

ARTICLE APPROVAL SHEET

**AN ANALYSIS OF THE STUDENTS' PERCEPTION TOWARD
LECTURERS' TECHNIQUE IN TEACHING SPEAKING AT FOURTH
SEMESTER STUDENTS IN UNIVERSITY OF PASIR PENGARAIAAN**

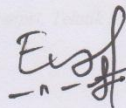
**Intended to fulfil one of the requirements for the awards of Sarjana Degree
in English Study Program**

Approved in Pasir Pengaraian on Wednesday

June 30th 2016

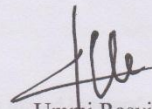
By:

Advisor I



Evi Kasyulita, M.Pd
NIDN. 570111090

Advisor II



Ummi Rasyidah, M.Pd
NIDN. 1016118702

The Head of English Study Program



Pipit Rahayu, M.Pd

NIP. 198601312009032002

AN ANALYSIS OF THE STUDENTS' PERCEPTION TOWARD LECTURERS' TECHNIQUE IN TEACHING SPEAKING AT FOURTH SEMESTER STUDENTS IN UNIVERSITY OF PASIR PENGARAIAAN

Mairiza^{*}), Evi Kasyulita¹⁾, Umami Rasyidah²⁾
English Study Program
Faculty of Teacher Training and Education
University of PasirPenggaraian
2016
Email: meyriza1993@gmail.com

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa terhadap teknik yang di gunakan dosen dalam mengajar speaking . penelitian ini merupakan deskriptif kualitatif. Populasi nya adalah mahasiswa semester IV Bahasa Inggris Universitas Pasir Pengaraian. Sampel dalam penelitian ini adalah 41 mahasiswa. Peneliti menggunakan total sampel untuk mengambil sampel. Intrumen yang di gunakan adalah kuesioner dan interview.

Kesimpulannya, bahwa penelitian persepsi siswa terhadap teknik yang di gunakan dosen dalam mengajar speaking berdasarkan indikator persepsi di semester IV Bahasa Inggris Universitas Pasir Pengaraian menggunakan kuesioner dan wawancara. Persentase siswa persepsi adalah: pendapat (76,50%), konsepsi (76,00%), perasaan (81,50%) dan persentase rata-rata (78,00%) dengan kriteria sangat baik. Jadi sebagian mahasiswa setuju bahwa teknik yang di gunakan dosen dalam mengajar speaking dapat meningkatkan speaking mereka.

Kata kunci: *persepsi, teknik mengajar*

ABSTRACT

The purpose of the research is to find out students' Perception toward lecturers' technique in teaching speaking at fourth semester students in University of Pasir Pengaraian. This was a qualitative descriptive study. The population was fourth semester students in University of Pasir Pengaraian. The samples were 41 students. The researcher used total sampling to take the samples. The instruments were questioner and interview.

In conclusion, the research findings that the students' perception toward lecturers' technique in teaching Speaking based on indicator of perception at fourth semester students in University of Pasir Pengaraian using questionnaire and interview. The percentages students perceptions are: opinion (76,50%), conception (76,00%), feeling (81,50%) and the average percentage is (78,00%) with excellent criteria. It means that most of the students do agree that the techniques used by the lecturer in teaching speaking are able to help them to improve their speaking skill.

Keyword: *Perception, Teaching Technique*

INTRODUCTION

English is communication tool. English is used by most people over the world. In Indonesia, English is used as one of requirement for job vacancy in some factories or firm. Therefore, everybody should have capability in English either spoken or written form. A language learner needs to master the four language skill such as: speaking, listening, reading, and writing. Therefore, every language learner needs to master the language components in order to be able to communicate

by using the language. One of the components that should be acquired by the students is speaking skill.

Speaking is a basic skill in learning English and a very important language skill, because it is integrated to the learning processes. However, English can improve the students' academic performances, but it cannot be learned in a short time. Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. The students have to think more about the

*Mairiza is the researcher who takes this research

*Evi Kasyulita is the advisor I

*Umami Rasyidah is the advisor II

vocabulary, grammar, the students' want to practice in speaking English. Therefore, students need interaction with other people to communicate.

In speaking skill, the students could express messages or information to another orally. The students could use some ways in their speaking skill, such as: interaction or dialogue to deliver their language to interlocutors or another people. It was fact how important speaking skill was. One of the main purposes of learning and teaching English was to enable students to communicate orally. In other word, learning and teaching English was more specific on speaking skill. However, to be speaking correctly, a learner must recognize all certain language component so that misunderstanding as well as misinterpretation in communication could be solved.

Speaking is one of the subject that has been learnt by the students of English study program in University of Pasir Pengaraian since they are in the first semester up to the fourth semester. Speaking subject in University of Pasir Pengaraian is taught by varied lecturers so that it gives students the various technique used and also the different ways in learning speaking.

Based on the researcher's observation to the fourth semester students' speaking skill, it can be seen that their speaking skill are varied. There are some students who can speak with many vocabularies, there are some other students who can speak with good grammatical order and there are some students who can speak with lesser vocabularies. It can be known from the information of the lecturer who teaches speaking to them. During the teaching and learning process, lecturer is able to observe those who are active in speaking or not.

Besides that, although there are some techniques used by the lecturers in teaching speaking in order to motivate students to improve their speaking skill, the result of their speaking scores are varied. It can be seen from their performance in speaking practice in front of the class. Some of the students are able to speak fluent enough, meanwhile the other students are able to speak lesser to deliver their opinion or expression in English.

There are some techniques used by the lecturers in teaching speaking at English study program in University of Pasir Pengaraian such as discussion, role play, impromptu speech and storytelling. Those techniques are used to improve students' speaking skill and encourage

them to be more active in using English as a communication media, especially in speaking.

In order to be able to create students who can act as the good English users, it is needed effort the teaching systems that possibly can form the English skill to students based on need. This effort should be applied continuously and during students' study period by creating the supporting situation and encouraging the student interest in using English actively.

Technique of teaching speaking is a technique used by lecturers to students to choose the right words and sentences in accordance with the appropriate social setting. In this case the technique speaking so is important for students and can add the student English mastery. Based on that description, researcher is interested in analyzing the students' perceptions of teaching speaking techniques used by the lecturers to the fourth semester students of English study program in University of Pasir Pengaraian.

REVIEW OF THE RELATED LITERATURE

1. Review of Related Theories The nature of Perception

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs.

Musen (1997:68) explains that perception is a creative process that involves much more than a simple transformation of energy by the sensory receptor.

2. Teaching Technique

While the literature on teaching effectiveness is vast, a large portion of the literature has been focused on the effectiveness, or perceived effectiveness, of interactive teaching strategies.

These strategies can range from appropriate use of media and electronic resources to homework assignments. For example, Hackathorn and colleagues (2010) used interactive lecture cues, such as prompting students to link the material to personal stories, and found that it was an effective way of increasing students' depth of learning. From an innovation point of view, active teaching techniques change the pace of the classroom, and are a creative way to increase students' involvement, motivation, excitement, attention,

and perceived helpfulness and applicability of the class (Binek-Rivera & Mathews, 2004).

From a cognitive perspective, experientially taught students may engage in higher-order thinking such as analysis, synthesis, and evaluation (Anderson & Krathwohl, 2001; Bloom, Engelhart, Furst, Hill & Krathwohl, 1956; Bonwell & Eison, 1991; Hackathorn, et al., 2010).

They are also better able to identify the concepts in the real world, manipulate phenomena for their own purposes, think about the material in new and complex ways, comprehend phenomena conceptually, and recall, retain, and memorize the material better.

Although it seems that active teaching strategies should be adopted in every classroom, the literature is still mixed on its effectiveness. This may be because the majority of the early research studying the effectiveness of teaching techniques are either qualitative in nature, used satisfaction or course evaluations, or used student completed, self-report measures of perceived learning instead of actual cognitive outcomes. While it is important to understand how the students perceive and appreciate active teaching, a cognitive outcome offers a concrete evaluation of the degree to which students have learned a given concept.

3. Teaching Speaking to the Students of English Study Program

The subjects of this research is the fourth semester students of English language program in University of Pasir Pengaraian. In teaching speaking to the students of English study program from the semester 1 up to semester 4, the lecturers have used several techniques such as discussion, role play, storytelling and impromptu speech.

a. The Nature of Storytelling

According to Taylor in Ahkyak (2013), storytelling is a tale to one to more listener through voice and gesture in oral telling, we usually repeat things more redundancy, especially if the students are having difficulty following. Furthermore, Ellis in Ahkyak (2013) adds vocabularies in story are presented in vivid and clear context and illustration help to convey meaning.

b. The Nature of Role Play

According to Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.

They have expectations about the learning process and may already have their own set patterns of learning. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom. They come into classroom with a rich range of experiences which allows lecturers to use a wide range of activities with them.

Unlike young children teenagers, they often have a clear understanding of why they want to get out. The important thing is lecturers have to involve the students in more direct learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

c. The Nature of Discussion

According Sudrajat in Meiarta (2010), most theories of discussion is similar with group discussion, the difference is only in the amount of people who applied this method. In the discussion, all of the students discuss one topic. In the group discussion there are several different topics, so the students should make several groups contains of 3 until 6 students, and each group discuss one topic which is different with the other group.

d. The Nature of Impromptu Speech

impromptu speaking involves a speaker to present a speech with very little preparation (a few seconds to a few minutes.) The topics vary in forms of persuasive and informative perspectives that address answers to specific questions or comment on specific statements. Topics are either given to the speaker or selected by the speaker from a group of topics.

Impromptu speaking is a very flexible activity for teachers to utilize in classrooms. Impromptu speaking can be used as a warm-up activity; an oral presentation over issues covered in readings and class instructions, and can be used to spark classroom discussion in an organized fashion.

Impromptu speaking is an organizational skill that enhances the student's writing, oral expression, and critical thinking.

While there are no specific rules to teaching impromptu speaking in a classroom, different rules vary in competitions.

4. Procedure Text

A procedure text is a text which explain how to do something, to give instructions about how to do something how to make something or how to get somewhere (Bachtiar & Yuniarti. 2010).

A. Review of Related Findings

The first research was conducted by Alex Amartei Marmah in 2014. The study was a descriptive research conducted at the College Of Technology Education, Kumasi. The findings on research question one and two which shows that students (males & females) have similar perceptions about the lecture method confirms that of Leeds, Stull, and Westbrook (1998) who reported student preference for the lecture method in introductory economics, management and accounting and believed that they learned more through lectures.

Second, Marthisa Olivia Billik (2012) conducted a research with the title *Students' Perception on the Role of group Discussion in interpersonal Speaking class*. This is a qualitative research and the data were obtained through direct interview to the subjects. The findings revealed that the use of group discussion was effective in giving more opportunity to students to practice speaking English. Also, participants stated that group discussion helped them in facing their problems in speaking English in class.

Third, M. Afrizal (2015) conducted a research with the title *a classroom action research improving Speaking skills through information Gap activities*. The data obtained was presented in two ways, qualitatively and qualitatively.

The findings showed that information gap technique activities were effective improving the speaking abilities of the student in class.

Fourth, Sitoresmi (2015) conducted a research *Students' Perception on the Lecturers' in the Teaching of Speaking Class: A Case Study at FKIP Unram*. The data were tabulated and analyze qualitatively. The result of the study show that the majority of the respondents believe that the techniques used by lecturer in speaking class could engage them to practice

speaking English and participate in the class when the techniques comprised of students based activities.

B. Conceptual Framework

In this research, the researcher also includes the conceptual framework of the research in order to easy readers to see the plan of the research will be conducted.

RESEARCH METHODOLOGY

A. Research Design

This researcher was designed as a descriptive qualitative research. According to Widoyoko (2012:2) says that qualitative research describes the way things which is based on facts and stated in statement or words from. Qualitative descriptive study is a part of a qualitative research. The purpose of descriptive qualitative research is to find the result of analysis what the researcher wanted to observe. In this research, the researcher wanted to analyze Students' Perception toward lecturer technique in teaching speaking at fourth semester students' in University of Pasir Pengaraian.

B. Setting of the Research

This research was conducted in University of Pasir Pengaraian. The researcher conducted this research to the fourth semester students of English study Program in University of Pasir Pengaraian. This research was conducted on June 2016.

1. Population

The population of the research is the fourth semester students of English Study Program in academic year 2015/ 2016. There are 41 students of the fourth semester. It consists of 25 students in class A and 16 in class B. So, the total populations of the research are 41 students.

2. Sample

Sample is a fraction of the number and characteristics possessed by this population, or a small part of members of the population taken pursuant to certain procedures so as to represent

the population. In this research, the researcher took a sample by using total sampling. According to Sugiyono (2009, p. 124) total sampling is a technique to determine the sample if all of the population is used as sample. To take the sample according to Arikunto (2010, p. 112) if the subject is less than 100 peoples suggested to take all of subject. But, if the subject more than 100 peoples can take 10-15%, and 20-25% or more. In this research, the researcher will use total sampling because the population of the fourth semester students in English Study Program in University of Pasir Pengaraian is less than 100 peoples. It means the sample of this research are 41 students.

C. Instrumentations

1. Questionnaire

The instrument for this research is use questionnaire, which consist of 12 items, considering that there are 45 minutes for the students to answer the questionnaire. The test should be answered in students answer sheet and it will do for 25 students at the same time. Furthermore, the items of the questionnaire was translated into Indonesian language to avoid misunderstanding and misinterpreting. After that, to analyze the result of students perception questionnaire score. The answer of the questionnaire hopefully can help the researcher to find out the students' perception toward lecturers' technique in teaching speaking to the fourth semester students' of English study program in university of Pasir Pengaraian.

Table 3. Latticework research questionnaire

Variable	Indicator	No. Item	P+
Students' perception s toward lecturers' technique in teaching speaking.	Opinion	1-4	1,3
	Conception	5-8	5,7
	Feeling	9-12	9,11

In research questionnaire, every number item have alternative answer with categories (SA) strongly agree, (A) agree, (D) disagree, (SA) strongly agree. To see above item positive and negative answer is as follow:

Table 4. Score Item positive and negative answer

No	Alternative Answer		Score	
	Options	Captions	Positive (+)	Negative (-)
1.	SA	Strongly Agree	4	1
2.	A	Agree	3	2
3.	D	Disagree	2	3
4.	SD	Strongly Disagree	1	4

2. Interview

The researcher used the interview to collect the data related to the factors that influence the students' perception toward lecturers' technique in teaching speaking.

D. Procedure of The Research

The Procedures of Collecting Data in this Research as follows:

1. Introduction
2. Collecting the data
3. Analyzing the data
4. Conclusions

E. Technique of Collecting Data

According to Sugiono (2010:224) data collecting technique are the most strategic step in the study, because the main goal of the research is to obtain the data. To collect the data for this research, researcher will use questionnaire and interview.

F. Technique of Analyzing Data

Analysis in this research is important part, because through analyzing the data researcher will see the benefit, especially in problem solution and get the final research.

FINDING AND DISCUSSION

A. Research Finding

To determine the rating quality in every questionnaire item given, the researcher accumulated students' answer for every item and then labeled the quality of it based on the students' score. For the questionnaire item number 1, the researcher found that the average

score based on the students' answer was 3,19 and the rating quality was good. For item number 2 the researcher found that the average score was 1,70 and the rating quality was poor. For item number 3 the researcher found that the average score was 3,24 and the rating quality was good. . For item number 4 the researcher found that the average score was 2,14 and the rating quality was poor. For item number 5 the researcher found that the average score was 3,26 and the rating quality was good. For item number 6 the researcher found that the average score was 1,43 and the rating quality was very poor. For item number 7 the researcher found that the average score was 3,21 and the rating quality good. For item number 8 the researcher found that the average score was 2,19 and the rating quality was poor. For item number 9 the researcher found that the average score was 3,14 and the rating quality was good. For item number 10 the researcher found that the average score was 2,24 and the rating quality was poor. For item number 11 the researcher found that the average score was 2,80 and the rating quality was good. For item number 12 the researcher found that the average score was 2,78 and the rating quality was good.

Table 6. Perception of questionnaire Items

No	Questionnaire Items	Average Score	Quality
1	Item Number 1	3,19	Good
2	Item Number 2	1,70	Poor
3	Item Number 3	3,24	Good
4	Item Number 4	2,14	Poor
5	Item Number 5	3,26	Good
6	Item Number 6	1,43	Poor
7	Item Number 7	3,21	Good
8	Item Number 8	2,19	Poor
9	Item Number 9	3,14	Good
10	Item Number 10	2,24	Poor
11	Item Number 11	2,80	Good
12	Item Number 12	2,78	Good

B. Discussion

In this research, the researcher got the data from questionnaire and supporting from interview data of students' perceptions toward lecturers' technique in teaching speaking. This research was to found out students' perceptions toward lecturers' technique in teaching speaking. There were 4 options of student perceptions in questionnaire. There are strongly agree, agree, disagree and strongly disagree.

C. Limitation of the Research

In this research, the researcher realized this research had not optimally, there were obstacles faced during the research process. Some limitations of the research are:

1. The researcher ability

The researcher realized that the implementation of the research process was less smooth, because the researcher lacks of experience and knowledge.

2. Limitation of the design

In this research, the researcher only to found out the students' perceptions toward techniques used by the lecturer in teaching speaking. It will be better if the researcher also discuss about students' problems in teaching speaking. For this limitations, it was hoped that the next researcher do better about an analysis students' perceptions toward techniques used by the lecturer in teaching speaking to the fourth semester students of English Study Program in University of Pasir Pengaraian.

CONCLUSION AND SUGGESTION

A. Conclusion

This is a descriptive research. From the finding of the research could be conclude that the students' perceptions toward techniques used by the lecturer in teaching speaking. The researcher used questionnaire and interview to know the students' perception. From the result of the questionnaire the researcher found that most of the positive questions and statements were got the high scores from the students. It means that most of the students do agree that the techniques used by the lecturer in teaching speaking are able to help them to improve their speaking skill.

B. Suggestion

Based on the result, the researcher would like to give some suggestions:

1. For the Lecturer: the speaking lecturer at the fourth semester students of English study program in University of Pasir Pengaraian has taught speaking through the good techniques to improve students' speaking skill. But it will be better if all students' can be motivated to improve their speaking skill through giving the motivation about the benefit of mastering English for their future.
2. For the Students: speaking is a very important skill in learning English, please find the appropriate strategy or technique that can improve the speaking skill and practice to speak English anytime and anywhere.
3. Next researcher: the researcher suggested that the next researcher to find out the other relevant techniques in teaching and learning speaking for University students.

BIBLIOGRAPHY

- Alex Amartei Marmah.2014. *Student's Perception about the Lecture as a Method of Teaching in Tertiary Institutions, views of Students from College of Technology education, Kumasi (Coltek)*. International Journal of Education And Research.Vol.2 No.6 June 2014.
- Sitoresmi.2015.*Students' Perception on the Lecturers' in the Teaching of Speaking Class: A Case Study at FKIP Unram*. Mataram, 13th February 2015
- Marthisa Olivia Billik.2012.*Students' Perception on the Role of group Discussion in interpersonal Speaking class*.
- M, Afrizal.2015. *A classroom action research improving Speaking skills through information Gap activities*.
- Arikunto, Suharsini. 2013. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta:PT Rineka Cipta
- Nunan, David.2009. *Second Langugae Teaching and Learning*. Massachusets: Hein publisher
- Arikunto, Suharsimi (2010) *PengertianPopulasidalamPengertian*. Yogyakarta: PT RinekaCipta
- Brown, H. Douglas. (1994).*Teaching by Principles: An interactive Approach to language Pedagogy*. New York. Practice Hall Regent
- Stoylo,(2013:34). *Storytelling in Latif. Using Storytelling to increase Speaking performance of PAI students of Muhammadiyah University of Metro*. ISSN 2089- 3345. Vol 2 No 2, oktober 2013
- Taylor,(2013:20). *Storytelling in Akhyak. Improving the Students English Speaking competence through storytelling*. International Journal of language and literature. Vol 1 No 2.December 2013
- Sartika,Dewi.(2015). *Students' speaking skill in Storytelling at Grade XI of Man Pasir Pengaraian Rokan Hulu Riau*. Edu research. Vol 1 No.29 July 2015
- Richards and Renandya.(2004:2010). *Methodology in language teaching*. Cambridge. University Press
- Richards,(2012:61).*Speaking in Rahayu. Improving students motivation and speaking skill through negotiated current syllabus at Grade XI accounting of SMK N 1 Pasir Pengarain Rokan Hulu Riau*.Edu research.Vol 01 No 01.January-Juni 2012
- Latif,Amiruddin.(2013). Using storytelling to increase speaking performance of PAI students of Muhammadiyah University of Metro.ISSN 2089-33456.Vol 2 No 2, oktober 2013
- Gert and Hars,(2012:127).speaking in Efrizal. *Improving students speaking through communicative language teaching method at Mts Ja-alhaq Ali Basa Islamic Boarding school of Bengkulu Indonesia*. International Journal of umanities and social Science.Vol.2 No.20,Oktober 2012
- Bern,(2004:206). Speaking in Richards. *Methodology in language teaching*. Cambrige: University Press
- Arikunto, Suharsimi (2010) *PengertianPopulasidalamPengertian*. Yogyakarta: PT RinekaCipta