

SUCCESSFUL AND LESS SUCCESSFUL STUDENTS' PERCEPTION OF A GOOD SPEAKING LECTURER IN ENGLISH DEPARTMENT OF FACULTY OF TEACHER TRAINING AND EDUCATION OF UNIVERSITAS ISLAM MALANG

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Abstract: This study done to know the successful and less successful students perceive a good model of speaking lecturer in English department of Universitas Islam Malang, and the similarities between successful and less successful student's perception of a good speaking lecturers. This study classified to descriptive quantitative research. The finding of the study showed classroom atmosphere as Speaking lecturer who is relaxed but obvious get very strong belief in SS with score 80% and 73% in LS it become the highest score of all categories. In the lowest score successful and less successful students have the same believe that they do not please to the lecturer who often come late. with each score; SS=38%, LS=39%. It becomes the lowest level in all items. In conclusion, the problems most discussed are about the qualified interaction between lecturers and students, as well as clarity about the strategy for delivering material and the comfort atmosphere in the classroom that agreed between the two parties. Then also the personal discipline of the lecturer as the educator towards the process of improving speaking skills.

Key words: Good speaking lecturer, Successful students, Less successful students.

INTRODUCTION

The characteristics of successful and less successful students needed in the academic scope of research to carry out evaluations in the educational process, mainly, in this case the mastery of English among EFL students. (Gan, Humphreys, & Lyons, 2004) reveal that (successful students) SS in this case Chinese students, belief that the vocabulary is the one of the important things to learn in process of mastery English as foreign language. One of the SS analogize that constabulary is like a brick from the building, and to build building we must get a much bricks first. Besides, the SS believes that learning English as a foreign language is also necessary to learn its culture well, and if it is neglected it will have a negative impact on understanding English. It is different from the (unsuccessful students) US which argues either in interview or in diary that they must practice speaking, reading, writing because they will be tested.

The evaluating of the effectiveness of EFL teachers has been carried out with various different focus points; There are those who see it from the teacher's perspective, the system institution, teaching methods, and not a few who examine it from the student's lens. Such, Chen and Lin (2009) as cited (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015) investigated the perceptions of junior high school students as to the characteristics of teacher's effectiveness in teaching English.

In a good speaking teacher (Ma, 2012) describe the strengths and weaknesses features of NESTs and NNESTs (Native English-Speaking Teachers & Non-Native English-Speaking Teachers) Hong Kong in secondary school which divided into three categories: linguistic, socio-cultural and pedagogical. NEST and NNEST have strong pedagogical strengths, understanding students' difficulties, lack motivation to communicate in English and NEST is a better language model than local teachers. However, while having language deficiencies, NNESTs were deemed to have high pedagogic qualities, as did NESTs. Due to the absence of universally acknowledged alternatives and the continuous usage of these words by most in the field, she uses terms like "NESTs" and "NNESTs" in her work.

The first previous study is from (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015) The study done to know the characteristics of a good EFL teachers compared the perspectives of students and teachers. 171 Omani students and 233 teachers were select to be the participant. The questionnaires contained the characteristics of teacher that were collected into seven types. The result shows the category which get highest means either from students or teachers' participant was 'knowledge about oneself-general characteristics. It indicates that a teacher's knowledge about themselves in terms of general characteristics and affective variables was being two most important category for students. It means that, the teachers have to speak and write clearly, and also, in term of classroom teachers have to treat their learner equally. Variable and classroom management was also being the two and three highest in the teacher's category. The teachers

argue that they have to give the same treat to all of the students, and it also important for teachers to displaying the classroom teaching with well prepared.

(Said, 2017) also aims to explore the EFL teachers' behavior from under graduate students' perspective. The study is obtaining the data with give the questionnaires that utilized Likert-scale model to the students, and the researcher also interviewed the students to support the questionnaires result. The participants of this study conducted of 270 Indonesian undergraduate students from two private universities in Jakarta. In the end of the study, the researcher concluded that the all of dimension of effective teachers' behavior get the significant result from the student's perspective. The favorable category of teachers' behavior was "using active learning techniques," "giving prompt feedback," and "communicating high expectations."

The closest previous study is (Fathorrohim, 2019) the study placed at Universitas Islam Malang. The study explains how to become an exceptional speaking instructor according to the students' perspectives. This study used survey research design classified to descriptive quantitative research. The researcher utilized the questionnaires with percentage formula model to obtain the data. 48 EFL students of English Department in UNISMA contains from second and fourth semester were being participants of this study. In the end of the study the researcher concludes that the most of participants beliefs that the integrating media in applying material, such as reducing electronics, group presentation and the major role of direct practice in teaching the scholars' speaking skills toward the ESLs' characteristics was conceived. Besides, being a good speaking lecturer from the student's lens was the quality of knowledge enactment. It refers to the teaching delivery in the classrooms. The majority of students suggested that in order to build a classroom approach in a speaking skill, an exemplary speaking teacher should have and employ a pleasant environment, mutual agreement, both (foreign and local) languages, and online courses. To deal with these, most of the previous researchers discuss the evaluation or characteristic of teachers in general in the teaching and learning process, L1, L2, experienced teaching based, elementary and secondary, as well as their teaching and how the perceptions of

students affect the teaching actions and attitudes of English foreign language teachers, this current study attempted to become novelty in teachers' belief in the teaching and learning process. Therefore, the researchers' curiosity is to describe the successful and less successful students' perspective toward a good speaking lecturer.

METHOD

This study classified to descriptive quantitative research. The questionnaire was being the main instrument of this study. The researcher collected the data with given the online questionnaires to the selected participants. The questionnaire of this study was in the form of percentage. And, to deal with this, the researcher also utilized the static percentage to analyze the collected data.

In this study, data collection was carried out by using questionnaires. The researcher administered the questionnaire through online media of Google form due to Covid-19 pandemic and consideration of social distancing to ensure health and safety for both researcher and participants. The data were collected from 30 students originated from fourth semester of speaking class separated into two object (successful & less successful students) suited by their last examination (UAS) speaking score that researcher gets from the lecturer of this lesson . .

The data from questionnaire was divided into three categories of a good model of speaking lecturer; teacher teaching method, personality traits and pedagogical enactment. The data analyzed one by one in each category to get a specific result in the form percentage. The score of each point of instrument was inputted inside of two table (Successful and less successful students). To get the specific sequence score, the author ordered the findings of the research as from highest to the lowest value to determine which one has the strongest attributes of a good model of speaking lecturer in either successful or less successful students' assessments of the classifications.

The researcher also categorized the score into four grades as follows; 1) Very strong covered percentage between 100-76 %, 2) Strong belongs to 75-51 %, 3) Weak have score 50-25 % and very weak is 24-0 %. The similarities between

successful and less successful students' perceptions of a good speaking lecturer showed and described from average of percentage from each table. The data was calculated using this formula:

Note:

P : Percentage

N : Total participants

F : Frequency

$$P (\%) = \frac{f}{N} \times 100$$

FINDING

The findings of this study show the results taken from the questionnaires and listed in the table form. The table is reviewed according to the following three frameworks: teacher teaching method, personality trait and pedagogic enactment. Each category separated into two parts consisting of successful students and less successful students. The result also has sequenced by the highest to smallest grade suit of the average of each point.

Table 1. Teacher Teaching Method (Successful Students)

No.	Item	Score total	Percentage
1.	The lecturer regarding the students' classroom activities.	48	80
2.	The lecturer relies on technology to practice regularly.	47	78
3.	The lecturer prioritizes application rather concept.	46	77
4.	The lecturer compares the performance of learners in the classroom discussion.	35	58
5.	A lecturer seldom offers a speech segment that is beginning to learn.	33	55
6.	The lecture frequently employs the instructor center.	32	53
7.	The instructor usually leads the team performance task.	29	48

The result shows three points in Teacher teaching method (successful students) item 1-3 which get very strong, then followed by three items 4-6 with strong grade. And item-7 being lowest score of this category which belong to weak grade with score 48%.

Table 2. Teacher Teaching Method (Less Successful Students)

No.	Item	Score total	Percentage
1.	The lecturer regarding the students' classroom activities.	43	76
2.	The instructor usually leads the team performance task.	43	75
3.	The lecturer prioritizes application rather concept.	40	72
4.	The lecturer compares the performance of learners in the classroom discussion.	41	63
5.	The lecture frequently employs the instructor center.	34	55
6.	A lecturer seldom offers a speech segment that is beginning to learn.	33	55
7.	The lecturer relies on technology to practice regularly.	29	48

In less successful students it was only item-1 which get very strong with score 76%. Then, followed by item 2-6 which get strong, this grade was being dominant in this category. Then the lowest score was item-7 it classified to weak grade.

Table 4.1.2 Personality Trait (Successful Students)

No.	Items	Score Total	Percentage
1.	Students driven to talk in an unique classroom interaction in new model for enhancing language proficiency.	46	77
2.	During language classroom, participants get several chance to discuss using English.	44	73
3.	I appreciate a spoken lecturer that matches the needs of his or her pupils.	44	73
4.	Students suggest a speaking educator that can communicate freely to learners about some issue of speech competence.	42	70
5.	The major theme of my speaking program has helped to gain communication skills	39	65
6.	Getting near to instructors has helped me in understanding certain subject in language skill.	38	63
7.	Several range of approaches to teaching conversational skills assist me in understanding a specific theme in classroom discussion.	38	63
8.	I chose an expert instructor over a seasoned instructor.	36	60
9.	I resent lecturers that never interact with learners with in way that they require.	27	45
10.	I recommend instructor who is frequently delayed due to their employment.	23	38

From the result of personality trait of successful students, item-1 get very strong with score 77% followed by item 2-8 that belong to strong grade, and two number (item 9-10) being lowest rate in weak grade.

Table 4.1.2 Personality Trait (Less Successful Students)

No.	Items	Score Total	Percentage
1.	Students suggest a speaking educator that can communicate freely to learners about some issue of speech competence.	47	74
2.	I appreciate a spoken lecturer that matches the needs of his or her pupils.	44	73
3.	I chose an expert instructor over a seasoned instructor.	43	73
4.	Several range of approaches to teaching conversational skills assist me in understanding a specific theme in classroom discussion.	42	67
5.	Students driven to talk in an unique classroom interaction in new model for enhancing language proficiency.	41	66
6.	The major theme of my speaking program has helped to gain communication skills	40	66
7.	Getting near to instructors has helped me in understanding certain subject in language skill.	37	63
8.	During language classroom, participants get several chance to discuss using English.	36	67
9.	I resent lecturers that never interact with learners with in way that they require.	29	47
10.	I recommend instructor who is frequently delayed due to their employment.	24	39

As seen in the table 4.1.2 (Less successful students), there was not any item that belong to very strong grade, the highest score of this category gets 74% it classified to strong grade included with item 1-8, and followed by item 9-10 which get weak rate in lowest score.

Table 4.1.3 Pedagogic Enactment (Successful Students)

No.	Items	Score Total	Percentage
1.	Students prefer easygoing lecturers but clear when they talk.	48	80
2.	Speaking instructor should connect students around this and all things to focus.	46	77
3.	I operate within a pleasant environment to improve my conversation skills.	46	77
4.	I applaud the speaking educator which assigns personalized projects.	39	65
5.	Students applaud the instructor of speaking who sets any collective discussion challenge.	36	60
6.	While classroom interaction, I interact to a serious environment in order to improve the speaking skills.	36	60
7.	I prefer lecturers who seem to be evident and attentive when they present.	36	60
8.	The instructor shall properly define the requirements in speaking class using English.	34	57

9.	I enjoy the instructor that is in a good frame of mind next to the pupils.	33	55
10.	Combine presentation is seldom used by an instructor when teaching in speaking classroom.	32	53
11.	The instructor seldom gives a speaking lesson in English.	29	48
12.	Instead of attending class, the speaking instructor likes to assign duties.	27	45

The highest rate of Pedagogic enactment (Successful students) gets very strong as seen in item-1 with score 80% followed by item 2-3 which also get very strong, both of them get the same score 77%. Then, item 4-10 gets strong with score 65%-53% and followed by item 11-12 which get lowest score in this category with weak rate.

Table 4.1.3 Pedagogic Enactment (Less Successful Students)

No.	Items	Score Total	Percentage
1.	Speaking instructor should connect students around this and all things to focus.	47	78
2.	I operate within a pleasant environment to improve my conversation skills.	42	73
3.	Students prefer easygoing lecturers but clear when they talk.	40	73
4.	Students applaud the instructor of speaking who sets any collective discussion challenge.	40	63
5.	The instructor shall properly define the requirements in speaking class using English.	34	57
6.	While classroom interaction, I interact to a serious environment in order to improve the speaking skills.	30	55
7.	Instead of attending class, the speaking instructor likes to assign duties.	29	47
8.	I applaud the speaking educator which assigns personalized projects.	27	55
9.	I prefer lecturers who seem to be evident and attentive when they present.	27	53
10.	I enjoy the instructor that is in a good frame of mind next to the pupils.	27	50
11.	Combine presentation is seldom used by an instructor when teaching in speaking classroom.	26	48
12.	The instructor seldom gives a speaking lesson in English.	24	44

The result of Pedagogic enactment (Less successful students) shows that item-1 being the only item which get very strong rate with score 78%. Then followed by item 2-9 which classified as strong, and item 11-12 get weak rate with lowest score 48%-44%.

DISCUSSION

This chapter presents the description from all of the result of questionnaire.

Successful Students

Teacher teaching method as mentioned on the table is considered as the most common participants on this study preferred to lecturer's focus on learning process of students in classroom. In (Witcher, 2003) cited in (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015) stated that instructional competence, including the teacher's ability to create student-centered classrooms, provide sufficient content knowledge, and maintain a professional demeanor, is the most highly valued of the three categories by learners. It claimed that lecturer should notice to students while enhancing speaking material, it also called as student centered method.

High achieves students feel that lecturers should use advanced technologies such as presentation-based training, group sessions, and actual exercise speech skills to increase their professional skills as a result of their studies. It shows that Teacher using technology in speaking class get very strong in successful students. As mentioned Badia, Meneses, Sigalés, & Fàbregues (2014) as cited in (Fathorrohim, 2019) that in this study, the possible benefits of using technology involved having access to extra educational resources and equipment, as well as the ability for students to be more engaged, engaged, independent, and responsive in their classroom activities.

In Personality trait successful students placed speaking class with fresh platform in improving speaking skill as very strong item with score 77%, It shows that the communications strategy of the lecturer is a prominent component to reach the effective speaking class, they also believe in lecturer who has balance students need with score 73%. It also claimed that a good communication is important for ELT neither to improving the material or balance the students need. This result can be supported by the study's finding conducted by (Alzeebaree & Hasan, 2020) which mentioned "listening to student's opinions" and "not discriminating between students and treat them fairly" as the most important

characteristics to teaching. It was some of the mean scores for each item in the category of socio-affective skills.

The prominent factor also Relax but obvious speaking lecturer, it is one of the items in Pedagogical enactment category which successful students believe with score 80%. The successful student belief that a good speaking lecturer also have to consider the atmosphere in classroom. It related with the study of (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015) that discuss classroom manage. The item “a humorous and exciting class atmosphere” get high score, even if the results indicate that participants do not believe it to be very important for their instructors to have a sense of humour. Moreover, students also believed that it was important for their instructors to offer appropriate feedback, maintaining that they should “be able to comment on pupils’ responses appropriately” and “give useful feedback on written work in appropriate ways”.

Judging from the result of the research above students want to learning in a relaxed way, a rigid and too formal way in the classroom is no longer relevant to this very open era, then the EFL students will be more comfortable and happier to follow all the lessons, but it also follows with a clear explanation in deliver the materials.

Less Successful Students

In Teacher teaching method less-successful students have very strong belief in lecturer focus on students learning process and group presentation being the favourite method. Lecturer who always conduct group presentation get strong grade with score 75%, this item also followed with lecturer prefer practice than theory. As stated by Parpala & Lindblom-ylänne (2007) cited in (Fathorrohim, 2019) a teacher who uses a student-centered or learning-oriented approach uses a technique to assist their pupils transform their viewpoints or perceptions of the events they are learning. However, its better support with the digital technology capability for ELT.

The main item that less successful students focus in Personality trait category is about the relation between lecturer and students in learning process. They have pleasure with lecturer who easily socialize and known-balancing

students need. It strengthens with study's conducted by (Ma, 2012) which state some of LETs (Local/non-Native English teacher) strength was understanding of student learning difficulties and anticipate students' errors also. Instructors may have a greater grasp of students' talents and the difficulties they have in knowing foreign language, as well as learning hurdles and students' needs/interests.

Less successful students placed the lecturers must deal toward students about any kind of requirement in the class as the highest item in Pedagogic Enactment with score 78%, it claimed that they need a distinct requirement in the classroom which dealt by both lecturers and students in speaking class. This item followed by a comfortable atmosphere in classroom and relaxed situation distributed as "classroom system" and "feeling management" got strong criteria of a good speaking lecturer. (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015) mentioned that the most important category to being ELT from both students and teacher's participant was "Knowledge about classroom management".

Similarities between Successful and Less successful students

In teacher teaching method successful and less successful students have same very strongly agreed in lecture focus on students learning process. It claimed that Student-centred in classroom was being main component for a good speaking lecturer, this item also followed by prefer practice than theory which get very strong in successful students with score 77% and strong grade belief with 72% in less successful students.

Successful and less successful student have same agreed with lecturer who easily socialize about all certain topic in speaking class and balanced student's needs. These two items of personality trait category get strong believe in successful and less successful students. Lecturer who easily socialize get 70% in SS (successful students) and 74% in LS (less successful students) and, lecturer who balanced students need get same amount with score 73% in SS and LS. Moreover, in the lowest score of personality trait category successful and less successful students have the same believe that they do not please to the lecturer who often come late because of his/her business of occupation. The result shows

this item placed in the lowest level with each score; SS=38%, LS=39%. It becomes the lowest level in all items.

Some similarities between successful and less successful students also found in pedagogic enactment category, in this category they have same agreed about classroom atmosphere. Speaking lecturer who is relaxed but obvious get very strong belief in SS with score 80%, it become the highest level in this category and get score 73% in LS. A comfortable atmosphere in classroom also gets high grade in both of them with 77% in SS, and 73% in LS.

Afterwards, lecturer must deal toward students about any kinds of requirements in the class also get very strong belief in successful as well as in less successful students. This result shows that a good speaking lecturer have to manage the situation in classroom to rich a comfortable atmosphere for gain students' interesting while learning process.

CONCLUSION

Based on the result, it can be concluded that being a good speaking lecturer does have various criteria and it really adapts to each culture, character and habits of the students. In this case, students of English education at University of Islam Malang have a perception that they think with this model of a good speaking lecturer can help create more effectiveness in learning speaking

Broadly in speaking, the problems most discussed are about the qualified interaction between lecturers and students, as well as clarity about the strategy for delivering material and the comfort atmosphere in the classroom that agreed between the two parties. Then also the personal discipline of the lecturer as the educator towards the process of improving speaking skills.

SUGGESTION

From the overall results obtained in this study, the researcher provides several points of suggestion for lecturers and also for further researchers:

For the lecturers in this department, it is better to pay more attention to students' attitudes towards their involvement in the speaking learning process. A

comfort atmosphere in classroom should also be built to give students more interest in learning the material, such as good communication, and also to balance the student's needs in the process of improving their speaking skills.

For the next researcher it is suggested to add another instrument such as interview, observation, and test. The background of the students' participants also could be considered such as gender, ages, and various grade of study to more explore about a model of good speaking lecturer from students view.

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