

Students' Perception of Lecturers' Role in Enhance EFL Learners Communication Ability

by Eka Apriani

Submission date: 24-Nov-2020 12:47PM (UTC+0700)

Submission ID: 1455833810

File name: EDING_STUDENTS_PERCEPTION_OF_LLECTURERS_ROLE_IN_ENHANCING_EFL.pdf (1.89M)

Word count: 7729

Character count: 42452



STUDENTS' PERCEPTION OF LECTURERS' ROLE IN ENHANCING EFL LEARNERS' COMMUNICATION ABILITY

A Study at Eight Semester on Academic Year 2018 in IAIN CURUP

Wisnu Budiman, Eka Apriani
Institute Agama Islam Negeri Curup
Indonesia

wisnubudiman6688@gmail.com, Ekaapriani_90@ymail.com 13

Abstract

The main goal of this study was to investigate about lecturer's role in teaching speaking for enhancing students' communication ability. The researcher employed descriptive quantitative method which was to know the students' perception on lecturers' roles to achieve students' communication ability. Then, the researcher chose three lecturers of speaking subject to know about students' perception on lecturers' roles in enhancing EFL learners' communication ability as the purpose of teaching speaking skill. The result shows that the majority of students' perception was in positive category when the lecturers play the various roles in assisting students to improve their communication ability. However, Lecturer "A" still need to be more maximize his role as need analyst and Lecturer "B" also need to consider his role as manager in teaching speaking, because both of lecturers got neutral perception. Thus, the lecturers' role is crucial for improving students' communication ability.

Keywords: Students' Perception, Lecturer's Roles, Communication Ability

Introduction

English is used in many fields and aspects such as in education, business, trade, technology, and science. In education, especially EFL learners are required to be able to communicate well using English as target language in the class or outside. However, to communicate using a foreign language is not easy. Most of Indonesia learners have mastered their first language, Bahasa. Moreover, there are many differences between English and Indonesia language such as grammatical aspect, and, vocabulary, etc. However, EFL learners are required to be able to use their target language in various situations.

Furthermore, there are four skills in English, they are speaking, listening

reading and writing. Among of them, speaking is the most difficult skill in learning English, as Zhang argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.^[1] Speaking is known as a productive skill used as communication tool through oral form. As the first manifestation of language, speaking places the first rank in communication compared with the other skills. It can be proven that most of communication interaction done by human through speaking. According to Ur of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very



necessary for the effective communication. In this case, language learner will think whether they have mastered the language or not by measuring their spoken ability in using the language itself.^[2]

Then, the success of teaching speaking is absolutely emphasized to the use, not the usage. This is supported by Deepak who argued that while teaching EFL, the emphasis should not be only on teaching the linguistic system of English but also on teaching the communicative system of English in order to make the learners proficient. Moreover, Deepak claimed that the teacher has a great impact on improving the students' communicative abilities.^[3] This condition should be understood by the speaking teacher and make sure teachers really understand what to do in teaching speaking. The teachers should be able to make change and improvement of their teaching, moreover the aim of teaching speaking is to develop students' communication skill using English as the target language, as Littlewood said that teachers are ultimately concerned with developing to the learners' ability to take part in the process of communicating through language.^[4]

Therefore, teacher has a responsibility to create an atmosphere of learning become more communicative. Creating an interactive learning environment contained within the Communicative Language Teaching (CLT). CLT focuses mainly on creating an environment that focused on the learner rather than an environment focused on the teacher. As supported by Littlewood, CLT aims at obtaining productive learning outcomes from all the students in the classroom.^[5] Here, CLT different from the others methods which are required teachers are too dominant in the classroom. So, the students do not have enough opportunity in the teaching-learning process. This fact requires that the role of teachers must be changed. Instead of being a class-

dominator, as they were supposed to be in the past, they are shift to become a class-supporter. In other words, the teacher should provide activities that giving opportunity for learners to use target language.

In this case, the teacher has to consider the appropriate method which provides many opportunities for students are active in the classroom. Here, many researches proved that communicative language teaching (CLT) becomes the popular method to be applied and assist the teacher to achieve the objectives of learning speaking, moreover for student who learn English in Collage. CLT is supported by Littlewood who said, to improve students' abilities to use English in real contexts, CLT has been adopted in the settings of EFL colleges.^[6] Then, to help students achieve communicative ability in teaching English, lecturer has crucial role in class that has already provided in communicative language teaching, as Breen and Candlin stated that, as cited by Richard and Rogers, teacher has some important roles in communicative class.

Moreover, as language learners who had learned speaking subject intensively, the students should be able to communicate using English accurately and appropriately. Based on pre-interviewed which had done by researcher to the some students, they stated that, they did various activities in learning speaking and the students were asked to be more active in the classroom or recognized with the term "learning by doing" which was always said by lecturer directly or not, in the other hand, they sometime do not know what to do in learning. In relation to this, the lecturer had applied the activities which available on CLT method which is focus on learner to be more active in doing activities were provided by lecturer such as role play, debate, group discussion, information gap for students to promote more their ability to speak using target language. However, only



few students were able to communicate or deliver their ideas using English. Meanwhile, many students feel afraid that they will be fault in delivering their ideas using English. Here, Student-centered on CLT does not mean that the lecturer do nothing in the class, they have various roles that have been played in the classroom, as Harmer said that teacher has to play different role in teaching speaking.^[7] Therefore, this is where the role of a lecturer is needed to maximize the time is not much and the number of students is not small, the lecturer should be consistently in playing the role in every meeting so lecturer and all students with different level could achieve the objective of learning effectively and students are able to speak English well.

In addition, the researcher conducted pre-observation on mini conference of translation which is purposed to see the students' communicative ability. The activity in the course were designed for students to speak using English in front of the large class with many participants which was aimed to deliver the materials that determined by the lecturer. This activity provided the opportunity for the lecturer to give commentary toward the students' performance. In that course, the ability of students' communication or speaking ability was the one of assessment from the lecturer. Unfortunately, many students were not able to communicate using target language well. It could be seen from the lecture's commentary, most of the students got correction of their communicative ability or speaking ability from the lecture. In other words, the students' poor achievement in communicating using English. So, the lecturers of speaking subject have crucial role to enhance students' communicative competence.

Therefore, based on the description above, in this research, the researcher is going to investigate how the students' perception of the lecturers' role to enhance

their communicative ability in speaking class. The researcher chose the eight semester students of English Study Program of IAIN Curup. So, the researcher will conduct this research under the title **“Students' Perception of Lecturers' Role in Enhancing EFL Learners' Communication Ability”** (A Descriptive Quantitative Study at Eight Semester in IAIN Curup).

Literature Review

Lecturers' Role in Teaching Speaking

Role is a function that a person or thing typically has or is expected to have.^[8] In teaching-learning process, students need a professional teacher to achieve the purpose of learning. Especially in learning speaking, teacher has responsibility to make sure the students are able to communicate using English competently. Teacher plays an important role in motivating students to be involved and participate in teaching learning process. As Harmer said that, teacher needs to play a number of different roles during teaching speaking in the class.^[9] It means that, teacher should not be only play one role or letting the student to do the activities in the class alone, because if the lecturer always stay or accompany students in doing activities and tasks in the class, it can reduce the students' problem especially in speaking English well, and the lecturer know well the shortcomings of students on materials, then the lecturer can evaluate those shortcomings effectively. As supported by Kemp, students are the center of the teaching and learning process, so they have to be involved in almost all the phrases of the classroom interaction from planning to evaluation. Based on the explanation above, a teacher should have a great role in teaching learning process, and the learner must have a great desire to make the teaching-learning process successful especially in learning a language. In this case, Breen and Candlin as cited by Richard and Rogers who says that there are some

roles of a teacher in enhancing students' communication ability which is as purpose in CLT method, they are: Facilitator, as resource, guide, participant, need analyst, counselor, group process manager.^[10] Hopefully, by applying these roles by the teacher in the class helped students are able to communicate using the target language as well.

27

Lecturer As a Facilitator

The teacher has to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.^[11] Teachers must ensure that they are able to design learning activities by continuing to prioritize communication with both students and teachers. Teachers have to set a classroom becomes more conducive settings for communication where students are encouraged to communicate mostly with their peers or group. In relation to this, for speaking teacher who is aimed to enhance students ability to use English for communication in various situation. In addition, Wintek states, by serving as a facilitator, teachers make the development more flexible and successful.^[12]

Lecturer as a resource

In the activities given by the teacher, surely students will get obstacles in the middle of the activities, as difficulties how to say something such as: vocabulary, pronunciation, phrase, meaning etc. Here, Harmer said that, students need their teacher as a resource that may need help to say something. Harmer added, teacher are not expert in language, resource means that teacher has to make sure that beside himself as resource, he / she can give more information^[13] by using books or websites. Teacher could go further, however, and say that one of our really important jobs is to encourage students to use resource material for themselves, and to become more

independent in their learning generally. Thus, instead of answering every question about what a word or phrase means, teacher can instead direct students to go for dictionary. Alternatively, teachers need to have the courage to say "I don't know the answer to that right now, but I'll tell you tomorrow". This means, of course, that teacher will have to give them the information the next day otherwise they may begin to lose confidence in us. When teacher are acting as a resource, they will want to be helpful and available, but at the same time they have to resist the urge to spoon-feed our students so that they become over-reliant on us.^[13]

Lecturer as guide¹²

Teacher is as guide within the classroom procedures and activities.^[14] The teacher must ensure that the instructions are done well by students. Also, Teacher should know what kind of activity to use at first or what to do after that. Therefore, the teacher's role in guiding students while doing activities in the classroom is very important. Intarapanich says that teacher walks around the classroom, in which they sometime guide the students in doing assignments.^[15] This is also to make sure the objectives of the material or learning are achieved.

Lecturer As Participant¹⁹

Teacher has to act as an independent participant within the learning teaching group.^[16] Teacher plays as a man who can be a partner of communication process and activities in various formats. The teacher and students may talk together communicatively as near-equal participants. Being participant, it can introduce new information to help the activity along, ensure continuing student engagement and generally maintain a creative atmosphere. This is supported by Harmer who said that, When teacher are successfully as independent participant the



29 activities, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. However, they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves. These are often very special moments in the lesson, although teacher has to be careful not to take over the classroom so that students lose opportunities to deliver their ideas.^[17]

Lecturer as researcher.

Teacher is to be the person who does the research about the learners in the classroom. Furthermore, teacher should observe and take note during doing activities or even ask learners to express their feeling and thinking after finishing any activities.^[18] Also, Sholihah adds that during performing classroom activities, teacher monitors their students' activities and then takes notes of students' mistakes on linguistic features to be worked on the next communicative practices.^[19]

Lecturer as Counselor

2 This role is supposed to be an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation.^[20] Here, appear misunderstandings from students during the activity or when students are delivering their ideas in speaking learning which can take place, so failed achieving the objectives of the activity. Therefore, the lecturer is needed to be available to help students do the activities well. In addition, when a teacher functions as counselor, he/she gives advice and helps learners so that they become more efficient learners. The role of a counselor is more like a supervisor who help learners to be more self-directed.

Lecturer As a Need Analyst

The teacher assumes a responsibility for determining and responding to learner

language needs. This may be done informally and personally through one to one session with students, in which the teacher talks through such issue as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified. Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language.^[36]

On the basis of such need assessment, teachers are expected to plan group and individual's instruction that respond to the learner's need.^[21] Therefore, as a teacher should find most challenging about communicative oral activities in accordance with the students' need. If the teacher is currently teaching, it is better to ask the students about what they find most challenging about these kinds of activities and share the results with classmates. Then the teacher has considered the defining features of real communication and has discussed the difficulties of keeping students on task, finally the teachers and students are ready to analyze what makes some communicative tasks succeed and others fail.

2 Lecturer as Group Process Manager

CLT procedures require teachers to acquire less teacher-centered in classroom management skills. In a learner-centered classroom, the teacher should be responsible for organizing different kinds of games and activities.^[22] In addition, Littlewood suggest that for guidelines for classroom practice, during an activity the teacher reduces the inclination to supply gaps in lexis, grammar, strategy but notes such gaps for later commentary and communicative practice.^[23] Teachers should present clear procedures of the activities and explain the significance of tasks in the class.^[24] So, the students can



clearly understand their responsibilities before doing the tasks. Teachers should actively participate in finding solutions if the students meet any difficulties. At the conclusion of group activities, the teacher leads the debriefing of the activity, pointing out alternatives and extensions, assisting groups in self-correction discussion.

In conclusion, the researcher used theory about teachers' role in CLT, because communicative ability is a goal of CLT method which applied by lecturer in the classroom and had applied those roles in the class. The researcher used theory of lecturer's role from Richard and Roger's book. Then, the researcher combined other theories from others expert to get detail information about lecturers' role to enhance students' communicative ability and will be used for arranging the instrument of this research

Communication Ability

According to Krashen, he says that someone gets language acquisition by experience themselves to communicate directly by using English language.^[25] Then, according to Hymes communication ability is the interaction that enable the language users to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.^[26] For example, in the everyday contexts, not only is a speaker expected to produce a grammatical sentence, but she or he should also consider the situation or context in which the sentences are used. In relation to this, Ying also argues that communicative ability refers to a language learner's ability to use the target language successfully in real world communication.

Therefore, as an English learner should be able to communicate using the target language in real life situation.^[35] In other words, a language learner should know when to speak and when not, what to talk about, with whom, when, where and in what manner.^[27] In relation to this,

speaking is learned in English to help the students' ability in communicating. Speaking is known as productive skill in learning a language and also known as the measure of students' ability in learning language. As supported by Richards who said that ESL and EFL learner put the speaking skill as the crucial skill to be mastered.^[28] The speaking lecturers in English Tadris Study Program adopted the activities in CLT within speaking class. Such as: Group work, role play, debate, information gap, and others. In relation to this, communicative competence as goals of CLT method, as supported by Hymes, CLT method is to develop students' communication ability in real-life situation that initiate communication.^[29]

Thus, the goal of teaching speaking must be related to the communicative competence, because the final target in learning speaking is to do communication.^[30] In conclusion, whatever is given by the speaking teacher to the students should be related to communicative ones as expected in developing communicative ability.

Perception

Definition Of Perception

The term perception is a process activities of a person in giving the impression, judgment, opinion, feeling, and interpretation something based on information displayed from other sources (which in perception).^[30] Bakhrust and Shanker also state that perception is an awareness of how things are and thought makes contact with an independent ability.^[31] In addition, Walgito states that a one's perception is an active process that plays a role, not just the stimulus that about him but also the individual as a whole of his experiences, motivations and attitudes that are relevant in response to a stimulus.^[32] Various experts have given varying definition of perception, although in principle the same meaning. So, it can be



concluded that perception is process attaining understanding information that the student got.

Forms of Perception

The general perception is a response based on an evaluation directed towards an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus aspect. Thus it can be seen that there are two forms of perception that is both positive and negative.

Positive perceptions

It is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

Negative Perceptions

It is Perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.^[33]

Indicators of Perception

According to Hamka, there are two kinds of perception, as follows:

Absorb is the stimulus that is outside the individual is absorbed through sense, into the brain, got nowhere. There occurs process analysis, classified and organized by the experiences of individuals, who have been previously owned. Because of the absorption of the individual differ from one another even though the stimulus is absorbed equally.

Understand or comprehend, which is an indicator of the perception as a result of the classification process and organization. This stage occurs in the psychic process. The result of the analysis in the form of understanding or comprehension. The notion or understanding also is subjective, varies for each individual.

According to Robbins, there are two types of perception indicators, as follows:

Reception, the admission process is an indicator of the perception of the psychological stages, namely the proper functioning of the sense to capture stimuli from the outside.

Evaluation, stimuli from the outside that has captured the sense, then evaluated by the individual. This evaluation is very subjective. Individuals who are assessing an excitatory one as difficult and boring. However, the individuals asses the same stimuli as something nice and pleasant.

According to Walgito, the perception have three indicators, as follows:

Absorption to stimuli or objects from outside individuals. Excitatory or object is absorbed or received by the five senses, good eyesight, touch, hearing, smell, individually or jointly. From the result of absorption or acceptance by the sensing device will get a picture, a response, or impression in the brain. The picture can be singular or plural, depending on collects images or impressions, both old and newly formed. Clear whether or not these images depends on the apparent absence of stimuli, normality and a sense organ, recently or long time.

Definition or understanding

After the images or impressions in the brain, then the picture is organized, subdivided (classified), compared, interpreted, thus forming the understanding or comprehension of the very unique and fast. Understanding formed depends also on the old images that have been previously owned by individuals (called apersepsi).

The assessment or evaluation

Having formed the understanding or comprehension, there was an assessment of the individual. Comparing individual understanding or newly acquire understanding of the criteria or norms of the individual subjectively. Rating individual is different even though the same object. Therefore, the perception is individual.^[34]



After comparing three opinions about the indicator of perception, researcher Decided to use Walgito's indicator that perception indicator there are three items, namely to absorb, understand and assess (evaluate). The reason is, Walgito's opinion that a more complete and adequate opinion Robin and Hamka. Then, perception indicators are useful instrument for the development of students' perception of lecturer role in the classroom.

According to Richard, perception is classified into three types, they are:

Visual Perception, which is perception that is gained by seeing, because it is form of visual information and stimuli from outside

Auditory perception, is perception related to hearing

Speech Perception, that is a perception which deal with the spoken language, speech perception is expressed by verbal ability.^[35]

From three types above, seeing, hearing, and speaking respectively are the way of person to give response perception. It can be concluded that perception is experience about an object event or something else related to what is obtained by summarizing information and interpreting message.

It is concluding that, the perception is the ability to see, hear, or understanding something. The student's perception or lectures' role in speaking class means what students' to see, hear, or understand her/his lectures in teaching speaking. The students in this case will analyze and then understand how the lectures of speaking subject take the role in the class. If the students have a good perception about their lectures' role in teaching speaking, it will affect the students' communicative ability. This is because perception comes first before other factors. It is the first thing that will be seen by the students in speaking class. If the students' perception toward the lectures' role is good, will be interested in speaking lesson and they will show good

behaviors which, in turn affect their communicative ability.

Previous Study

This part is about the previous studies of similar research. The first research entitled *The Role of Instructors in Implementing Communicative Language Teaching Methodology*. This research is written by Tessema Tadesse Abebe, L.Manjula Davidson, and Fikadu Biru. This research published on *Humanities and Social Sciences* 2012. They used theory from Breen and Candlin which was cited by Richard and Rogers about the role of lecture in CLT method. Three instruments were used on this research, questionnaire, Interview, and observation. For the participants of the research, they chose both of instructor and student to collect information. According to the research, they found that the instructor was rarely applied active learning methods. Meanwhile, from the questionnaire showed both of instructor and students are clearly indicated have interest of improving their language skills through different techniques used to deliver the language skills and sub-skill. Here, the students were not confidence in doing interaction using English effectively in the classroom.^[36]

Second, the previously research is a dissertation entitled *The Teachers' Role in Enhancing EFL Learners' Communicative Abilities*. This research was conducted by Fadila Rehaem. The present research attempts to investigate the role of the teachers in improving EFL learners' communicative abilities. In other words, the research is concerned with finding whether the teachers have anything to do in enhancing the EFL learners' communicative abilities especially if they have classes with learners of different needs. This research created the hypothesis that set forth at the very beginning of this study is that, the teachers' roles and actions influence the learners' achievements of their communicative abilities in EFL. So,



this research investigates is about whether the teachers' decisions and behavior that are hold by learners would strengthen their success in using English. This research used questionnaire to get the information. The questionnaire was given for both of teacher and students. The result of this research was that teachers agree that teaching English must consider students ability in using English for communication. However, the students perceived that the teachers' role was not variation.^[37]

The last, the research under title *The Role of Teachers in Developing Learners' Speaking Skill* was conducted by Selcuk Koran from Ishik University. Speaking skill is considered to be the most important skill by language learners. Learners often measure their success in language learning by the extent to which they can use their spoken English. The objectives of the research was to suggest for the teacher to implement some strategies which focused on to improve students ability to use language and also the importance of the teachers' role in the classroom. A questionnaire is the most used in this research. the subject of this research was 60 students. The result of this research was that the teachers should play various roles according to the skills and needs of the learners.^[38]

Based on the evidence above, the researcher compared that there are some differences with their study, especially in choosing theory, the objectives of the study and sample usage. Also, the researcher found the similarities in with their research, that is investigate how the importance of the teachers' role in the classroom to assist the students' ability in using language for communication.

Methodology

This research was survey design with quantitative approach which describe and also survey about lecturers' role in the class. It was related to the definition of

survey research itself which is procedures in quantitative research in which in investigator administer a survey to a simple to sample or to do the entire population of people to describe the attitude, opinions, behavior, or characteristic of population.^[39] And also, Crasswel said that survey research could be used to determine individual opinion such as whether students need to learn.^[40] In this research, survey research is the best study that appropriate with this research.

Furthermore, the quantitative research is one of the research is one of process to find knowledge that using data like numeral as instrument to find information about what we want to know. It states that descriptive quantitative research involves collecting data in order to answer question concerning the current status of the subject of the study.^[41] Thus, descriptive research is useful in investigating many kinds of educational problem.

The researcher used questionnaire to answer two research questions. Close-ended questionnaire is used in this research. So, the respondents answered the question based on the answer provided that has been prepared by the researcher. The researcher choose close-ended questionnaire because close-ended questionnaire is used to generate statistic in quantitative research. Close-ended question are often good for surveys, because to get higher response rates when users do not have to type so much. Also, answer to close-ended question can easily be analyzed statistically, which is what you usually want to do with survey data. Moreover, Dawson mentions there are some advantages using close-ended questionnaire:

- a) Tend to be quicker to administer.
- b) Often easier and quicker for the researcher to record responses
- c) Tend to be easy to code.



- d) Respondents can only answer in predefines way.
- e) New issue cannot be raised
- f) It is quick and easy for respondents to tick boxes, might be more likely to answer all the questions.^[42]

The researcher prepared the questionnaire in getting the needed data of this research. for two research questions the

researcher used ⁴⁰ Likert-scale of questionnaire, namely:

- 5= Strongly Agree
- 4=Agree
- 3=Sometimes
- 2=Disagree
- 1=Strongly Disagree.^[43]

Then, the researcher used this formula:

$$P = \frac{\sum score}{Max score} \times 100\%$$

$$P = \frac{\sum score}{705} \times 100\%$$

P : Percentage of lecturer's role
 $\sum score$: Total Score
 Max score : Maximum Score

To get total score and percentage for each items on questionnaire, this formula is used by the researcher:

$$P = \frac{(f_{SA} \times 5) + (f_A \times 4) + (f_S \times 3) + (f_D \times 2) + (f_{SD} \times 1)}{N} \times 100\%$$

Where:

- f : Frequency
- A : Strongly Agree
- O : Agree
- S : Sometime
- R : Disagree
- N : Strongly Disagree

Table 3.4
 Agreement of Term

Category		
Sangat Setuju/Strongly Agree	Combined	Positive Perception
Agree		
sometime		Neutral perception
Disagree	Combined	Negative Perception
Strongly Disagree/ Sangat tidak setuju		

The table above is categorized from likert scales that divided the students' perception in the five categorized by Ridwan. There are Strongly Agree, Agree, sometimes, Disagree, Strongly Disagree. Based on the

accounted with the five categories, the result of much calculation was categorized by positive, neutral and negative perception.^[44]



Findings and Discussion

Table 4.1
Students Perception Of Lecturers' Role In Improving EFL Learners' Communication Ability

No	Lecturer	Lecturers' role	F max	%	Items	Students' Perception	
						%	Description
1	A	Facilitator	61	79.8%	1	82.5 %	Students felt happy when the lecturers provide communicative activities in the class and makes them got opportunities to deliver their ideas, then Students agree that the lecturers play as facilitator.
					2	88.5%	
					3	83.5%	
	B		52	79%	1	79.5%	
					2	77%	
					3	80.4%	
	C		53	79.4%	1	79.1%	
					2	74.8%	
					3	84.2%	
2	A	Resource	65	80.5%	1	86.3%	Majority of students agree that they were motivated by the lecturer in acting as the resource in the class and created them to be fluently to speak using English, therefore they need their lecturer as a resource
					2	74.4%	
					3	80.8%	
	B		63	78.4%	1	77.4%	
					2	80%	
					3	77.8%	
	C		56	79.7%	1	79.1%	
					2	79.1%	
					3	80.8%	
3	A	Guide	69	79.8%	1	82.5%	Most of students like if the lecturer guide them in doing the activities, because it helped them easily to understand and did the activities, so they really agree if the lecturer acts as guide in the class.
					2	80%	
					3	77%	
	B		48	71.4%	1	76.5%	
					2	69.3%	
					3	68.5%	
	C		50	77.5%	1	72.7%	
					2	81.2%	
					3	78.7%	
4	A	Participant		73.7%	1	71.4%	Majority of students were felt more enthusiasm when the lecturer participate on students' activities and made them able to overtake the material, so they agree that the lecturers
					2	76.1%	
					3	73.6%	
	B			73.4%	1	68.9%	
					2	79.1%	
					3		



	C		61	77.1%	3	72.3%	involves themselves on students' activities
					1	75.7%	
					2	80.8%	
					3	74.8%	
5	A	Researcher	60	72.9	1	73.1%	Students agree that lecturers uses note for when they perform and do the activities, cause they realize that still low to communicate using English. Therefore, they really want the lecturer acts as researcher.
					2	71.9%	
					3	73.6%	
	B		51	70.6%	1	68.5%	
					2	73.1%	
					3	70.6%	
	C		49	76.3%	1	75.7%	
					2	74.8%	
					3	78.2%	
6	A	Counselor	61	77.1%	1	74.4%	Most of students felt interested if the lecturer acts as counselor and made them easy to understand in learning English, then they agree that the lecturer provide himself as counselor in teaching speaking
					2	76.1%	
					3	80.8%	
	B		53	73.7	1	71.9%	
					2	77%	
					3	72.3%	
	C		46	73.7%	1	77%	
					2	74%	
					3	70.2%	
7	A	Need Analyst	51	75%	1	71.4%	The students agree if the lecturer could act as need analyst in teaching speaking, however for lecturer A still need to consider his role as need analyst to be more maximized. Here, students should know their lack in Speaking and
					2	68.5%	
					3	72.3%	
	B		58	74.8%	1	75.3%	
					2	69.3%	
					3	80%	
	C		49	73.4%	1	74%	
					2	72.3%	
					3	74%	
8	A	Manager	60	79.4%	1	80%	students feel motivated if the lecturer provide different activities in delivering material in the class and they are easy to master the material, but lecturer B still need to consider his role as manager to be more maximized. However, the students agree that the lecturer act as manager in teaching speaking.
					2	79.1%	
					3	79.1%	
	B		47	72%	1	71.4%	
					2	71.9%	
					3	72.7%	
	C		47	76.8%	1	77.8%	
					2	74.8%	
					3	77.8%	



Discussion

Students' Perception Toward Lecturer's Role

In term of facilitator, actually the lecturers have been done well by seeing the perception from the students. The majority students have **positive perception** when the lecturers play the role as facilitator^[20]. In relation to this, Moore said that **engage students in learning activities, facilitate learning by doing, and practice communication skills**.^[45] Therefore, the students feel happy when they are required to speak using English a lot in the class, also supported by the activity which was required them to speak a lot.

Then lecturer as resource, actually the lecturers have been done by the lecturer as found by analyzing the questionnaire. The frequency of lecturer B and Lecturer C acted as resource is on categorized 'good'. And also, the majority students have **positive perception** when the lecturers play the role as resource. In contrast, actually the students felt motivated and helped by lecturer for them to be more understanding the material and follow speaking activities easily. As Harmer argued that students need their teacher as a resource that may need help to say something.^[46]

Then, the lecturer as a guide also got **positive perception** from the students. The students want that the lecturer is available in the class to guide all the activities to avoid misunderstanding in doing it. Sholihah adds that during performing classroom activities, teacher guides their students' activities.^[47]

In term of participant, the lecturers have played this role in the class. The students have **positive perception** when the lecturer acts as participant in the class. The students were enthusiasm in following the activity and makes them understand the material well if the lecturer involved himself on students' activities. This is supported by Harmer who said that, when

teacher are successfully as independent participant the activities, students enjoy having the teacher with them.^[48]

Based on finding, Whereas the students have **positive perception** to all lecturers when acts as researcher in the class, because they feel like when the lecturer uses note to check their shortcomings in learning speaking. As Sholihah said that during performing classroom activities, teacher monitors their students' activities and then takes notes of students' mistakes on linguistic features to be worked on the next communicative practices.^[49] In other words, students should know what to do for next meeting.

Thus, lecturer has to play in every meeting to makes sure that the students achieve their communicative competence. Based, on finding the students have **positive perception**. The students felt that when the lecturer are interested and also motivated to improve their speaking skill. When students are motivated, they want more to learn the lesson deeply.^[50]

Next, the lecturer as need analyst in the class has been done by lecturer I the class. Here, students have **positive perception** when the lecturers applied this role. Students felt happy the lecturer could give the activities suitable with students' need. Richard and Roger said that, as a teacher should find most challenging about communicative oral activities in accordance with the students' need. If the teacher is currently teaching, it is better to ask the students about what they find most challenging about these kinds of activities and share the results with classmates.^[51]

Last, students also have positive perception when the lecturer as manager in the class, especially for lecturer A and lecturer C. They feel enthusiasm if the lecturer could give the different any activities in teaching speaking. Meanwhile, lecturer B has neutral perception, it is indicated that when the lecturer as manager



is still not maximized yet, so the students have not felt the good impact.

Based on discussion above, it can be seen that the majority of students would like the lecturer play all the roles in teaching speaking for every meeting to make sure that all students are able in enhancing their communicative ability. All students have positive perception on the role that was played by lecturer, although lecturer was not consistence yet in playing the role, but it can be better if the lecturers of speaking do all the roles consistently in teaching speaking for enhancing students' communicative competence. For a second time, lecturers' role in the class is related to the students' communicative competence. The lecturers need to reconsider to maximize their role in teaching speaking which has big impact to improve students' communicative competence. The lecturer should be consistently in playing the roles in the class, in the other words, every role should play in every meeting.

Conclusion

Based on the result if this research, the researcher gives the conclusion about the most dominant role done by lecturer in the class as seen below:

Firstly, based on the theory there are 8 roles could be done by lecturer in teaching speaking, and the lecturers have done it. The researcher collected the students' perception toward lecturers' role in improving their communication ability and to prove that the role of lecturer in the class can affect the students' communication ability. Then, the researcher found that the students perceive that all students have positive perception when the lecturer C played different roles in enhancing EFL learners' communication ability. However, for lecturer A and B, the majority of students have positive perception, but when the lecturers act as need analyst and manager is still get neutral perception.

References

- [1] Haozhang, "Speaking Difficulties Encountered by Young EFL Learners", Vol. 2, No. 6, (2014):23.
- [2] Penny Ur, "A course In Language Teaching" (Cambridge: Cambridge University Press, 2000), p48
- [3] Deepak K Samida, in Fadila Rehaem's Dissertation, 2011. "The Teachers' Role in Enhancing EFL Learners' Communicative Abilities" Published Mohamed Kheider University. P1
- [4] William Littlewood, in Ratih widyastuti's Thesis, 2015. "Teachers' Attitude Towards Communicative Language Teaching in Senior High School, Published Kristen Satya Wacana University. P5
- [5] William Littlewood, on <https://gianfrancoconti.wordpress.com/2016/01/12/grammar-translation-and-communicative-language-teaching-compared/> accessed on 2 august 2018 at 11.39 PM
- [6] William Littlewood, "EFL Teachers' Attitudes toward Communicative Language Teaching in T₂₆anese College", Vol.53, July 2011, p18
- [7] Jeremy Harmer, "The Practice of English Language Teaching" 4th Edition", (Cambridge: Pearson Longman, 2007), P347
- [8] [44](#)ord Advanced Learner Dictionary [9] Jeremy Harmer, "The practice of English language teaching", (Cambridge: Longman, 2002), p347 [4](#)
- [10] S. Yan, "Teacher's roles in autonomous learning. Journal of Sociological Research, 3(2), 557-562. Retrived from <https://doi.org/10.5296/jsr.v3i2.2860> on August 2018
- [11] C. Intarapanich, "Teaching Methods, Approaches and Strategies Found IN EFL Classroom: A Case Study in LAO PDR. Procedia – Social and Behavioral Sciences 88, 2013.
- [12] Ploysongsang, P. "The Understanding and Application of the Communicative Language Teaching Approach of Secondary School teachers in Nakhonpathom Educational Service area", retrived from
- [13] Hidayatus Sholihah, "The Challenges of Applying Communicative Language Teaching in Indonesian Senior High School Context". 2013. Encounter Journal, 3(2), 1-17.
- [14] Jeremy Harmer, in Saleema's Jurnal, "The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia", Vol. 10, No. 7; 2017



- [15] Krashen and Terrell, *stages of second language acquisition*, (New York, Cambridge University Press, 2008)
- [16] Abiodun Adetugbo, in Ekwelibe Regina and Udoh Victoria Chinwe journal, "Strategies for Developing Communicative Competence in English As A Second Language (ESL) Situation" Vol. 3. No.2 .2014. p74
- [17] Jack Richards, *"Teaching Listening and Speaking from Theory to Practice"*, (New York: Cambridge university press, 2008)
- [18] Dell Hymes, in AbdulRahman Awadh Al Asmari's journal. "Communicative Language Teaching in EFL University Context: Challenges for Teachers" Vol. 6, No. 5. 2015. P977
- [19] E. Usó-Juan, et al. "Current Trends in the Development and Teaching of the Four Language Skills. (Berlin: Walter de Gruyter GmbH & Co, 2006)
- [20] David Bakhrust, Shanker, "Language Culture, Self. Thousand oaks" (California: Sage Publication, 2001), p118
- [21] Bimo Walgito, "Pengantar Psikologi Umum", (Yogyakarta: Adi Yogyakarta, 2004), p87
- [22] Walgito, in Oktari thesis, "The Students' Perception on English Lecturer's Technique in Teaching Perbankan Syariah Study Program at First Semester of STAIN CURUP." STAIN CURUP. 2017. p11
- [23] Richard Et al, "Longman dictionary of applied linguistic", (Hongkong: Longman Ltd., 1972), p12
- [24] Tessema Tadesse Abebe et al. "The Role of Instructors in Implementing Communicative Language Teaching Methodology. Vol.2, No.3, 2012.
- [25] Selcuk Koran, The Role of Teachers in Developing Learners' Speaking Skill. https://www.researchgate.net/publication/322112785_The_Role_of_Teachers_in_Developing_Learners'_Speaking_Skill
- [26] John W. Cresswell, *Educational Research : planning, conducting, and evaluating quantitative and qualitative research fourth edition*, (Pearson Education: USA, 2012), P376
- [27] L.R Gay, On Nenny M Utami's Thesis, An Analysis of Students' Need and Perceptions on Listening Material. (IAIN CURUP, 2016), P41
- [28] Jack R fraenkel et al, "How to design and evaluate research in Education". Grow Hill, International Edition, p91
- [29] Sugiyono, "Metode penelitian kuantitatif dan kualitatif dan R7D", (Alfabeta, Bandung 2008) p80
- [30] Ridwan, in Oktari's thesis. "The students' Perception on English Lecturer's technique in teaching Perbankan Syariah Study Program At first Semester of STAIN CURUP". 2017, p45
- [31] D.Moor, XIAOYU HUANG & XINYUE HU'S journal, Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes. Higher Education Studies; Vol. 6, No. 1; 2016

Students' Perception of Lecturers' Role in Enhance EFL Learners Communication Ability

ORIGINALITY REPORT

25%

SIMILARITY INDEX

17%

INTERNET SOURCES

7%

PUBLICATIONS

17%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Gunadarma Student Paper	4%
2	otherreferats.allbest.ru Internet Source	2%
3	Submitted to Universitas Pendidikan Indonesia Student Paper	1%
4	mafiadoc.com Internet Source	1%
5	www.scribd.com Internet Source	1%
6	documents.mx Internet Source	1%
7	123dok.com Internet Source	1%
8	revolution.allbest.ru Internet Source	1%
9	Submitted to Leeds Metropolitan University	

Student Paper

1%

10

fr.slideshare.net

Internet Source

1%

11

Submitted to Universidad de Córdoba

Student Paper

1%

12

eprints.iain-surakarta.ac.id

Internet Source

1%

13

eprints.uad.ac.id

Internet Source

1%

14

Submitted to Liverpool John Moores University

Student Paper

<1%

15

Submitted to Universidad Jorge Tadeo Lozano

Student Paper

<1%

16

core.ac.uk

Internet Source

<1%

17

www.ishik.edu.iq

Internet Source

<1%

18

journal.tarbiyahainib.ac.id

Internet Source

<1%

19

Hanoi University

Publication

<1%

20

Submitted to Kaplan Professional

Student Paper

<1%

21 Submitted to Asia Pacific University College of Technology and Innovation (UCTI) <1%
Student Paper

22 kuliahpunya.blogspot.com <1%
Internet Source

23 www.antiessays.com <1%
Internet Source

24 Submitted to UIN Raden Intan Lampung <1%
Student Paper

25 eprints.uny.ac.id <1%
Internet Source

26 repository.radenintan.ac.id <1%
Internet Source

27 Submitted to Program Pascasarjana Universitas Negeri Yogyakarta <1%
Student Paper

28 ijreeonline.com <1%
Internet Source

29 repo.iain-tulungagung.ac.id <1%
Internet Source

30 www.grin.com <1%
Internet Source

31 journal.walisongo.ac.id <1%
Internet Source

32	Submitted to Universiti Teknologi Malaysia Student Paper	<1%
33	baadalsg.inflibnet.ac.in Internet Source	<1%
34	Submitted to Hanoi National University Student Paper	<1%
35	Submitted to University of Edinburgh Student Paper	<1%
36	docplayer.net Internet Source	<1%
37	www.iiste.org Internet Source	<1%
38	gianfrancoconti.com Internet Source	<1%
39	library.walisongo.ac.id Internet Source	<1%
40	www.pearsonasiateachlearn.com Internet Source	<1%
41	www.researchgate.net Internet Source	<1%
42	repository.uin-malang.ac.id Internet Source	<1%
43	pt.scribd.com Internet Source	<1%

<1%

44

repository.uinjkt.ac.id

Internet Source

<1%

Exclude quotes On

Exclude matches < 10 words

Exclude bibliography On