

EFL Students' Perspectives on Effective Lecturer

Juliana Basri

julianabasri22@gmail.com

Teacher of English at Sakatiga, Indralaya, South Sumatera

Abstract

Student's perspective is an essential factor in evaluating lecturers and has an impact on the efficacy of the instructional environment. The purpose of this study was to know EFL students' perception on effective lecturer. The study employed mixed method research. By implementing convenience sampling technique, 100 students in one state university in Palembang, South Sumatera, Indonesia were involved as participants in this research. The questionnaire and interview were used to collect the data and the descriptive analysis in the form of percentages was used to analyze the data. The result of questionnaire revealed that instrument which contained 42 items with seven response categories on rapport (26,2%), delivery (40,5%), fairness (11,9%), knowledge and credibility (7,2%), and organization and preparation (14,3%) were perceived very good by the students. It was supported by the result of interview that students were perceived very good to all aspects of effective lecturer, but there were some lecturers who were not. Finally, it was believed that this study could be useful and beneficial to the lecturers as a yardstick to understand themselves better and students' needs in learning process.

Keywords: EFL students, effective lecturer, students' perspectives

Manuscript submitted: February 24, 2019

Manuscript revised: March 20, 2019

Accepted for publication: April 6, 2019

Introduction

Education is a place where we can learn something new and develop our interests and skills to be used to get a good job and better life in our future. It is in line with Barret, Duggan, Lowe, Nickel, and Ukpo (2006) who assume that education has a vital role to produce good life. It increases the value and excellence of a person's life as well. In addition, a good education also reduces poverty. By getting degree from university, students are able to get better job and better salary. Because of their salary, they will be able to purchase a good home, clothing, food, and other things necessary in life.

Then, according to Murtiny, investing in education is the human intellectual capital with the competence of knowledge and skills (both hard skills and soft skills) (as cited in Sukardi, 2016, p.42). Moreover, Crosby assumes that quality is full customer satisfaction (as cited in Serli, 2017, p.56). Here, customer is the same as student in education and in other words, the education quality can be seen from the students' satisfaction (as cited in Lestari & Ridho, 2010, p.150). In addition, Narayana analyzes education as one of the variabels in human development and quality of life which states that the better state of education of a country, the better the quality of human resources owned by the state. Indeed, it is understood that improving the quality of human beings through education is expected to produce human beings who have the ability and skill that is necessary for the development of the character and economy of a country to increase individual income and national as well.

Student's perspective is an opinion of student about something that occurs in teaching and learning process. According to Dodeen, student's perception is continuously considered as significant factor in evaluating lecturers (as cited in Sherwani & Singh, 2015, p.51). Indeed, students' perspectives are needed to know their needs, how they approach their learning and evaluate lecturers.

Some researchers have previously explored those related variables: students' perspectives and effective lecturer. First, Barnes and Lock (2010) found that what the students felt had close relationship with effective EFL lecturers. Then, Barnes and Lock (2013) found that student perceptions of effective foreign language teachers placed high importance on rapport features such as friendliness, being care, and patience; and delivery features which included the the rules of clear explanations, error correction, and a participatory mode of instruction. student opinions about various instructional issues, such as the selective use of the students' first language, explicit grammar instruction, and particular questioning techniques are provided as students' insights. Third, Raymond (2008) proved that students and faculty maintain exactly similar views of what constitutes effective teaching.

In this study, I investigated the fifth semester students' perspectives on effective lecturer at English Education Study Program of one Islamic State University in South Sumatera. The research problem in this study was what are students' perspectives on effective lecturer at English Education Study Program of one Islamic State University in South Sumatera?

Literature Review

Students' perspectives

Student is someone who attends an educational institution. According to Dodeen (as cited in Sherwani & Singh, 2015, p.53), a student is also anyone who always experiences learning processes. In addition, Dodeen states that student's perception is continuously considered as crucial factor in evaluating lecturers. Similarly, Price, Hadley, Millar, and O'Donovan (2010) assert that some researchers believe that learner is the best person to judge the effectiveness of lecturers.

Effective lecturer

Lecturer is a role model for students. They will imitate what he/she does both of good or bad. It is in line with Ho, Lee, and Teng who said that teachers are the agents of change for student achievement and school improvement (as cited in Faiz, 2017, p.66). One strategic way to improve schools is fostering and promoting professional learning in which teachers or lecturers develop their practice and build learning communities. A lecturer who exudes enthusiasm and competence for a content area may transfer those feelings to the students.

In addition, how the lecturer relates to the pupils has an impact on the students' experience in the class. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality. Moreover, Saswandi (2014) says that teachers play important role in teaching learning process because they have a crucial role in the overall students' development. The teachers have responsibility to develop good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child.

According to Brown, teaching is guiding and facilitating learning, enabling the students to learn, setting condition for learning (as cited in Holandyah & Utami, 2016, p.19). Similarly, Brown states that teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge (as cited in Ariesca & Marzulina, 2016, p.25). Moreover, according to Hartoyo, professional teacher is the one that always changes old practices, even is willing and able to leave the methods and recipes for

success in the past (as cited in Purwowidodo, 2016, p.140). It means that the level of professional skills of lecturers will affect the success of the educational process itself.

Moreover, Wong and Wong (2004) say people can be said effective if they do things right and efficient over and over again. An effective teacher or lecturer should have personality, such as caring, thought-provoking, challenging and being successful. It is supported by Raymond (2008) describes that effective is similar to excellent, successful, outstanding, expert, good, above average, superlative, and superior. In addition, Walker (2008) argues that effective teacher is considered successful in helping his/her students in the learning process.

Similarly, Naim (2011) confirms that a teacher or lecturer is called an effective teacher or lecturer when he/she can utilize a little time and energy, but can achieve great results. It can be concluded that a lecturer can contribute to a very significant impact on students' lives. Table 1 listed the attributes of effective lecturers and teachers identified in the studies reviewed. This table was organized under the five categories of effective teachers employed by Faranda and Clarke: Rapport, Delivery, Fairness, Knowledge and Credibility, and Organization and Preparation (as cited in Barnes & Lock, 2010, p.21). In the course of reviewing literature in this study, these categories also seemed to be applied to the attributes uncovered by other researchers. Attributes marked "ELT" in Table 1 were those particular to English language teaching contexts.

Table 1. Attributes of effective lecturers and teachers

Category	Attribute: Effective teachers	Experts
Rapport (sociability, empathy, personality, receptiveness)	a. develop interpersonal relationships	(Chen, 2005; Faranda & Clarke, 2004; Xiao, 2006)
	b. are congenial	(Chen, 2005; Faranda & Clarke, 2004)
	c. share personal and professional life experiences	(Chen, 2005; Faranda & Clarke, 2004)
	d. listen to students	
	e. care	(Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)
	f. make themselves accessible for consultation	(Desai et al., 2001; Faranda & Clarke, 2004)
	g. have a sense of humour	(Faranda & Clarke, 2004)
	h. are patient	
	i. have a positive attitude towards students	(Faranda & Clarke, 2004) (Desai et al., 2001; Kutnick & Jules, 1993; Payne, 1978; Rammal, 2006) (Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)

Delivery (personal style, communication, methodology, content)	a. are enthusiastic	(Faranda & Clarke, 2004; Kelley et al., 1991; Palmer, 2000)
	b. give clear explanations	(Griemel-Fuhrmann, 2003; Kember & Wong, 2000; Kutnick & Jules, 1993)
	c. use good examples	(Griemel-Fuhrmann, 2003; Palmer, 2000)
	d. use the students' native language selectively (ELT)	(Chen, 2005; Faranda & Clarke, 2004; Gorham, 1987)
	e. vary their delivery methods encourage group work and participation	(Faranda & Clarke, 2004; Kelley et al., 1991; Reid, 1987)
	f. provide interesting and meaningful activities (ELT)	(Park & Lee, 2006)
	g. emphasise error correction (ELT)	(Nunan, 1989; Rammal, 2006; Yorio, 1989)
	h. provide pronunciation practice (ELT)	(Nunan, 1989; Rammal, 2006) (Horwitz, 1987; Yorio, 1989)
	i. teach grammar rules (ELT)	(Horwitz, 1987; Nunan, 1989; Yorio, 1989)
	j. emphasise vocabulary (ELT)	(Rammal, 2006; Xiao, 2006)
	k. prepare students for examinations (ELT)	(Park & Lee, 2006)
l. tailor content to the students' English levels (ELT)		
Fairness (impartiality, examination preparation, grading, transparency, workload)	a. treat all students impartially	(Desai et al., 2001; Faranda & Clarke, 2004)
	b. produce examinations which closely relate to work covered in class	(Faranda & Clarke, 2004) (Faranda & Clarke, 2004)
	c. make examinations which allow students to express their knowledge freely	(Faranda & Clarke, 2004)
	d. give prompt assignment feedback	(Kelley et al. 1991)
	e. provide pre and post examination reviews	(Desai et al., 2001)
	f. provide clear grading guidelines	(Desai et al., 2001)
	g. articulate policies regarding attendance and late assignment submissions	(Faranda & Clarke, 2004) (Faranda & Clarke, 2004)
	h. are flexible with grading	
	i. impose a balanced workload	
Knowledge and Credibility	a. have sound content knowledge of their discipline	(Chen, 2005; Faranda & Clarke, 2004; Lasagabaster & Sierra, 2005; Kutnick & Jules, 1993; Xiao, 2006)
	b. go beyond the textbook	(Faranda & Clarke, 2004)
	c. are able to answer complex	

	questions	(Faranda & Clarke, 2004)
	d. use relevant real world examples in lessons	(Faranda & Clarke, 2004; Kelley et al., 1991)
	e. are proficient in English (ELT)	(Lasagabaster & Sierra, 2005; Park & Lee, 2006; Rammal, 2006)
	f. have a sound knowledge of grammar (ELT)	(Lasagabaster & Sierra, 2005; Park & Lee, 2006)
	g. are able to teach study techniques	(Chen, 2005; Lasagabaster & Sierra, 2005)
Organization and Preparation	a. provide a comprehensive syllabus with content and methodology	(Kelley et al., 1991; Xiao, 2006)
	b. communicate clear course objectives	(Kember & Wong, 2000; Kelley et al., 1991)
	c. stick to the syllabus	(Kember & Wong, 2000; Rammal, 2006)
	d. lay out all the materials needed for assignments	(Kember et al., 2004)
	e. provide original supplemental material	(Kember et al., 2004; Yorio, 1989)
	f. provide prompt feedback on assessment	(Desai et al., 2001)
	g. prepare each lesson well	(Park & Lee, 2006)

Source: The Attributes of Effective Lecturers of English as a Foreign Language as Perceived by Students in a Korean University (Barnes, 2010)

Methods

Research design

In this study, I employed mixed method research because it dealt with the phenomenon happened in the context of study. The research was aimed at finding out students' perspectives on effective lecturer. According to Tashakkori and Teddlie (2003), mixed model research is kind of research method in which the researcher mixes both qualitative and quantitative research approaches within a stage of the study. For example, a researcher might conduct a survey and use a questionnaire that is composed of multiple closed-ended or quantitative type items as well as several open-ended or qualitative type items. For another example, a researcher might collect qualitative data but then try to quantify the data.

In this research, students questionnaire about attributes of effective lecturer was given in close-ended question form. Then, I identified and classified the students' perspectives about effective lecturer into some categories. Next, I analyzed the students' responses toward questionnaire items through percentage based on the results of the attributes of effective lecturer questionnaire. Finally, a semi structured interview was employed to obtain information in order to compare with the questionnaire's result.

Research site and participants

According to Creswell (2012), “population is a group of individuals who have the same characteristic, if someone wants to investigate all of the elements in a research area, his research is population research” (p. 142). The population of this study was the students of fifth semester at English Education Study Program of one state university in Palembang, South Sumatera. Moreover, Fraenkel, Wallen, and Hyun (2011) say “a sample in a research study is the group on which information is obtained” (p. 91). This study used convenience sampling. According to Cohen, Manion, and Morrison (2007), “convenience sampling is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p. 113-114). The number of sample from fifth semester consisted of 100 students which were grouped in 4 classes.

Table 2. The subject of the study

No	Class	Total Students
1	A	28
2	B	26
3	C	20
4	D	26
TOTAL		100

(Source: English Education Study Program of one Islamic State University in Palembang)

Data collection

In this study, I used questionnaire and interview as the instruments to collect the students' perspectives on effective lecturer taken from fifth semester. The questionnaire was adapted from Barnes and Lock (2013). It consisted of 42 Likert-Scale items. It was about the criteria determined in perceiving the effective lecturer. The items of the questionnaire were divided into five attributes categories of effective lecturer.

Table 3. Attributes categories of effective lecturer

No.	Attributes categories	Number of question item
1.	Rapport (Relationship with students)	1, 2,3 4, 5,6,7,8,9,10,11
2.	Delivery (Communication skill and teaching method)	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24,25, 26, 27, 28
3.	Fairness	29, 30, 31, 32, 33
4.	Knowledge and Credibility (Knowledge of English)	34, 35, 36
5.	Organization and Preparation	37,38,39,40,41,42

(Source: Adapted from Barnes and Lock (2013))

The questions were in close-ended question form. Siniscalco and Auriat (2005) describe that closed-ended questions are questions which require the respondent to select, among a possible set of response that most closely represents his/her point of view. The respondent is usually required to tick or circle the chosen answer. Questions of this kind may offer simple responses such as ‘Yes’ or ‘No’. They may also require the respondent to choose among several answer categories, or an agreement scale. The scale interval is among 1 (strongly disagree) to 7 (strongly agree).

In addition, I used a semi structured interview in this study. According to Fraenkel et.al (2011), “semi structured interviews are verbal questionnaires”. The interview consists of a series of questions designed to gain specific answers from respondents. The interview questions are used to obtain information that can later be compared and contrasted” (p. 451).

In this research, the interview was conducted by interviewing the fifth semester students who were involved in this study as the sample. There were five questions asked: 1) In *rapport* aspect, the question was about what they thought about lecturer’s sociability, empathy, personality, and receptiveness; 2) In *delivery* aspect, they were asked about how they thought about lecturer’s personal style, communication, methodology, and content; 3) In *fairness* aspect, the question covers what they thought about lecturer’s impartiality, examination preparation, grading, transparency, and workload; 4) In *knowledge and credibility* aspect, what they thought about those impartiality, examination preparation, grading, transparency, and workload; and 5) What they thought about *organization and preparation* aspect of lecturer.

Validity and reliability tests

According to Fraenkel and Wallen, “validity refers to the extent to which an instrument gives us the information we want” (as cited in Nisa, 2015, p.83). Meanwhile, Cohen, Manion, and Morrison defined that content validity was achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response (as cited in Saputra & Marzulina, 2016, p.5).

For checking the validity of my instrument, I asked three expert judgements to judge the appropriate language and diction and the appropriate attributes of effective lecturers. The experts were chosen based on three criteria: (1) hold master degree in English Education Study Program, (2) have more than 5 years teaching experience, and (3) have at least 525 TOEFL score.

Data analysis

The data from the questionnaire were analyzed to determine the students’ perspectives in effective lecturer. I used the scaled score from Barnes and Lock (2013). In scoring the attributes of effective lecturer, the students ticked one of the statements: Strongly Disagree, Disagree, Slightly Disagree, No Feelings, Slightly Agree, Agree, and Strongly Agree. The score was scaled from 1 until 7.

Table 4. The scoring of questionnaire

Statement	Score
Strongly Agree	7
Agree	6
Slightly Agree	5
No Feelings	4
Slightly Disagree	3
Disagree	2
Strongly Disagree	1

(Source: Barnes and Lock (2013))

According to the research question of this study, the result of questionnaire was analyzed by using the percentage formula and the percentage criteria by Riduwan (as cited in Alwarritzi,

2008, p.20). The category of the result of the questionnaire was grouped into very good, good, sufficient, poor, and very poor.

Table 5. The percentage formula procedure

$$P = F : N \times 100\%$$

Notes:

P = The percentage of the students' answer

F = The total of the students' answer

N = The total of the students' sample

Table 6. The percentage criteria

Percentage	Category
0% - 20%	Very poor
21% - 40%	Poor
41% - 60%	Sufficient
61% - 80%	Good
81% - 100%	Very good

(Source: Riduwan, as cited in Alwarrtzi, 2008)

In data analysis of the interview, I did the transcription based on the recording file of the interview process. After that, I matched the result of the transcription with the data obtained from the answers of the students' questionnaire in the previous data collection. Then, the whole result would be explained in detail in a paragraph.

Findings

The result of questionnaire

The data about the perceptions of fifth semester students' perspectives on effective lecturer were taken by using questionnaire. The questionnaire consisted of 42 question items and was divided into 5 categories; (1) Rapport (sociability, empathy, personality, and receptiveness); (2) Delivery (personal style, communication, methodology, content); (3) Fairness (impartiality, examination preparation, grading, transparency, workload); (4) Knowledge and Credibility (knowledge of English); and (5) Organization and Preparation.

Figure 1. Percentage per item of attributes of effective lecturer (rapport, delivery, fairness, knowledge and credibility, and organization and preparation).

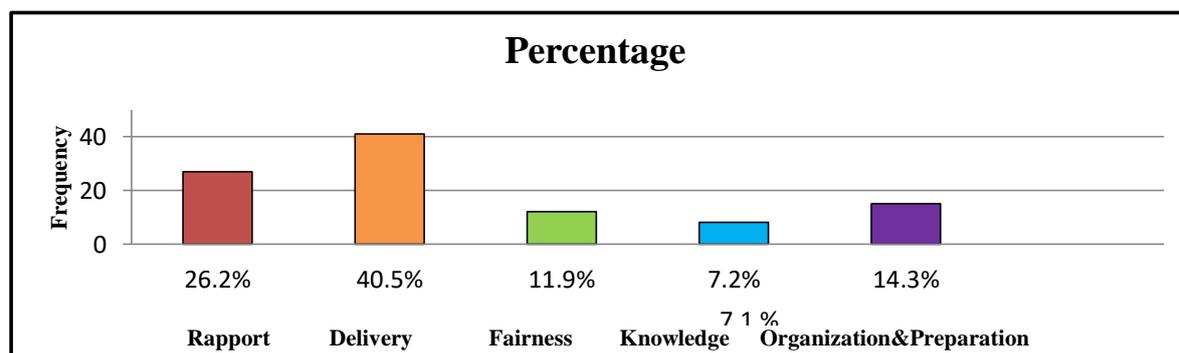


Table 7. The Category of students' perspectives in effective lecturer

No	Statement	Total		Category
		Agree	Disagree	
Rapport Aspect				
1	are friendly	93%	7%	Very good
2	develop good relationships with students	92%	8%	Very good
3	share personal experiences	89%	11%	Very good
4	care about students	84%	16%	Very good
5	are patient	89%	11%	Very good
6	listen to students	88%	12%	Very good
7	have a positive attitude in general	95%	5%	Very good
8	have charisma	96%	4%	Very good
9	understand the student's English education background	90%	10%	Very good
10	understand the different student levels	86%	14%	Very good
11	have a sense of humour	88%	12%	Very good
Delivery Aspect				
12	are enthusiastic about EFL teaching	88%	12%	Very good
13	give clear explanations	95%	5%	Very good
14	use good examples	97%	3%	Very good
15	use a variety of teaching methods	87%	13%	Very good
16	use Indonesian selectively	91%	9%	Very good
17	correct writing errors	89%	11%	Very good
18	correct speaking errors	96%	4%	Very good
19	teach grammar	99%	1%	Very good
20	use group work	96%	4%	Very good
21	encourage student participation in class	95%	5%	Very good
22	encourage participation of students with low confidence class	70%	30%	Good
23	talk slowly in English	76%	24%	Good
24	use easy words	89%	11%	Very good
25	ask questions frequently	89%	11%	Very good
26	ask questions then wait for volunteers to answer	78%	22%	Good
27	ask individual students to answer questions	79%	21%	Good
28	give students plenty of time to answer questions	79%	21%	Good
Fairness Aspect				
29	treat all students fairly	88%	12%	Very good
30	prepare students well for exams	92%	8%	Very good
31	give students clear grading guidelines	92%	8%	Very good

32	require students to work hard during class	93%	7%	Very good
33	require students to do homework	90%	10%	Very good
Knowledge and Credibility Aspect				
34	are well qualified for EFL teaching	99%	1%	Very good
35	have a good knowledge of grammar	94%	6%	Very good
36	have a good knowledge of vocabulary	98%	2%	Very good
37	are well prepared every lesson	99%	1%	Very good
38	provide a syllabus detailing weekly course content	92%	8%	Very good
39	explain the instructional methods to the class	93%	7%	Very good
40	tell students the lesson objectives each	93%	7%	Very good
41	stick to the syllabus	91%	9%	Very good
42	Make their own supplemental material	78%	22%	Good

On item #1, the average percentage of item was 93% or 93 students answered 'agree'. It means that most of the lecturers were friendly when they taught the students in the classroom. On item #2, the average percentage of item was 92%. Based on the results, 92 students also answered 'agree'. It means that most of the lecturers developed good relationships with students. On item #3, the average percentage of item was 89%. It means that most of the lecturers shared personal experiences. On item #4, the average percentage of item was 84%. Most of lecturers cared about students's developement in studying. On item #5, the average percentage of item was 89% or 89 students slightly agreed that the lecturers were patient when they taught the students in the classroom.

In addition, on item #6, the average percentage of item was 88%. Most of students agreed that the lecturers listened to students. On item #7, the average percentage of item was 95%. It means that most of lecturers had a positive attitude in general. On item #8, the average percentage of item was 96%. It meant 50 students agreed that the lecturers have charisma in teaching. On item #9, the average percentage of item was 90% or 90 students agreed that the lecturers understood the student's English education background. On item #10, the average percentage of item was 86%. It means that most of the lecturers understood the students' different levels. On item #11, the average percentage of item was 88%. Based on the results, most of the students slightly agreed that the lecturers had a sense of humour. Humour could make the students more active in learning English and did not make the students feel bored in studying in the classroom.

On item #12, the average percentage of item was 88%. It means that most of the lecturers were enthusiastic about EFL teaching. On item #13, the average percentage of item was 95%. Most of students or 95 students agreed that the lecturers gave clear explanations in teaching. On item #14, the average percentage of item was 97%. It means that most of the lecturers used good examples. On item #15, the average percentage of item was 87%. It means that most of the lecturers used a variety of teaching methods when they taught in classroom.

On item #16, the average percentage of item was 91% or 91 students agreed that the lecturers used Indonesian selectively. On item #17, the average percentage of item was 89%. Most of lecturers corrected writing errors of students. On item #18, the average percentage of item was 96%. Most of students agreed that lecturers correct speaking errors of students. On item #19, the average percentage of item was 99%. Most of lecturers taught grammar to students in the classroom. On item #20, the average percentage of item was 96%. It means that most students agreed that lecturers used group work in studying.

In addition, on item #21, the average percentage of item was 95%. Based on the results, 49 students answered 'agree'. It means that the lecturers encouraged students to participate in the classroom. On item #22, the average percentage of item was 70% or 70 students agreed that lecturers encourage students with low confidence. On item #23, the average percentage of item was 76%. Most of lecturers talked slowly using English. On item #24, the average percentage of item was 89%. It meant that the lecturers used easy words in teaching. On item #25, the average percentage of item was 89%. Based on the results, 89 students slightly agreed that the lecturers asked questions frequently to students.

On item #26, the average percentage of item was 78%. Most of the lecturers asked questions then waited for volunteers to answer. On item #27, the average percentage of item was 79%. Based on the results, most of lecturers asked individual students to answer questions. On item #28, the average percentage of item was 79%. The students slightly agreed that the lecturers gave students plenty of time to answer questions.

On item #29, the average percentage of item was 88%. Most of lecturers treated all students fairly. On item #30, the average percentage of item was 92% or 92 students agreed that the lecturers prepared students well for exams. On item #31, the average percentage of item was 92%. It means that the lecturers gave students clear grading guidelines. On item #32, the average percentage of item was 93% or 93 students agreed that the lecturers required students to work hard during class. On item #33, the average percentage of item was 90%. Based on the results, 90 students agreed that the lecturers required students to do homework.

On item #34, the average percentage of item was 99%. It meant that the lecturers were qualified for EFL teaching. On item 35, the average percentage of item was 94%. It meant that most of lecturers had a good knowledge of grammar. On item #36, the average percentage of item was 98%. Based on the results, the lecturers had a good knowledge of vocabulary.

On item #37, the average percentage of item was 99%. It meant that the lecturers were well prepared for every lesson. On item 38, the average percentage of item was 92% or 92 students agree that lecturers provided a syllabus detailing weekly course content. On item 39, the average percentage of item was 93%. Most of the students answered agree that the lecturers explain the instructional methods to the class. On item #40, the average percentage of item was 93%. It means that most of lecturers informed students the lesson objectives each. On item #41, the average percentage of item was 91%. Most of lecturers stuck to the syllabus. On item #42, the average percentage of item was 78% or 78 students agreed that the lecturers made their own supplemental material.

Data from the questionnaire revealed that almost all the aspects that related to effective lecturers: rapport (26.2%), delivery (40.5%), fairness (11.9%), knowledge and credibility (7.1%), and organization and preparation (14.3%) were considered important, with 42 items on the questionnaire returning positive responses of over 4 on a 7-point Likert scale (1 = *strongly disagree* and 7 = *strongly agree*), 37 attributes were in the 6-7 range and 5 attributes were in the 5-6 range. It was used to know the students' perspectives about effective lecturer. Based on the findings in this study, I concluded that the students' perspectives in effective lecturer were very good. It could be seen from the answers of the students who dominantly answered the items *agree* in almost all of the items given to ask these aspects.

The result of interview

The interview was conducted after giving the questionnaire. There were five questions to be asked: 1) In *rapport aspect*, what they thought about lecturer's sociability, empathy, personality, and receptiveness; 2) In *delivery aspect*, how they thought about lecturer's personal style, communication, methodology, and content; 3) In *fairness aspect*, what they thought about lecturer's impartiality, examination preparation, grading, transparency, and workload; 4) In *knowledge and credibility aspect*, what they thought about those; and 5) What they thought about *organization and preparation aspect* of lecturer. There were 10 students that participated in this study.

Rapport (sociability, empathy, personality, and receptiveness)

All items in rapport aspect were perceived very good by students. It was because the students perceived that the social ability and personality of the lecturers were very good. They also had high empathy and receptiveness. For example, Respondent 2 said that:

"As far as I know, the social ability of the lecturer is very good, and has a high empathy, thus making their personality very good to be closer to the students and more open, with the example when the student asked the lecturer, those with generosity help to answer that question" (Ahmad, personal communication, November 27, 2017).

But there were some who were not. For example, Respondent 8 said that:

"But there are still lecturers who do not show a sense of receptiveness so that students are often afraid" (Afifah, personal communication, November 27, 2017).

Delivery (personal style, communication, methodology, and content)

Each lecturer had different own method, style, communication and content in teaching. In communication style, they conveyed it quite clearly by using some understandable words and examples. For example, Respondent 5 said that:

"Most of lecturers convey with lecturing method. Some are using language that is more easily understood or explain by giving many examples, analogies and others that easy to understand students" (Hanny, personal communication, November 27, 2017).

In addition, they also used very interesting and useful method that was relevant to the lesson plan. However, there were some lecturers who did not show ability in personal style and communication. Sometimes, they made students quickly bored because they communicated in one direction only which caused the students to be difficult to grasp the material delivered. For example, Respondent 9 said that:

"There is a lecturer who has a boring style of delivery" (Febi, personal communication, November 27, 2017).

Fairness (impartiality, examination preparation, grading, transparency, and workload)

In this aspect, the lecturers were fair enough, for example, in terms of preparation during exam. They also gave references and did not discriminate their students. They treated the students with each other equally. For example, Respondent 10 said that:

"My lecturers do not only focus on one object but also to whole objects" (Dela, personal communication, November 27, 2017).

However, the details of the assessment were not so transparent. For example, Respondent 1 said that:

“Not all lecturers are open to values, they have their own way of assessment so that students find it difficult to guess how lecturers judge because they often do not match the value of students who are active in the class with smart students” (Oji, personal communication, November 27, 2017).

Knowledge and Credibility

In knowledge and credibility aspect, they were highly skilled in their fields and very masterful. Then, what they said could be easily understood by their students. For example, Respondent 6 said that:

“In the aspects of knowledge and credibility, they are very masterful of all the material they teach to the students” (Indah, personal communication, November 27, 2017).

But there were some lecturers who did not really master their parts and were difficult to explain well. Then, this became the problem in helping the students to answer questions. For example, Respondent 4 said that:

“In my mind there are some lecturers who thought me what not really master in their part” (Putri, personal communication, November 27, 2017).

Organization and Preparation

The organization and preparation of lecturers in teaching were quite good. For example, Respondent 3 said that:

“In the teaching aspect is quite well and smoothly can always make students understand in their teaching ability” (Dian, personal communication, November 27, 2017).

Moreover, there were some lecturers who started with some games to enlight the atmosphere of the class to be more active. Each lecturer had their own respective syllabus and teaching materials. For example, Respondent 7 said that:

“They have prepared what they will teach so the the lecturer process well-planned” (Halimah, personal communication, November 27, 2017).

Discussion

Based on the students' responses towards questionnaire items and interview, there were five aspects that were related to effective lecturers (rapport, delivery, fairness, knowledge and credibility, and organization and preparation). I concluded that students' perspectives towards effective lecturer were very good. It can be seen from the answers of the students who dominantly answered the items *agree* in almost all of the items given to ask these aspects and they were perceived very well.

In *rapport* aspect, most of students agreed that they had charisma in teaching. It means that most of the lecturers were quite charismatics in teaching, for example, they could control the class atmosphere. Besides, most of the students had positive attitudes towards their lecturer. It also made the students respect them. They also had good sociability, empathy, personality, and receptiveness. Then, some of students slightly agreed that they cared about students.

However, unfortunately, the students also felt that some of lecturers did not really care about them. For example, they seldom called student names, tried hard to help students, and

ensured student's comprehension. This is opposite to Wood and Tanner (2012) who state that best tutors or lecturers include the act of caring, paying attention frequently to their students' level of motivation or frustration, and supporting their students' effort. Effective teacher performs confidentially in terms of their teaching ability. They often begin their sessions on a personal note and asking students about aspects of their personal lives.

In addition, according to Supriadi, the development of students' creativity in schools and universities is viewed from a scientific point of view (as cited in Isnaini, 2011, p.30). Teachers or lecturers should have abilities, skills, and motivation. Furthermore, Jan and Bashir (2017) comment "the effective teacher will combine professionalism with care, understanding, fairness, kindness and empathy" (p.783). In this case, they should create warm classroom environment and have to show sense of belongingness.

Moreover, in *delivery* aspect, many students agreed that lecturers taught grammar in classroom. Grammar is one of the most important aspects for EFL learners to understand. It easily depended on the way the lecturers teach. The lecturers also had their own personal style, communication, methodology, and content that they conveyed with quite clear. It is supported by McDonough and Shaw who says "the ability to use teaching materials competently is a very vital activity for all EFL educators" (as cited in Erlina, Astrid, Marzulina, Mukminin, Pitaloka, & Yansyah, 2018, p.112). With respect to teaching techniques, students respond to the professor or lecturer who is sensibly organized, who explains the material clearly, and one who can sustain their interest. On the other hand, Bibi (as cited in Astrid, 2011, p.90) states that English grammar is still taught in isolation and sufficient practice is not provided in an integrated manner with the four language skills (speaking, listening, writing, and reading). Therefore, it does not consider important to be taught.

However, only several students agreed that lecturers encouraged students with low confidence participate in class, like giving students enough time to answer questions and they complained that lecturers often required them immediate responses. Sometimes, they also made students quickly bored, so that students felt they did not catch what was delivered by the lecturer. The need for lecturers to push all students to actively participate in the learning process, including those with low levels of confidence, was also considered important by respondents. One way of ensuring equal participation was to adapt the way to ask questions to the students. It is supported by Wood and Tanner (2012) who state that there are several strategies used by effective lecturers or tutors to push their students to be active: increasing their curiosity with matters commonly happens in their live, letting them to control the tutorial session, confronting them with challenging problems but solvable, and providing frequent, indirect, and positive feedback. Moreover, Broussard and Garrison defined "motivation as the attribute which moves an individual to do or not to do something" (as cited in Abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, 2018, p.130). Indeed, encourage students by giving motivation could build their confidence.

Then, in *fairness* aspect, most of students agreed that lecturer required students to work hard during class. Here, the lecturers wanted that the students could explore their abilities and critical thinking to solve the problems, like giving individual or group tasks. They also gave references and did not discriminate them. According to Chirese (2011), "the students wanted to be involved in class discussions. They asked their their teacher to give the chance to ask questions and to make class presentations" (p. 268). This confirmed earlier findings by Barnes and Lock (2010).

Furthermore, Wood, and Tanner (2012) describe that students or tutees rather need to comprehend more than just listen to their teacher's explanation. When students or tutees became stuck, these lecturers or tutors did not provide answers, but only hints, which were at first general and became more specific only at a last resort. In the process, these lecturers or tutors

were alert for “productive” errors of thinking that could be explored in further questioning for the student’s or tutee’s benefit.

Some students also agreed that lecturer treated all students fairly. Here, the students hoped that the lecturers could treat them fairly both clever and silly students because lecturers sometimes focused their attention on a few students with high levels of English proficiency and gave them preferential treatment. It was expected that lecturers could maintain eye contact with all students during class and gave them equal chances to talk.

In accordance with students’ ratings on his research, Koc (2013) concluded “the most important quality of a good English language teacher is that he/she should not discriminate among the students and be patient, which is related to affective characteristics” (p.119). In addition, Kourieos and Evripidou (2013) add that an effective language teacher is one who takes into consideration his/her students’ personal differences, such as language anxiety, abilities and interests and designs learning environments accordingly and no longer considers one who has a directive and authoritarian role in the learning process.

In terms of *knowledge and credibility* aspect, many students agreed that lecturers were qualified for EFL teaching because they were highly skilled in their fields. Meanwhile, only some students agreed that lecturers had a good knowledge of grammar. There were some lecturers who did not really master in their parts. It means that the lecturers had to master the subjects and had good knowledge about those subjects because the students expected lecturers to have good knowledge of target language. Related to this matter, Wood and Tanner (2012) consider that the best lecturers must have a good competency related to their subject matter (content knowledge). In other words, the lecturer must possess considerable knowledge and intuitive understanding of how students learn and how best to teach them (pedagogical content knowledge), allowing those students to draw on appropriate information for whatever problems happened in the tutorial situation.

Moreover, Moore (as cited in Holandyah & Herlina, 2016, p.15) states that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development the personal characteristics and skills. Similarly, Arends states the ultimate of teaching is assist students to become independent and self-regulated learners (as cited in Marzulina & Putra, 2016, p.188).

Finally, in terms of organization and preparation aspect, most of students agreed that the lecturer were well-prepared for every lesson. It means that most of lecturers had good preparation before they taught the material to show that they were absolutely ready to handle the class and it was expected that the studenys will be inspired to work hard. This confirmed earlier findings by Barnes and Lock (2010) that effective lecturer should have good preparation, for example if we see the lecturer working hard, we will work hard also and we know if the lecturer has prepared or not. It is in line with Suyadi (as cited in Habiburrahman, 2015, p.252) who describes that professional competence reflected the lecturer’s ability in mastering the subject matter. Besides, several students agreed that lecturers make their own supplemental material. Here, these lecturers also made their own supplementary material, like providing extra reading texts and games to make teaching and learning process become more effective. Based on these responses, it was important for the students that a lecturer or teacher knew what she/he was going to teach in the class.

Under the *engagement* category, students reported from Bullock’s survey that good lecturers or teachers “teach when everyone is alert”, use “Great Power Points”, and “make good worksheets, make English and science fun”. These responses suggested that students believe that good lecturers or teachers must make sure that their students engage in the class activities. In addition, Fredricks, Blumenfeld and Paris (as cited in Astrid, Rukmini, Sofwan, & Fitirati, 2017, p.95) proposed that students’ engagement has multiple dimensions: behavioral, emotional and cognitive. Behavioral engagement draws on the idea of participation and includes involvement in

academic, social, or extracurricular activities; it is considered crucial for achieving academic outcomes. Then, emotional engagement focuses on the extent of positive and negative reactions to teachers and classmates. Finally, cognitive engagement is defined as the students' level of investment in learning; it includes being thoughtful and purposeful in each stage of the activities and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills.

Conclusion

From the summary of the answer of the research problem, it was found that the students' perspectives in effective lecturer were very good. It was proven by the findings that 5 aspects of effective lecturers were perceived positively by the students. The five aspects were rapport, delivery, fairness, knowledge and credibility, and organization and preparation.

References

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). If our English isn't a language, what is it? Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145. Retrieved from <http://nsuworks.nova.edu/tqr/vol23/iss1/9>
- Alwarrizti, W. (2008). *Faktor lokasi persebaran waralaba minimarket di perkotaan Yogyakarta*. Yogyakarta: Fakultas Geografi UGM.
- Ariesca & Marzulina, L. (2016). Teaching reading narrative text by using window notes strategy to the eighth grade students of SMP Muhammadiyah 4 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 3(1), 23-32. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/625/551>
- Astrid, A. (2011). Pembelajaran tata bahasa Inggris secara komunikatif dengan penyajian induktif dan pengintegrasian keterampilan berbahasa: Studi kasus di kelas bahasa Inggris di IAIN Raden Fatah Palembang. *Ta'dib: Journal of Islamic Education*, 16(2), 175-208. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/download/35/30>
- Astrid, A., Rukmini, D., Sofwan, A., & Fitirati, S. (2017). The analysis of students' engagement to writing feedback activities viewed from students' writing anxiety. *International Journal of English and Education*, 6(1), 86-107. Retrieved from http://jfl.iaun.ac.ir/article_54879.html
- Barret, Duggan, Lowe, Nickel, & Ukpo. (2006). *The concept of quality in education: A review of the 'international' literature on the concept of quality in education*. Bristol, UK: EdQual RPC.
- Barnes, B. D., & Lock, G. (2010). The attributes of effective lecturers of English as perceived by students in a Korean university. *Australian Journal of Teacher Education*, 35(1), 139-152.
- Barnes, B. D., & Lock, G. (2013). Student perceptions of effective foreign language teachers: A quantitative investigation from a Korean University. *Australian Journal of Teacher Education*, 38(2), 19-36.
- Chirese, R. (2011). Effective and ineffective lecturers: University students' perspective in Zimbabwe. *Journal of Anthropologist*, 13(4), 265-269.
- Cohen, L., Manion, L., & Marrison K. (2007). *Research methods in education* (6th ed). New York, NY: Routledge.
- Creswell, J. W. (2006). *Understanding Mixed Methods Research* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Boston, MA: Pearson Educational, Inc.
- Erlina, D., Astrid, A., Marzulina, L., Mukminin, M., Pitaloka, N. L., & Yansyah, F. (2018). Research on educational media: Balancing between local and target language cultures in

- english electronic textbooks. *TOJET: The Turkish Online Journal of Educational Technology*, 17(2), 111-119.
- Faiz, M. (2017). Measurement model of professional learning community: A Malaysian teacher context. *IRJE: Indonesian Research Journal in Education*, 1(1), 72-81. Retrieved from <http://online-journal.unja.ac.id/index.php/irje/article/view/4340>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education* (8th ed.). New York, NY: Mc. Graw Hill.
- Habiburrahman, S. (2015). Standard analysis of teachers and early childhood education. *Ta'dib: Journal of Islamic Education*, 20(2), 243-262. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/download/79/pdf>
- Holandyah, M., & Herlina, H. (2016). Teaching speaking skill by using guided conversation technique through pair taping to the seventh grade students of SMP PTI Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(2), 107-119. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/602/537>
- Holandyah, M., & Utami, P. (2016). Teaching reading comprehension using "save the last word for me" strategy to the eighth grade students of SMP N 7 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(1), 13-24. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/593/526>
- Isnaini, M. (2011). Budaya resistens siswa terhadap pendisiplinan sistem sekolah agama (Studi kasus Madrasah Aliyah Negeri (MAN) Unggulan Palembang). *Ta'dib: Journal of Islamic Education*, 16(1), 23-48. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/53/48>
- Jan, T., & Bashir, T. (2017). Measuring the impact of professional competence on teaching effectiveness of special educators of Kashmir. *International Journal of Science and Research*, 6(1), 782-784.
- Koc, E. M. (2013). Affective characteristics and teaching skills of English language teachers: Comparing perceptions of Elementary, Secondary, and High School Students. *Scientific Research*, 4(2), 117-123.
- Kourieos, S., & Evripidou, D. (2013). Students' perceptions of effective EFL teachers in University settings in Cyprus. *English Language Teaching: Canadian Center of Science and Education*, 6(11), 1-16.
- Lestari, S., & Ridho, Z. (2010). Pendidikan di negara-negara anggota OKI: Perbandingan antara perempuan dan laki-laki. *Ta'dib: Journal of Islamic Education*, 15(1), 143-160. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/71/66>
- Marzulina, L., & Putra, H. (2016). Teaching reading comprehension by using Content-Based Instruction (CBI) method to the second years learners at MTS Al-Furqon Prabumulih. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(2), 185-197. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/608/543>
- Marzulina, L., & Saputra, H. (2016). Teaching writing by using process genre approach to The Eighth Grade Students of SMP Negeri 22 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(1), 1-12. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/592>
- Naim, N. (2011). *Menjadi guru inspiratif: Memberdayakan dan mengubah jalan hidup siswa*. Yogyakarta, Indonesia: Pustaka Pelajar.
- Nisa, A. (2015). Improving students' writing skill by using inquiry technique at The Eighth Grade Students of MTS Negeri 2 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(1), 79-86. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/599/532>
- Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback: all that effort, but what is the effect??. *Assessment & Evaluation in Higher Education*, 35(3), 277-289.

- Purwowidodo, A. (2016). Dialectics of educational technology and reposition of Islamic religious education: Teachers' role in globalization era. *Ta'dib: Journal of Islamic Education*, 21(2), 137-154.
- Raymond, S. M. (2008). *Effective and ineffective university teaching from the students' and faculty's perspectives: Matched or mismatched expectations?*. Devon, UK: University of Exeter.
- Saswandi, T. (2014). Teaching style and students' interest in learning english. *IRJE: Jurnal Penelitian Universitas Jambi*, 15(1), 1-42.
- Serli. (2017). Performance management and quality culture reflection towards the professional teachers of the ASEAN Economic Community Era. *Ta'dib: Journal of Islamic Education*, 22(2), 54-69. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/1639/pdf>
- Sherwani, K., & Singh, U. (2015). Students' perceptions on lecturer evaluation on higher education. *International Journal of Social Sciences and Educational Studies*, 2(1), 49-61.
- Siniscalco, M., & Auriat, N. (2005). *Quantitative research methods in educational planning*. Paris, France: International Institute for Educational Planning/UNESCO.
- Sukardi, I. (2016). Character education based on religious values: An Islamic perspective. *Ta'dib: Journal of Islamic Education*, 21(1), 41-58. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/744/pdf>
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks: Sage.
- Walker, R. (2008). Twelve characteristics of an effective teacher. *Educational Horizon*, 87(1), 61-68.
- Wong, H., & Wong, R. (2004). *How to be an effective teacher the first days of school*. Mountain View, CA: Harry K. Wong Publications.
- Wood, W., & Tanner, K., (2012). The role of the lecturer as tutor: Doing what effective tutors do in a large lecture class. *CBE:Life Sciences Education*, 11, 3-11.