

Lecturers' Perception on English Ability in Supporting the Quality of Teaching

Rini Afriani¹ and Engla Desnim Silvia²

¹Universitas Putra Indonesia "YPTK" Padang, Padang, Indonesia, ✉ (email), riniafriani007@gmail.com

²Universitas Putra Indonesia "YPTK" Padang, Padang, Indonesia, ✉ (email), engladesnim1986@ymail.com

ABSTRACT

English takes an important part in the lecturers' carrier. It can be seen that low English ability can be an obstacle in some situations. In this case, lectures should prepare themselves with good English ability. The design of this research was descriptive. The aims of this research were to describe the lecturers' perception in using English in teaching and the reasons of that perception. The data were taken from the lecturers in Padang and analyzed based on some experts. Instruments of this research were questionnaire, interview, and recording. The results showed that the lecturers' perception in using English in teaching were 31% stated strongly agree, 48% stated agree, 13.5% stated neutral, 7% stated disagree and 0.6% stated very disagree. The results from the interview showed that good English ability made easier in getting information, helping in giving explanation, creating good materials, making interesting teaching process, and getting more references.

Keywords: Perception, English Ability, Teaching

1. INTRODUCTION

Each lecturer will have different perception about English ability especially in the way they improve their teaching strategy. The successful strategy that is used by the lecturers can be an important aspect in increasing the quality of teaching. A good lecturer should always develop their teaching by providing learners with an effective teaching. Lecturers should use a variety of teaching strategies to choose the best for their topic they are going to teach (Raba, 2017). Then, the lecturers are required to find appropriate strategies in presenting new learning content in ways which engage learners (Fajriah, Sofyan, and Iskandar, 2019). It is related to the way the lecturers prepare themselves before coming to the class. Lecturers should have more experience and sources of materials to create a good atmosphere in their class. For young lecturers, the teaching strategy can be improved by reading activities and want to know something new from many sources to be presented in class. The way to communicate and references of the materials can be the main point in increasing the quality of teaching.

Communication skills course aims at developing language skills through interactional approaches and technology based learning (Fareen, 2013). In explaining the materials, lecturers should deliver clearly in innovative way that can attract the students interest to study (Azmy, 2019). The materials that are given in the class should be easy to receive by the students. In this case, lecturers should think the appropriate way that can help students easy to understand. Lectures need to have a good ability in using media and technology. Creative lecturers can find some interactive and communicative teaching ways from the media from other country by using technology. It can

give a contribution to their innovative teaching strategy. Then, the reference of teaching strategy that available in English will force and increase lecturers' ability in English. It can be said that English take an important part in this situation. If they have good ability to communicate in English at least in their class, they have build an interesting classroom situation.

In getting the references to teach, lecturers mostly used the internet. English is the language of the internet with an estimated that 565 million people use the internet every day and 52 percent of the world's most visited websites are displayed in English (Nishanthi, 2018). It makes learning English become very important for lecturers that knowing how to read in English will help them to access the content from the internet. It is because the majority of websites on the internet are written in English. As a language for international communication the ability in English will help to find more information related to the lecturers' need in teaching.

A large amount of reading references can be a power in teaching. It is because lecturers should be able to improve and develop the materials for teaching. Strategies for improving communication skills are by reading newspapers, watching English TV channels and watching English films to understand the English accent (Fareen, 2013). They should also have the ability to formulate and determine the appropriate materials to their class. Related to this, there was a need to have a good English ability to support the lecturers' activity in teaching. This article talked about the lecturers' perception on English ability related to the way in giving a good teaching. Based on the phenomenon above, there was a need of this research to

describe the lecturers' perception in using English in teaching and the reasons of that perception.

2. METHOD

The method of this research was descriptive. The researcher presented the information from the data that has been obtained from questionnaire, interview and recording. The data collection tool that was used a Likert scale questionnaire and there was a trial to 30 people to find out the validity and reliability. In getting the data, the questionnaire was distributed to 95 lecturers from 5 universities in Padang. It was based on the total number of lecturers in each university. Then, there were 10 lecturers as participants that have been interviewed to collect the data. Audio recording were used in the process of interview. To get the data, the researcher transcribed the results of the interview and selected the appropriate reasons related to the research questions.

3. RESULTS AND DISCUSSION

There were two main points that were explained those were the lecturers' perception in using English in teaching and the reasons of the lecturers had those perceptions.

1. The lecturers' perception in using English in teaching

The results of the lecturers' perception in using English in teaching can be seen in table 1 below.

Table 1. The percentage of the lecturer's perception in using English in teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	.6	.6	.6
2	60	7.0	7.0	7.6
3	115	13.5	13.5	21.1
4	410	48.0	48.0	69.0
5	265	31.0	31.0	100.0
Total	855	100.0	100.0	

Based on the result in table 1, it can be stated that scales of frequency of the answer were strongly agree, agree, neutral, disagree, and very disagree. The highest percentage was 48% stated agree and the lowest was 0.6 that stated very disagree.

Based the result, it can be seen in Figure 1 that in teaching the highest percentage was 48% with the highest frequency of the answer stated agree and the lowest was 0.6% with standard deviation 0.88. From the highest score, it could be concluded that most of the lecturers had perception that English ability had the effect in supporting the quality of teaching.

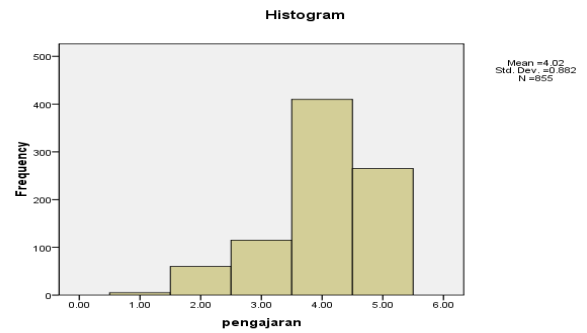


Figure 1: Distribution of the frequency of lecturers' perception toward English

2. The reasons of the lecturers had those perceptions

Lecturers had some reasons related to their perceptions in using English in teaching. It was related to their perception in using English in preparing teaching before coming to the class and the used of English in the teaching process. Based on the interviews that were conducted to 10 lecturers, there were five main reasons that were explained. Those were good English ability made easier in getting information, helping in giving explanation, creating good materials, making interesting teaching process, and getting more references.

The first reason was good English ability made easier in getting information. Lecturers said that they needed to have more information every day. They got the information from many sources that had contribution to their teaching. Online media was one of the sources that were used by the lecturers everyday. They updated the information every time they wanted and needed. English had a part in helping them to collect more information. Most of the online media that served information for teaching were using English. For this reason, lecturers said that it was a challenge to them in order to increase their English ability. If they had good English ability they would be easier to get the message or concluded the points from the sources.

The second reason was helping in giving explanation. In this reason, the lecturers thought that if they had good English ability they can explain the materials or telling something better. They said that a lecturer would have more self confidence if they can pronounce words or create a sentence in a correct way. Low of pronunciation decreased their performance. They also said that lecturers needed to improve their abilities in English to increase the quality of teaching performance in explaining the materials that needed to deliver in English.

The third reason was creating good materials. Some lecturers said that English helped them in creating and designing good materials. It was based on their reasons that they had an obligation to serve good teaching materials to students. They needed to have an ability to make materials that could be applied by the students after they graduated later. They also needed to look at the materials from lecturers in other country. In this case,

lecturers said that in any situation if they had lack of English ability it can be a limit for them to know more.

The fourth reason was making interesting teaching process. For this reason, some of the lecturers said that in some condition in the teaching process they also used any term and phrase in English to motivate students. They said that good English ability helped them to get the meaning of the term that they used. Related to the used of English, they tried to create a classroom to be alive by giving something new and interesting to students.

The fifth reason was getting more references. The lecturers said that having a rich reference to support teaching materials was a good way for good lecturers. In this case, they said that English ability had a role for getting more reference. It was because, they did not confined by language. English helped them explored more. If they wanted to take a reference from abroad, they would get it. They would be easy to collect articles from international journal.

Based on the finding of this research, it can be stated that the percentage of the highest score of the lecturers who stated agree in using English in teaching was 48%. Then the lowest score of the lecturers who stated strongly disagree was 0.6%. Based on these percentages, the lecturers had some reasons related to their perception in using English in supporting the quality of teaching, those were made easier in getting information, helping in giving explanation, creating good materials, making interesting teaching process, and getting more references.

Good English ability helped the lecturers in giving explanation in teaching process. They enjoyed the teaching process because they had more self confidence in explaining the materials to students. If the lecturers felt comfortable while teaching, it could make teaching became a pleasant activity. They had more idea to deliver the materials in increasing the quality of teaching. This finding presents the similarity with the finding from (Baa, 2018). Research in which lecturers were happy to teach in English and learned more about mathematics not only by using Indonesian language but also English. It gave a positive effect in developing the quality of teaching.

The sample of the research from (Basibek et al, 2014) was the lecturers responded the questionnaire about their views in using English as medium of instruction in universities. The finding showed that lecturers that used English were more favorable to the idea of adopting English in class. They agree that instruction in English with the good way promoted learners to be more successful in terms of their academic. It was related to this research that English could help in giving explanation and made interesting teaching process to the students. The teaching process can be varying in the way the lecturers deliver the materials to the students because the used of English as instruction while teaching.

4. CONCLUSIONS

Based on the results of this research, it could be concluded that lecturers had good perception about English ability related to the quality of teaching. 48% of

the lecturers stated agree that good English ability helped lecturers created a good teaching related to the use of English based on their needs. Then, only 0.6% of the lecturers strongly disagree about their perception toward English in the teaching process. Then, the lecturers had a positive perception about English because of some reasons. Those were made easier in getting information, helping in giving explanation, creating good materials, making interesting teaching process, and getting more references. It can be said that each lecturer had a different perception and reasons in using English in teaching. It could be seen that they had a different reason based on their point of view. However, this research showed that many of lecturers had a good perception and reasons in using English. Those perceptions based on their needs nowadays and the condition that made them had that perception. The percentage of the result of this research showed that most of the lecturers had good perception about English because they know the situation that forced lecturers to have the ability in English in supporting teaching activity.

REFERENCES

- [1] Raba, A. A. A. (2017). The Impact of Effective Teaching Strategies on Producing Fast and Good Learning Outcomes. *International Journal of Research-GranthaAlayah Vol.5 (Iss.1) January 2017. ISSN 2350-0530.*
- [2] Azmy, Ahmad. (2019). Faktor-Faktor yang Mempengaruhi Kinerja Dosen untuk mencapai "Career Ready Professional". *Jurnal Manajemen dan Supervisi Pendidikan. Vol3 no 3 Juli 2019: 148-155. ISSN 2541-4429.*
- [3] Basibek, N., Mustafa, D., Behice, C. C., Burcu, B., Yesim, D., Bayram, K. (2014) Lecturers' Perception of English Medium Instruction at Engineering Departments of Higher Education: A Study on Partial English Medium Instruction at some State Universities in Turkey. *Procedia - Social and Behavioral Sciences 116 (2014) 1819 - 1825.*
- [4] Baa, Sultan. 2018. "Lecturer Perceptions toward the Teaching of Mathematics Using English as a Medium of Instruction at the International Class Program (ICP) of Mathematics Department of the State University of Makassar Lecturer Perceptions toward the Teaching of Mathemati." *Journal of Physics: Conf. Series 1028 (012131):1-5.*
- [5] Fajriah, N., Sofyan, A.G., and Iskandar, A.S. (2019). Students' Perceptions toward teachers teaching strategies. *Personal Competence and School Facilities. English Education Journal (EEJ), (10)1, 16-34.*
- [6] Fareen, J. Al Muzzamil. (2013). English Communication Today: Problems and Perspectives on Communicating in English in the Technical Colleges of Tamilnadu. *Journal of advances in English Language Teaching 2013; Vol.1 No.4, pp.*

106-116. ISSN 1805-8957.

- [7] Nishanthi, Rajathurai. (2018). Important of learning English in today world. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, Volume 3, Issue 1, Nov-Dec. 871-874.