

Students' Perception of Lecturer Description in English Lecture Class at Stikes Bina Sehat PPNI Mojokerto, East Java

Asef Wildan Munfadlila

STIKES Bina Sehat PPNI Mojokerto
Jl. Raya Jabon KM 06 Mojoanyar Mojokerto, 61363

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***Corresponding Author:**

acheif90@gmail.com

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Abstract: When they listen to the lecturer speak in English class, perception of student refers to what they think and feel based on their senses. In order to address this concern among English class students, this study looked at the different lecturer styles. By observing classroom activities and giving the questionnaire to 40 university students, the study used a qualitative approach. The outcome showed that the lecturer employed interrogation, feedback, negotiating, and imparting knowledge and teaching. There were three different styles of lecturer talks, including questioning, providing feedback, imparting knowledge, and providing instructions. Negotiating between the lecturer and students was perceived negatively. The findings of this study suggested that lecturers should be aware of how they communicate since good lecturers can aid students in understanding the subject matter.



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INTRODUCTION

The strength of the lecturer is highly influencing once the material is delivered, thus the lecturer should do a balanced reaction with the students in order for the material to be understood by them. Lecturer speaking frequently predominates activities involving explanation and evaluation, which restricts students' ability to speak in terms of quantity and substantive goals. (Bagata, Umamah, & Fikri, 2020). As a result, rather than engaging in active language engagement with professors or other students, pupils prefer to listen to the lecturer speak. When the lesson is taught, the students' perspectives will be impacted if the lecturer is overly domineering in the classroom.

The five senses, which are held in high regard, can be used to gather information about someone through perception. (Suprpto, 2019) The intended meaning of the means stimuli is why they were chosen. Positive and negative impressions are frequently distinguished in the study of perception. Students' perceptions are more likely to influence how they pay attention to and evaluate the lecturers' abilities to teach while they are presenting material during the teaching and learning process. The idea that students are the primary audience for teaching and learning in faculties and that science students are those who relate to the lecturer most frequently has an impact on how students perceive the lecturer's talk during class. As a result, appropriate changes are frequently made to foster students' appreciation. (Roberts et al., 2018).

Balanced contact between the lecturer and students is necessary for effective teaching and learning since lecturer dominance through lecture discourse might cause students to perceive the professor negatively (Martin & Bolliger, 2018). For instance,

today's pandemic scenario forces teachers to conduct class activities online or virtually. As is customary, the lecturer attends class for learning activities. The lecturer then explains the topic to the students using the lecture technique, in which the speaker talks continuously and uses typically used media, especially books and occasionally PowerPoint, to demonstrate the lesson to be learnt that day. When the lecturer gives examples to support the subject, the students are asked to apply the examples using their body language and minimal participation from the class to share their thoughts. The lecturer then assigns homework to the students based on the book.

There have been various studies done on the current problem. Mansoor's initial investigation was written (Mansoor & Ashraf, 2019), The interview data was examined using the victimization descriptive analysis technique. Since they are aware that reading strategies would help them with reading comprehension, students have been reported to have a favorable attitude toward reading strategies. Weis was the author of the second journal. (Spies, Weiss, & Campbell, 1975), The outcome demonstrated that the majority of students support the use of English as the primary instructional language by a land lecturer when instructing a land subject under the given category. The final study by Garcia-Aracil, Monteiro, and Almeida (2021) reveals that the lecturer primarily provided feedback in an indirect manner based on the findings of the descriptive analysis. The fourth analysis by (Van der Kleij & Lipnevich, 2021) sought to identify the interaction pattern in the classroom during the teaching-learning activity. The analysis's findings revealed that the lecturer primarily initiated the pattern of interaction, with the distribution of data class being the primary pattern to occur. The fifth analysis was produced by Semi (Suprpto, 2019), This thesis is a descriptive qualitative study on how participants interacted in the lecturer and student conversation in the classroom. The study's findings indicate that the instructor was more engaged in the conversation. The student was less engaged than the instructor at the time.

There are a number of prior studies that have focused on relevant topics, such as the first prior study's focus on students' perceptions of reading strategies for enhancing reading comprehension. The second prior study focuses on how the lecturer's dominant usage of English is perceived by the pupils. The third prior study focuses on how students feel about positive feedback from lecturers. In order to improve interactions between lecturers and students through lecturer talk, the fourth prior study focuses on interactions in the classroom during the learning process. The most recent study focused on the dialogue that took place in class between the lecturer and the students.

THEORETICAL SUPPORT

There were five differences between this research and earlier studies that were relevant to it. Bosser conducted the first prior study. (Bossér & Lindahl, 2019). The goal of this study was to identify how students interacted with one another during teaching and learning activities in order to improve lecturer-student interaction. The professor talk and the interactions were analyzed using a Moskowitz analytic tool called Foreign Language Interaction Analysis. To understand the lecturer's and students' perspectives on the analysis, an interview and a questionnaire were done. The data that were gathered were all qualitatively represented. The findings of this study demonstrated that the lecturer was significantly responsible for the interaction pattern, with data class being the dominant pattern. The lecturer's discussion didn't take over, and the students had plenty of chances to act. The decline in lecturer talk-share during teaching-learning activities had demonstrated it.

Rovers (Rovers, Clarebout, Savelberg, & van Merriënboer, 2018) conducted the second prior study. The purpose of this study is to determine the degree to which land lecturers use English as a medium of interaction when teaching English to students. The study uses a questionnaire with ten items that is distributed to 134 second-graders from one class at each school. It had been used to collect samples using the cluster random sampling method. The findings of this study demonstrate that almost all students support the use of English as the major language of instruction by English lecturers when teaching English-related courses. By using applied as the primary language of instruction in this classroom, students' proficiency in spoken and written English will improve. They will also be inspired to communicate in English more confidently, be better able to understand textbooks and articles written in English, and gain knowledge of other cultures.

The third prior investigation by Poedjiastutie (Poedjiastutie & Oliver, 2017) The focus of this study is on how students perceive written feedback from lecturers. This research falls within the descriptive qualitative category. The students' perceptions of the lecturer's written feedback served as the primary study instrument. The information was gleaned from the students' written work. Field notes, questionnaires, and interviews were three of the tools the researcher employed. The method of organizing and categorizing data is known as a data analysis approach. According to the findings of the descriptive analysis, the professor generally provided feedback in an indirect way. In support of the third analysis question, it was found that: students prefer written feedback to oral feedback, lecturer's written feedback was objective, lecturer-written feedback was clear, lecturer's written feedback helped the students, lecturer's written feedback was encouraging, and also the students never experienced a negative outcome from the lecturer's written feedback, lecturer's written feedback failed to disturb the method of writing.

Kim's prior four studies (Kim & Kim, 2021) The first goal of this study is to describe the interaction between the lecturer and the students in the classroom. The second goal is to understand the characteristics of the lecturer-student conversation in the classroom. The third goal is to identify the languages used in the classroom conversation throughout the teaching-learning process. This study could be a descriptive qualitative analysis of the interactions between the participants and the lecturer in the classroom. The interaction between the lecturer and, consequently, the students in the class, constitutes the study's data. For the purpose of compiling the data, the researcher used observation and recording. The study's findings demonstrate that the lecturer added to the contact with additional activities. The instructor was more animated than the students, who were less so. The researcher draws the conclusion that the lecturer dominated the interactions in the class as evidenced by the finding.

METHOD

According to Middelthon (Moen & Middelthon, 2015), qualitative research is a tool for examining the ways in which each person or creature is connected to societal problems. The analytical approach was supported by descriptive research created for identifying truth regarding real occurrences through the method of gathering information, classifying information, analyzing and decoding. The researcher selects the methodology in this step based on the goals of the study. There are two main research issues in this study that demand an investigation of the topic under consideration. Now that English courses are being taught in a classroom, the researcher wants to look into the forms of lecturer speak that the English professor uses and how the students perceive those types

of lecturer talk. In order to help the reader understand the study's findings, this research broke down the findings into individual paragraphs and tables, accorded Moen (Moen & Middelthon, 2015). a subject is an individual who takes part in a measurement search study or acts as a source from whom data is gathered. The research topic is the fourth semester of the Bachelor of Science in Nursing program at STIKes Bina Sehat PPNI Mojokerto. The research environment is a fourth-semester A class. The even semester of the school year 2021–2022 was used for the research. The research's data came from a closed-ended questionnaire on people's perceptions. Non-participant observation is the observation method used in this study. This demonstrates that the researcher is actively engaged. analysis of the data in qualitative research. This technique is used to examine the data by seeking the common problem that was resolved and identifying the most common theme that captures all of the opinions that have accumulated.

RESULT AND DISCUSSION

The kinds of data collection tools employed in this study, including questionnaires and observation. When a lecturer presents English information in the classroom during the learning process, observation gathers data to describe the different types of lecturer speak that the lecturer employs. To understand how students feel about the different lecturer talk styles used when teaching English in the classroom, a questionnaire was created.

Results

This study was carried out in March 2022. The questionnaire, which employed a Likert scale, yielded the results about the students' perception. The researcher used the questionnaire to fully understand how students felt about different professor discourse styles during the English language learning process. Twenty-eight pupils received this questionnaire. This questionnaire has about 25 questions in it, and it was divided into four categories based on the hypothesis of different lecturer talk kinds. Here, A stands for agreement, D for disagreement, while SD stands for strongly disagree.

These findings were from surveys about students' opinions of different professor discourse styles in English class. The first are display questions, and one sentence was related to that part of them.

1. How Students View Display Questions in Different Lecturer Talk Formats

The types from that aspect were display questions with one element, according to the students' perceptions of the lecturer talk styles in English class. This was demonstrated by the response to the first statement, "I am delighted if the professor gives a question with the answer that he/she has already known before," which showed that 5 people (17,86%) and 1 person (3,57%) strongly agreed with the statement. 17 people (60,71%) indicated their disagreement, while 5 people (17,86%) indicated their strong disagreement. This finding suggests that the majority of students were content when a lecturer provided a question and a succinct response.

2. How Students View Referential Questions in Different Types of Lecturer Talk

The first statement of the referential question was, "I am happy when the lecturer asks with the answer that has not been known to the lecturer before." The student response was, "I am happy when the lecturer asks with the answer that has not been known to the lecturer before." The student response was, "I am happy when the lecturer

asks with the answer that has not been known to the lecturer before." This finding suggested that when the lecturer asked them but hadn't known beforehand, pupils weren't happy.

The second claim reads, "I don't like it when the lecturer asks with the lecturer's prior knowledge of the response." In contrast to the first assertion, the outcome showed that there were 14 (50 percent) Just 5 students chose to disagree, and 7,14 percent of students strongly disagreed, while the majority of students (25,00%) indicated they agreed. We deduced from this statement that the students would not be pleased if their lecturer asked them a question about which he already knew the answer.

"I am not delighted if the professor asks the question to gain the fresh information from the pupils," was the final statement of this aspect. Based on this claim, only 2 students strongly agreed, compared to 1 student's (3,57%) agreement, 18 students' (64,29%) disagreement, and others' (25%) strong disagreement.

3. How Do Students Interpret Rhetorical Questions in Different Types of Lecturer Talk?

The researcher discovered that rhetorical questions were the next types of lecturer talk that had an impact on students' perceptions. The first statement of students' perception in the aspect of the rhetorical question, "I can understand the question and answer that given by the lecturer itself," received a positive response or agreement from 7,14% of respondents. Next, (57,14% of respondents) had different responsibilities and stated that they disagreed, while the other which was "I can understand the question and answer that given by the lecturer itself" This suggests that if the lecturer asked a question without asking the students for an answer, the students would have generally understood it better.

The second sentence reads, "I don't grasp the lecturer's own question and answer." It demonstrates that 3 persons (10,71%) had positive responses or agreed, and then (42,86%) they strongly agreed, while 12 students had negative responses and 1 student who chose strongly disagree had the same attitude. According to this information, the majority of students did not comprehend when the professor asked questions and provided the students' answers without their participation.

4. How Students View Open Questions in Different Types of Lecturer Talk

Table 4.13 shows that for the first statement of the open question, "I am happy if the lecturer delivers question with my own answer," the students' opinion was that they agreed (39,29%), and 17 students responded positively if their professor offered them the chance to react on their own.

"I am glad if the instructor gives questions-related to the reason I took the decision," was the second statement in this aspect. There were 13 pupils who disagreed, or 46.43 percent of the class; there were just 2 students who firmly agreed. The remaining nine pupils declared their agreement if their lecturer asked them and they decided. Four students (14,29 percent) also indicated that they strongly concur with this statement. The data analysis reveals that the majority of students had an unfavorable opinion of their lecturer if they were given a rationale relating to a student's query.

5. How Students View Giving Feedback in Different Types of Lecturer Talk

The first sentence in table 4.17 discussed how students felt about receiving criticism. As many students (57.14 percent) decided to agree, and 11 students (39.29

percent) said they strongly agreed, this indicated that the input the professor provided was crucial to their understanding. Only 1 student gave a negative reaction.

The second statement, "I am not thrilled if the instructor corrects my faults," received the highest responses from students (17,86%), with 4 students choosing to agree. In contrast, 18 students stated they strongly disagreed with this statement, while 1 student (3,57 percent) chose to disagree. therefore, those claims about providing feedback allow us to examine how happy the students felt when their lecturer corrected their errors during the English teaching-learning process.

6. How Students View Different Types of Lecturer Talk When Giving Instruction and Information

The last factor, which affects how students perceive different professor speaking patterns, is described in the questionnaire. There were six assertions in this aspect, and the information was as follows.

The first claim was, "I frequently find the lecturer's explanations when presenting the topic confusing." Of the students who responded, 10, or 35,71 percent, selected "I agree," while the remaining 2, or 7,14 percent, selected "Strongly agree." Then, 14 students chose strongly disagree, which accounted for 10,71 percent of the disagreement response. It means that when the professor explained the English topic, the majority of the students were not perplexed.

The second statement demonstrated that two students chose highly agree, and 50% of the students responded positively by choosing to agree. However, (28,57%) of the students responded negatively by disagreeing, and 4 of them said they strongly disagreed. When choosing strongly agree, 39,29 percent of students indicated their agreement with the third statement, which was supported by 60,71 percent of the class. We can therefore determine from this statement whether the students found the lecturer's true information to be of great interest. When asked if they had learned any significant information from the lecturer's explanation, the fourth statement revealed that 57,14 percent of the students agreed, and another 39,29 percent strongly agreed. While the choice contradicts by about 3,57%. The findings show that the majority of students learned a lot of crucial information from the lecturer's explanation in English class.

With regard to the fifth statement, 17,86% of students responded that they disagreed, although only 2% of them strongly disagreed (7,14%), making up the other response. 16 pupils gave the opposing response (57,14 percent), agreeing with this assertion, and about 17,86 percent strongly agreeing. It can be inferred that the majority of pupils understood the lecturer's description of the content because they are familiar with it.

The final statement, "I enjoy it when the lecturer offers instructions not to rush," garnered a perception of (64,29 percent) from 18 students who strongly agreed, and (17,86 percent) from the remaining 17 students who chose to agree. While there were 2 students who strongly disagreed with this assertion, the remaining respondents (7,14%) and 10,71% of students disagreed with it. It may be inferred from the data above that the majority of students preferred lecturers who offered instructions gradually or step by step.

7. How Students View Different Lecturer Talk Styles

Four different styles of lecturer discussion, including questioning, providing feedback, haggling with students, and imparting knowledge and teaching, were examined

by the researcher. According to the pupils, there were only three types of activities that were worthwhile to do in English class. In the first area where input was given, pupils were seen favorably by (87,5%). The second was challenging the overall number (52,6 percent). The third person who provided guidance and information was viewed favorably (by 75%). Giving instruction and engaging in negotiation with students resulted in a total of 52,4% of students having a negative opinion of the lecturer.

Therefore, it is important for the lecturer to be aware of the appropriate classroom activities so that the students feel comfortable receiving the information and are more engaged in the learning process. However, from those four professor talk styles, students may be interested because they think it will help them comprehend their mistakes, such as offering criticism. The lecturer's instruction and material were succinct, but they were also direct and easy to understand in the second, which makes it interesting. The third was debating whether it may be interesting since the students thought that they could present their ideas to the instructor by using creativity and sophisticated reasoning, as well as by sharing their experiences with logic. Students believed the professor was more frequently dominant with the response compared to the response of the students while exchanging ideas, therefore there can be little interest in negotiations between the lecturer and students.

Discussion

There are four different lecturer speak styles that should be used by the lecturer when the learning process is underway: questioning, providing feedback, engaging in negotiation with students, and imparting knowledge and instruction. Giving feedback accounted for the majority of the students' positive perceptions. There are a few reasons why students see delivering feedback favorably. The first is that lecturers frequently engage in discussion with their audience while urging them to keep learning or participate actively in class. The second was that the lecturer responded well to the students' questions or answers when there was an error, using clear language so that the students could understand. Three were In order to encourage the class to learn English, the lecturer typically prioritizes the students' responses by providing praise and summary. In order to make sure that the responses were understood, the professor provided the proper response when the students provided the incorrect one in a clear and lucid manner. "If you say cannot like /kan/ but /kn/," as an illustration. This result supported the findings of a prior study that also examined the forms of lecturer discourse utilized in the classroom from According to Suhadolc (Bader, Burner, Hoem Iversen, & Varga, 2019), the instructor primarily utilized feedback that had a favorable effect on the students, particularly written comments.

Because written feedback from the instructor was clear, most of the students in that research preferred it over spoken feedback from their lecturer. Thus, the response from their lecturer was never negatively impacted by the students. Students believe that they are observed by their lecturer and can train the students or supply their talent if the lecturer recognizes the context and gives feedback that is known to them provided that they teach the students not only in junior high school but also in senior high school. Additionally, providing constructive criticism motivates kids to work harder because they sense that others are rooting for them to succeed. (Ha, Nguyen, & Hung, 2021) Hungs points out that the lecturer's assessment was generally favorable despite taking into account the pupils' skin tones and ethnic backgrounds. Feedback from the instructor can help students learn better since they not only recognize their errors but also receive support from the lecturer to keep developing their skills and defending their errors. The

kids can then raise their level of achievement. The researcher contends that different sorts of lecturer speak should be employed to enhance students' in-class activities while they are studying, not just the types that they find appealing.

CONCLUSION

According to the research findings, students have a positive opinion of three different types of lecturer talks and a negative perception of one form of lecturer talk. Positive perception in this study refers to the kinds of lecture styles that are appropriate for use in English classes. First, 87.5 percent of students express positive perceptions of providing feedback. In the second, 75% of students express satisfaction with the way that teachers deliver information and teaching. The third is that students' impressions of asking questions are favorable in 52.6 percent of cases, whereas their opinions of lecturers' negotiations with them are bad in 52.4 percent of cases.

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