

Orchestral Characteristics of English lecturers Based on The Students' Perception at English Education Study Program of Cokroaminoto Palopo

Rizal A.M. Sjachrun

English Language Education, Universitas Cokroaminoto Palopo

Corresponding Authors' Email: drizalamsjachrun@gmail.com

Edi Wahyono

English Language Education, Universitas Cokroaminoto Palopo

Email: ediwahyono131@gmail.com

Muhammad Hasby

English Language Education, Universitas Cokroaminoto Palopo

Email: muhhasby98@gmail.com

Abstract

The main objective of this study was to describe the Orchestral Characteristic of English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University: (1) to describe the orchestral characteristic of English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University, (2) to describe the way to own the orchestral characteristic of English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University. This research employed Descriptive Qualitative Method. The research participants involved in this research is 7 students. The data were collected through interview, video and tape recording, and note. All the data are analyzed qualitatively. The result showed that: first, the description of Orchestral Characteristics of English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University. Secondly, there are five factors which determine the existence of this characteristic namely Assignment, Knowledge, Assessment, Learning and Teaching Strategy and Material Approach Factor. The study presents a theoretical implication towards orchestral characteristics which has close relation to the teaching process in language learning.

Keywords: Orchestral Characteristic Assignment, Knowledge, Assessment, Learning and Teaching Strategy and Material Approach Factor

INTRODUCTION

A Lecturer is the public figure who has the main responsibility to change the world, to control the civilization and to solve the lock of the phenomena. Lecturer has the responsibility to change the world because the lecturer has to provide several efforts and ways to change the bad things to be good things of the people in the world (Kusuma et al., 2018). Lecturer has the responsibility to control the civilization because the lecturer must give many contributions in the development of the civilization. Lecturer has the

responsibility to solve the lock of the phenomena because the lecturer has the duty to overcome the problems in the society (Rudhumbu & du Plessis, 2022).

English lecturer is the public figure who has the main responsibility to transfer the knowledge to the students, to build the strong characters of the students, to shape the skills of the students (Arnó-Macià & Mancho-Barés, 2015). English lecturer has the responsibility to transfer the knowledge to the students because English lecturer has to make the students get the materials in order to master the English knowledge. English lecturer has the responsibility to build the strong character of the students because English lecturers has the duty to build and improve the self-confidence and self-efficacy of the students during the process of learning English. English lecturer has the responsibility to shape the skills of the students because English lecturer has the duty to build and increase the students' speaking, writing, reading and listening skill so that the students has excellent English proficiency.

English Lecturer Competence is the soul of the skill which creates of the ability in teaching and learning process in and outside the classroom to show the level of English Lecturer (Arisman, 2019). There are three levels of English lecturer competences namely Slow Work Competence, Standard Work Competence and Hard Work Competence. Slow Work Competence is the level of competence of the English lecture which relates to the process of the lecturer to explain the English materials during the teaching and learning process. Standard Work Competence is the level of competence of English lecturers which relates to the process of the lecturer to explain and show the English materials during the teaching and learning process. Hard Work Competence is the level of competence of English lecturers which relates to the process of the lecturer to explain, show and apply the English materials during the teaching and learning process.

Pedagogical competence is the ability of the lecturer to manage themselves as good lecturers, to manage the environment of the classroom in comfortable and well condition and to deliver the material to the students so that the students can accept the course materials easily (Murkatik et al, 2020).

According to Indonesian Republic Constitution no. 14 (2005) about Teacher and Lecturer explains that pedagogical competence is the ability to manage the learning process of the students.

“Pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.” (Mulyasa: 2007 in Hakim (2015:2)

Pedagogical competence is the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy” (Madhavaram, Laverie, 2010:5 in Suciu & Mata, 2011:413).

According to Suciu & Mata (2011:420), the general category of pedagogical competence divided into two, namely:

- a) The methodological competences which is consists of some points, namely:
 - (1) Appropriate use of concepts and theories of science education (interdisciplinary approaches, general and specialty didactic, psychology, education philosophy, the new education in the “knowledge society”).
 - (2) Applying concepts and modern theories regarding knowledge capacity building.
 - (3) Design of instructional and educational contents.

- (4) Appropriate organization of didactic activities in accordance to the dominant lesson type.
 - (5) Use of teaching methods and strategies closely related to the individual/ group particularities and the purpose or the type of lesson.
 - (6) Setting materials and teaching aids used in learning activities.
 - (7) Optimum use of space-time factors for the efficiency of the educational process.
 - (8) Manifestation of an innovative methodological conduct in professional plan
 - (9) Achievement of instructional and educational activities.
- b) The assessment competences which is consists of some points, namely:
- (1) Design evaluation (phases, forms, types).
 - (2) Application of appropriate strategies for individual/group assessment.
 - (3) Elaboration of assessment tools depending on the purpose and the individual/group particularities.
 - (4) Use of specific methods of critical thinking.

Sulasmı (2017:9) states that good English teacher characteristics related to pedagogy skills are managing classroom, motivating students, giving optimal feedback, using interesting and variety media, applying appropriate and variety technique, stimulating students active and work in team, evaluating students' academic ability.

Herman (2016) viewed that perception is not a simple passive registration of sensory input, it is a process where we actively select, order and interpret information in order to understand and interact with the environment.

METHOD

The objective of this research is to describe the characteristic and the ways of being ideal English lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University. Therefore, this research employed descriptive qualitative method. "Qualitative method is used to investigate the way and how of decision-making, not just what, where and when. It is a method of inquiry employed in many different academic disciplines. It aims to gather an in-depth understanding of human behavior" (Gay, et al., 2006).

The participants of this research were the students at English Education Study Program of Cokroaminoto Palopo University consisting of 437 students. It used purposive sampling to collect the data on the characteristic and the ways of being ideal English lecturer based on their perception. The research participants involved in this research is 7 students. "Purposive sampling also referred to as *judgment sampling*, is the process of selecting a sample that is *believed* to be representative of a given population. In other words, the researcher selects the sample using his experiences and knowledge of the group to be sampled. Clear criteria provide a basis for describing and defending purposive samples" (Gay, et al. 2006:113).

Among the data collection methods employed were observation, interviews, and documentation. While authors are employing data analysis techniques in accordance with the Miles and Huberman model (Miles, et al. 2018), which outlines three stages of activity in data analysis, namely data presentation (data display), data reduction, and conclusion drawing and verification.

FINDINGS AND DISCUSSION

The data shows that there are four things which relate to the **assignment**. *Firstly*, assignment should be managed by English lecturers in several ways such as the assignment should be related to the materials that have been given to the students and English lecturers

gives the instruction how to make the assignment, English lecturers should make all the students are involved in the process of the assignment for example in the group assignment or group discussion, however some of the students prefer to be given individual assignment rather than group assignment because the students think that the individual assignment is more effective rather than group assignment because in the individual assignments, the students have their own responsibility on their assignments.

Secondly, English lecturer should give more attention on the assignment process such as English lecturers should control the time schedule of the assignment because some of English lecturers give many assignments while the previous assignment has not already done, English lecturers should give an additional understanding about the assignment and also give more time to the students to do the assignment because some of English lecturers just give the assignment but rarely give how to do the assignment and they do not care of the deadline of the assignment process so it will make the students feel anxious and uncomfortable.

Thirdly, English lecturers should explain the materials before divides the students into several group discussions. Some of English lecturers directly divide the students in to several groups but they do not explain the material. It means that the students will be confused on the process of the group discussion.

Fourthly, English lecturers should explain the group discussion materials directly just after the material has been debated by the students in the classroom. Some of English lecturers do not explain the course materials and do not take a conclusion on each problem that has been debated in the group discussion. It means that the students will be confused and will make the student will be lazy to be involved in the process of the group discussion.

The data shows that there are three things that relate to **knowledge**. *Firstly*, the knowledge should be mastered by English lecturers. It is very important factor because knowledge is the core in the teaching and learning process. If English lecturers can master the knowledge, it means that English lecturers can explore and create variety strategy in teaching the classroom in order to deliver the knowledge to the students during the teaching and learning process in the classroom.

Secondly, the course that will be taught to the students should be related to English lecturers' basic knowledge. Some of English lecturers have different basic knowledge which is not related to the course that has been given to English lecturers. It will be disaster for the student because the students will be confused and stupid.

Thirdly, English lecturers should avoid about something which are not important for the students during the teaching and learning process in the classroom. It means that English lecturers should focus on the course materials during the teaching and learning process in the classroom.

The data shows that there are two things that relate to the **assessment**. *Firstly*, proper assessment should be given to the students. This is very important thing because if English lecturers does not give a proper assessment, English lecturers cannot get a proper grade for the students. It means that English lecturers should give an assessment based on what the course that has been taught by English lecturers in teaching and learning process in the classroom.

Secondly, the writer found that the students need objective assessment by English lecturers during the teaching and learning process in the classroom because the students realize that the assessment grade should be taken from what the students has been done in the learning process or based on the students' ability.

The data shows that there are six things which relate to the **learning and teaching strategy**. *Firstly*, some of English lecturers just do the lecture method in the teaching

process so that make the classroom is bored. The students feel sleepy and make the students do not focus on the material. It means that English lecturers should apply interesting strategy by using games because if English lecturers applies this method it will make the classroom are comfort and fun during the process of teaching and learning in the classroom.

The other strategy to make the classroom alive is English lecturers should use a media in the classroom and explain the material by using example which is relates to our daily events. The media and example of daily activities will make the students' brain will be creative.

Secondly, English lecturers should combine the using of English and Indonesian language in the teaching and learning process in the classroom. English lecturers should pay attention to the situation in the classroom when the proper time to use English and when the proper time to use Indonesian language. This is the important thing in order to make the students can accept the course materials easily and get the knowledge about English quickly during the teaching and learning process in the classroom.

Thirdly, the English should deliver the course materials by using a good strategy so that the students can accept the course materials easily and get the knowledge about English during the teaching and learning process in the classroom. This is the most important job of English lecturers to deliver the course materials because if the English cannot deliver the course materials in good way, it will make the students feel confuse during the teaching and learning process in the classroom.

Fourthly, English lecturers should apply a student center learning rather than apply dictation teaching method and then the student just write the material and English lecturers do not give the students some explanation about the course materials. It means that the students should be involved in the learning process. Students should not just as watcher in the classroom and do not do anything in the teaching and learning process.

Fifthly, English lecturers should answer the students' question correctly and examine the classroom process so that they can know whether the students know the materials or not. It means that English lecturers should be ready to answer each question of the students and try to give more attentions on the learning process so that English lecturers will know whether or not the students know the material that has been taught in the teaching and learning process in the classroom. The other thing is English lecturers should teach the materials completely before jump to the next materials. Many of English lecturers do this in the teaching and learning process in the classroom (Sobitaliyevna, 2021). English lecturers should predict the time limit when delivers the course materials during the teaching and learning process in the classroom. It means that if English lecturers applies this thing, it will make the students unsatisfied on the learning process.

Sixthly, English lecturers should not just come to the class and do nothing. English lecturers should create something in the classroom for example give quizzes to the students in teaching and learning process, tell about personal life mostly in the classroom and also if English lecturers gives the assignment, the lecturer should care whether or not the students know the course materials.

The data shows that there are two things which relate to the *material approach*. *Firstly*, English lecturers should avoid some things in relation to the giving materials such as the using of high level language, the materials are explained very fast, the materials are just read in the classroom and English lecturers just focus on the laptop and the materials but do not focus on the students. All of the things if it is done by English lecturers will make the students' confuse and uncomforted and it will make an unhealthy atmosphere during the teaching and learning process in the classroom.

Secondly, English lecturers should explain the material to students which can be

accepted and responded well and fast by the students and English lecturers should explain the materials in detail, systematic, assertive. If all of the things are done by English lecturers, it will make the students understand on the process of the learning clearly and the classroom environment will be health.

Based on the explanation above the writer formulates the characteristic of English ideal lecturer based on the students' perception at English Education Study Program of Cokroaminoto Palopo University namely *Orchestral Characteristic*.

Orchestral Characteristic is the characteristic that should be owned by English lecturers relates to how to manage the materials and how to manage the classroom environment. Orchestral characteristic is very important characteristic that should be owned by English lecturers because this characteristic is the way in order to control the classroom including how to control the students and how to control the course materials in the classroom.

In order to own the *orchestral characteristic* there are five factors which determine the existing of this characteristic, namely:

a. Assignment Factor

Assignment Factor is the factor which can determine the existing of the orchestral characteristic that should be done by English lecturers during teaching and learning process in the classroom such as manage the type of assignments based on the course materials that have been taught by the lecturer in the classroom in order to evaluate the students' achievement in the process of learning in the classroom.

English lecturers should manage the assignment for the students during the teaching and learning process in the classroom. The assignment is not just about group assignment because the students need individual assignment too because the group assignment is not effective during the teaching and learning process in the classroom because a few students who are involved in the process of the group assignment. It means that a few students will learn the course materials and accept the knowledge during the group assignment so that the individual assignment is needed in the process of learning because each student will do the individual assignment and the impact each of them can learn the course materials and accept the knowledge.

If English lecturers can manage the assignment during the teaching and learning process in the classroom, it means that English lecturers has orchestral characteristic because English lecturers can manage the learning process of the students and tries to modify the assignment so that all of the students can do the assignment and then get the knowledge from the assignment.

b. Knowledge Factor

Knowledge Factor is the factor which can determine the existing of the orchestral characteristic that should be done by English lecturers during teaching and learning process in the classroom such as such as master the English knowledge deeply so that English lecturers can teach the students by using the knowledge in the teaching and learning process in the classroom.

English lecturers master the knowledge before deliver the materials. English lecturers modifies the knowledge into the certain strategy in the teaching and learning process in the classroom so that the students can accept the knowledge from English lecturers so that the knowledge of English lecturers is very important factor in the teaching and learning process in the classroom.

If English lecturers masters the knowledge in the teaching and learning process in the classroom, it means that English lecturers has orchestral characteristic. English lecturers

has the ability to control the teaching and learning process in the classroom in order to make the students can follow the process of learning so that the students can accept the materials and get the knowledge because English lecturers master the course materials. If the lecturer applies this in teaching and learning process in the classroom, English lecturers has the orchestral characteristic.

English lecturers must have the knowledge to educate their students. English lecturers must have the knowledge power to master the course materials so that students can accept them readily and confidently through the use of certain teaching and learning methods and strategies.

Because orchestral characteristics include the ability to apply knowledge to manage teaching and learning, the fact that an English lecturer has mastered the course materials and is well-versed in them indicates that the lecturer possesses orchestral qualities. The ability to manage student activities during class time is dependent on English lecturers' level of expertise. If the lecturer in question is fluent in English, they will be in a great position to tailor their teaching methods to the needs of their students and, more importantly, to bring their own personal experiences to bear on the subject matter they are covering.

c. Assessment Factor

Assessment Factor is the factor which can determine the existing of the orchestral characteristic that should be done by English lecturers during teaching and learning process in the classroom such as manage the assessment in the learning process in the classroom so that English lecturers will know about the students' ability.

English lecturers applies the assessment as objective assessment because English lecturers gives the grades based on the students' ability. English lecturers gives the assessment on what the students do in the process of learning in the classroom for example about the students' discipline on the time, the students' assignment, the students' activity in the process of learning and the students' ability to pass the examination.

If English lecturers can give good assessment on the students, it means that English lecturers has orchestral characteristic because English lecturers can control the students during the teaching and learning in the classroom so that the students can explore their abilities to pass the examination and the students will get the grade and the assessment of English lecturers based on the students' ability. If English lecturers applies this thing in the teaching and learning process, English lecturers has the orchestral characteristic.

d. Learning and Teaching Strategy Factor

Learning and Teaching Strategy Factor is the factor which can determine the existing of the orchestral characteristic that should be done by English lecturers during teaching and learning process in the classroom such as manages course materials the classroom and controls the atmosphere in the classroom.

English lecturers applies the suitable strategy in the process of learning and teaching in the classroom. English lecturers tries to create learning and teaching strategy based on the situation and the most important is the learning and teaching strategy is based on the need and characteristic of the students.

If English lecturers applies good and suitable learning and teaching strategy in the classroom, it means that English lecturers has orchestral characteristic because English lecturers can modify the condition and the atmosphere of the teaching and learning process in the classroom. English lecturers has the ability to stimulate the students to follow all of the teaching and learning processes in the classroom so that the students can accept the

course materials easily (Urzha & Makushkin, 2020).

English lecturers creates the certain strategy in the process of learning and teaching in order to make the students understand the materials easily. English lecturers tries to analyse the situation in the classroom when the learning and teaching process is done by diagnose the problems which are faced the students in order to accept the materials in the classroom.

If English lecturers can modify the learning and teaching strategy such that students can readily accept the materials in the classroom, this indicates that the lecturer possesses orchestral qualities, as English lecturers can alter the situation and atmosphere of the students' learning process in the classroom so that students can readily accept the materials.

The effective learning and teaching technique in the classroom is created by English lecturers because they communicate with students in English. The use of English in the classroom can influence the students to use English when communicating. If students consistently speak in English, their proficiency in the language will rise. However, English lecturers can change their communication strategy during the teaching and learning process by using English so that students can comprehend the meaning of the communication if they experience difficulties when English lecturers communicate in English. This learning and teaching factor is necessary to manage the learning process in the classroom.

If English lecturers modify the teaching and learning process in the classroom by combining the use of English and Indonesian, this indicates that the lecturer have orchestral characteristics. English lecturers have the ability to create favorable conditions for teaching and learning in the classroom.

English lecturers have the ability to manage the suitable time to use English and Indonesian language during the teaching and learning in the classroom because English lecturers masters the materials widely and deeply. If English lecturers applies this thing, English lecturers has orchestral characteristic.

e. Material Approach Factor.

Material Approach Factor is the factor which can determines the existing of the orchestral characteristic that should be done by English lecturers during teaching and learning process in the classroom such as tries to make a material good approach to the students by using certain ways in order to make the students can accept the course materials easily.

English lecturers should modify the process of teaching and learning in the classroom. English lecturers should try to apply material approach during the teaching and learning process in the classroom. The material approach is needed by the students in order to make the students can understand the course materials easily.

If English lecturers can apply the material approach during the teaching and learning process in the classroom, it means that the lecturer has orchestral characteristic. English lecturers has this orchestral characteristic because English lecturers has the ability, knowledge and experience to influence the students during the teaching and learning process in the classroom. The influence of English lecturers will make the students can get the course materials easily because English lecturers applies the material approach. English lecturers should modify the situation of teaching and learning process in the classroom to stimulate the students to study in the classroom in order to accept the course materials and get the knowledge especially English knowledge.

CONCLUSION

Orchestral Characteristic is the characteristic that should be owned by English

lecturers relates to how to manage the materials and how to manage the classroom environment. *Orchestral* characteristic is very important characteristic that should be owned by English lecturers because this characteristic is the way in order to control the classroom including how to control the students and how to control the course materials in the classroom. In order to own *Orchestral* Characteristic there are five factors which determine the existing of this characteristic namely: Assignment, Knowledge, Assessment, Learning and Teaching Strategy and Material Approach Factor.

Assessments are a great way to let students know how they're doing and how they can improve. In addition to dividing their time between studying, playing, and resting, students will also change the amount of time they devote to assignments based on the schedules they create. In addition to fostering discipline and independence, **assignments** encourages students' self-control and autonomy. They will become proficient at working independently. The duty and responsibility of the educator is to create a learning environment that is as conducive as possible to the development of learning outcomes. A **learning and teaching strategy** is required to design learning activities that support the development of more effective and efficient learning. Furthermore, Lecturers must be competent in the selection and development of acceptable instructional **materials**. The present study implies that lecturers would play a significant role in boosting student learning motivation since they should always improve themselves and innovate in the teaching and learning process thus it is advisable to apply the *Orchestral* Characteristic for an optimal learning in higher education context.

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