

**THE FIFTH SEMESTER STUDENTS' PERSPECTIVES IN
EFFECTIVE LECTURER AT ENGLISH EDUCATION STUDY
PROGRAM OF UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

by

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DEDICATION

This thesis is dedicated to:

- Allah SWT who always give me His mercy, blessing and love in order to make me always raise no matter how many I failed.
- The prophet Muhammad SAW who always inspire me and be my best role model in the world.
- The greatest people in my life, my grandfathers and grandmothers, my parents: Mrs. Sriatun and Mr. Hasan Basri, my lovely sister: Nilam Sari Basri and all of my family who are always give me a great love, pray, motivation, support and help for my success.
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- All of my beloved friends at PBI 02, PPLK, and KKN, especially, all best friends who always support and be there for me: Aminah Hidayati, Zahra Kamila, Anggun Nadia Sari, Jehan Ayu Mentari, Mila Silvia, and Nur Asia.

Motto :

**“Spend your failure so that your success will come. Because
failure has limits”**

**“Be self-worth in advance to receive something worth
receiving”**

**THE FIFTH SEMESTER STUDENTS' PERSPECTIVES IN EFFECTIVE
LECTURER AT ENGLISH EDUCATION STUDY PROGRAM OF
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG**

This Thesis was written by **Juliana Basri**, Student Number. 13250040
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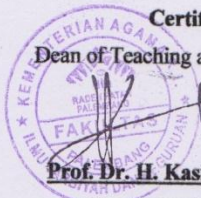
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STATEMENT PAGE

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State that;

1. All the data, information, interpretation, and conclusion presented in this thesis, except for those indicated by the sources, are the result of my observation, process, and thought with the guidance of my advisors
2. The thesis that I wrote is originally and has never been handed in another academic degree, neither at UIN Raden Fatah Palembang nor other universities

This statement is made truthfully and if one day there is evidence of forgery in the above statement. I am willing to accept the academic sanction of cancellation of my bachelor's degree that I have received through this thesis.

Palembang, January 2018

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Palembang, January , 2018

The Writer

Juliana Basri

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ABSTRACT

Student's perspective is essential to be considered as a significant factor in evaluating lecturers and has an impact on the efficacy of the instructional environment. The purpose of this study was to know what students' perspectives were in effective lecturer. The study was in the form of mixed method research. By using convenience sampling technique, there were 100 students involved as participants in this research. The questionnaire and interview were used to collect the data and the percentage was used to analyze the data. The result of questionnaire revealed that instrument which contained 42 items with seven response categories on rapport (26,2%), delivery (40,5%), fairness (11,9%), knowledge and credibility (7,2%), and organization and preparation (14,3%) were perceived very good by the students. It is supported by the result of interview that students were perceived very good to all aspects of effective lecturer, but there were some lecturers who are not. Finally, it is believed that this study can be useful and beneficial to the lecturers as a yardstick to understand themselves better and students' needs in learning process.

Keywords: Students' perspectives, effective lecturer, university students.

CHAPTER 1

INTRODUCTION

This chapter presents the following subheadings: (1)background, (2)problem the study, (3) objective of the study, and (4) significance of the study.

1.1 Background

Education is a place where we can learn something new and develop our interests and skills to be used for getting a good job and better life in our future. It is in line with Barret, Duggan, Lowe, Nickel, and Ukpo (2006) assumed that education plays a vital role to a productive good life. It improves the value and excellence of one's life as well. The students might ask how can it happens. A good education eradicates poverty. By getting a college degree, students are able to get satisfying job that pays well. Because of their salary, they will be able to afford a good home, clothing, food, and other necessities of life. Then, according to Murtiny (as cited in Sukardi, 2016), investing in education is the human intellectual capital with the competence of knowledge and skills (both hard skills and soft skills). In addition, Narayana (as cited in Lestari & Ridho, 2010) analyzes education as one of the variabels in human development and quality of life which states that the better state of education of a country, the better the quality of human resources owned by the state. Indeed, it is understood that improving the quality of human beings through education is expected to produce human beings who have the ability and skill that is necessary for the development of the character and economy of a country to increase individual income and national as well.

Quality is an issue that cannot be avoided in education at present and what institutions do to ascertain quality turns out to be most important and effective of all efforts and initiatives. Crosby (as cited in Serli, 2017) assumes that quality is full customer satisfaction. Here, customer is the same as student in education and it means that the quality of education can be seen from the students' satisfaction. Moreover, Bunting (as cited in Barret et.al., 2006), declares that quality in education does have a bottom line and that line is defined by the goals and values which underpin the essentially human activity of education.

Student's perspective is an opinion of student about something that occurs in teaching and learning process. It is essential to know that classroom assessment information is not merely information about themselves, like their learning life, the lesson that they are expected to learn, and the relationship between students, lecturer and the subject matter. According to Dodeen (in Sherwani, & Singh, 2015), "student's perception is continuously considered as significant factor in evaluating lecturers" (p.51). In addition, Joseph, Yakhou, and Stone (2005) suggest "academic administrators should focus on understanding the needs of their students, who are the specific and primary target audience" (p.67). In order to understand students' needs, universities can collect feedback from them. Leckey and Neill (as cited in Gruber, Reppel, & Voss, 2010), they describe "student feedback plays a major role in delivering quality in higher education institutions" (p.8). Similarly, Douglas and Douglas (2006) suggest, "the student experience and its improvement should be at the forefront of any monitoring of

higher education quality” (p. 6). Indeed, students’ perspectives are needed to know their needs, how they approach their learning, and evaluate lecturers.

Harmer (as cited in Marzulina, 2010) assumes that when taking notes on students’ performances, a teacher not only note what students get wrong but also what they do right. Observing for success often gives a teacher a different feel for how well her students are doing. It is also supported by Santiago (2002) and Schacter and Thum (2004) informed that researchers and policy makers agree that teachers play an important role in student achievement and that, of any school-based practitioner, teachers have the greatest effect on student performance. Effective lecturer appraisal mechanisms can help lecturers identify strengths and areas of improvement.

In the preliminary study, questionnaire is given to some students of English Education Study Program at Universitas Islam Negeri Raden Fatah Palembang. Based on the result that is analyzed, I found that almost all aspects of effective lecturer that are given in questionnaire are rated good by students. However, I would like to have deeper investigation in effective lecturer. Indeed, I will develop it in wider aspects to know the characteristics of effective lecturer in more detail, and also know the importance of students’ perspectives in effective lecturer.

Chirese (2011) showed that studies on characteristics of effective lecturers have been carried out in many countries. For example, they were conducted in Australia (Ramsden, 2003), in Asia (Leeetal, 2009), in UK (Brown, 2004; Wright, 2005), in America (Appleton-Knapp and Krentler, 2006), in America and

Bulgaria (Trice and Harris, 2001), in Nigeria (Oregbeyen, 2010), in South Korea (Barnes and Lock, 2010), in China (Chen, 2005) and in Malasiya (Mohidin et al, 2009). Findings from these studies point to the following as the usual characteristics of effective lecturers: friendliness, helpful, human, involving students, respecting students, preparedness, fairness, knowledgeable, good lesson delivery, motivating students and enjoying one's work.

This study just focuses on college students in fifth semester at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang. It is caused of seventh semester are still busy in conducting teaching training at schools and fifth semester is very available because it knows more lecturers than third semester.

1.2 Problem of the study

What are students' perspectives about effective lecturer in The Fifth Semester at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang?

1.3 Objective of the study

To find out students' perspectives about effective lecturer at The Fifth Semester in English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang.

1.4 Significance of the study

This study hopefully can help the students to state their own perspectives to make the teaching and learning process be more effective. Then, it will helps create and maintain classroom a learning environment in which students feel comfortable and in which they are motivated to learn.

Moreover, this research will provide fresh insights into Raden Fatah university students' views about effective lecturer which should be particularly informative to teachers and lecturers working in Palembang. Additionally, the lecturers may know themselves and how to integrate their professional strength to make their teaching techniques become effective which is needed in achieving the education development. Furthermore, it will increase my knowledge about characteristics of effective lecturer. In conclusion, it will help guide the lecturers and future lecturers to be better understand students' need and may provide useful information for teacher trainees, teachers, and lecturers in other contexts. Finally, the future researcher hopefully can use this research to be developed in wider areas of another universities.

CHAPTER II

LITERATURE REVIEW

This chapter describes (1) students' perspectives, (2) effective lecturer, and (3) previous related study.

2.1 Students' Perspectives

Student is a learner or someone who attends an educational institution. Based on Merriam-Webster's collegiate dictionary (1993), in the widest sense of the word, a student is anyone seeking to learn or to grow by experience.

There are some categories of students:

1. Pre-school
 - a. Playgroup : 3-4 years old
 - b. Kindergarten: 4-6 years old
2. Primary School
 - a. 1st Grade : 6-7 years old
 - b. 2nd Grade : 7-8 years old
 - c. 3rd Grade : 8-9 years old
 - d. 4th Grade : 9-10 years old
 - e. 5th Grade : 10-11 years old
 - f. 6th Grade : 11-12 years old
3. Middle School
 - a. 7th Grade : 12-13 years old
 - b. 8th Grade : 13-14 years old

- c. 9th Grade : 14-15 years old
- 4. High School
 - a. 10th Grade : 15-16 years old
 - b. 11th Grade : 16-17 years old
 - c. 12nd Grade : 17-18 years old
- 5. Post-Secondary Education
 - a. College or university: ages vary (referred to as Freshman, Sophomore, Junior and Senior years)
- 6. Graduate Education
- 7. Adult Education

Kjesbo (2011) expresses “perspective refers to a person’s outlook or way of viewing something” (p.1). Moreover, Dodeen (as cited in Sherwani, & Singh, 2015) state “student’s perception is continuously considered as significant factor in evaluating lecturers” (p.51). Similarly, Price, Hadley, Millar, and O’Donovan (2010) inform that some researchers think the learner is in the best position to judge the effectiveness of lecturers.

Farreras and Boyle (as cited in Sherwani, & Singh, 2015), describe that a potential factors affects the perception of the students of the evaluation students is self-promotion or boastfulness of lecturers. They found that lecturers who praise themselves get lowest evaluation values, rather than the students give highest evaluation values to lecturers whom they have strong personality and competence attributions. Moreover, students’ perceptions may vary due student’s psychological natures. Rantanen (as cited in Sherwani, & Singh, 2015), reported

that some students are systematically more lenient in evaluating the lecturers: some students are more severe. Thus, accordingly students' rating varies depending up on course difficulty, expected grades, characteristics of the lecturer, or personal emotions of the students.

2.2 Effective Lecturer

Lecturer is like a role for students. They will imitate what he/she does both of good or bad. It is in line with Ho, Lee, and Teng (as cited in Faiz, 2017) say that teachers are the agents of change for student achievement and school improvement. One strategic way to improving schools is fostering and promoting professional learning in which teachers or lecturers develop their practice and build learning communities. A lecturer who exudes enthusiasm and competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality. Moreover, Saswandi (2014) says that teachers have an important role in teaching learning process, because they play a vital role in the overall development of the students. The teachers have responsible to develop good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child.

Djamarah (2010) stated that teacher is a spiritual father for a protege. She/he who provides food for the soul to science, moral education and justify it. Profile ideal teachers is people who devoted themselves based on the call of the soul, a matter of conscience, not just because of the demands of mere money, the duties

and responsibilities limited to the walls of the school. But they always want together with students inside and outside of school. Lecturers and students are "dual single". Therefore, in the minds of lecturers are only one issue of how to educate students to become mature human family decency skilled and useful to religion, homeland and nation in the future. That is perhaps the right lecturer attitude as a personal being noble.

The teacher or lecturer becomes a central point and initial component of all educational development and construction of a more extensive and comprehensive. Because of this principle is embedded Japan that many other countries followed so quickly advanced, such as Singapore, Malaysia, Thailand, and Vietnam. When the province of Hiroshima and Nagasaki in Japan was destroyed by atomic bomb during World War II (1945). The Japanese Emperor asked, "is there teacher of life ?" this mean how much attention the Emperor of Japan to education and how big the role of teachers in the development of a nation.

Amir (2008) says that Religion, Pancasila, and UUD'45 are references in which all motion activity measures in the country of Indonesia in any form must rely to it. The three basic references guidelines that can be synergistically to create order in a variety of dynamics of life in this country, including the problems of education. Religion showed the highest values by putting education as a basis of struggle, while Pancasila ideology to realize the spirit and doctrine to all children of the nation to always love their homeland. The 1945 Constitution is a constitution that regulates various matters concerning of the education

implementation which then must be the guide for all stakeholders, especially the government as executor.

1945 Constitution about Education is in Chapter 31 that consists of 2 articles as follows:

a. Article 31 verse 1 of the amendment "Every citizen shall have the right to education".

The word "teaching" in chapter 31 verse 1 before amended seems to have influenced the paradigm, attitude, and actions of teachers in teaching. In the current sense, instruction (instruction) refers more to a narrow sense of the learning process (teaching-learning process); while education (education) has a much broader understanding, including teaching. With the inclusion of the word "education" in article 31 paragraph 1 the amendment result is expected to change the paradigm of teachers in the implementation of teaching in the class so that the balance of development of cognitive, affective and psychomotor aspects. This verse shows that every citizen is entitled to a good education organized by the government at least 9 years of study.

b. Article 31 verse 2 reads "Every citizen is obliged to follow basic education and the government is obliged to finance it".

This verse specifically talks about 9 years of primary education (primary and junior secondary level), that the desired target is a minimum educated citizen at the junior level. There are two mandatory words in this paragraph that imply the further implementation of the compulsory education program.

Among these are every elementary school age children (6-15 years old) are required to attend primary and junior high schools.

The scholars who make Pancasila as the basic capital of character education, are:

1. IG Kingkin Teja Angkasa (2010) in his writing, "Pancasila-Based Character Education" stated that the value of diversity in the Pancasila is the basic capital character education. We no longer need to look for shapes and even other character education model for the character of the nation's power base we already have it.
2. Thanon Aria Dewangga (2012) in his article, "Character Education to Build Human Indonesia Excellence", stated that Pancasila philosophy and religion who have owned this nation, has been unable to eliminate the inter-communal violence or inter-religious. The necessity of integration character education with local values and religious philosophy of Pancasila as a reference so that character education is not only at the level of discourse introduction of values and norms, access but to go further towards internalization levels in daily life applications.

In addition, the constitution of the republic of Indonesia number 14 year 2005 article 20 concerning teachers and lecturers that is used to make an effective teaching. In performing professional duties, lecturers are obliged to:

- a. Plan learning, implement quality learning process, and assess and evaluate learning outcomes;

- b. Enhance and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and the arts;
- c. Act objectively and non-discriminatory on the grounds of gender, religion, ethnic, racial, and certain physical, or family background, and socio-economic status of learners in learning;
- d. Uphold the rules of law, law, and code of ethics of teachers, as well as religious and ethical values; and
- e. Nourish and cultivate the unity and unity of the nation.

According to Brown (as cited in Holandyah & Utami, 2016) describes “teaching is guiding and facilitating learning, enabling the students to learn, setting condition for learning” (p.15). Similarly, Brown (as cited in Ariesca & Marzulina, 2016) states “teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge”. (p.25). Moreover, according to Hartoyo (as cite in Purwowododo, 2016), professionals teacher are teachers that always changes old practices, even willing and able to leave the methods and recipes for success in the past. It means that the level of professional skills of lecturers will affect the success of the educational process itself.

Moreover, Wong and Wong (2004) say that people who do things right are efficient and people who do things right over and over again, consistently, are effective. An effective teacher should has a classroom that is: caring, thought-provoking, challenging and successful. It is supported by Raymond (2008)

describes that effective is synonymous with excellent, successful, outstanding, expert, good, above average, superlative, and superior. In addition, Walker (2008) expresses that effective described a particular teacher who had been the most successful in helping respondents to learn. Similarly, Naim (2011) confirms that a teacher or lecturer is called an effective teacher or lecturer when he/she can utilize a little time and energy, but can achieve great results. It means that those lecturers made the most significant impact on students' lives.

According to Stronge and Hindman (2004), "effective teachers can be seen, heard, and sensed" (p.9). The effective teacher engages in dialogue with students, colleagues, parents, and administrators and consistently demonstrates respect, accessibility, and expertise. Effective teachers are easily identified through their adept use of questioning and instruction given in the classroom. Finally, an observer who knows from all sources that this person truly makes a difference in the classroom can sense the presence of an effective teacher. The true teacher is a master of teaching.

The idea of effective lecturer for each individual is variable. Students' perceptions, opinions and/or experiences about an effective lecturer are different. Moreno (2009) states "an effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching" (p.36). Moreover, Killen (as cited in Moreno, 2009), he describes "the effective teacher is the one who has clear objectives and own goals of teaching" (p.36). A teacher can provide the students with the answer

of a question, which can be effective only if the main objective is simply to compare and analyse different results. However, if the objective is to make the student think about the option of providing different possible answers, the teacher, in this case, may be regarded as ineffective.

In addition, Gurney (2007) suggests that to be an effective teacher there should be an interaction among different factors. One of them is the teacher's knowledge, enthusiasm and responsibility for learning. Another factor is that effective teachers should provide the students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback. Finally, to create a warm environment and a relationship with the students in which respect will enhance learning. Moreno (2009) declares "effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development" (p. 37). Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly.

Table 1 lists the attributes of effective teachers and lecturers identified in the studies reviewed. This table is organized under the five categories employed by Faranda and Clarke (as cited in Barnes and Lock, 2010): Rapport, Delivery, Fairness, Knowledge and Credibility, and Organization and Preparation. In the course of reviewing literature in this study, these categories also seemed to apply

to the attributes uncovered by other researchers. Attributes marked “ELT” in Table 1 are those particular to English language teaching contexts.

Table 1. Attributes of effective lecturers and teachers

Category	Attribute: Effective teachers	Experts
Rapport (sociability, empathy, personality, receptiveness)	a. develop interpersonal relationships	(Chen, 2005; Faranda & Clarke, 2004; Xiao, 2006)
	b. are congenial	(Chen, 2005; Faranda & Clarke, 2004)
	c. share personal and professional life experiences	(Chen, 2005; Faranda & Clarke, 2004)
	d. listen to students	(Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)
	e. care	(Desai et al., 2001; Faranda & Clarke, 2004)
	f. make themselves accessible for consultation	(Faranda & Clarke, 2004)
	g. have a sense of humour	(Desai et al., 2001; Kutnick & Jules, 1993; Payne, 1978; Rammal, 2006)
	h. are patient	(Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)
	i. have a positive attitude towards students	(Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)
Delivery (personal style, communication, methodology, content)	a. are enthusiastic	(Faranda & Clarke, 2004; Kelley et al., 1991; Palmer, 2000)
	b. give clear explanations	(Griemel-Fuhrmann, 2003; Kember & Wong, 2000; Kutnick & Jules, 1993)
	c. use good examples	(Griemel-Fuhrmann, 2003; Palmer, 2000)
	d. use the students’ native language selectively (ELT)	(Chen, 2005; Faranda & Clarke, 2004; Gorham, 1987)
	e. vary their delivery methods encourage group work and	(Faranda & Clarke, 2004; Kelley et al., 1991; Reid, 1987)

	participation	
	f. provide interesting and meaningful activities (ELT)	(Park & Lee, 2006)
	g. emphasise error correction (ELT)	(Nunan, 1989; Rammal, 2006; Yorio, 1989)
	h. provide pronunciation practice (ELT)	(Nunan, 1989; Rammal, 2006)
	i. teach grammar rules (ELT)	(Horwitz, 1987; Yorio, 1989)
	j. emphasise vocabulary (ELT)	(Horwitz, 1987; Nunan, 1989; Yorio, 1989)
	k. prepare students for examinations (ELT)	(Rammal, 2006; Xiao, 2006)
	l. tailor content to the students' English levels (ELT)	(Park & Lee, 2006)
Fairness (impartiality, examination preparation, grading, transparency, workload)	a. treat all students impartially	(Desai et al., 2001; Faranda & Clarke, 2004)
	b. produce examinations which closely relate to work covered in class	(Faranda & Clarke, 2004)
	c. make examinations which allow students to express their knowledge freely	(Faranda & Clarke, 2004)
	d. give prompt assignment feedback	(Faranda & Clarke, 2004)
	e. provide pre and post examination reviews	(Kelley et al. 1991)
	f. provide clear grading guidelines	(Desai et al., 2001)
	g. articulate policies regarding attendance and late assignment submissions	(Desai et al., 2001)
	h. are flexible with grading	(Faranda & Clarke, 2004)
	i. impose a balanced workload	(Faranda & Clarke, 2004)
Knowledge and Credibility	a. have sound content knowledge of their discipline	(Chen, 2005; Faranda & Clarke, 2004; Lasagabaster & Sierra, 2005; Kutnick & Jules, 1993; Xiao, 2006)

	b. go beyond the textbook	(Faranda & Clarke, 2004)
	c. are able to answer complex questions	(Faranda & Clarke, 2004)
	d. use relevant real world examples in lessons	(Faranda & Clarke, 2004; Kelley et al., 1991)
	e. are proficient in English (ELT)	(Lasagabaster & Sierra, 2005; Park & Lee, 2006; Rammal, 2006)
	f. have a sound knowledge of grammar (ELT)	(Lasagabaster & Sierra, 2005; Park & Lee, 2006)
	g. are able to teach study techniques	(Chen, 2005; Lasagabaster & Sierra, 2005)
Organization and Preparation	a. provide a comprehensive syllabus with content and methodology	(Kelley et al., 1991; Xiao, 2006)
	b. communicate clear course objectives	(Kember & Wong, 2000; Kelley et al., 1991)
	c. stick to the syllabus	(Kember & Wong, 2000; Rammal, 2006)
	d. lay out all the materials needed for assignments	(Kember et al., 2004)
	e. provide original supplemental material	(Kember et al., 2004; Yorio, 1989)
	f. provide prompt feedback on assessment	(Desai et al., 2001)
	g. prepare each lesson well	(Park & Lee, 2006)

Source: The Attributes of Effective Lecturers of English as a Foreign Language as Perceived by Students in a Korean University (Barnes, 2010)

Chireshe (2011) and Barnes & Lock (2010) stated that literature reveals that fair lecturers treat all students impartially, produce examinations which closely related to the work covered in class, give prompt feedback on assignments and grade impartially.

2.3 Previous Related Study

There are three previous studies which are related to the present study. The first study entitled “The Attributes of Effective Lecturers” written by Barnes and Lock (2010). The objectives of the study were to identify the attributes of effective EFL lecturers from the Korean university student perspective, and to investigate why these attributes were chosen and how the students think they could be implemented. And the result established what the students felt were the attributes of effective EFL lecturers. First, the present study indicates that students feel that lecturer to student rapport is essential to build atmospheres of respect and understanding in EFL classes. Second, existing and prospective EFL lecturers should know that the degree of lecturer enthusiasm and preparation are very obvious to students (even as the lecturer walked into the room) and major factors influencing classroom atmosphere and motivation. Third, diverse views about the type and level of error correction will be a source of conflict unless lecturers make the effort to align student expectations with their own, and be sensitive to student self-esteem. Fourth, existing and prospective EFL practitioners should be aware that students appreciate their efforts to employ a participatory approach.

The second study entitled “Student Perceptions of Effective Foreign Language Teachers” written by Barnes and Lock (2013). The objective of the study was to establish what value students from a Korean university place on the effective foreign language (FL) teacher attributes. And the result placed high importance on rapport attributes such as friendliness, care, and patience; and delivery attributes which included the provision of clear explanations, error

correction, and a participatory mode of instruction. Impartiality, target language knowledge, and good preparation were attributes also rated highly. It also provided insights into student opinions about various instructional issues, such as the selective use of the students' first language, explicit grammar instruction, and particular questioning techniques.

The third study entitled "Effective and ineffective university teaching" written by Raymond (2008). The objective of the study was to investigate what both students and faculty viewed as important characteristics of effective and ineffective teaching. Then, the result of the study proved that students and faculty maintain remarkably similar views of what constitutes effective teaching. It appears that the effective teacher is the mirror image of the ineffective by being imbued with a generous dose of personality traits in addition to skills. Both faculty and students in this research conducted in the Gulf depicted the excellent university professor as someone who: (1) is respectful, (2) makes classes interesting, (3) is fair in evaluating, (4) cares about students' success, (5) shows a love for their subject, (6) is friendly, (7) encourages questions and discussion, (8) is always well prepared and organized, and (9) makes difficult subjects easy to learn.

CHAPTER III

METHOD AND PROCEDURES

This chapter describes (1) method of the study, (2) operational definition, (3) subject of the study, (4) technique for collecting data, (5) validity and reliability, and (6) data analysis.

3.1. Method of The Study

In this study, I used mixed method research because it dealt with the phenomenon of this study. It is used to find out students' perspectives about effective lecturer. Creswell (2006) states that mixed methods research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone. Researchers are given permission to use all of the tools of data collection available rather than being restricted to the types of data collection typically associated with qualitative research or quantitative research. In addition, it encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researchers and others for qualitative researchers. It also encourages us to think about a paradigm that might encompass all of quantitative and qualitative research, such as pragmatism, or using multiple paradigms in research. Then, Tashakkori and Teddlie (2003) state that mixed model research is research in which the researcher mixes both qualitative and quantitative research approaches within a stage of the study or across two of the stages of the research process. For example, a

researcher might conduct a survey and use a questionnaire that is composed of multiple closed-ended or quantitative type items as well as several open-ended or qualitative type items. For another example, a researcher might collect qualitative data but then try to quantify the data.

I combined both of qualitative and quantitative data together. It is in line with Creswell (2006), states that a content analysis study considers a study in which only one type of data is collected but both types of data analysis are used. For example, a researcher would collect only qualitative data but would analyze the data both qualitatively (developing themes) and quantitatively (counting words or rating responses on predetermined scales). In addition, Mayring (as cited in Erlina, Astrid, Marzulina, Mukminin, Pitaloka, & Yansyah, 2018) argues that the central idea of the content analysis is to evaluate texts or documents, oral communication, and graphics or pictures through working with many text passages and analyses of frequencies of categories and processing and assigning categories to text passages. A more typical content analysis study would be one in which the researcher collects only qualitative data and transforms it into quantitative data by counting the number of codes or themes. In summary, I selected mixed methods data analyses because it deals with the phenomenon of this study to describe the perceptions of the students at The Fifth Semester of English Education Study Program, Universitas Islam Negeri Raden Fatah Palembang. The data of the research will be taken by using questionnaire.

3.2. Operational Definition

The title of this research is “The fifth semester students’ perspectives in effective lecturer at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang”.

In order to avoid misunderstanding, there are some keywords that are really necessary to be explained. They are :

Effective Lecturer is defined as a lecturer who is the most successful in helping students to learn and made the most significant impact on their lives. Lecturer can be called “effective” if he/she is patient, enthusiastic about students, and proficient in English. Moreover, he/she treats all students impartially, and prepare each lesson well.

Students’ perspectives is students’ outlook or way of viewing something and continuously considered as significant factor in evaluating lecturers. It also will makes we know how they approach their learning.

3.3 Population and Sample

3.3.1. Population

According to Creswell (2012), “population is a group of individuals who have the same characteristic, if someone wants to investigate all of the elements in a research area, his research is population research” (p. 142). In addition, Fraenkel and Wallen (as cited in Holandyah and Lestari, 2017) state “the population is the group of interest to the researcher to whom the researcher generalizes the results of the study” (p.49). The population of this study is the

students of fifth semester at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang.

3.3.2. Sample

Fraenkel, Wallen, and Hyun (2011) say “a sample in a research study is the group on which information is obtained” (p. 91). This study used convenience sampling. According to Cohen, Manion, and Morrison (2007), “convenience sampling is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p. 113-114).

After I had a discussion with my advisor about this study. My advisor suggested me to use all classes of fifth semester in English Education Study Program of Islamic State University of Raden fatah Palembang. Because each student has his own perspective. The number of sample from fifth semester that consists of four classes is 100 students.

Table 2. The sample of the study

NO	CLASS	TOTAL STUDENTS
1	PBI A	28
2	PBI B	26
3	PBI C	20
4	PBI D	26
TOTAL		100

(Source: English Education Study Program of Islamic State University of Raden Fatah Palembang)

3.4 Technique for Collecting Data

3.4.1 Questionnaire

The research instrument that is used in this study is questionnaire. Questionnaire is an investigation by asking some questions in a written form. Zohrabi (2013) says “questionnaires are doubtless one of the primary sources of obtaining data in any research endeavor” (p. 254). Then, Wilson and Lean (as cited in Cohen et.al., 2007) explain “questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze” (p. 317). I used the questionnaire that is distributed to the sample to know their perceptions about effective lecturer.

The questionnaire that is used in this study is adapted from Barnes and Lock (2013). It will use likert scale. The questionnaire consists of 42 items of questions. It is about the things that matter for them in perceiving the effective lecturer. The items of the questionnaire divided into five attributes categories of effective lecturer.

Table 3. Attributes categories of effective lecturer

No.	Attributes categories	Number of question item
1.	Rapport (Relationship with students)	1, 2,3 4, 5,6,7,8,9,10,11
2.	Delivery (Communication skill and teaching method)	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24,25, 26, 27, 28
3.	Fairness	29, 30, 31, 32, 33
4.	Knowledge and Credibility (Knowledge of English)	34, 35, 36
5.	Organization and Preparation	37,38,39,40,41,42

(Source: Adapted from Barnes and Lock (2013))

The questions are in close-ended question form. Closed-end questions allow a limited number of answers, leaving no room for additional information to be volunteered; they require only recognition and a choice from among answer options. Closed-end questions are greater precision, uniformity, easier recall for the respondent, easier coding and easier analysis than open-ended questions.

Siniscalco and Auriat (2005) describe that closed-ended questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or 'No'. They may also require that the respondent chooses among several answer categories, or that he/she uses a frequency scale, an importance scale, or an agreement scale.

In questionnaire, the respondents are required to answer the questions about the things that matter for them in perceiving effective lecturer by choosing the answers that are provided. All the statements of which are negatively oriented on a seven scale ranging from 1 (strongly disagree) to 7 (strongly agree). These 42 items were based on the attributes listed in Barnes and Lock (2013).

3.4.2 Interview

Interview is the most important data collection technique to gain information in detail. Alwasilah (2008) states "interview can be used to collect information that cannot be obtained through observation. Through interview researchers can get in-depth information" (p.154). Moreover, Fraenkel, et.al (2011) describe "interview is an important way for a researcher to check the

accuracy or to verify or refute the impressions he or she has gained through previous data collection” (p.450). The purpose of interviewing people is to find out what is on their minds, what they think or how they feel about something.

I used a semi structured interview in this study. Fraenkel et. al. (2011) state “semi structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to elicit specific answers from respondents. Often they are used to obtain information that can later be compared and contrasted” (p.451). I used a semi structured interview in order to gain the additional data that are used to verify the data that are obtained from the students’ questionnaire. The interview was done to the fifth semester students those are involved in this study as the sample. The questions of the interview section were related to the questions of the students’ questionnaire. There were five questions to be asked: 1) In *rapport aspect*, what they think about lecturer’s sociability, empathy, personality, and receptiveness. 2) In *delivery aspect*, how they think about lecturer’s personal style, communication, methodology, and content. 3) In *fairness aspect*, what they think about lecturer’s impartiality, examination preparation, grading, transparency, and workload. 4) In *knowledge and credibility aspect*, what they think about those. 5) What they think about *organization and preparation aspect* of lecturer.

3.5 Validity and Reliability

According to Fraenkel and Wallen (as cited in Nisa, 2015), “validity refers to the extent to which an instrument gives us the information we want” (p.83). A content validity is used in this study. It is explained by Hughes (as cited in

Marzulina, 2018) states that tests are said to have content validity if they are representative samples of language skills, structures. Meanwhile, Cohen, Manion, and Morrison (as cited in Marzulina & Saputra, 2016), they define that content validity is achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response.

Here the researcher asked three expert judgements to judge the appropriate language and diction and the appropriate with the attributes of effective lecturers. The experts were chosen based on some criteria, namely: holding master in English Education Study Program, having more than 5 years teaching experience, and having at least 525 TOEFL score.

3.6 Data Analysis

3.6.1 Questionnaire

The data from the questionnaire was analyzed to determine the students' perspectives in effective lecturer. I used the scaled score from Barnes and Lock (2013). In scoring the attributes of effective lecturer, the students ticked one of the statements: strongly disagree, disagree, slightly disagree, no feelings, slightly agree, agree, and strongly agree. The score was from 1 until 7.

Table 4. The scoring of questionnaire

Statement	Score
Strongly Agree	7
Agree	6
Slightly Agree	5
No Feelings	4
Slightly Disagree	3
Disagree	2
Strongly Disagree	1

(Source: Barnes and Lock (2013))

According to the research question of this study, the result of questionnaire is analyzed by using the percentage formula by Arikunto (2006) and the percentage criteria by Riduwan (as cited in Alwarritzi, 2008). The category of the result of the questionnaire was grouped into very good, good, sufficient, poor, and very poor.

Table 5. The Percentage Formula Procedure

$$P = F : N \times 100\%$$

Notes:

P = The percentage of the students' answer

F = The total of the students' answer

N = The total of the students' sample

Table 6. The percentage criteria

Percentage	Category
0% - 20%	Very poor
21% - 40%	Poor
41% - 60%	Sufficient
61% - 80%	Good
81% - 100%	Very good

(Riduwan, as cited in Alwarritzi, 2008)

3.6.2 Interview

In data analysis of the interview section, I did the transcription based on the recording file of the interview process. After that, I matched the result of the transcription with the data obtained from the answers of the students'

questionnaire in the previous data collection. Then, the whole result will be explained in detail in a paragraph. The interview questions and answer can be seen in Appendix.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and interpretation of this study. Findings consist of the results of the questionnaire, while the interpretation discuss the writer's interpretations based on finding from questionnaire.

4.1 Findings

4.1.1 The Result of Questionnaire

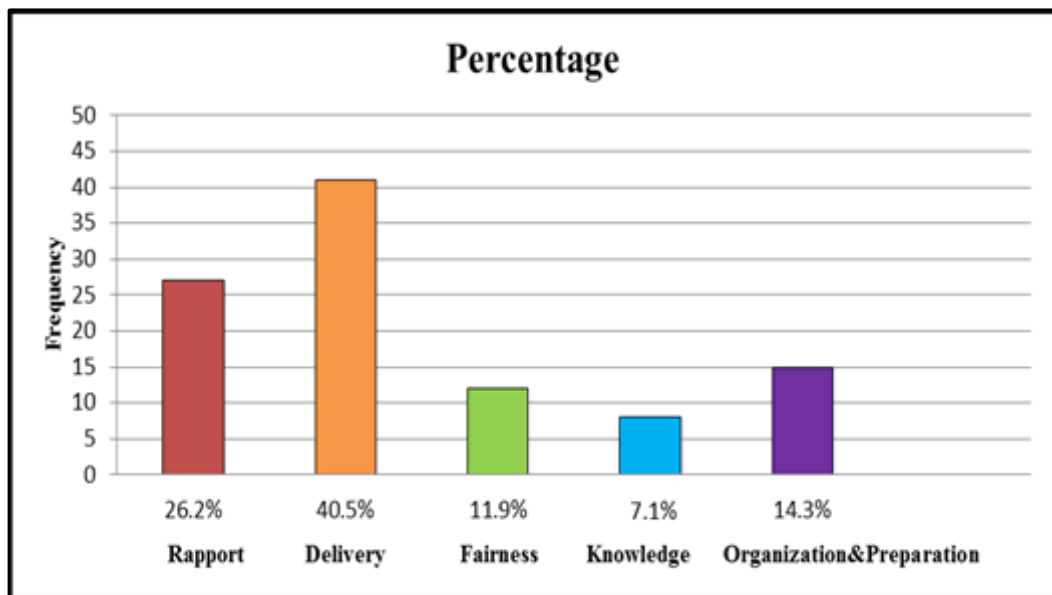
The data about the perceptions of fifth semester students' perspectives in effective lecturer at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang were taken by using questionnaire. The questionnaire was consisted of 42 question items and was divided into 5 categories; each category consisted of several items. (1) Rapport (sociability, empathy, personality, receptiveness). It consists of item number 1,2,3,4,5,6,7,8,9,10, and 11 of the questionnaire. (2) Delivery (personal style, communication, methodology, content). It consists of item number 12,13,14,15,16,17,18,19,20, 21,22,23,24,25,26,27, and 28 of the questionnaire. (3) Fairness (impartiality, examination preparation, grading, transparency, workload). It consists of item number 29,30,31,32, and 33 of the questionnaire. (4) Knowledge and Credibility (knowledge of English). It consists of item number 34,35, and 36 of the questionnaire. (5) Organization and Preparation. It consists of item number 37,38, 39,40,41 and 42 of the questionnaire.

Table 7. The Category of students' perspectives in Effective Lecturer

No	Statement	Total		Category
		Agree	Disagree	
Rapport Aspect				
1	are friendly	93%	7%	Very good
2	develop good relationships with students	92%	8%	Very good
3	share personal experiences	89%	11%	Very good
4	care about students	84%	16%	Very good
5	are patient	89%	11%	Very good
6	listen to students	88%	12%	Very good
7	have a positive attitude in general	95%	5%	Very good
8	have charisma	96%	4%	Very good
9	understand the student's English education background	90%	10%	Very good
10	understand the different student levels	86%	14%	Very good
11	have a sense of humor	88%	12%	Very good
Delivery Aspect				
12	are enthusiastic about EFL teaching	88%	12%	Very good
13	give clear explanations	95%	5%	Very good
14	use good examples	97%	3%	Very good
15	use a variety of teaching methods	87%	13%	Very good
16	use Indonesian selectively	91%	9%	Very good
17	correct writing errors	89%	11%	Very good
18	correct speaking errors	96%	4%	Very good
19	teach grammar	99%	1%	Very good
20	use group work	96%	4%	Very good
21	encourage student participation in class	95%	5%	Very good
22	encourage participation of students with low confidence class	70%	30%	Good
23	talk slowly in English	76%	24%	Good
24	use easy words	89%	11%	Very good
25	ask questions frequently	89%	11%	Very good
26	ask questions then wait for volunteers to answer	78%	22%	Good
27	ask individual students to answer questions	79%	21%	Good
28	give students plenty of time to answer questions	79%	21%	Good

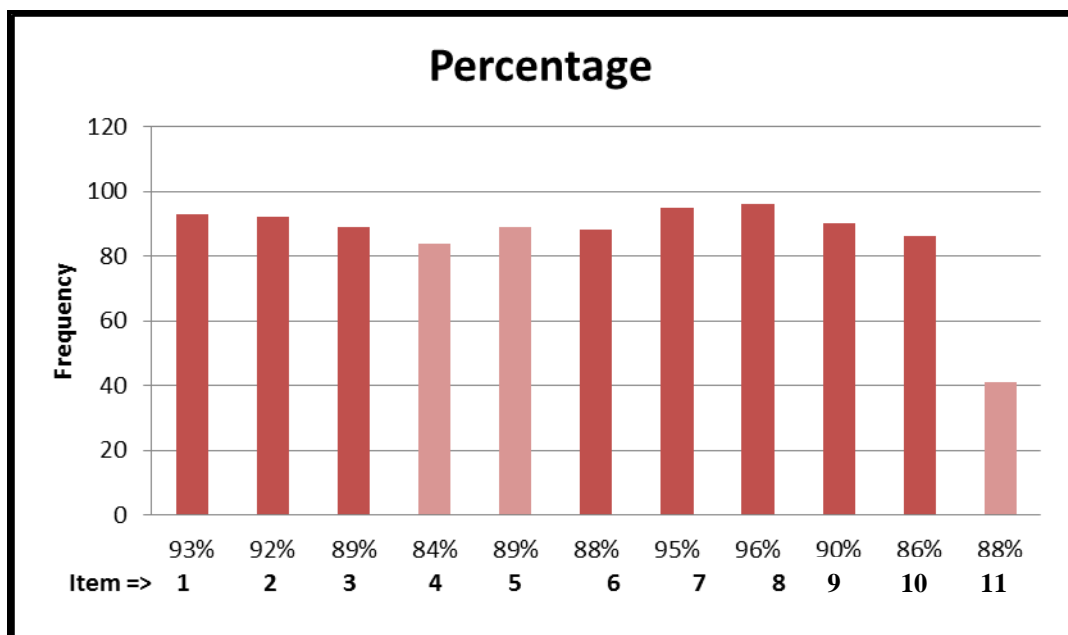
Fairness Aspect				
29	treat all students fairly	88%	12%	Very good
30	prepare students well for exams	92%	8%	Very good
31	give students clear grading guidelines	92%	8%	Very good
32	require students to work hard during class	93%	7%	Very good
33	require students to do homework	90%	10%	Very good
Knowledge and Credibility Aspect				
34	are well qualified for EFL teaching	99%	1%	Very good
35	have a good knowledge of grammar	94%	6%	Very good
36	have a good knowledge of vocabulary	98%	2%	Very good
Organization and Preparation				
37	are well prepared every lesson	99%	1%	Very good
38	provide a syllabus detailing weekly course content	92%	8%	Very good
39	explain the instructional methods to the class	93%	7%	Very good
40	tell students the lesson objectives each	93%	7%	Very good
41	stick to the syllabus	91%	9%	Very good
42	Make their own supplemental material	78%	22%	Good

Figure 1. Percentage per Item of Attributes of Effective Lecturer (Rapport, Delivery, Fairness, Knowledge and Credibility, and Organization and Preparation)



Source: Statistical analysis 2017

Figure 2. Rapport (sociability, empathy, personality, receptiveness)



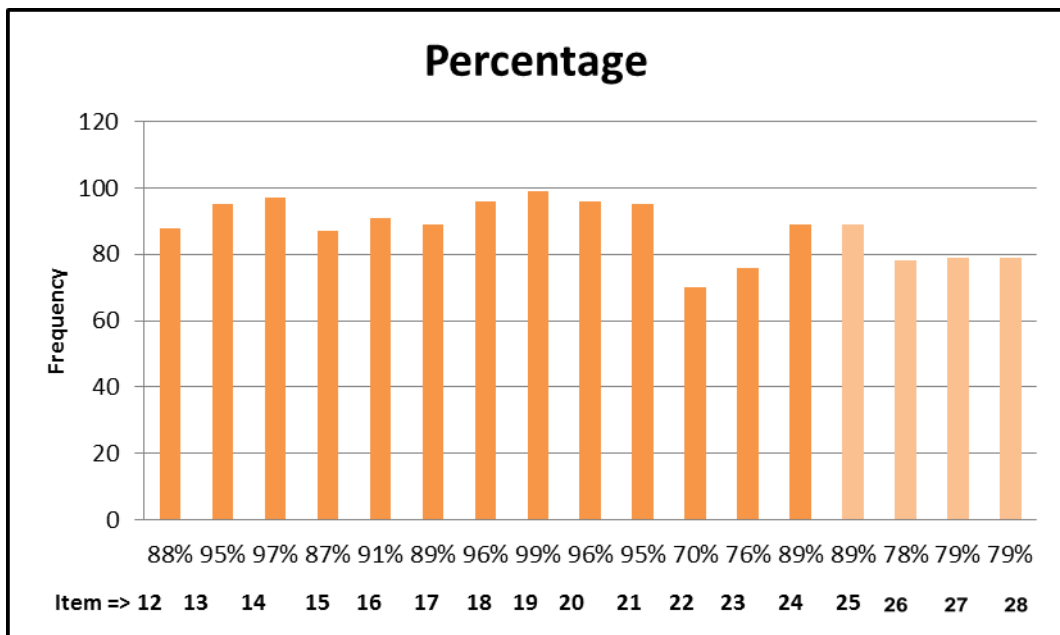
Source: Statistical analysis 2017

● Agree ● Slightly Agree

On item 1, the average percentage of item was 93% or 93 students answered agree. It means that most of the lecturers are friendly when they teach the students in classroom. On item 2, the average percentage of item was 92%. Based on the results, 92 students answered agree. It means that most of the lecturers develop good relationships with students. On item 3, the average percentage of item was 89%. It means that most of the lecturers share personal experiences. On item 4, the average percentage of item was 84%. Most of lecturers care about students' development in studying. On item 5, the average percentage of item was 89% of 89 students answered slightly agree that the lecturers are patient when they teach the students in classroom.

On item 6, the average percentage of item was 88%. Most of students answered agree that the lecturers listen to students. On item 7, the average percentage of item was 95%. It means that most of lecturers have a positive attitude in general. On item 8, the average percentage of item was 96%. It means 50 students answered agree that the lecturers have charisma in teaching. On item 9, the average percentage of item was 90% of 90 students answered agree that the lecturers understand the student's English education background. On item 10, the average percentage of item was 86%. It means that most of the lecturers understand the different student levels. On item 11, the average percentage of item was 88%. Based on the results, most of the students answered slightly agree that the lecturers have a sense of humor. Humor could make the students more active in learning English and did not make the students feel bored in studying.

Figure 3. Delivery (personal style, communication, methodology, content)



Source: Statistical analysis 2017

● Agree ● Slightly Agree

On item 12, the average percentage of item was 88%. It means that most of the lecturers are enthusiastic about EFL teaching. On item 13, the average percentage of item was 95%. Most of students or 95 students answered agree that the lecturers give clear explanations in teaching. On item 14, the average percentage of item was 97%. It means that most of the lecturers use good examples. On item 15, the average percentage of item was 87%. It means that most of the lecturers use a variety of teaching methods when they teach in classroom.

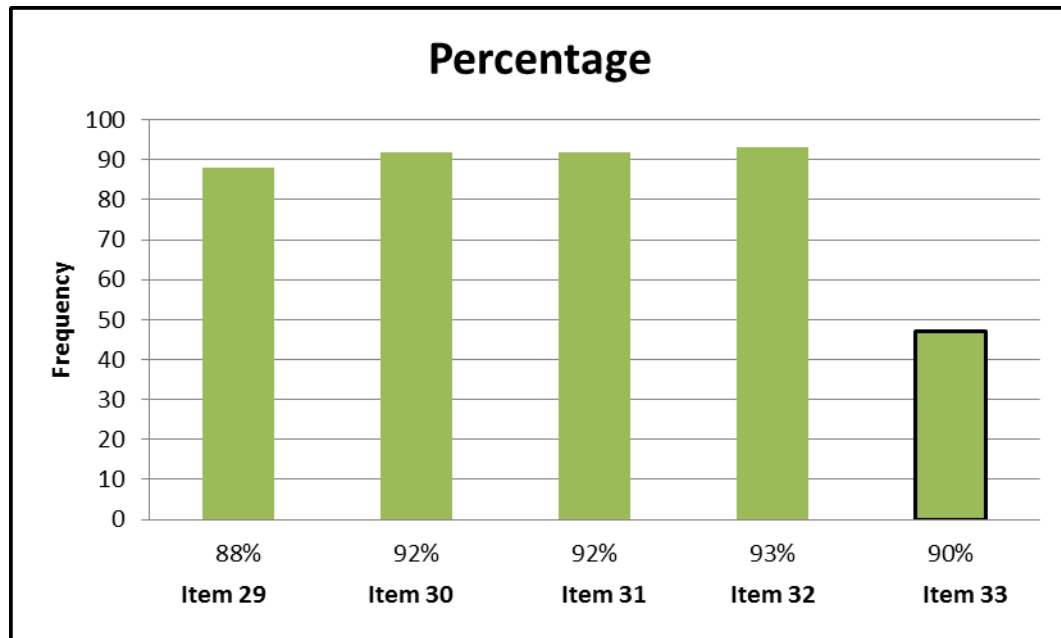
On item 16, the average percentage of item was 91% of 91 students answered agree that the lecturers use Indonesian selectively. On item 17, the average percentage of item was 89%. Most of lecturers correct writing errors of

students. On item 18, the average percentage of item was 96%. Most of students answered agree that lecturers correct speaking errors of students. On item 19, the average percentage of item was 99%. Most of lecturers teach grammar to students in classroom. On item 20, the average percentage of item was 96%. It means that most students answered agree that lecturers use group work in studying.

On item 21, the average percentage of item was 95%. Based on the results, 49 students answered agree. It means that the lecturers encourage student participation in class. On item 22, the average percentage of item was 70% of 70 students answered agree that lecturers encourage participation of students with low confidence class. On item 23, the average percentage of item was 76%. Most of lecturers talk slowly in English. On item 24, the average percentage of item was 89%. It means that the lecturers use easy words in teaching. On item 25, the average percentage of item was 89%. Based on the results, 89 students answered slightly agree that the lecturers ask questions frequently to students.

On item 26, the average percentage of item was 78%. Most of the lecturers ask questions then wait for volunteers to answer. On item 27, the average percentage of item was 79%. Based on the results, most of lecturers ask individual students to answer questions. On item 28, the average percentage of item was 79% of 79 students answered slightly agree that the lecturers give students plenty of time to answer questions.

Figure 4. Fairness (impartiality, examination preparation, grading, transparency, workload)

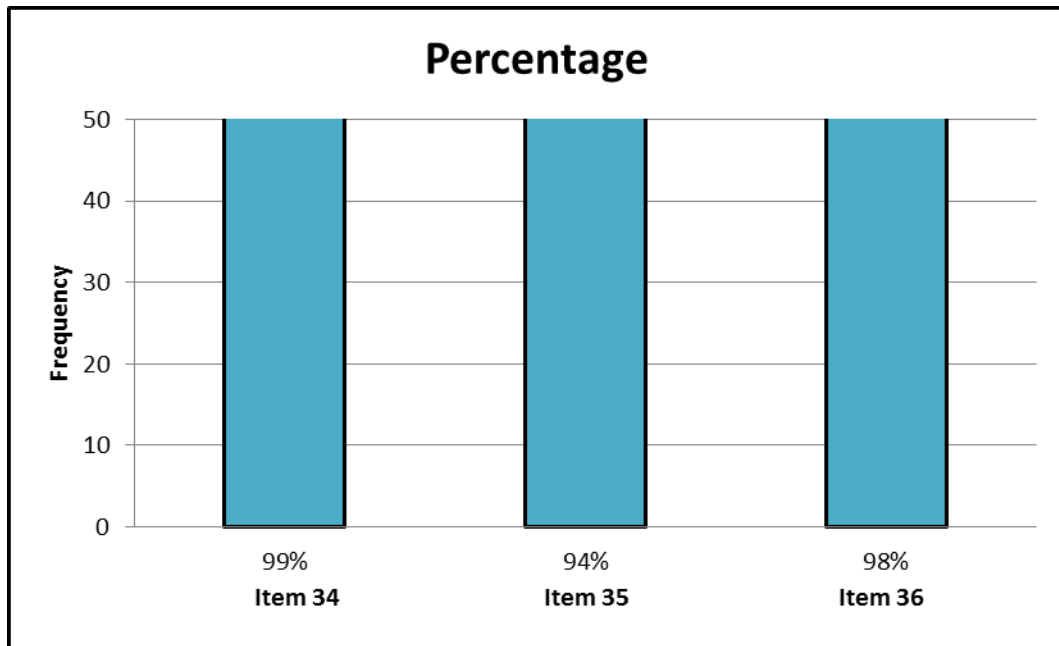


Source: Statistical analysis 2017

● Agree

On item 29, the average percentage of item was 88%. Most of lecturers treat all students fairly. On item 30, the average percentage of item was 92% of 92 students answered agree that the lecturers prepare students well for exams. On item 31, the average percentage of item was 92%. It means that the lecturers give students clear grading guidelines. On item 32, the average percentage of item was 93% of 93 students answered agree that the lecturers require students to work hard during class. On item 33, the average percentage of item was 90%. Based on the results, 90 students answered agree that the lecturers require students to do homework.

Figure 5. Knowledge and Credibility (knowledge of English)

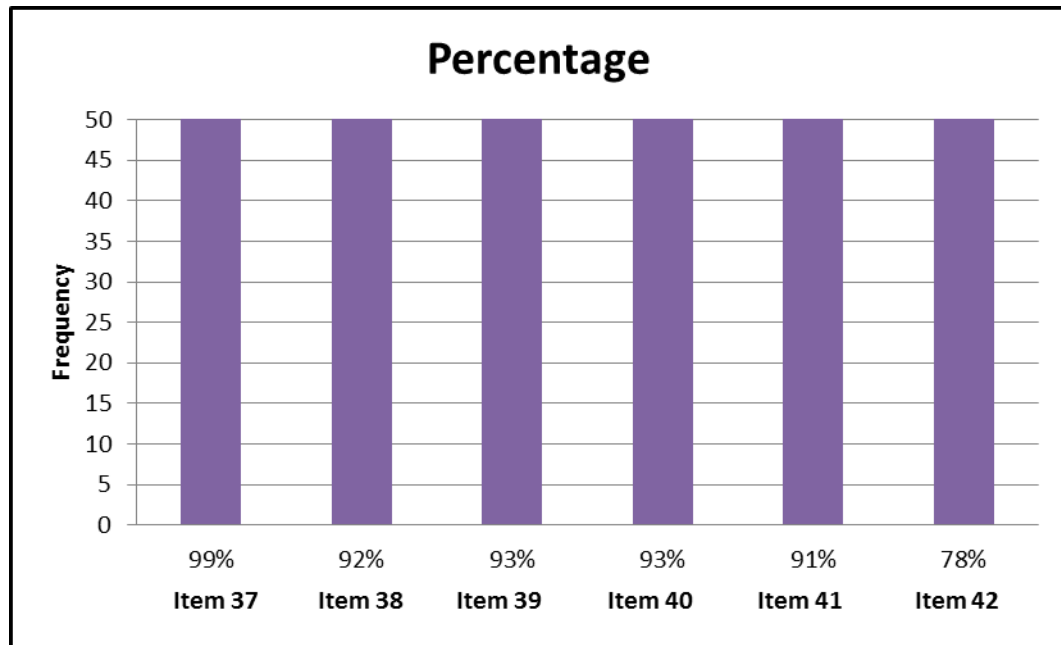


Source: Statistical analysis 2017

● Agree

On item 34, the average percentage of item was 99%. It means that the lecturers are well qualified for EFL teaching .On item 35, the average percentage of item was 94%. It means that most of lecturers have a good knowledge of grammar. On item 36, the average percentage of item was 98%. Based on the results, the lecturers have a good knowledge of vocabulary.

Figure 6. Organization and Preparation



Source: Statistical analysis 2017

● Agree

On item 37, the average percentage of item was 99%. It means that the lecturers are well prepared every lesson. On item 38, the average percentage of item was 92% of 92 students agree that lecturers provide a syllabus detailing weekly course content. On item 39, the average percentage of item was 93%. Most of the students answered agree that the lecturers explain the instructional methods to the class. On item 40, the average percentage of item was 93%. It means that most of lecturers tell students the lesson objectives each. On item 41, the average percentage of item was 91%. Most of lecturers stick to the syllabus. On item 42, the average percentage of item was 78% of 78 students answered agree that the lecturers make their own supplemental material.

Data from the questionnaire revealed that almost all the aspects that relate to effective lecturers: rapport (26.2%), delivery (40.5%), fairness (11.9%), knowledge and credibility (7.1%), and organization and preparation (14.3%) were considered important, with 42 items on the questionnaire returning positive responses of over 4 on a 7-point Likert scale (1 = *strongly disagree* and 7 = *strongly agree*), 37 attributes were in the 6-7 range and 5 attributes were in the 5-6 range.

4.1.2 The Results of Interview

The interview was conducted after giving the questionnaire. There were five questions to be asked: 1) In *rapport aspect*, what they think about lecturer's sociability, empathy, personality, and receptiveness. 2) In *delivery aspect*, how they think about lecturer's personal style, communication, methodology, and content. 3) In *fairness aspect*, what they think about lecturer's impartiality, examination preparation, grading, transparency, and workload. 4) In *knowledge and credibility aspect*, what they think about those. 5) What they think about *organization and preparation aspect* of lecturer. There were 10 students that participated in this study. To address the credibility of this study, I incorporated verbatim examples from the transcribed interviews.

4.1.2.1 Rapport (sociability, empathy, personality, and receptiveness)

All items in rapport aspect were perceived very good by students. It is because the students perceived that the social ability and personality of the lecturers were very good. They also had high empathy and receptiveness. For example, Respondent 2 said:

“As far as I know, the social ability of the lecturer is very good, and has a high empathy, thus making their personality very good to be closer to the students and more open, with the example when the student asked the lecturer, those with generosity help to answer that question” (Ahmad, personal communication, November 27, 2017).

But there were some who were not. For example, Respondent 8 said:

“But there are still lecturers who do not show a sense of receptiveness so that students are often afraid” (Afifah, personal communication, November 27, 2017).

4.1.2.2 Delivery (personal style, communication, methodology, and content)

Each lecturer had different own method, style, communication and content in teaching. In communication style, they conveyed it with quite clear by using any understandable words and examples. For example, Respondent 5 said:

“Most of lecturers convey with lecture method, some are using language that is more easily understood or explain by giving many examples, analogies and others that easy to understand students” (Hanny, personal communication, November 27, 2017).

In addition, they also used very interesting and useful method that relevant to the lesson plan. But there were some who are not especially in personal style and communication. Sometimes they made students quickly bored because they communicated in one direction so that students felt not catch what was delivered.

For example, Respondent 9 said:

“There is a lecturer who has a boring style of delivery” (Febi, personal communication, November 27, 2017).

4.1.2.3 Fairness (impartiality, examination preparation, grading, transparency, and workload)

In this aspect, the lecturers were fair enough, for example, in preparation of the exam, they have explained at the beginning of the meeting. They also gave references and did not discriminate them. They treated the students with each other equally. For example, Respondent 10 said:

“My lecturers do not only focus on one object but also to whole objects” (Dela, personal communication, November 27, 2017).

But the details of the assessment were not so transparent. For example, Respondent 1 said:

“Not all lecturers are open to values, they have their own way of assessment so that students find it difficult to guess how lecturers judge because they often do not match the value of students who are active in the class with smart students” (Oji, personal communication, November 27, 2017).

4.1.2.4 Knowledge and Credibility

In knowledge and credibility aspect, they were highly skilled in their fields and very masterful. Then, what they said could be easily absorbed by students. For example, Respondent 6 said:

“In the aspects of knowledge and credibility, they are very masterful of all the material they teach to the students” (Indah, personal communication, November 27, 2017).

But there were some lecturers who were not really master in their parts and difficult to explain well. Then, it made little trouble helping to answer students’ questions. For example, Respondent 4 said:

“In my mind there are some lecturers who thought me what not really master in their part” (Putri, personal communication, November 27, 2017).

4.1.2.5 Organization and Preparation

The organization and preparation of lecturers in teaching were quite good. For example, Respondent 3 said:

“In the teaching aspect is quite well and smoothly can always make students understand in their teaching ability” (Dian, personal communication, November 27, 2017).

Moreover, there were some lecturers who started with some games to solve the atmosphere of the class to be more active. Each lecturer had their own respective syllabus and teaching materials. For example, Respondent 7 said:

“They have prepared what they will teach so the the lecturer process well planned” (Halimah, personal communication, November 27, 2017).

4.2 Discussion

Based on the findings of questionnaire and interview, there are five aspects that relate to effective lecturers (rapport, delivery, fairness, knowledge and credibility, and organization and preparation). I concluded that students’

perspectives in effective lecturer were very good. It can be seen from the answers of the students who dominantly answered the items *agree* in almost all of the items given to ask these aspects and they perceived very good.

In rapport aspect, most of students answered agree that they have charisma in teaching. It means that most of the lecturers have charisma on teaching like they could control the class atmosphere, then the majority of the students would have positive attitudes towards the lecturer and class. It also makes the students respect them. They also have good sociability, empathy, personality, and receptiveness. Then, some of students answered slightly agree that they care about students. But, unfortunately, the students also feel that some of lecturers are not really care about them like they seldom used student names, made over efforts to help students, and check student understanding.

It opposites to Wood and Tanner (2012) who state that best tutors or lecturers were skillful at establishing rapport with tutees or students and empathizing with students' struggles to solve challenging problems. These tutors were caring, attentive to their students' level of motivation or frustration, and supportive of tutees' efforts. Effective tutors projected confidence in the ability of their charges to succeed. In addition, they often began their sessions on a personal note and asking students about aspects of their personal lives, not just the subject at hand. In addition, according to Supriadi (as cited in Isnaini, 2011), the development of students' creativity in schools and universities is viewed from a scientific point of view. Teachers or lecturers should have abilities, skills, and motivation. Furthermore, Jan and Bashir (2017) comment "the effective teacher

will combine professionalism with care, understanding, fairness, kindness and empathy” (p.783). In this case, they should create warm classroom environment and have to show sense of belongingness.

Moreover, in delivery aspect, many students reported agree that they teach grammar in classroom. Grammar is one of the most important aspects for EFL learners to understand it easily depends on the way the lecturers teach. The lecturers also have their own personal style, communication, methodology, and content that they convey them with quite clear. It is supported by McDonough and Shaw (as cited in Erlina et. al., 2018), say “the ability to use teaching materials competently is a very vital activity for all EFL educators” (p.112). With respect to teaching techniques, students respond to the professor or lecturer who is sensibly organized, who explains the material clearly, and one who can sustain their interest. Axerol (2007) states “delivery of material includes the use of various teaching strategies: the stimulating lecture, the Socratic method, collaborative learning, critical thinking instruction, problem-based learning, and the creation of learning communities” (p. 3). On the other hand, Bibi (as cited in Astrid, 2011), she states that English grammar is still taught in isolation and sufficient practice is not provided in an integrated manner with the four language skills (speaking, listening, writing, and reading). So it does not consider important to be taught.

However, only several students reported agree that they encourage participation of students with low confidence class, like gave students enough time to answer questions and they complained that lecturers often required immediate responses. Sometimes they also made students quickly bored so that

students felt not catch what was delivered. The need for lecturers to encourage participation of all students, including those with low levels of confidence, was also considered important by respondents. One way of ensuring equal participation is to adjust the questioning style. It is supported by Wood and Tanner (2012) state that there are several strategies those are used by effective lecturers or tutors to motivate and encourage their tutees or students: piquing their curiosity with problems relevant to their live, allowing them some control to the tutorial session, confronting them with problems that were challenging but saloutable with effort, and providing frequent, indirect, positive feedback. Moreover, Broussard and Garrison (as cited in Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018) defined “motivation as the attribute which moves an individual to do or not to do something”(p.130). Indeed, encourage students by giving motivation could build their confidence.

Then, in fairness aspect, most of students perceived agree that they require students to work hard during class. Here, the lecturers wanted that the students can explore their abilities and critical thinking to solve the problems, like giving individual or group tasks. They also gave references and did not discriminate them. According to Chirese (2011), “the students wanted to be involved in class discussions. They wanted to be given time to ask questions and to make class presentations” (p. 268). This confirms earlier findings by Barnes and Lock (2010). Furthermore, Wood, and Tanner (2012) describe that students or tutees rather than listening to explanations, spent most of their time responding to questions that led them toward the desired understanding. When students or tutees became stuck,

these lecturers or tutors provided not answers, but only hints, which were at first general and became more specific only as a last resort. In the process, these lecturers or tutors were alert for “productive” errors of thinking that could be explored in further questioning for the student’s or tutee’s benefit. Then, the lecturers repeat the problem-solving process many times in the course of a session. And the best lecturers or tutors never criticized students or tutees or their mistakes directly. They drew attention to errors by implication and through subsequent questioning, so that students or tutees themselves had to reconsider and change their ideas. In these ways, the lecturers constructed student or tutee-centered situations, dominated by student self-analysis, as opposed to lecturer or tutor-centered situations, in which feedback, positive or negative, came from the lecturer or tutor.

In the course of problem solving, effective lecturers or tutors frequently asked students or tutees to articulate what they were doing and learning, to explain how they approached and solved a problem, and to generalize their understanding to other contexts and situations from the real world of the students or tutees. This process of reflection on the learner’s own thinking, which educators call metacognition. In a different way, Bullok’s survey found that students also wrote that good lecturers or teachers “gives us minimal amount of homework” “more recess” and “lets us play games”. It means that the students like the lecturers to give them less work and more free time.

Some students also perceived agree that they treat all students fairly. Although it was the lowest score, but it was not really significant with the highest

score. Here, the students hope that the lecturers can treat them fairly both of clever or silly students. Because lecturers sometimes focused their attention on a few students with high levels of English proficiency and gave them preferential treatment. It is hopefully that lecturers can maintain eyes contact with all students during class and give them equal chances to talk.

Walsh and Maffei's survey (in Axelrod, 2007), they concluded that students really do care about many of the 'little' things teachers do (or fail to do). Although solid course content and clear, enthusiastic communication are likely what students want from teachers first and foremost, students also want to be treated fairly. In accordance to students' ratings on his research, Koc (2013) concluded that "The most important quality of a good English language teacher is that he/she should not discriminate among the students and be patient, which is related to affective characteristics" (p.119). In addition, Kourieos and Evripidou (2013) added that an effective language teacher is one who takes into consideration his/her students' individual differences, language anxiety, abilities and interests and design learning environments accordingly and no longer consider one who has a directive and authoritarian role in the learning process.

In this knowledge and credibility aspect, many students conveyed agree that they are qualified for EFL teaching and have a good knowledge of vocabulary. Because they were highly skilled in their fields and very masterful. On the contrary, only some students conveyed agree that they have a good knowledge of grammar. There were some lecturers who were not really master in their parts. It means that the lecturers had to mastery the subjects and had good knowledge

about them. Because the students expected lecturers to have a good knowledge of target language vocabulary and grammar. In this case, Wood and Tanner (2012) consider that the best tutors or lecturers had a superb command of their subject matter (content knowledge), they possessed considerable knowledge and intuitive understanding of how students learn and how best to teach them (pedagogical content knowledge), allowing them to draw on appropriate information for whatever problems might arise in the tutorial situation. Moreover, Moore (as cited in Holandyah & Herlina, 2016) states that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development the personal characteristics and skills. Similarly, Arends (as cited in Marzulina & Putra, 2016) states “the ultimate of teaching is assist students to become independent and self-regulated learners (p.188).

Finally, in organization and preparation aspect, most of students said agree that they are well prepared every lesson. It means that most of lecturers have good preparation before teaching the materials like they had everything ready for class and this inspired students to work hard. This confirms earlier findings by Barnes and Lock (2010) that effective lecturer should had good preparation like “if we see the lecturer working hard, we will work hard also”, and “we know if the lecturer has prepared or not”. Besides, several students said agree that they make their own supplemental material. Here some of them also made their own supplemental material, like used of any text and games to make teaching and learning process be more effective.

Based on these responses, it was important to students that a good lecturer or teacher, knew what she/he was teaching and actually taught the class. Under the engagement category, students reported from Bullock's survey that good lecturers or teachers "teach when everyone is alert", use "Great Power Points", and "makes good work sheets, make math and science fun". These responses suggest that students' believe that good lecturers or teachers use engaging materials. In addition, Fredricks, Blumenfeld and Paris (as cited in Astrid, Rukmini, Sofwan, & Fitirati, 2017) proposed that students' engagement has multiple dimensions: behavioral, emotional and cognitive. Behavioral engagement draws on the idea of participation and includes involvement in academic, social, or extracurricular activities; it is considered crucial for achieving academic outcomes. Then, emotional engagement focuses on the extent of positive and negative reactions to teachers and classmates. Finally, cognitive engagement is defined as the students' level of investment in learning; it includes being thoughtful and purposeful in each stage of the activities and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion and suggestion which is laid from all of the description, explanation and discussion from all of the previous chapters.

5.1. Conclusions

From the summary of the answer of the research problem, it was found that the students' perspectives in effective lecturer are very good. It is proved by the findings that 5 out of the 5 aspects of effective lecturers are perceived positively by the students. The five aspects are rapport, delivery, fairness, knowledge and credibility and organization and preparation.

Here, the lecturers have charisma on teaching like they can control the class atmosphere, then the majority of the students will have positive attitudes towards the lecturer and class. In addition, the way the lecturers teach grammar in the class to make students understand it easily. Then, they require students to work hard during class. Moreover, they are strong in qualifying for EFL teaching, having a good knowledge of vocabulary and preparing every lesson well. They are the highest strengths of all aspects.

On the other hand, the lowest weaknesses of all aspects are the students hope that the lecturers can care about them (use their names, make over efforts to help them, and check their understanding), encouraging participation of students with low confidence class (giving students enough time to answer questions), treat them fairly (maintain eyes contact with all students during class and give

them equal chances to talk), have a good knowledge of grammar, and make their own supplemental material.

5.2. Suggestions

From the findings of this study, the following recommendations are made: lecturers should use the findings of this study as a yardstick to better understand themselves and the students' needs for the betterment of the learning process. In addition, new lecturers should be inducted into students' perspectives in effective lecturers so as to prepare themselves for the needs of the students who are the primary consumers of the learning process. Indeed, these understanding will help lecturers and new lecturers in training and practiceoners as they strive to deal with the challenges of instructing students of different races, backgrounds, and attitudes.

Furthermore, the future researcher should prepare the instrumentation based on the theory, the context, and the students' level. Before asking the students to answer the questionnaire, the researcher should make sure that they are in appropriate time (good condition and situation) to answer it and give clear explanation about it. It is important to avoid redundant.

Since this study cover only students from one major (English Education Study Pogram), and the result may not representative of the wider Universitas Islam Negeri Raden Fatah Palembang student population. A further study should cover the remaining majors or faculties and probably more universities in Palembang. Moreover, the writer hopes that other researchers from diverse EFL

contexts will carry out similar studies and explore both of students' and lecturers' perspectives about the topic.

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Appendix A

Validity form

Level of appropriateness is categorized as follows:

Scale	Categories
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Result of the expert judgement:

No	Aspect of Validation	Level of Appropriateness of Writing Test Items				Category
		1	2	3	4	
1	The questionnaire used with the appropriate language and diction for the sample			1	2	Strongly agree
2	The questionnaire items are appropriate with the attributes of effective lecturers			1	2	Strongly agree
3	The questionnaire measures what the researcher aims to measure in the research problems			1	2	Strongly agree



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VALIDITY FORM

The validation is used to validate the instrument of the study that is conducted by:

Name : Juliana Basri

Student's Number : 13250040

Thesis Title : Lecturer's Personality in Students perspectives at English Education Study Program of Islamic State University of Raden Fatah Palembang: A Case Study of Teaching Effectiveness.

University : Islamic State University of Raden Fatah Palembang

Thesis Advisor : 1. Renny Kurnia Sari, M. Pd

2. Eka Sartika, M. Pd

The data analyzed is validated by:

Name : Winny Agustia Riznanda, M. Pd

Job : A lecturer of Islamic State University of Raden Fatah Palembang

Palembang, July 2017

Winny Agustia Riznanda, M. Pd



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VALIDATION CHECKLIST

The data analyzed is validated by:

Name : Winny Agustia Riznanda, M. Pd

Job : A lecturer of Islamic State University of Raden Fatah Palembang

NO	Aspects of Validation	Agreement			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	The questionnaire used with the appropriate language and diction for the sample.		✓		
2	The questionnaire items are appropriate with the attributes of effective lecturers		✓		
3	The questionnaire measures what the researcher aims to measure in the research problems.		✓		

Palembang, July 2017

Winny Agustia Riznanda, M. Pd



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University : Islamic State University of Raden Fatah Palembang

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VALIDATION CHECKLIST

The data analyzed is validated by:

Name : Beni Wijaya, M. Pd

Job : A lecturer of Islamic State University of Raden Fatah Palembang

NO	Aspects of Validation	Agreement			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	The questionnaire used with the appropriate language and diction for the sample.	✓			
2	The questionnaire items are appropriate with the attributes of effective lecturers	✓			
3	The questionnaire measures what the researcher aims to measure in the research problems.	✓			

Palembang, July 2017

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PALEMBANG

VALIDITY FORM

The validation is used to validate the instrument of the study that is conducted by:

Name : Juliana Basri

Student's Number : 13250040

Thesis Title : Lecturer's Personality in Students perspectives at English Education Study Program of Islamic State University of Raden Fatah Palembang: A Case Study of Teaching Effectiveness.

University : Islamic State University of Raden Fatah Palembang

Thesis Advisor : 1. Renny Kurnia Sari, M. Pd

2. Eka Sartika, M. Pd

The data analyzed is validated by:

Name : Nova Lingga Pitaloka, M. Pd

Job : A lecturer of Islamic State University of Raden Fatah Palembang

Palembang, July 2017

Nova Lingga Pitaloka, M. Pd



UNIVERSITAS ISLAM NEGERI (UIN)

RADEN FATAH PALEMBANG

FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT: JL.PROF.K.H. ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 353276
PALEMBANG

VALIDATION CHECKLIST

The data analyzed is validated by: _____

Name : Nova Lingga Pitaloka, M. Pd

Job : A lecturer of Islamic State University of Raden Fatah Palembang

NO	Aspects of Validation	Agreement			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	The questionnaire used with the appropriate language and diction for the sample.	✓			
2	The questionnaire items are appropriate with the attributes of effective lecturers	✓			
3	The questionnaire measures what the researcher aims to measure in the research problems.	✓			

Palembang, July 2017

Nova Lingga Pitaloka, M. Pd

Appendix B

The Questionnaires

1

ASSESSMENT INSTRUMENTS OF LECTURERS BY UNIVERSITY STUDENTS

Name of lecturer that is evaluated :
 Name : Ahmad Syapei
 Student Number : 1532500657
 Major/Faculty : PBI / Tarbiyah
 Semester : 5

THE ASSESSMENT SHEET

Directions:

1. Fill this questionnaire according to the conditions you experience. Your feedback is very useful to improve the quality of the lecturers (Isilah angket ini sesuai kondisi yang anda alami. Masukan anda sangat berguna untuk meningkatkan kualitas perkuliahan).
 2. Give check mark (√) in the boxes are selected (Berilah tanda centang (√) pada kotak yang anda pilih).
7. Strongly agree (sangat Setuju) 3. Disagree (tidak setuju)
 6. Agree (setuju) 2. Slightly disagree (agak tidak setuju)
 5. Slightly agree (agak setuju) 1. Strongly disagree (sangat tidak setuju)
 4. No feelings

Effective English lecturers:	7	6	5	4	3	2	1
1. are friendly (ramah)	✓						
2. develop good relationships with students (mengembangkan hubungan baik dengan mahasiswa)		✓					
3. share personal experiences (berbagi pengalaman pribadi)			✓				
4. care about students (peduli tentang mahasiswa)	✓						
5. are patient (sabar)	✓						
6. listen to students (mendengarkan mahasiswa)		✓					
7. have a positive attitude in general (memiliki sikap positif pada umumnya)	✓						
8. have charisma (memiliki karisma)	✓						
9. understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)	✓						
10. understand the different student levels (memahami perbedaan tingkatan mahasiswa)	✓						
11. have a sense of humour (memiliki perasaan humor)		✓					
12. are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)		✓					
13. give clear explanations (memberikan penjelasan yang jelas)	✓						
14. use good examples (meggunakan contoh yang bagus)	✓						
15. use a variety of teaching methods (menggunakan berbagai metode pengajaran)		✓					
16. use Indonesian selectively (menggunakan Bahasa Indonesia secara selektif)		✓					
17. correct writing errors (Memperbaiki kesalahan menulis)	✓						

18. correct speaking errors (Memperbaiki kesalahan berbicara)	✓								
19. teach grammar (mengajarkan tatabahasa)	✓								
20. use group work (menggunakan kelompok kerja)	✓								
21. encourage student participation in class (mendorong partisipasi mahasiswa di kelas)	✓								
22. encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)	✓								
23. talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)	✓								
24. use easy words (menggunakan kata-kata yang mudah)	✓								
25. ask questions frequently (mengajukan pertanyaan secara rutin)	✓								
26. ask questions then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawan untuk menjawab)	✓								
27. ask individual students to answer questions (meminta masing-masing mahasiswa menjawab pertanyaan)	✓								
28. give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)		✓							
29. treat all students fairly (memperlakukan mahasiswa secara adil)	✓								
30. prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)	✓								
31. give students clear grading guidelines (memberi mahasiswa panduan penilaian yang jelas)	✓								
32. require students to work hard during class (meminta mahasiswa untuk bekerja keras selama di kelas)	✓								
33. require students to do homework (meminta siswa untuk mengerjakan PR)	✓								
34. are well qualified for EFL teaching (bekualitas baik untuk pengajaran EFL)	✓								
35. have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)	✓								
36. have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)	✓								
37. are well prepared every lesson (persiapan yang baik untuk setiap pelajaran)	✓								
38. provide a syllabus detailing weekly course content (menyediakan silabus yang rinci tentang isi pelajaran mingguan)	✓								
39. explain the instructional methods to the class (menjelaskan metode pembelajaran ke kelas)	✓								
40. tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)	✓								
41. stick to the syllabus (berpegang pada silabus)	✓								
42. make their own supplemental material (membuat materi tambahan mereka sendiri)	✓								

2

ASSESSMENT INSTRUMENTS OF LECTURERS BY UNIVERSITY STUDENTS

Name of lecturer that is evaluated :

Name : putri Dewi suciati
 Student Number : 1522100056
 Major/Faculty : Tarbiyah / English education
 Semester : 5

THE ASSESSMENT SHEET

Directions:

1. Fill this questionnaire according to the conditions you experience. Your feedback is very useful to improve the quality of the lecturers (Isilah angket ini sesuai kondisi yang anda alami. Masukkan anda sangat berguna untuk meningkatkan kualitas perkuliahan).
2. Give check mark (✓) in the boxes are selected (Berilah tanda centang (✓) pada kotak yang anda pilih).

7. Strongly agree (sangat Setuju)	3. Disagree (tidak setuju)
6. Agree (setuju)	2. Slightly disagree (agak tidak setuju)
5. Slightly agree (agak setuju)	1. Strongly disagree (sangat tidak setuju)
4. No feelings	

Effective English lecturers:	7	6	5	4	3	2	1
1. are friendly (ramah)	✓						
2. develop good relationships with students (mengembangkan hubungan baik dengan mahasiswa)		✓					
3. share personal experiences (berbagi pengalaman pribadi)			✓				
4. care about students (peduli tentang mahasiswa)	✓						
5. are patient (sabar)	✓						
6. listen to students (mendengarkan mahasiswa)	✓						
7. have a positive attitude in general (memiliki sikap positif pada umumnya)	✓						
8. have charisma (memiliki karisma)			✓				
9. understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)	✓						
10. understand the different student levels (memahami perbedaan tingkatan mahasiswa)	✓						
11. have a sense of humour (memiliki perasaan humor)	✓						
12. are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)			✓				
13. give clear explanations (memberikan penjelasan yang jelas)	✓						
14. use good examples (meggunakan contoh yang bagus)	✓						
15. use a variety of teaching methods (meggunakan berbagai metode)	✓						

pengajaran)										
16. use Indonesian selectively (menggunakan Bahasa Indonesia secara selektif)	✓									
17. correct writing errors (Memperbaiki kesalahan menulis)	✓									
18. correct speaking errors (Memperbaiki kesalahan berbicara)	✓									
19. teach grammar (mengajarkan tatabahasa)		2								
20. use group work (menggunakan kelompok kerja)			✓							
21. encourage student participation in class (mendorong partisipasi mahasiswa di kelas)	✓									
22. encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)		✓								
23. talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)	✓									
24. use easy words (menggunakan kata-kata yang mudah)	✓									
25. ask questions frequently (mengajukan pertanyaan secara rutin)			✓							
26. ask questions then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawan untuk menjawab)				✓						
27. ask individual students to answer questions (meminta masing-masing mahasiswa menjawab pertanyaan)			✓							
28. give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)	✓									
29. treat all students fairly (memperlakukan mahasiswa secara adil)			✓							
30. prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)			✓							
31. give students clear grading guidelines (memberi mahasiswa panduan penilaian yang jelas)			✓							
32. require students to work hard during class (meminta mahasiswa untuk bekerja keras selama di kelas)				✓						
33. require students to do homework (meminta siswa untuk mengerjakan PR)				✓						
34. are well qualified for EFL teaching (bekualitas baik untuk pengajaran EFL)	* ✓									
35. have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)			✓							
36. have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)	✓									
37. are well prepared every lesson (persiapan yang baik untuk setiap pelajaran)	✓									
38. provide a syllabus detailing weekly course content (menyediakan silabus yang rinci tentang isi pelajaran mingguan)	✓									
39. explain the instructional methods to the class (menjelaskan metode pembelajaran ke kelas)	✓									
40. tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)	✓									
41. stick to the syllabus (berpegang pada silabus)	✓									
42. make their own supplemental material (membuat materi tambahan mereka sendiri)	✓									

ASSESSMENT INSTRUMENTS OF LECTURERS BY UNIVERSITY STUDENTS

Name of lecturer that is evaluated :
 Name : Mia Mardalena
 Student Number : 1532560126
 Major/Faculty : English Education
 Semester : 5

THE ASSESSMENT SHEET

Directions:

1. Fill this questionnaire according to the conditions you experience. Your feedback is very useful to improve the quality of the lecturers (Isilah angket ini sesuai kondisi yang anda alami. Masukkan anda sangat berguna untuk meningkatkan kualitas perkuliahan).
 2. Give check mark (✓) in the boxes are selected (Berilah tanda centang (✓) pada kotak yang anda pilih).
7. Strongly agree (sangat Setuju) 3. Disagree (tidak setuju)
 6. Agree (setuju) 2. Slightly disagree (agak tidak setuju)
 5. Slightly agree (agak setuju) 1. Strongly disagree (sangat tidak setuju)
 4. No feelings

Effective English lecturers:	7	6	5	4	3	2	1
1. are friendly (ramah)		✓					
2. develop good relationships with students (mengembangkan hubungan baik dengan mahasiswa)			✓				
3. share personal experiences (berbagi pengalaman pribadi)	✓						
4. care about students (peduli tentang mahasiswa)		✓					
5. are patient (sabar)			✓				
6. listen to students (mendengarkan mahasiswa)		✓					
7. have a positive attitude in general (memiliki sikap positif pada umumnya)		✓					
8. have charisma (memiliki karisma)		✓					
9. understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)	✓						
10. understand the different student levels (memahami perbedaan tingkatan mahasiswa)		✓					
11. have a sense of humour (memiliki perasaan humor)			✓				
12. are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)			✓				
13. give clear explanations (memberikan penjelasan yang jelas)		✓					
14. use good examples (meggunakan contoh yang bagus)		✓					
15. use a variety of teaching methods (meggunakan berbagai metode)	✓						

pengajaran)									
16. use Indonesian selectively (menggunakan Bahasa Indonesia secara selektif)		✓							
17. correct writing errors (Memperbaiki kesalahan menulis)	✓								
18. correct speaking errors (Memperbaiki kesalahan berbicara)	✓								
19. teach grammar (mengajarkan tatabahasa)	✓								
20. use group work (menggunakan kelompok kerja)	✓								
21. encourage student participation in class (mendorong partisipasi mahasiswa di kelas)		✓							
22. encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)									✓
23. talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)		✓							
24. use easy words (menggunakan kata-kata yang mudah)		✓							
25. ask questions frequently (mengajukan pertanyaan secara rutin)			✓						
26. ask questions then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawan untuk menjawab)								✓	
27. ask individual students to answer questions (meminta masing-masing mahasiswa menjawab pertanyaan)		✓							
28. give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)									✓
29. treat all students fairly (memperlakukan mahasiswa secara adil)									✓
30. prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)									✓
31. give students clear grading guidelines (memberi mahasiswa panduan penilaian yang jelas)	✓								
32. require students to work hard during class (meminta mahasiswa untuk bekerja keras selama di kelas)		✓							
33. require students to do homework (meminta siswa untuk mengerjakan PR)		✓							
34. are well qualified for EFL teaching (bekualitas baik untuk pengajaran EFL)			✓						
35. have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)	✓								
36. have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)	✓								
37. are well prepared every lesson (persiapan yang baik untuk setiap pelajaran)		✓							
38. provide a syllabus detailing weekly course content (menyediakan silabus yang rinci tentang isi pelajaran mingguan)		✓							
39. explain the instructional methods to the class (menjelaskan metode pembelajaran ke kelas)		✓							
40. tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)	✓								
41. stick to the syllabus (berpegang pada silabus)	✓								
42. make their own supplemental material (membuat materi tambahan mereka sendiri)									✓

4

ASSESSMENT INSTRUMENTS OF LECTURERS BY UNIVERSITY STUDENTS

Name of lecturer that is evaluated :
 Name : Pittria Aisyah
 Student Number : 1512500016
 Major/Faculty : PPS
 Semester : 5

THE ASSESSMENT SHEET

Directions:

1. Fill this questionnaire according to the conditions you experience. Your feedback is very useful to improve the quality of the lecturers (Isilah angket ini sesuai kondisi yang anda alami. Masukkan anda sangat berguna untuk meningkatkan kualitas perkuliahan).
 2. Give check mark (✓) in the boxes are selected (Berilah tanda centang (✓) pada kotak yang anda pilih).
7. Strongly agree (sangat Setuju) 3. Disagree (tidak setuju)
 6. Agree (setuju) 2. Slightly disagree (agak tidak setuju)
 5. Slightly agree (agak setuju) 1. Strongly disagree (sangat tidak setuju)
 4. No feelings

Effective English lecturers:	7	6	5	4	3	2	1
1. are friendly (ramah)		✓					
2. develop good relationships with students (mengembangkan hubungan baik dengan mahasiswa)			✓				
3. share personal experiences (berbagi pengalaman pribadi)			✓				
4. care about students (peduli tentang mahasiswa)			✓				
5. are patient (sabar)				✓			
6. listen to students (mendengarkan mahasiswa)		✓					
7. have a positive attitude in general (memiliki sikap positif pada umumnya)		✓					
8. have charisma (memiliki karisma)	✓						
9. understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)	✓						
10. understand the different student levels (memahami perbedaan tingkatan mahasiswa)	✓						
11. have a sense of humour (memiliki perasaan humor)			✓				
12. are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)			✓				
13. give clear explanations (memberikan penjelasan yang jelas)		✓					
14. use good examples (meggunakan contoh yang bagus)		✓					
15. use a variety of teaching methods (meggunakan berbagai metode pengajaran)				✓			
16. use Indonesian selectively (meggunakan Bahasa Indonesia secara selektif)				✓			
17. correct writing errors (Memperbaiki kesalahan menulis)			✓				

18. correct speaking errors (Memperbaiki kesalahan berbicara)	✓						
19. teach grammar (mengajarkan tatabahasa)		✓					
20. use group work (menggunakan kelompok kerja)			✓				
21. encourage student participation in class (mendorong partisipasi mahasiswa di kelas)		✓					
22. encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)		✓					
23. talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)			✓				
24. use easy words (menggunakan kata-kata yang mudah)		✓					
25. ask questions frequently (mengajukan pertanyaan secara rutin)		✓					
26. ask questions then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawan untuk menjawab)				✓			
27. ask individual students to answer questions (meminta masing-masing mahasiswa menjawab pertanyaan)				✓			
28. give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)					✓		
29. treat all students fairly (memperlakukan mahasiswa secara adil)	✓						
30. prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)	✓						
31. give students clear grading guidelines (memberi mahasiswa panduan penilaian yang jelas)			✓				
32. require students to work hard during class (meminta mahasiswa untuk bekerja keras selama di kelas)		✓					
33. require students to do homework (meminta siswa untuk mengerjakan PR)	✓						
34. are well qualified for EFL teaching (bekualitas baik untuk pengajaran EFL)				✓			
35. have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)	✓						
36. have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)	✓						
37. are well prepared every lesson (persiapan yang baik untuk setiap pelajaran)		✓					
38. provide a syllabus detailing weekly course content (menyediakan silabus yang rinci tentang isi pelajaran mingguan)	✓						
39. explain the instructional methods to the class (menjelaskan metode pembelajaran ke kelas)	✓						
40. tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)	✓						
41. stick to the syllabus (berpegang pada silabus)	✓						
42. make their own supplemental material (membuat materi tambahan mereka sendiri)	✓						

Appendix C

The Percentage of students' perspectives in Effective Lecturer

Items	SA		A		SLA		NF		D		SLD		SD	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
1. are friendly	20	20%	41	41%	32	32%	4	4%	2	2%	1	1%	0	0%
2. develop good relationships with students	17	17%	41	41%	34	34%	8	8%	0	0%	0	0%	0	0%
3. share personal experiences	22	22%	41	41%	26	26%	9	9%	2	2%	0	0%	0	0%
4. care about students	18	18%	30	30%	36	36%	10	10%	3	3%	3	3%	0	0%
5. are patient	17	17%	31	31%	41	41%	11	11%	0	0%	0	0%	0	0%
6. listen to students	16	16%	38	38%	34	34%	9	9%	2	2%	1	1%	0	0%
7. have a positive attitude in general	23	23%	48	48%	23	23%	5	5%	0	0%	0	0%	0	0%
8. have charisma	25	25%	50	50%	22	22%	4	4%	0	0%	0	0%	0	0%
9. understand the student's English education background	24	24%	41	41%	25	25%	9	9%	1	1%	0	0%	0	0%
10. understand the different student levels	14	14%	41	41%	31	31%	12	12%	2	2%	0	0%	0	0%
11. have a sense of humor	22	22%	25	25%	41	41%	8	8%	3	3%	1	1%	0	0%
12. are enthusiastic about EFL teaching	11	11%	43	43%	34	34%	6	6%	4	4%	1	1%	1	1%
13. give clear explanations	20	20%	52	52%	23	23%	5	5%	0	0%	0	0%	0	0%
14. use good examples	26	26%	48	48%	23	23%	2	2%	0	0%	0	0%	1	1%
15. use a variety of teaching methods	23	23%	38	38%	26	26%	10	10%	1	1%	1	1%	1	1%
16. use Indonesian selectively	11	11%	48	48%	32	32%	7	7%	1	1%	1	1%	0	0%
17. correct writing errors	21	21%	46	46%	22	22%	7	7%	3	3%	1	1%	0	0%
18. correct speaking errors	33	33%	52	52%	11	11%	2	2%	2	2%	0	0%	0	0%
19. teach grammar	32	32%	55	55%	12	12%	0	0%	0	0%	0	0%	1	1%
20. use group work	33	33%	45	45%	18	18%	4	4%	0	0%	0	0%	0	0%

21. encourage student participation in class	22	22%	49	49%	24	24%	5	5%	0	0%	0	0%	0	0%
22. encourage participation of students with low confidence class	14	14%	34	34%	22	22%	20	20%	4	4%	1	1%	5	5%
23. talk slowly in English	12	12%	36	36%	28	28%	10	10%	10	10%	2	2%	2	2%
24. use easy words	23	23%	52	52%	14	14%	5	5%	4	4%	2	2%	0	0%
25. ask questions frequently	9	9%	38	38%	42	42%	7	7%	2	2%	1	1%	1	1%
26. ask questions then wait for volunteers to answer	13	13%	27	27%	38	38%	14	14%	5	5%	1	1%	2	2%
27. ask individual students to answer questions	8	8%	32	32%	39	39%	12	12%	6	6%	2	2%	1	1%
28. give students plenty of time to answer questions	7	7%	35	35%	37	37%	10	10%	8	8%	2	2%	1	1%
29. treat all students fairly	26	26%	42	42%	20	20%	6	6%	2	2%	4	4%	0	0%
30. prepare students well for exams	24	24%	46	46%	22	22%	5	5%	2	2%	1	1%	0	0%
31. give students clear grading guidelines	29	29%	48	48%	15	15%	6	6%	0	0%	2	2%	0	0%
32. require students to work hard during class	20	20%	53	53%	20	20%	6	6%	1	1%	0	0%	0	0%
33. require students to do homework	21	21%	47	47%	22	22%	9	9%	1	1%	0	0%	0	0%
34. are well qualified for EFL teaching	28	28%	48	48%	23	23%	0	0%	0	0%	1	1%	0	0%
35. have a good knowledge of grammar	32	32%	47	47%	15	15%	6	6%	0	0%	0	0%	0	0%
36. have a good knowledge of vocabulary	40	40%	48	48%	10	10%	2	2%	0	0%	0	0%	0	0%
37. are well prepared every lesson	29	29%	50	50%	20	20%	1	1%	0	0%	0	0%	0	0%
38. provide a syllabus detailing weekly course content	35	35%	46	46%	11	11%	7	7%	1	1%	0	0%	0	0%

39. explain the instructional methods to the class	32	32%	45	45%	16	16%	7	7%	0	0%	0	0%	0	0%
40. tell students the lesson objectives each	27	27%	48	48%	18	18%	6	6%	1	1%	0	0%	0	0%
41. stick to the syllabus	28	28%	42	42%	21	21%	6	6%	2	2%	1	1%	0	0%
42. make their own supplemental material	16	16%	47	47%	15	15%	20	20%	0	0%	1	1%	1	1%

Appendix D

Percentage of Attributes of Effective Lecturer per Item

	Rapport	Delivery	Fairness	Knowledge and Credibility	Organization and Preparation	Total
Strongly Agree	5,2%	7,6%	2,9%	2,4%	4,0%	22,0%
Agree	10,2%	17,4%	5,6%	3,4%	6,6%	43,2%
Slightly Agree	8,2%	10,6%	2,4%	1,1%	2,4%	24,7%
No Feeling	2,1%	3,0%	0,8%	0,1%	1,1%	7,2%
Disagree	0,4%	1,2%	0,1%	0,1%	0,1%	1,9%
Slightly Disagree	0,1%	0,4%	0,1%	0,0%	0,0%	0,6%
Strongly Disagree	0,0%	0,4%	0,0%	0,0%	0,0%	0,4%
Total	26,2%	40,5%	11,9%	7,1%	14,3%	100,0%

Appendix E

Transcript of Interview

Respondent 1

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 1 : In rapport aspect, not all lecturers show empathy and open to their students because they have to keep their boundaries with students so that students are not arbitrary. Each lecturer has a different personality so that the student is difficult to understand the character of his lecturer.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 1 : In the delivery of materials, each lecturer has method, style, communication and content that is delivered differently and diverse so as to make students there who like or not on every method used in teaching.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 1 : In the aspect of fairness, not all lecturers are open to values, they have their own way of assessment so that students find it difficult to guess how lecturers judge because they often do not match the value of students who are active in the class with smart students.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 1 : In the aspect of knowledge, a lecturer must have more knowledge and experience in the appeal of his students but there are some smart lecturers but cannot transfer their knowledge well that makes it difficult for students to understand the material presented.

Interviewer : What about organization and preparation aspect ?

Respondent 1 : Preparation of lecturers in teaching is good enough. There are some PBI lecturers who have important positions on campus but they are good enough in preparation for teaching although often not in class but the duties and presentations are still running so as not to make students unemployed in the classroom.

Respondent 2

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 2 : As far as i know, the social ability of the lecturer is very good, and has a high empathy, thus making their personality very good to be closer to the students and more open, with the example when the student asked the lecturer. Those with generosity help to answer that question.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 2 : The communication style, they convey is quite clear and easy to understand with the presentation method. So it is very easy for student to understand the contents of the material.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 2 : For their fairness aspect is fair enough in preparation of the exam by giving references to what will be tested in the exam. As well as with the assessment they provide value in accordance with the student's ability and the liveliness of the student.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 2 : In terms of knowledge, they are highly skilled in their fields with the capabilities and strategies that they use so as to make students confident with the material or insights they convey. Only sometimes they have a little trouble helping to answer questions from the student.

Interviewer : What about organization and preparation aspect ?

Respondent 2 : For the preparation in teaching is quite mature, can be said ready to start the material well. Like preparing the media used, what materials are discussed so that in delivery there are no obstacles.

Respondent 3

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 3 : In this aspect, in the three things are quite good in their ability and receptiveness compared with empathy.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 3 : From the style of communication, it sometimes improves and sometimes worsens in the methods conveyed from the delivery they convey.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 3 : In the fairness aspect is poor justice to students. Sometimes make students upset and the preparation of good judgement and performance.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 3 : This aspect is good and there are no obstacles.

Interviewer : What about organization and preparation aspect ?

Respondent 3 : In the teaching aspect is quite well and smoothly can always make students understand in their teaching ability.

Respondent 4

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 4 : Some lecturers have strong social soul, I never know their personality as their student.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 4 : Most of lecturers have their own style and method in teaching. I guess that they did it well.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 4 : In my opinion, most of lecturers were fair for score and anything that related in teaching and learning process. I can say that they are extrovert and transparent people although not 100%.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 4 : In my mind there are some lecturers who thought me what not really master in their part.

Interviewer : What about organization and preparation aspect ?

Respondent 4 : That is good and they prepared it well.

Respondent 5

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 5 : Most of lecturers have good social, empathy, personality, and receptiveness.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 5 : Each lecturer has their own method and style of delivery, but in general, most of lecturers convey with lecture method , some are using language that is more easily understood or explain by giving many examples, analogies and others that easy to understand students.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 5 : In the aspect of fairness itself, there are some scoring systems of lecturers who are sometimes unfair in the sense that the details of the assessment are not so transparent that they create some discrepancies among students. It can also be said, the lecturer assessed randomly without considering the objectivity, liveliness, creativity and innovation of the students concerned.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 5 : For my own knowledge, I believe that they are competent in their field, but more lecturers are still on hand, and prefer to have students find without giving directions or suggestions that can support the learning process.

Interviewer : What about organization and preparation aspect ?

Respondent 5 : For the preparation itself, each lecturer has their respective syllabus, this indicates that the lecturers have enough preparation in the sense they already have teaching materials that will be taught to students.

Respondent 6

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 6 : In aspect of rapport, social skills, empathy, personality, and receptiveness. They are quite good in general.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 6 : In aspect of delivery, the communication styles, methods and contents they convey are general good but there are only a few that are not good.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 6 : In the aspect of fairness, they have done it well, in the sense that they have been very fair especially in terms of assessment.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 6 : In the aspects of knowledge and credibility, they are very masterful of all the material they teach to the students.

Interviewer : What about organization and preparation aspect ?

Respondent 6 : Their teaching preparation is good.

Respondent 7

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 7 : In the rapport aspect, social ability, empathy, and their personality is enough to do well, but many lecturers are not too receptiveness.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 7 : The personal style, communication, methodology, and content of the lecturers are very good and easy to understand about the material they teach.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 7 : In the aspect of fairness, the lecturers are very fair to the students and they do not discriminate them, the preparation of the exam, the assesment they have explained at the beginning of the meeting, but about the transparency, sometimes there is a lecturer who is not transperan towards the value of not telling the results of mid test or final exam. So we do not know the outcome of the test.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 7 : Their knowledge must have been very broad and smart therefore they serve lecturers.

Interviewer : What about organization and preparation aspect ?

Respondent 7 : Regarding organization less understand, but they have prepared what they will teach so that the lecturer process well planned.

Respondent 8

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 8 : In rapport aspect, social ability and empathy are good lecturers. But there are still lecturers who do not show a sense of receptiveness so that students are often afraid.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 8 : In the delivery of materials, each lecturer has different methods, styles, and communication. But often the method used to make students quickly bored other than that also lecturers often communicate one direction so that students feel not catch what is delivered.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 8 : In the aspect of fairness, I think it can not be said to be fair because there are still many unfair lecturers. For example, when in class sometimes lecturers only glued to the active students only. And in terms of openness and transparency, not all lecturers are open and transparent. Because often the value obtains does not match what should be obtained.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 8 : In the aspect of knowledge, almost all lecturers have extensive knowledge. However most lecturers are difficult to explain well so that students sometimes have difficulty understanding the material presented.

Interviewer : What about organization and preparation aspect ?

Respondent 8 : Lecturers' preparing to teach is good. This is evidenced by the continuing discussion and presentation even though lecturers who teach are unable to attend.

Respondent 9

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent 9 : For rapport aspect, I think it depends on the lecturers who teach. Some of them have ability to socialize well. But some are not. As well as with the personality and receptiveness of the lecturers. There are those who open with students and some who are not.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 9 : I think in terms of lecturers' delivery, they have their own way to bring the class. Each lecturer has their own characteristics in term of style, communication, method, and even what they say. Someone can bring the class with enthusiasm and there is a lecturer who has a boring style of delivery.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 9 : In this aspect of fairness, I think that every lecturer has applied the aspect of fairness well. They treat the students with each other equally.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 9 : I think in this aspect every lecturer has a very good knowledge and credibility. So what they say can be easily absorbed by students.

Interviewer : What about organization and preparation aspect ?

Respondent 9 : In my opinion, for organization and preparation aspect of teaching it depends on the lecturer. There is a direct learning, continue the previous material. There are some who start with some games to solve the atmosphere of the class to be more active.

Respondent 10

In answering the questions, you allow to be free to withdraw the particular issues. Please explain and give example about attributes of effective lecturer in your perspective!

Interviewer : In rapport aspect, what do you think about their sociability, empathy, personality, and receptiveness?

Respondent10 : In my opinion, most of lecturers of English Education Study Program has been using and shown their social, empathy, personality, and transparency abilities. I think this is a very fundamental aspects that has to be had by most of lecturers to make in teaching. Especially for the lecturers of English Education Study Program. They have shown the best personality and transparency, empathy, and so on. For example, when they are teaching, they sometimes give us material about problem solving. Before doing this job, they always give us very guidance like what they want do before we doing that. They always give us guidance of how we can solve the problems. That's why it's very helpful way to solve this problem.

Interviewer : In Delivery aspect, how about their personal style, communication, methodology, and content?

Respondent 10: While they are delivering the material, the style communication, the method and the content they are delivering are very good. It is because the material is so interesting and useful and for communication. They sometimes speaking English and they use any understandable words for the students of my level. And the method is good. Most of my lecturers they use very interesting and useful method. Most of methods they are using, it is not only useful for them but also for us for the students as the candidates of teachers for the future. In sense that the method is good for the content. It is they are always using a relevant material that has to be conveyed to the students. I mean it is relevant to the lesson plan that has been accepted by the former lesson plan.

Interviewer : In Fairness aspect, what about their impartiality, examination preparation, grading, transparency, and workload?

Respondent 10: And for justice or fairness which has been applied by most of lecturers which has told specially for our class, they are good. My lecturers do not only focus on one object but also to whole objects. The objects mean students. They do not assessed the students based on who she likes. But she or he always assessed all given according to ability of proficiency that student has and for the tranparency sometimes my lecturers notify us after giving the scores. That is the good thing that probably should be imitated by

the candidates of teachers like us, the students form teaching and education faculty.

Interviewer : In Knowledge and Credibility aspect, what do you think about them ?

Respondent 10: I supposed most of my lecturers are trusted, I mean trustable. Because most of them can take everything. The trusted ship that has been given by everyone whether it is for the commandant of department but also like the dean and rector they can take all the trusted ship that has been given to them and then for the students, I mean for the trusted ship of the students they can take it while the students intrust something important. They always take care of that. Even though like I myself has, I mean I myself have intrusted something that I have to give to my lecturers. However, my lecturers didn't have time to come at that they. However, I trusted it to him and she gives my trusted ship to him. So that's why, I so believe that my lecturers are trustable for taking any trusted ship. And it should be imitated by us as the candidate of teacher.

Interviewer : What about organization and preparation aspect ?

Respondent 10: Honestly, most of my lecturers have prepared everything that they to teach. For example, while I was in semester three. I got listening subject and my lecturer had prepared the material perfectly that should be given to us. However, they had prepared everything that they need to be given to the students and then the materials do not go out from the lesson plan that has been prepared by our institution and department.

Documentation











**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

USUL JUDUL SKRIPSI

Nama : Juliana Basri
NIM : 13250040
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi :

1. The Fifth Semester Students' Perspectives in Effective Lecturer at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang
2. Use of Technology in Writing Attitude by Indonesian EFL Learners
3. The Impact of Teaching Style in Improving reading Comprehension
4. Use of Gender and Social Class to Promote Understanding in Literature Discussion Groups
5. The Role of CLL in Teaching Literature

Judul yang disetujui : The Fifth Semester Students' Perspectives in Effective Lecturer at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang

Nomor Index : 1

Palembang, Januari 2018
Pembina Skripsi

Nova Lingga Pitaloka, M.Pd.

**Judul yang disetujui dan nomor index ditulis oleh Pembina Skripsi*



UNIVERSITAS ISLAM NEGERI (UIN) RADEN FATAH PALEMBANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-4290/U.n.09/II.1/PP.009/6/2017

Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang :
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
 2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat :
1. Undang - Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
 2. Undang - Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengangkatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
 5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
 7. Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
 8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
 9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
 10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

- Menetapkan
PERTAMA :
- | | | |
|------------------|--------------------------------|----------------------------|
| Menunjuk Saudara | 1. Hj. Renny Kurnia Sari, M.Pd | NIP. 19790607 200801 2 015 |
| | 2. Eka Sartika, M.Pd | NIK. 140201100982/BLU |

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Juliana Basri
NIM : 13250040
Judul Skripsi : A Lecture Personality in Students' Perspective in English Education Study Program at Islamic State University of Raden Fatah Palembang: A Case Study of Teaching Effectiveness.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 20 Juni 2017
Dekan,



Prof. Dr. H. Kasinyo Harto, M.Ag
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126
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**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-8041/Un.09/IL.I/PP.009/11/2017

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-5994/Un.09/IL.I/PP.009/12/2016, Tanggal 28 Desember 2016, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama : Juliana Basri
NIM : 13250040
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang
Jurusan : Pendidikan Bahasa Inggris

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama : A lecturer personality in students perspective in English education study program at Islamic state university of Raden Fatah Palembang: A Case Study of Teaching effectiveness.

Judul Baru : The Fifth Semester Students' Perspectives in Effective Lectures at English Education Study Program Of Universitas Islam Negeri Raden Fatah Palembang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 14 November 2017

A.n. Dekan
Ketua Prodi PBI,



Hj. Lepny Marzulina, M.Pd
NIP. 19710131 201101 2 001



UNIVERSITAS ISLAM NEGERI (UIN)

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THESIS CONSULTATION CARD

Name : Juliana Basri
Student's Number : 13250040
Faculty : Tarbiyah
Advisor 1 : Renny Kurnia Sari, M. Pd
Thesis Title : Lecturer's Personality in Students' perspectives at English Education Study Program of Islamic State University of Raden Fatah Palembang: A Case Study of Teaching Effectiveness.

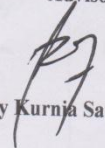
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3	21/18-17	Chapter 2	on prepare next chapter	k

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Palembang,

2017

Advisor II


Renny Kurnia Sari, M. Pd



Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

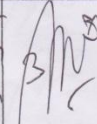
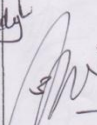
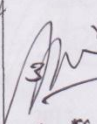
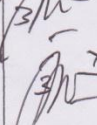
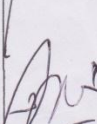
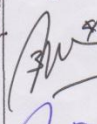
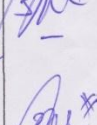
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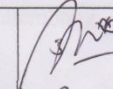
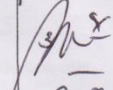
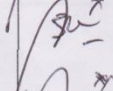
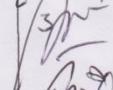
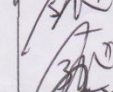
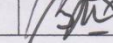
Telp. (0711) 353347. Fax (0711) 354668. Website: <http://radenfatah.ac.id>, Email: tarbiyah@radenfatah.ac.id

THESIS CONSULTATION CARD

Name : Juliana Basri
Student Number : 13250040
Faculty : Tarbiyah
Advisor 2 : Eka Sartika, M.Pd
Thesis Title : A Lecturer Personality in Students' Perspective in English
Education Study Programme at Islamic State University of
Raden Fatah Palembang: A Case Study of Teaching
Effectiveness

No.	Date	Aspect Consulted	Comment	Signature
01	02/5/17	title	- check your title - see the correlation between the variable	
02	29/05/17	instrumentation	- Be sure with your instruments - provide your previous study	
03	05/06/17	instrumentation	- OK	
04	12/06/17	chapter 1	- improve your paragraphs better - add more experts - elaborate your paragraphs	

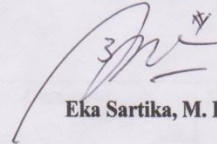
No.	Date	Aspect Consulted	Comment	Signature
05.	16/06/2017	chapter 1 chapter 2	- be careful with your punctuation application - revise your research problem - revise your sig. study OK revise as advised	
06.	20/06/17	chapter 2	- review your previous study	
07.	11/07/17	chapter 2 chapter 3	- OK - see the validators to validate your instrument	
08.	13/07/17	chapter 3	- revise as advised - revise your validity and reliability	
09.	19/07/17	chapter 3	revise as advised	
10.	24/07/17	chapter 3	- OK, see your validator	
11.	11/08/17	chapter 1-3	OK, prepare for seminar	

05/10-17	Chapter 1-3	- OK, Consult the first advisor	
24/10-17	Chapter 4	revise as advised	
3/11-17	Chapter 4	still revise	
4/12-17	Chapter 4	- OK, you can have comprehensive test	
18/12-17	Chapter 5	revise	
19/12-17	Chapter 5	OK	

Palembang,

2017

Advisor II



Eka Sartika, M. Pd




Education Payment
UIN Raden Fatah Palembang

Home (?modul=home) Pembayaran User Muhammad Imron Logout (logout.php)

Detail Tagihan

Status Pembayaran	LUNAS
Tanggal Pembayaran format (yyyy-mm-dd)	2017-08-12
Waktu Pembayaran	14:22:50
Bank	SUMSEL
Kode Pembayaran	07
Nama Pembayaran	SPP MAHASISWA S1
Tahun Akademik	20171
Nominal	600000
Bill Key	13250040
Nama	JULIANA BASRI
Kode Prodi	88201
Prodi	Pendidikan Bahasa Inggris (S1)
Fakultas	ILMU TARBIYAH DAN KEGURUAN
Awal Pembayaran	20170727000000
Akhir Pembayaran	20170818240000

Bukti keterangan SPP / Ukt
15 / 2017
/ 12
an kepala Pust IPD


Muhammad Imron

Daftar Tagihan (?modul=daftartagihan) Daftar Pembayaran (?modul=daftar_pembayaran)

Powered by xinformatika



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B-8035/Un.09/IL.I/PP.00.9/11/2017 Palembang, 14 November 2017
Lampiran :
Perihal : Mohon Izin Penelitian Mahasiswa/i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah
Palembang.

Kepada Yth,
Kaprosdi Pendidikan Bahasa Inggris UIN Raden Fatah

di
Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama : Juliana Basri
NIM : 13250040
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Rawa Jaya 3
Judul Skripsi : The Fifth Semester Students' Perspectives in Effective Lecturers at English Education Study Program Of Universitas Islam Negeri Raden Fatah Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. W. Wb



Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN

Nomor: B - 48 /Un.09/II.2/PP.00.9/01/2018

Sehubungan dengan Surat dari mahasiswa perihal permohonan izin penelitian di Program Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan No. Surat B-8035/Un.09/II.1/PP.00.9/11/2017 tertanggal 14 November 2017, maka dengan ini menerangkan bahwa:

Nama : Juliana Basri
NIM : 13250040
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Judul Penelitian : *"The Fifth Semester Students Perspectives in Effective Lecturers at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang"*

Nama tersebut di atas memang benar telah mengadakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Palembang, 03 Januari 2018
Kaprosdi Pendidikan Bahasa Inggris,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001





UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARRBIYAH DAN KEGURUAN

SURAT KEFRANGAN BEBAS TEORI

Nomor : B- 8925 /Un.09/Ii.1/PP.00.9/ 12 /2017

Berdasarkan Penelitian yang kami lakukan terhadap Mahasiswa/i :

Nama : Juliana Basri

NIM : 13250040

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

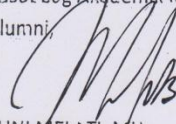
Program Studi :

Kami Berpendapat bahwa Mahasiswa/i yang tersebut di atas (Sudah / Belum)

Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non Kredit) dengan IPK : 3.53

Demikian Syrat ini dibuat dengan sesungguhnya untuk digunakan sebagaimana.

Palembang, 15 Desember 2017
Kasubbag Akademik, Kemahasiswaan dan Alumni


YUNI MELATI, MH
NIP : 19690607 200312 2 016



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
47	49	48	480

TOEFL PREDICTION TEST

FULL NAME

JULIANA BASRI

SEX M / F	DATE OF BIRTH DD / MM / YY	TEST DATE DD / MM / YY
F	31 / 07 / 1995	16 / 01 / 2018



Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



KEMENTERIAN AGAMA
REPUBLIK INDONESIA



IJAZAH

MADRASAH ALIYAH
PROGRAM : ILMU PENGETAHUAN ALAM

TAHUN PELAJARAN 2012/2013

Nomor : MA.017/06-12/PP-011/021/2013

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri
Sakatiga menerangkan bahwa:

nama	: JULIANA BASRI
tempat dan tanggal lahir	: Jakarta, 31 Juli 1995
Nama orang tua	: Basri
nomor induk	: 9120
nomor peserta	: 3-B-12-12-500-011-4

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Madrasah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.



Ogan Ilir, 24 Mei 2013

Kepala Madrasah,



M.A. Fajar, S.Pd, M.Pd
NIP. 196811291997031003

MA 060001214



Keputusan Direktur Jenderal Pendidikan Islam
Nomor : Dt.1.1/PP.01.1/108.A/2013, Tanggal 18 Februari 2013

**DAFTAR NILAI UJIAN
MADRASAH ALIYAH**

Program : Ilmu Pengetahuan Alam
TAHUN PELAJARAN 2012/2013

Kurikulum : **Tingkat Satuan Pendidikan (KTSP)**
 Nama : **JULIANA BASRI**
 Tempat dan Tanggal Lahir : **Jakarta, 31 Juli 1995**
 Nomor Induk : **9120**
 Nomor Peserta : **3-13-11-12-500-021-4**

No.	Mata Pelajaran	Nilai Rata-Rata Rapor	Nilai Ujian Madrasah	Nilai Madrasah*)
I UJIAN MADRASAH				
1.	Pendidikan Agama Islam			
a.	Al-Qur'an-Hadis	9,17	9,15	9,16
b.	Akidah-Akhlak	8,77	9,80	9,39
c.	Fiqih	8,10	8,45	8,31
d.	Sejarah Kebudayaan Islam	8,50	9,60	9,16
2.	Pendidikan Kewarganegaraan	8,57	9,20	8,95
3.	Bahasa Indonesia	9,02	8,95	8,98
4.	Bahasa Arab	8,90	9,60	9,32
5.	Bahasa Inggris	8,40	9,00	8,76
6.	Matematika	8,67	9,80	9,35
7.	Fisika	8,42	9,35	8,98
8.	Kimia	8,00	8,95	8,57
9.	Biologi	8,37	8,90	8,69
10.	Sejarah	8,17	9,80	9,15
11.	Seni Budaya	7,67	9,20	8,59
12.	Pendidikan Jasmani, Olahraga, dan Kesehatan	8,13	8,85	8,56
13.	Teknologi Informasi dan Komunikasi	8,35	9,25	8,89
14.	Keterampilan/Bahasa Asing			
us. BTA		8,65	9,70	9,28
Rata-Rata				

*) Nilai Madrasah = 40% Nilai Rata-Rata Rapor + 60% Nilai Ujian Madrasah

No.	Mata Pelajaran	Nilai Madrasah	Nilai Ujian Nasional	Nilai Akhir*)
II UJIAN NASIONAL				
1.	Bahasa Indonesia	8,98	8,60	8,8
2.	Bahasa Inggris	8,76	7,60	8,1
3.	Matematika	9,35	4,75	6,6
4.	Fisika	8,98	6,75	7,6
5.	Kimia	8,57	9,75	9,3
6.	Biologi	8,69	8,25	8,4
Rata-Rata				8,1

*) Nilai Akhir = 40% Nilai Madrasah + 60% Nilai Ujian Nasional

MENSAHKAN
 SALINAN FOTO COPY SESUAI DENGAN ASLINYA
 NO. SAKATRA
 SARJANA
 SARJANA
 SARJANA

Ogan Htr, 24 Mei 2013
 Kepala Madrasah,
 KEMENTERIAN AGAMA
 MADRASAH ALIYAH
 NEGERI
 SARJANA, S.Pd. M.Pd
 NIP. 136811291997031003

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Prof.KH. Zainal Abidin Fikri KM 3,5 30126 Palembang
Telp : (0711)354668

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 422 /2014

Diberikan Kepada

NAMA : Juliana Basri

NIM : 13250040

Dinyatakan Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA)

yang di selenggarakan oleh Fakultas Tarbiyah dan Keguruan

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqosyah

Berdasarkan SK Rektor No : IN.03/1.1/Kp.07.6/266/2014

Mengetahui,

Dekan Fakultas Tarbiyah

UIN Raden Fatah Palembang



Dr.H.Kasinyo Harto, M.Ag
NIP : 197109111997031004

Palembang,1 Maret 2015

Ketua Program BTA,

H. Mukmin, Lc. M.Pd.I
NIP : 197806232003121001



UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Dengan Nama Allah SWT
KULIAH KERJA NYATA (KKN) ANGGKATAN 67 TAHUN 2017
TEMATIK POSDAYA BERBASIS ABCD

Sertifikat

No : B-601 / Un.09/8.0/PP.00/4/2017

Diberikan kepada :

Juliana Basri

Tempat / Tgl. Lahir : Jakarta, 31 July 1995
NIM : 13250040
Fak / Prodi : Ilmu Tarbiyah & Keguruan / Pendidikan Bahasa Inggris

*Telah Melaksanakan Program Kuliah Kerja Nyata (KKN)
Tematik Posdaya Berbasis ABCD Angkatan 67
Dari Tanggal 7 Februari s/d 23 Maret 2017 di :*

Desa : Sri Kembang
Kecamatan : Betung
Kabupaten : Banyuasin
Provinsi : Sumatera Selatan
Lulus dengan nilai : A

Kepadanya Diberikan Hak Sesuai Dengan Peraturan Yang Berlaku



Palembang, 21 April 2017
Ketua

Dr. Syefriyeni, M.Ag
NIP. 19720901 199703 2 003



Pusat Teknologi Informasi dan Pangkalan Data
UNIVERSITAS ISLAM NEGERI RADEN FATAH
JL. PROF. K. H. ZAINAL ABIDIN FIKRY KM 3,5 PALEMBANG 30126 TEL.P. 0711-354668 FAX. 0711-356209



SERTIFIKAT

Nomor : In.03 / 10.1 / Kp.01 / 030 / 2015

Diberikan kepada :
JULIANA BASRI
 NIM : 13250040

Telah dinyatakan **LULUS** dalam mengikuti Pendidikan dan Pelatihan Keahlian Komputer yang diselenggarakan oleh PUSTIPD UIN Raden Fatah pada Semester I dan Semester II Tahun Akademik 2013 - 2014

Transkrip Nilai :

Program Aplikasi	Nilai	Nilai Akumulasi
Microsoft Word 2007	A	
Microsoft Excel 2007	A	

Palembang, 06 April 2015

Kepala Unit,



Bahruddin, M. Kom
 NIP. 19750522 201101 1 001



TANDA TERIMA

Nama : Juliana Basri
NIM : 13250040
Jurusan : PBI

Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, munaqosah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, 20/12.....2017

Yang menerima

Kasub. Akademik, Kemahasiswaan, dan Alumni

Rp.300.000,00
Terbilang: tiga ratus ribu rupiah



Yuni Melati, M.H.

NIP. 196906072003122001



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 31126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Senin/ 3 Januari 2018
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					Huruf
			I	II	III	IV	Angka	
1	13250040	Juliana Basri	75	65	75	68	70.75	B
2	13250051	Mike Tria Aprilia	50	67	90	50	64.25	C
3	13250079	Rohimin	80	78	75	68	75.25	B
4	12250038	Elva Novianti	50	65	90	67	68	C

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development


Dosen Penguji

- Dr. Annisa Astrid, S.T., M.Pd.
- M. Holandiah, M.Pd
- Dr. Dewi Warna, M.Pd.
- Hj. Lenny Marzulina, M.Pd

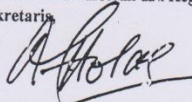
Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 55 = E


Ketua,


Hj. Lenny Marzulina, M.Pd
NIP. 19740131 201101 2 001

Palembang, 11 Januari 2018
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris


M. Holandiah, M.Pd
NIP. 197405072011011001



	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS UJIAN KOMPRESIF	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG
		Kode: GPMPFT.SUKET.01/R0

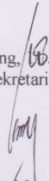
Yang bertanda tangan di bawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:


Nama : Juliana Basri
NIM : 13250040
Fakultas/Jurusan/ Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Judul Skripsi : THE FIFTH SEMESTER STUDENTS' PERSPECTIVES IN EFFECTIVE LECTURER AT ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari Senin, tanggal 8 Januari 2018, dengan memperoleh nilai 70.75 (B)

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 10 Januari 2018
Ketua/Sekretaris


Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQASYAH	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG Kode:GPMPFT.SUKET.01/R0
---	--	--

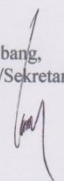
Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : Juliana Basri
 NIM : 13250040
 Fakultas/Jurusan/ Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
 Judul Skripsi : THE FIFTH SEMESTER STUDENTS' PERSPECTVES IN
 EFFECTIVE LECTURER AT ENGLISH EDUCATION STUDY
 PROGRAM OF UNIVERSITAS ISLAM NEGERI RADEN FATAH
 PALEMBANG

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang,
 Ketua/Sekretaris



Hj. Lenny Marzulina, M.Pd
 NIP. 19710731 201101 2 001

Hal: Pengantar Skripsi

Kepada Yth,
Bapak Dekan Fakultas Ilmu
Tarbiyah dan Keguruan UIN
Raden Fatah Palembang
di
Palembang

Assalamualaikum, Wr. Wb.

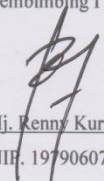
Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "**The Fifth Semester Students' Perspectives in Effective Lecturer at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang**", ditulis oleh saudari Juliana Basri (13250040) telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.


Wassalamualaikum, Wr. Wb.

Palembang, 10 Januari 2018

Pembimbing I


Hj. Renny Kurnia Sari, M. Pd
NIP. 19790607 200801 2 015

Pembimbing II


Eka Sartika, M.pd
NIK. 140201100982/BLU



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 355276 website : www.radenfatah.ac.id

FORMULIR PENDAFTARAN MUNAQASYAH

Yang Bertanda tangan dibawah ini adalah Mahasiswa/i Fakultas Tarbiyah dan Keguruan :

Nama : Juliana Basri
NIM : 13250040
Tempat / Tanggal lahir : Jakarta, 31 Juli 1995
Jurusan : Pendidikan Bahasa Inggris
IPK : 3.56
Judul Skripsi : THE FIFTH SEMESTER STUDENTS' PERSPECTIVES
IN EFFECTIVE LECTURER AT ENGLISH EDUCATION
STUDY PROGRAM OF UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
Pembimbing I : Hj. Renny Kurnia Sari, M.Pd
Pembimbing II : Eka Sartika, M.Pd

Palembang, Januari 2018

Yang Mendaftar:

(Juliana Basri)



UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Selasa
Tanggal : 30 Januari 2018
Nama : Juliana Basri
NIM : 13250040
Jurusan : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *The Fifth Semester students Perspectives in Effective leituret at Engiish Education study Program of Universitas Islam Negeri Raden Fatah Palembang*

Ketua Penguji : Hj. Lenni Marzulina, M.Pd (.....)
Sekretaris Penguji : M. Holandiya, M.Pd (.....)
Pembimbing I : Hj. Reny Kurniasari, M.Pd (.....)
Pembimbing II : Eka sartika, M.Pd (.....)
Penguji I/Penilai I : Dr. Dian Erlina, M.Hum (.....)
Penguji II/Penilai II : Novalingga Pitaloka, M.Pd (.....)

Nilai Ujian : 78 IPK : 3,55
Setelah disidangkan, maka skripsi/makalah yang bersangkutan :
(.....) dapat diterima tanpa perbaikan
(.....) dapat diterima dengan tanpa perbaikan kecil
(.....) dapat diterima dengan tanpa perbaikan besar
(.....) belum dapat diterima

Ketua,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 30 Januari 2018
Sekretaris,

M. Holandiyah, M.Pd.
NIP. 19740507 201101 1 001

Knowledge, Quality & Integrity



Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

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TRANSKRIP NILAI SEMENTARA

NAMA : JULIANA BASRI
TEMPAT, TANGGAL LAHIR : Jakarta, 31 July 1995
NIM : 13250040
PROGRAM STUDI : S1 Pendidikan Bahasa Inggris

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Bobot	Mutu
1	INS 101	PANCASILA DAN KEWARGANEGARAAN	2	A	4.00	8
2	INS 102	BAHASA INDONESIA	2	B	3.00	6
3	INS 104	BAHASA ARAB I	2	A	4.00	8
4	INS 107	IAD/IBD/ISD	2	A	4.00	8
5	INS 110	METODOLOGI STUDI ISLAM	2	A	4.00	8
6	INS 204	BAHASA ARAB II	2	A	4.00	8
7	INS 208	FIQH	2	B	3.00	6
8	INS 304	BAHASA ARAB III	2	B	3.00	6
9	INS 701	PEMBEKALAN KKN	2	A	4.00	8
10	INS 801	KULIAH KERJA NYATA	2	A	4.00	8
11	INS 802	SKRIPSI	6	B	3.00	18
12	PBI 101	LISTENING I	2	A	4.00	8
13	PBI 102	SPEAKING I	4	A	4.00	16
14	PBI 1022	STRUCTURE I	2	A	4.00	8
15	PBI 103	READING I	2	A	4.00	8
16	PBI 104	WRITING I	2	B	3.00	6
17	PBI 106	PRONUNCIATION PRATICE	2	B	3.00	6
18	PBI 107	VOCABULARY	2	B	3.00	6
19	PBI 201	LISTENING II	2	B	3.00	6
20	PBI 202	SPEAKING II	2	B	3.00	6
21	PBI 203	READING II	2	B	3.00	6
22	PBI 204	WRITING II	2	B	3.00	6
23	PBI 205	STRUCTURE II	2	B	3.00	6
24	PBI 206	INTRODUCTION TO LINGUISTICS	2	A	4.00	8
25	PBI 301	LISTENING III	2	B	3.00	6
26	PBI 302	SPEAKING III	2	B	3.00	6
27	PBI 303	READING III	2	B	3.00	6
28	PBI 304	WRITING III	2	B	3.00	6
29	PBI 305	STRUCTURE III	2	A	4.00	8
30	PBI 306	MORPHOLOGY	2	A	4.00	8
31	PBI 307	PHONOLOGY	2	A	4.00	8
32	PBI 401	LISTENING IV	2	B	3.00	6
33	PBI 402	SPEAKING IV	2	A	4.00	8
34	PBI 403	READING IV	2	A	4.00	8
35	PBI 404	WRITING IV	2	B	3.00	6
36	PBI 405	STRUCTURE IV	2	B	3.00	6
37	PBI 406	SOCIOLINGUISTICS	2	B	3.00	6
38	PBI 407	CROSS CULTURAL UNDERSTANDING	2	A	4.00	8
39	PBI 501	SPEECH	2	A	4.00	8
40	PBI 502	EXTENSIVE READING	2	A	4.00	8
41	PBI 503	SYNTAX	2	C	2.00	4
42	PBI 504	INSTRUCTIONAL DESIGN	2	B	3.00	6
43	PBI 505	TEFL METHODOLOGY	2	A	4.00	8



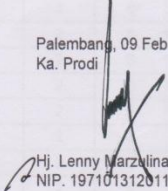
Universitas Islam Negeri Raden Fatah Palembang
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Jln Prof. KH Zainal Abidin Fikri KM 3,5 Telp. (0711) 353347, Fax. (0711) 354668, Website: <http://radenfatah.ac.id>, Email: ftarbiyahdankeguruan_uin@radenfatah.ac.id

44	PBI 507	CURRICULUM DEVELOPMENT	2	A	4.00	8
45	PBI 508	MATERIAL DEVELOPMENT	2	B	3.00	6
46	PBI 510	TOEFL PRACTICE	2	B	3.00	6
47	PBI 511	APPLIED LINGUISTICS	2	B	3.00	6
48	PBI 512	INTRODUCTION TO LITERATURE	2	A	4.00	8
49	PBI 513	RESEARCH IN TEFL I	2	A	4.00	8
50	PBI 514	LANGUAGE EVALUATION	2	A	4.00	8
51	PBI 601	STATISTICS	2	B	3.00	6
52	PBI 602	TRANSLATION	2	A	4.00	8
53	PBI 603	PSYCHOLINGUISTICS	2	A	4.00	8
54	PBI 604	RESEARCH IN TEFL II	2	A	4.00	8
55	PBI 605	SEMINAR ON LANGUAGE TEACHING	2	A	4.00	8
56	PBI 607	SEMINAR ON RESEARCH PROPOSAL	2	A	4.00	8
57	PBI 611	PRAGMATICS	2	A	4.00	8
58	PBI 612	SEMANTICS	2	B	3.00	6
59	TAR 101	ILMU PENDIDIKAN	2	A	4.00	8
60	TAR 201	PSIKOLOGI PENDIDIKAN	2	A	4.00	8
61	TAR 301	ADMINISTRASI PENDIDIKAN	2	B	3.00	6
62	TAR 302	HADIST TARBAWI	2	B	3.00	6
63	TAR 303	TAFSIR TARBAWI	2	A	4.00	8
64	TAR 405	SAINS DAN ISLAM	2	B	3.00	6
65	TAR 613	PPL I	2	A	4.00	8
66	TAR 702	FILSAFAT PENDIDIKAN ISLAM	2	A	4.00	8
67	TAR 713	PPLK II	4	A	4.00	16
JUMLAH:			142			502

Indeks Prestasi Kumulatif (IPK) : 3.54
Predikat Kelulusan : Sangat Memuaskan

Palembang, 09 Feb 2018
Ka. Prodi


Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
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Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

**FORMULIR
KONSULTASI REVISI SKRIPSI**


Nama : Juliana Bari
 NIM : 15250040
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Judul : The Fifth Semester Students' perspectives in effective lectures at English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang
 Penguji :

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tangan Penguji
1.	30-01-2018	see my notes & revise!	
2.	05-02-2018	ok.	

Palembang, 02 Februari 2018
Dosen Penguji

Dr. Dan Erlina, M. Hum




 UIN RADEN FATAH PALEMBANG	FORMULIR KONSULTASI REVISI SKRIPSI	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS TARBIYAH UIN RADEN FATAH PALEMBANG
		KODE: GPMPFT.SUKET.01/R0


Setelah melalui proses koreksi dan bimbingan, maka terhadap skripsi mahasiswa

NIM : 13250040
 Nama : Juliana Pasri
 Jurusan : Pendidikan Bahasa Inggris
 Judul skripsi :

The Fifth Semester Students' Perspectives in
 Effective Lecturer at English Education Study
 Program of Universitas Islam Negeri Raden Fatah
 Palembang.

Maka skripsi mahasiswa tersebut disetujui untuk dijilid hardcover dan diperbanyak sesuai kebutuhan. Demikian surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya diucapkan terima kasih.

Sekretaris Penguji

 (H. Hidayah, M.Pd.)
 NIP: 197405072011011001

Palembang, 25/5 2017
 Ketua Penguji,

 (Hj. Lenny Widadina, M.Pd.)
 NIP: 197101312001012001