



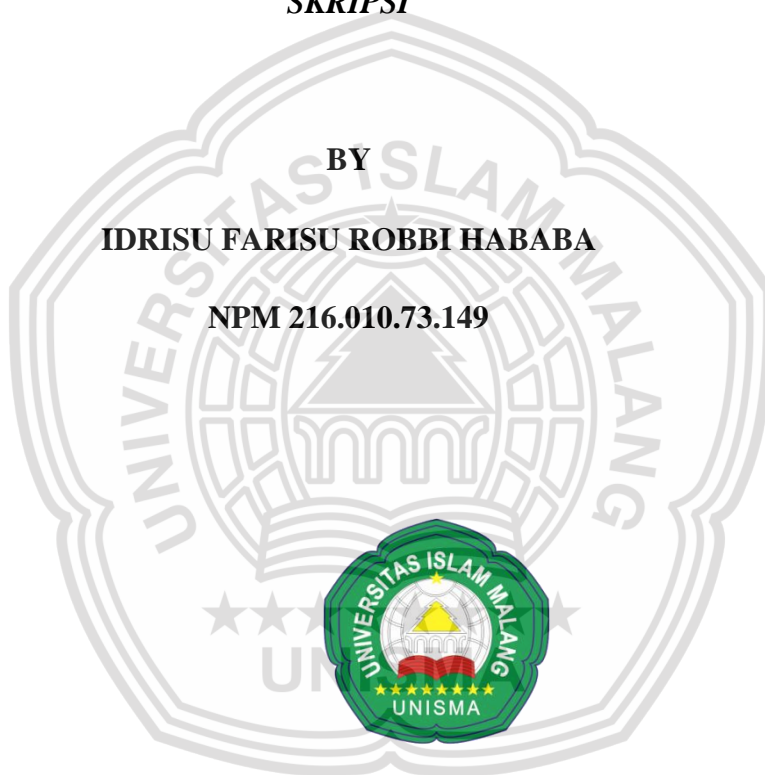
**SUCCESSFUL AND LESS SUCCESSFUL STUDENTS’
PERCEPTION OF A GOOD SPEAKING LECTURER IN
ENGLISH DEPARTMENT OF FACULTY OF TEACHER
TRAINING AND EDUCATION OF UNIVERSITAS ISLAM
MALANG**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT**

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**In partial fulfillment of the requirements for the degree of
Sarjana in English Language Education**

BY

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ABSTRACT

Hababa, Idrisu. 2022. *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*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors: (I) Dr. Alfian Zuhairi, M. Pd (II) Dr. Imam Karimullah, S.S., M.A

Keywords: Good Speaking Lecturer, Successful Students, Less Successful Students.

The teacher is one of the important factors in creating an effective learning process, the role of the teacher is also assessed from the point of view of the characteristics they have, either related to academic material, or to the teacher's personal. Therefore, knowing the characteristics of a good teacher, especially foreign languages. In this current study, the researcher attempts to become novelty in teachers' belief in the teaching and learning process. This study discusses the characteristics of a good teacher in speaking skills in EFL educational University level context. Therefore, the researchers' curiosity is to describe the successful and less successful students' perspective toward a good speaking lecturer.

This study classified to descriptive quantitative research. 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. The participants were students from fourth semester of English department UNISMA that have expertise with this study. The questionnaire was being main instrument of this study, it consists of 30 questions discuss about three frameworks of a good speaking lecturer as following; *teacher teaching method, personality traits and pedagogical enactment*. The source of the questionnaire was taken from the previous study. The data of this study was analyzed quantitatively.

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..

The writer expects that the result of this study can help the lecturers to overcome more effective teaching and learning process of speaking with students perception about a model of a good speaking lecturer. The writer also expects that the findings of this research can be additional information for the next writers who are interested to conduct the study with similar topic.

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, research problems, object of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Speaking is one of several skills that are continuously used by EFL students today. The role of speaking is very important for EFL students in their learning process to understand English, because speaking is one of the main basic parts of learning English, either inside or outside the classroom. Speaking is the most dominant than other skills in the second language learning process. Moreover, speaking is repute as the most important skill in learning a foreign or second language among the four key language skills (Rao, 2019). Because the mastery of speaking skills can have an impact on good communication in English, especially when communicating with foreigners. So, speaking skill become important for people who desire to fulfilled when they want to express an idea or opinion with others clearly.



Moreover, speaking is very necessary for those who settle in professional jobs that require oral speaking abilities as a requirement. Thus, for EFL students, mastering speaking skills is very useful to support their career in the future. (Boonkit, 2010) also pointed that EFL students usually have limited opportunities to communicate by English with others outside the classroom and also limited exposure to English speakers or members of the international community.

Speaking is very vital in facing today's modern world civilization, because almost all fields of activity in the national and international scope cannot be separated from English as an international communication which is always used as a means of communicating and negotiating across cities and countries. Therefore, learning English as a second language, especially speaking skills, requires a platform, and the popular platform for now is classrooms, which are structured with a complete curriculum and a system of teaching and learning processes. Some research shows EFL students' difficulties in speaking skills such as pronunciation, vocabulary, and fluency (Reves & Medgeys, 1994). Pronunciation and vocabulary are also becoming other restrictions that need to improve learners' speaking ability. In this time, pronunciation is the primary need in which is the fundamental thing to gain maximum in mastering English, mainly speaking skill.



(Mandefro, Mulatu, Abebe, & Yona, 2016) pointed out that many reasons cause the students' poor performance of their learning English as a foreign language, such as a weak curriculum design, lack of English teachers, and lack of students' learning motivation. Environment and motivation are the factors influencing their problem. Other than that, it also relates to another difficulty faced by students that is un-confident that has a major impact on their performance, whether they work in front of audiences individually or in groups.

Teaching in EFL learner must consider the understanding needs of students in the process of mastering English and of course also consider the basis of their knowledge of the foreign language to be studied. This is of course different from students of English as a first language. In addition, several differences that arise from each student must also be realized in order to create an effective learning process in the classroom.

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.

The results of the study suggest that learners usually viewed the personality of teachers, and teacher-student relationship must have more important characteristics than educational expertise. This illustrates students' perspectives on effective English teachers according to their opinions based on experiences of teaching and learning activities in the classroom.

Such study into the attributions of students in Bahrain for their success and failure in learning English (Williams, Burden & Al-Baharna, 2001) cited (Williams, Burden, Poulet, & Maun, 2007) said that the most commonly reported reasons as success of these students were practice, family and teacher support, language exposure and a positive attitude.

On the other hand, incompetent teaching techniques, lack of care from either the parents and teachers, poor understanding and a low motivation were the most frequently cited reasons for failure. It is a question if students get more success than other students, because with this description it means that the effectiveness of the foreign language teaching and learning process has not reached the expected level.

The teacher is one of the important factors in creating an effective learning process, the role of the teacher is also assessed from the point of view of the characteristics they have, either related to academic material, or to the teacher's personal. Therefore, knowing the characteristics of a good teacher, especially foreign languages, is very important for the sake of continuous evaluation in order to achieve the effectiveness of the teaching and learning process in the scope of foreign languages.

The understanding of perception gained by the expert of perception theory (Medgyes, 1992) mentioned in the context of the use of L2 and L1 from ideal NESTs (Native English-Speaking Teachers) creative, original, professional, having EFL qualification, over users of English, high language competence, exemplary charismatic, good command of English, perfect language model, fluency, vocabulary, pronunciation, listening comprehension, grammar, and idiomatic English, high teacher effectiveness, achieving a high degree of proficiency in the learners' mother tongue. In term of

deficiencies of non-NESTs, Medgyes also rendered NNESTs (Non-Native English-Speaking Teachers) were native-like pronunciation, strong having communicative goal, professional, high business, having EFL qualification, exemplary charismatic, teach learning strategies, more effectively, provide learners with more information about the English language.

In a good speaking teachers (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. Meanwhile, although NNESTs have linguistic weaknesses, they were thought to have strong pedagogical strengths neither them NESTs. In her paper, terms such as "NESTs" and "NNESTs" are used, given the lack of generally accepted alternatives and the continued use of these terms by most in the field.

Indeed, the continuation of the changes are continuously carried out by educated people should always be intensified for wider research. 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. Moreover, in this current study, the researcher attempts to become novelty in teachers' belief in the teaching and learning process. This study discusses the characteristics of a good teacher

in speaking skills in EFL educational University level context. Therefore, the researchers' curiosity is to describe the successful and less successful students' perspective toward a good speaking lecturer.

1.2 Research Problem

The research problems in this study is:

1. How do the successful students perceive a good model of speaking lecturers in English department of Universitas Islam Malang?
2. How do the less successful students perceive a good model of speaking lecturers in English department of Universitas Islam Malang?
3. What are the similarities between successful and less successful students perception of a good speaking lecturers?

1.3 Object of the Study

From the background of this study, the object of the studies is this bellow:

To know the successful and less successful students perceive a good model of speaking lecturer in English department of Universitas Islam Malang

1.4 Significance of the Study

As this study concerns with the successful and less successful students' perspective of a good speaking teacher, the ending of this study are expected that:

1. This research can broaden the writer knowledge about successful and less successful students' perceptions of a good speaking lecturer and its application during the teaching-learning process in university level.

2. English lecturers can review their teaching performance with the characteristics of a good speaking teachers' model, it is very important for teachers to support the creation of a more effective teaching and learning process, especially in speaking course
3. The candidate of English lecturers or teachers can prepare themselves to consider the characteristics of a good speaking teachers from student's lens, so that they have well prepared to treating them in the classroom, thus the teaching and learning process in speaking lessons will be more effective, and the realization of adjustments to the needs of each students. So that it can help students in mastering the Speaking skill material given by the lecturer.

1.5 Scope and Limitation of the Study

From the Background of the study described above, in this current study the researcher only focuses on the discussion of successful and less successful students' perspective of a good speaking lecturer in English Department of Faculty of Teacher Training and Education of Universitas Islam Malang. And due to time constraints and situation constraints, it was not conclusive to meet the participant. The researcher collected the data by giving online questionnaires to 30 English students of third semester consisting of successful ad less successful students detected from their speaking skill score. So that the researcher could not explore more answers

1.6 Definition of Key Terms

To make this study easier to understand, the researcher provides a brief elaboration of some key terms used in this research:

1. Good speaking lecturer

Good speaking lecturer is a lecturer who teaches English Speaking Lesson of fourth semester in Universitas Islam Malang identified by three framework of a good speaking lecturer; *teacher teaching method, personality traits and pedagogical enactment.*

2.1 Successful students

Successful students is English department students of fourth semester in UNISMA with (UAS) score 75-100 in speaking lesson.

3.1 Less successful students

Less successful students is English department students of fourth semester in UNISMA with (UAS) score 0-74 in speaking lesson.

4.1 Students' perception

Students' perception is the opinion and views (successful and less successful students of English department at Universitas Islam Malang) of a good model of speaking lecturers according to each perspectives on the lecturers' performance in the learning process of speaking lessons.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher provides a summary of the research result of this study and also the suggestions.

5.1 Conclusions

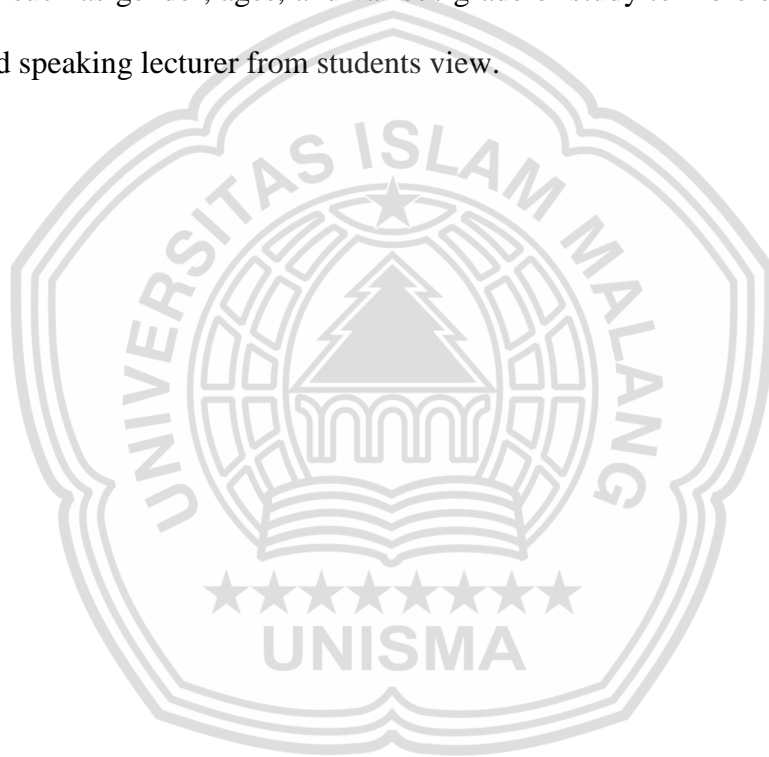
Based on the result, it can be concluded that being a good speaking lecturer does have various criteria and it really adapts to each culture, character and habits of the students. In this case, students of English education at University of Islam Malang have a perception that they think with this model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

5.2 Suggestions

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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