



# THE LECTURERS' CONCEPT ABOUT ENGLISH LANGUAGE AND LEARNING IN CREATING CONDUCTIVE LEARNING CONDITIONS

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**Abstract** - *This study aims at determining the influence and meaning of the lecturer's concept about English Language and learning in creating conducive learning conditions in higher vocational education. This study uses a qualitative phenomenological approach. Data were collected using in-depth interview techniques, participatory observation and documentation. Data were analyzed by evaluating interview transcripts and field notes organized into relevant themes. The results shows that the lecturers' concept about English Language and learning are able to give color to the selection and emphasis of teaching materials, activities and teaching techniques. The varied learning activities with a smile and high enthusiasm from the preliminary, core and closing learning activities are considered to be able to make students happy, excited and build positive perceptions to their lecturers. Simple teaching materials, both content and language, in accordance with the needs displayed through the topic of teaching materials, objectives, benefits and content is considered to be able to help facilitate student learning, be fun and attract learning interest. The ability to choose, mix and the use of effective, practical and dynamic teaching techniques are also considered to be able to make students happier, excited, interested, easy and motivated to learn. All of these are able to create conducive learning conditions*

*Key words- English Language, learning, conducive learning conditions*

## I. INTRODUCTION

It is ideal if a lecturer hopes to be able to create conducive learning conditions during classroom learning activities. This is because this such conditions are believed to be able to give a big enough contribution to achieve learning objectives. With conducive learning conditions, students will feel happy, comfortable and full of concentration. In other words, it will create a favorable situation for students to be able to learn easily, fun and achieve learning objectives in accordance with expectations (Sutikno, 2007). This kind of condition will be created if the language lecturer as the architect at least has a clear, mature, well-established and dynamic concept about English Language and learning as well as varied, effective and practical teaching techniques to be able to create conducive language learning conditions.

The lecturer's concept about English Language and learning is the first step of a series of activities regarding learning activities. The lecturer's concept about the language being taught has a very important role in the selection of teaching strategies, both related to the selection of materials, the elements of the material that are emphasized in teaching, activities, methods and teaching

techniques. The selection of the right teaching strategy, according to the needs of students, will be absolutely able to help make students happy, excited and easy to learn so as to create conducive learning conditions and vice versa. It doesn't matter if the lecturer has different concepts of language. The most important thing is that the lecturers have to believe that their concepts are able to make students happy, excited and easy to learn. A concept that will be able to make students happy, excited and easy to learn if it is mature, established and dynamic.

However, there are still many lecturers are not sure that their concepts are able to make students happy and passionate about learning. That means that there are still many lecturers' concepts about language are not yet mature, well established and dynamic so that the current condition of learning English is still not beneficial for students. From the results of the preliminary survey, it was found that learning activities are still theory-oriented. Some lecturers still apply the conventional approach and learning through lectures. The teaching technique applied is still monotone, the material prepared did not help make it easier for students to learn. As a result, students become bored and bored. Some students are sleepy, joking, chatting playing cellphones while learning activities are taking place.

Less conducive learning conditions result in that learning objectives cannot be achieved optimally. It is believed that the learning objective that cannot be achieved optimally is not entirely due to less conducive learning conditions, but it greatly affect learning objective. These such learning conditions are not entirely due to teaching strategies but also due to other factors that cannot be observed all because of limited time, cost, energy and ability.

## II. RESEARCH METHODS

This study uses a qualitative method because the problem is holistic, complex, dynamic and full of meaning. This study aims to understand the social situation regarding the condition of English learning activities in the classroom in higher vocational education. The conditions of learning activities that are the focus of this research include the lecturer's concept about English Language being taught, selection of teaching materials, learning activities, and teaching techniques. The choice of the Vocational Education Campus in Badung Regency as a research location was based on considerations that they were not too far away, the number, type, status, varying levels and stability of each existing vocational campus so that it was easy to obtain the required data.

The qualitative data needed were collected by researchers and members who act as instruments and function as the main instruments. Data were collected using participant observation techniques, interviews, documentation and a combination of the three or triangulation with the snowball method, namely meeting as many data sources as possible until the data obtained were saturated. The qualitative data that have been collected is analyzed using interactive analysis techniques and continues until it is complete. Data analysis starts from data reduction, data display and conclusion/verification. The large, complex and complicated data are summarized, selected which are important and basic and then included in the category and discarding those that are not used guided by the research objectives. The data that have been reduced are then arranged in sequence and presented in narrative form. The data that have been presented in the form of a narrative is analyzed in depth and concluded. To obtain the validity of the data, in this study, the

validity test was carried out through a credibility test; extension of observation, triangulation, discussion with colleagues; Transferability by presenting detailed, clear, systematic and reliable data; dependability, auditing the entire research process; and confirmability, auditing research results and processes.

### III. RESULTS AND DISCUSSION

**Finding 1:** The influence and meaning of lecturer's mature, established and dynamic concepts about English Language and learning in creating conducive learning conditions

The lecturer's concept about English taught in higher vocational education in Badung Regency is quite diverse. The diversity of these concepts causes various teaching strategies as well. Lecturers who assume language is a number of rules, in choosing teaching strategies differ from lecturers who assume language is a communication tool and language is culture. The group of lecturers with the first category above, their teaching is colored by materials and activities that are more oriented to structural elements. This group assumes that mastery of linguistic rules is the most important thing for students. Therefore, linguistic rules get top priority in teaching. Those who have the view that language is a means of communication emphasize their teaching on the use of language that is in accordance with the rules of communication. For example, a younger person must choose an expression that is appropriate for an older person in a certain situation. In other words, the pattern of communication activities with language influences a person's language and the selection of language teaching materials. Lecturers who hold the principle that language is a culture always include cultural

elements into their teaching materials. The lecturer introduces how native English speakers use body language when calling someone.

There is nothing wrong if a lecturer has a concept about English Language that he teaches is different from one to another. However, the concept must be mature, established and dynamic. A lecturer must be sure that the concept is able to make students happy to learn, interested in the material being taught, easy to learn and creating conducive learning conditions. A conducive learning condition is a condition that fully supports learning activities towards the achievement of learning objectives optimally according to the plan. Conducive learning conditions will be achieved if activities regarding learning activities starting from preliminary, core, and closing learning activities are able to make students happy, passionate and easy to learn and learning objectives are achieved according to plan.

**Finding 2:** The influence and meaning of lecturer's mature, established and dynamic concepts about English Language and learning in preparing teaching materials

The purpose of teaching English in vocational education is different from non-vocational education. The choice of topics for English teaching materials in vocational education is based on the occupation the graduate would like to get or the study program. The topics of teaching materials that are selected and taught for the hospitality students, for example, are of course adjusted to the needs of English in handling job in hotels which is called English for Hospitality. In learning activities, of course, the selected material topics cannot be separated from the influence of the lecturer's concept about the English Language he teaches. Lecturers who assume language is a number

of rules, for example, their teaching material emphasize more on structural elements. This group assumes that mastery of linguistic rules is the most important thing for students. Therefore, linguistic rules get top priority in teaching.

To be able to create conducive learning conditions, the problem is not in the difference of the concept of language that is owned by the lecturer but lies in the maturity and stability of the concept of language that is owned. A mature and established concept is really able to make students happy and passionate about learning. The teaching materials selected and taught are in accordance with the needs. The teaching material in the textbook is not simply transferred to students but are simplified both in content and language. The theory, sequence of continuity and level of difficulty are simplified and developed according to work situations in the field so that it is interesting and easy to understand. Materials that are in accordance with the work situation are packaged to be more attractive by giving pictures, colors, bold print or written in different letters, etc. The material taught has a direct touch with the work they dream. When learning, the material taught is able to bring students to situations as if they were carrying out work in their fields in the field. The material taught is really something that is spoken, heard, written by students if they communicate with native speakers. Students feel satisfied and challenged to learn it. Students feel that all the material taught is important to hear, see, think, say, write and practice. During the teaching and learning process, students are focused, full of concentration, and do not want to miss the slightest information. Students become active, creative, enthusiastic and motivated to learn and practice the material taught by their lecturers. Teaching materials that are in accordance with the needs of students in

the study program, taught according to work situations that exist in the field, real according to what is said, heard, written by students if they communicate with native speakers and are easy to learn are judged to be able to make students happy, excited and interested in learning.

**Finding 3:** The influence and meaning of lecturers' mature, established dan dynamic concepts about English Language and learning in preparing learning activities.

The lesson plan prepared by the lecturer outlines three activities, namely preliminary, core and closing learning activities. In preliminary learning activities, almost all lecturers greet students by greeting and asking how they are when entering the class room. This activity aims to make students feel happy, comfortable, calm/not tense to start the next learning activity. However, to make students feel happy, comfortable, calm/not tense, it is not enough just to greet them in the form of greetings and ask how they are. In other words, not all greetings and asking for condition can make students happy, comfortable, calm / not tense. The greeting that is considered able to make students feel happy, comfortable, calm/not tense is a greeting conveyed with smile and full of enthusiasm. Greeting conveyed with smile and full of enthusiasm seems easy to do but not all lecturers can do it well. The greeting conveyed with smile and full of enthusiasm given when the lecturer enters the classroom is considered to be able to please and cool the hearts of students. The greeting conveyed with smile and full of enthusiasm is able to bring up positive perceptions of students towards their lecturers. In other words, greeting conveyed with smile and full of enthusiasm can make students think that the lecturer is friendly, kind and fun. This can be seen from the expression

or facial expressions of students who are calm and cheerful when responding to the greeting of the lecturer. This is in line with the meaning of the word smile according to the third edition of the general Indonesian dictionary (W.J.S. Poerwadarminta, 2003), which means that a smile means joy or pleasure. This good initial impression is very important to be created, given and maintained

because it can help create conducive learning conditions

Review of the teaching material taught previously is also one of the preliminary learning activities. The review aims to refresh students' memories of the previously studied material as a basis for studying the next material. By doing a review, it also means that lecturers help students use their learning experiences to make it easier to learn the next material. Naturally, people who are assisted in doing their work will feel happy and think positively about those who help them. However, it is not all review techniques applied by lecturers are able to make students happy and succeed in achieving their goals. Reviews that are considered able to make students happy and succeed in achieving their goals are reviews with varied techniques and actively involve students in activities that are conducted with smiles and full of enthusiasm. With this review technique, students become active, excited, happy and able to provide refreshment to students' memories of the previous material to make it easier to learn the next material.

Preliminary learning activities are not only limited to greetings, reviews but also elicitation, which is an activity that directs, focuses students' minds on the material to be discussed as well as provides challenges in thinking exercises. Like other preliminary learning activities, in order to be able to make students happy, excited, active, focused and

easy to learn, elicitation must also be done dynamically and conveyed with smile and full of enthusiasm. The dynamic technique, for example, does not apply the same method over and over again to the next material in the same class. Lecturers who have applied dynamic elicitation techniques are considered to be able to make students happy, excited, active, focused and easy to learn effectively. Moreover, after students succeed in answering the learning challenges given by their lecturers, students become more enthusiastic. This means that, besides the students being happy and passionate about learning, it also means that the lecturers have appreciated the students' thinking ability regardless of whether it is right or wrong. This is in line with (Uno, Hamzah B, 2007) that in learning, respecting student opinions regardless of wrong or right is important to increase student learning motivation.

The last activity of the preliminary learning activity is conveying the objectives and benefits of the material to be taught. The aims and benefits of the material to be discussed are very important to convey to students, besides helping clarify the things that are the focus of studying the material, it will also direct learning activities according to the objectives to be achieved. The purpose and benefits of studying a material will be understood well if it is conveyed effectively followed by a smile and full of enthusiasm. These activities are considered able to make students happy, interested and enthusiastic about learning so that it becomes easy to learn the material being discussed. It means that the objectives and benefits of studying the material to be discussed have been formulated and delivered clearly and specifically, varied and followed with a smile and full of enthusiasm so that it is easily understood by students. If students do not know the purpose and benefits of studying teaching materials, they will not

be interested and enthusiastic to learn it. Conversely, if they know it, they will be interested, happy and eager to learn it. For this reason, the objectives and benefits of studying material are important to be planned and delivered effectively by the lecturer before arriving at the discussion of the teaching material

In core learning activities, English learning activities differ from one lecturer to another according to the lecturer's concept about the language he teaches. There is nothing wrong if a lecturer has different English teaching activities. However, the activity must be mature, established and dynamic. That is, a lecturer must be sure that the activity is able to make his students happy to learn, interested in the activities carried out and create conducive learning conditions. A conducive learning condition is a condition that fully supports learning activities towards the achievement of learning objectives optimally according to the plan. Lecturing activities, showing videos, discussing, asking questions conveyed with a smile and high enthusiasm in an effort to provide an understanding of the material being taught, providing both written and oral exercises in an effort to increase maturity, developing as well as providing opportunities to practice the material being taught conveyed with smile and high enthusiasm are considered able to make students happy, passionate, interested and active in learning so that conducive learning conditions are built.

Likewise, in closing learning activities, lecturers emphasize teaching activities according to the concept of language they have. Lecturers who assume language is a set of rules, when concluding, give formative tests, and additional assignments give emphasis to structural elements. Lecturers who view language as a communication tool emphasize the use

of language according to communication rules, and lecturers who think language is a culture emphasize the use of body language in communication. Activities that emphasize different elements are not wrong as long as they are mature, well-established and dynamic. This means that the activity is not monotonous but varies from one material topic to the next material topics and is able to make students happy and excited to learn. Activities that are not monotonous but vary from one material topic to the next material topics and are able to make students happy and enthusiastic about learning are considered capable of building conducive learning conditions.

**Finding 4:** The influence and meaning of lecturers' mature, established dan dynamic concepts About language and language learning in preparing teaching techniques

According to Uno, Hamzah B, 2007 to be able to make students happy, excited, interested, enthusiastic and easy to learn, it is not enough just to simplify the material as described above. Besides having various teaching techniques according to the objectives and teaching styles of the lecturers (Eggen & Kauchek, 1998), they are also required to be able to choose, create and mix teaching techniques that are owned according to the demands of learning, namely; effective, practical and dynamic. A new technique is said to be effective if the technique is able to direct the learning process to achieve teaching objectives in accordance with the initial plan listed in the curriculum, syllabus, or unit of teaching program. In other words, the applied technique is able to direct students to be able to learn easily, fun and achieve goals. In addition, the technique must be practical, meaning that what is planned can be implemented with all the facilities owned by lecturers, students and the institutions. The thing that is no less

important is that the technique must be dynamic, that is, it is attempted as often as possible using a variety of techniques. The same activities within a certain period of time will tend to make students feel bored quickly. These varied techniques include things like avoiding sitting or standing for too long in one place, using the same tool from one subject to another, volume and intonation that are monotonous, grouping students with the same members continuously, giving the opportunity to ask or answer questions to the same student and so on.

#### IV. CONCLUSIONS

The lecturer's concept about English taught in higher vocational education in Badung Regency is

quite diverse. The diversity of these concepts makes various teaching strategies as well. There is nothing wrong if a lecturer has different concept about English Language and learning. from one another. The most important thing is that the concept must be mature, established and dynamic. This concept helps the lecturers choose teaching materials cording to students need, easy to learn, and interesting. The teaching activities conducted are dynamic, complete, conveyed with smile and full of enthusiasm. The teaching techniques applied are effective, practical and dynamic according to the goals and teaching styles of the lecturers. All these are able to make students easy to learn, happy, interested and enthusiastic about learning

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