. The lecturers should try to influence the students in order to make the students can follow all of the teaching and learning process. So, without chemistry, those are impossible.

4.2. How to be an Ideal Lecturer

Based on the five categories above the writer explains in detail about how to be an ideal lecturer.

1. *Orchestral Characteristic*

In order to own orchestral characteristic, there are four factors which determine the existing of this characteristic, namely:

a. Assignment Factor

The data that has been found by the writer shows that there are two things which relate to the assignment. *Firstly*, assignment should be managed by the lecturer in several ways such as the assignment

should be relate to the materials that have been given to the students, the lecturer should make all the students are involved in the process of the assignment by given a group assignment, however some of the students prefer to be given individual assignment rather than group assignment because they thinks that the individual assignment is more effective rather than group assignment because in the individual assignments the students has their own responsibility on their assignment.

Secondly, the lecturer should give more attention on the assignment process such as the lecturer should control the time schedule of the assignment because some of the lecturer give many assignments while the previous assignment has not already done, the lecturer should give an additional understanding about the assignment and also give more time to the students to do the assignment because some of the lecturer just give the assignment but rarely give how to do the assignment and they do not care of the time limit of the assignment process so it will make the student feel anxious and not comfortable.

b. Knowledge Factor

The data that has been found by the writer shows that there are two things which relate to the knowledge factor. *Firstly*, the knowledge should be mastered by the lecturer. It is very important factor because knowledge is the core in the teaching and learning process. If the lecturer can master the knowledge, it means that the lecturer can explore and create variety knowledge in order to transfer the knowledge to the students.

Secondly, the course that will be taught to the students should be related to their basic knowledge. Some of the lecturers have different basic knowledge which are not related to the course that has been given to the lecturer. It will be disaster for the student because the students will be confused and stupid.

c. Assessment Factor

The data that has been found by the writer shows that there are two things which relate to the assessment factor. *Firstly*, proper assessment should be given to the students. This is very important things because if the lecturer does not give a proper assessment, the lecturer cannot get a proper grade for the students. It means that the lecturer should give an assessment based on what the course that has been taught by the lecturer in the classroom.

Secondly, the writer found that some of the need a subjective test and some of them need objective test. It means that there some assessment need to be done by using subjective test because the students realize that the assessment points should be come from the lecturer. Some of the students think that some assessment need to be done by using objective test because the students realize that the assessment points should be come from what the students has been done in the learning process or based on the students' ability.

d. Learning and Teaching Strategy Factor

The data that has been found by the writer shows that there are five things which relate to the learning and teaching strategy factor. *Firstly*, some of the lecturers just do the lecture strategy in the teaching process so that make the classroom will be bored. The students feel sleepy and make the students do not focus on the material. It means that the lecturer should apply interesting strategy by using games because if the lecturers apply this method it will be the classroom will be comfortable and fun.

The other strategy to make the classroom alive is the lecturer should use a media in the classroom and explain the material by using example which is relates to our daily events. The media and example of daily activities will make the students' brain will be creative.

Secondly, the lecturer apply a student center learning rather than apply dictation teaching method then the student just write the material and the lecturer do not give the students some explanation about the material. It means that the students should be involved in the learning process. Students should not just as watcher in the classroom and do not do anything in the teaching and learning process.

Thirdly, the lecturer should answer the students' question correctly and examine the classroom process so that they can know whether the students know the materials or not. It means that the lecturer should be ready to answer each question of the students and try to give more attention on the learning process so that the lecturer will know whether or not the students know the material that has been taught.

The other thing is the lecturer should teach the materials completely before jump to the next materials. Many of the lecturer do this in the teaching and learning process. The lecturer should predict the time limit in each given material. It means if the lecturers do this thing, it will make the students unsatisfied on the learning process.

Fourthly, the lecturer should not just come to the class and do nothing. The lecturer should create something in the classroom for example give quizzes to the students in teaching and learning process, tell

about personal life mostly in the classroom and also if the lecturer give the assignment, the lecturer should care whether the students know or not the materials.

Fifthly, the lecturer should explain the materials before divides the students into several group discussions. Some of the lecturers directly divide the students in to several groups but they do not explain the material. It means that the students will be confused on the process of the group discussion.

The other thing is the lecturer should explain the group discussion materials directly just after the material has been debated by the students in the classroom. Some of the lecturer do not explain the material and do not take a conclusion on each problem that has been debated in the group discussion. It means that the students will be confused and will make the student will be lazy to be involved in the process of the group discussion.

2. Partnership Characteristic

In order to own partnership characteristic, there are four factors which determine the existing of this characteristic, namely:

a. Information Factor

The data that has been found by the writer shows that there are two things which relate to the information factor. *Firstly*, the lecturer should give useful and valuable information to the students with relation to the material. *Secondly*, the material should be interesting for the students in order to make the students will be sorry if they miss the learning process.

b. Privacy Factor

The data that has been found by the writer shows that there are two things which relate to the privacy factor. *Firstly*, the lecturer should create good communication to the students in order to make the great friendship with the students, for example the lecturer asks the students if they came late in the classroom. *Secondly*, the lecturer should give some advices to the students to make the students feel that the lecturer take care them especially about their privacy problems with relate to their activities in the classroom.

c. Communication Factor

The data that has been found by the writer shows that there are two things which relate to the communication factor. *Firstly*, the lecturers should put themselves as parent and put the students as their own children in the teaching and learning process. *Secondly*, if the communication between the lecturer and students are good so it will make the students feel positive spirit and comfortable, the students will follow all the learning process in the classroom.

d. Relationship Factor

The data that has been found by the writer shows that there are two things which relate to the relationship factor. *Firstly*, the lecturer should become a professional lecturer in the classroom but out site the classroom the lecturer should make a close relationship to the students and always appreciate the students' process in learning so that the students feel relax and comfortable in order to accept the materials.

This is very important thing because if the lecturers do not that, the students will be uptight so that make the relationship between the lecturer and the students is unhealthy. *Secondly*, the lecturer should be a work partner with the students in the classroom and also become humorist in and out site the classroom. This is very important way to be done by the lecturer to make the relationship between the lecture and the students is health.

3. Humanist Characteristic

In order to own humanist characteristic, there are three factors which determine the existing of this characteristic, namely:

a. Attitude Factor

The data that has been found by the writer shows that there are some things which relate to the attitude factor. *Firstly*, the lecturer should not be lazy to come in the classroom so that they could not give more knowledge to the students. Some of the lecturers are busy to manage their time about some other problems or works which are not related to their teaching in the classroom. So that the lectures have limited time to come in the classroom in order to share their knowledge.

Secondly, the lecturer should come on time and discipline. Students will be discipline and come on time if the lectures come on time to. So if the students are not discipline, we can predict that their lectures definitely are not discipline too.

b. Interaction Factor

The data that has been found by the writer shows that there are two things which relate to the interaction factor. *Firstly*, the lecturer should care to the students in the teaching and learning process. Each student should be cared by the lecturer. It means that the lecturers should create a good relation with all the students in the classroom. If the lecturers do this thing, it will develop the self confidence of the students in the learning process.

Secondly, the lecturer should make a good social interaction with students for example the lecturer do not discriminate the students. Some of the lecturers discriminate the students based on their knowledge and skill. The lectures just give a good interaction for the smart and diligent students but the lecturers do not make a good interaction for the stupid and lazy. This is a bad habit that should be fixed by the lecturer in order to make the atmosphere in the learning process in the classroom is health.

c. Religious Factor

The data that has been found by the writer shows that there are two things which relate to the religious factor. *Firstly*, the lecturer should give motivation the students about religious in order to make the students can separate the good and the bad things. *Secondly*, if the lecturers usually give motivation about religious, the students will have a good attitude in the classroom so it will influence the students' English knowledge because they will do good things and avoid to do bad things for example they will come on time in the classroom, they will do the assignment, they will study hard to improve their English knowledge, etc.

d. Unique Characteristics

In order to own unique characteristic, there are four factors which determine the existing of this characteristic, namely:

a. Motivation Factor

The data that has been found by the writer shows that there are some things which relate to the motivation effect factor. *Firstly*, the lecturer should give a strong motivation in order to improve the students' English knowledge because if the lecturer always give motivation, the students will have positive spirit to improve their English knowledge.

Secondly, the lecturer should create a relax atmosphere in the classroom by giving questions to passive students in order to make the students can be active in teaching and learning process. This is very important thing to make the teaching and learning process is more alive, the lecturers should be active to make a close relationship to passive students. If the lecturers do this, it means the lecturers can create a good atmosphere in the classroom.

Thirdly, the lecturers should give motivation to the students by tell about the lectures' personal experience so that the students feel comfortable like the students' parents itself. The lecturers when tell about their personal experiences to the students, they should find some experiences who can motivate the students. The lectures should avoid to tell about their personal experiences which just tell about the lecturers' privacy who do not have a relationship to the motivation of the students during the learning process for example tell about their religion life and teach beyond the course for good purposes.

b. Fun Factor

The data that has been found by the writer shows that there is one thing which relate to the fun effect factor. The lecturer should make the environment become fun by applying a good method in the classroom with simple, detail, systematic, relax and humorist style and create relax atmosphere for example the lecturer usually smile to the students. The fun atmosphere in the learning process determines the good environment in the classroom. If the students feel uptight, they cannot get the knowledge from the lecturers easily and they will feel the classroom like a heel.

c. Self-Approach Factor

The data that has been found by the writer shows that there is one thing which relate to the self-approach factor. The lecturer should be active and do persuasive approaching to the students so that the class environment is alive. Persuasive approaching is needed to increase the students' self-confidence to be involved in the learning process. The lectures should find a good approaching to the students by knowing each different characteristic of the students.

d. Understanding Factor

The data that has been found by the writer shows that there are two things which relate to the understanding effect factor. *Firstly*, the lecturer should give more practices in the classroom rather than

theories because it is needed by the students. Most of the students need more practices than theories because they seem to learn by doing something. In learning by doing, the students will use more than two senses. That is why practices is needed by the students.

Secondly, the lecturer should understand the different characteristics of the students so that the lecturer applies different methods in teaching and learning process. The various characteristics of the students should be faced by various method. It means the lecturers should find the formula by combine many kinds of methods in the teaching and learning process so that all of the students will be involved in the classroom.

e. Chemistry Characteristics

In order to own chemistry characteristic, there are three factors which determine the existing of this characteristic, namely:

a. Passionate Factor

The data that has been found by the writer shows that there are three things which relate to the passionate effect factor. *Firstly* the lecturer should be active in the classroom. The classroom is the place to express the knowledge and to perform the skill of the lecturer. In order to apply the two things the lecturer should be active in the classroom.

Secondly, the lecturer should not give many humorist and avoid a slow voice in the classroom because it will make the students do not focus on the materials. humorist is needed in certain situation but not in all time in the process of the teaching in the classroom. The lecturer should be creative to find to proper time to be humorist or not. The other thing is the voice of the lecturer. The lecturer should make a clear voice in the teaching and learning process. Humorist and voice of the lecturer should be managed well in order to make the students focus on the material that is explained by the lecturer.

Thirdly, the lecturer should be a great figure for the students and give a good lesson to the students. A great student is determined by the great figure of the lecturer. It means if we want to make the students are clever we should be clever. If we want to make the students are discipline we should be discipline. If we want to make the students are active, we should be active. So, it depend on the lecturer because students are the mirror of the lecturer.

b. Creative Factor

The data that has been found by the writer shows that there are three things which relate to the creative factor. *Firstly*, the lecturer should teach some creative teaching method for example the using of games, media and lecture method. *Secondly*, the lecturer should give an interesting story in the classroom moreover in the noon class time when most of the students are sleepy.

c. Material Approach Factor

The data that has been found by the writer shows that there are some things which relate to the material approach factor. *Firstly*, the lecturer should avoid some things in relation to the giving materials such as the using of high level language, the materials are explained very fast, the materials are just read in the classroom and the lecturers just focus on the laptop and the materials but do not focus on the students. All of the things if it is done by the lecturer will make the confused and uncomfortable and it will make an unhealthy in the teaching and learning process.

Secondly, the lecturer should explain the material to students which can be accepted and responded well and fast by the students and the lecturer should explain the materials in detail, systematic, assertive. All of the things if it is done by the lecturer will make the students clearly understanding on the process of the learning and the classroom environment will be health.

V. CONCLUSION

Based on the data descriptions of findings and discussion in the previous chapter, the writer comes to the following conclusions:

1. There are five characteristics to be an ideal English lecturer at English Education Study Program at Cokroaminoto Palopo University based on the students' perception, namely Orchestral, Partnership, Humanist, Unique and Chemistry Characteristic.
2. The ways of being an ideal English lecturer as follows:
 - a) The lecturer should own the five characteristics namely Orchestral, Partnership, Humanist, Unique and Chemistry Characteristic.

- b) The lecturer should do all of the factors which determine the existing of the five characteristics.

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