THE PORTRAIT OF INSPIRING ENGLISH LECTURERS IN ENGLISH DEPARTMENT, FACULTY OF LANGUAGES AND LITERATURE, STATE UNIVERSITY OF MAKASSAR BASED ON STUDENTS PERCEPTION

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Abstract

This research aims to determine students perception of inspiring English lecturers and portrait of inspiring English lecturers in English Department, Faculty of Languages and Literature, State University of Makassar. The researcher applies mixed-methods research to achieve the research objectives. The data was collected in the form of a Likert questionnaire and interviews. The subjects of this study were students in the 2019 English Language Education Study Program. The sample questionnaire had 35 students, and the interviews were with 5 students who were taken using a voluntary sampling technique. Data analysis findings revealed that students' perceptions of portraits inspiring English lecturer with a classification. 20% of students were classified as very positive, and 80% of students were classified as positive, and no students had moderate, negative, or very negative perceptions. (2) Based on the data from students interviews, an inspiring English lecturer is one who provides motivation, feedback, appreciates students, punctuality, cares, has English language skills, good teaching strategies, firm and disciplined. Therefore, it can be concluded that students think that the English lecturer in the English department is an inspiring English lecturer.

Keywords— Inspiring English Lecturers, Students' Perception

INTRODUCTION

In the world of education there is a lecturer who is one part of the education component who has an important role in achieving a quality educational activity. In achieving educational goals, a lecturer acts as the spearhead which is also directly related to teaching, education, and students development towards the creation of an ideal human being, who is dignified and civilized within the framework of faith and piety as the embodiment of the purpose of human life itself. According to PP no 27 of 2009 article 1 paragraph one, "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service."

In the teaching and learning process, there are several factors that can affect the success or failure of a learning. These factors are lecturers, materials, and learning methods. In the learning process, all these factors have a relationship with each other and cannot be separated. Among all these factors, the most important is the lecturer, because the lecturer has a great responsibility in teaching and transferring knowledge to students who become their role models. One indicator of the success of a lecturer is the increasing ability of students. A lecturer is not only responsible for transferring their knowledge but also for providing effective methods for teaching and learning that help EFL students in their success in learning English. Another role that a lecturer has is as a motivator, facilitator and many other roles of lecturers.

Success in learning English will depend on the way a lecturer carries out the teaching and learning process and from this learning process comes motivation in students so that their abilities will increase so that from there they will be inspired by the lecturer. This affects the inspiration of students in learning English. In this situation, learners or lecturers must have an idea to build a good relationship that is able to raise students motivation in learning English, because inspiration will be created from the motivations created when the learning process occurs and cannot be denied if a students has been inspired then their learning or language skills will also increase. Therefore it can be said that inspiration is important in achieving the success in English learning. One of the characteristics of achievement is the improvement of students competence.

This research is important to do to find out portrait of inspiring English lecturer in the English Education Study Program of English Department, Faculty of Languages and Literature, State University of Makassar. Through students perception, it will help lecturer to think again about the strategies and methods they use in the teaching and learning process. Based on some of the considerations above and the reflection of the researcher, the researcher believes that every students has a different perception on portrait of inspiring English lecturer. Not all students will give the same opinion about their perception. Therefore, researcher interested in conducting this research entitled The Portrait of Inspiring English Lecturers in English Department Faculty of Languages and Literature State University of Makassar based on students perception.

Literature Review

1. Definition of Inspiring

Inspiration is also known to boost a person or even groups or societies from the challenging and impossible status to the enjoyable and possible achievement (Buheji, 2014). The definition of inspirational is a person or idea that inspires is one that stimulates the mind or the heart. A force or influence that inspires someone is anything that makes them desire to achieve something, providing them with an ideas of what they should do, or is something that they have produced. (Alfisah, 2019). Accordingly, it is important to be an inspiring lecturer who can transform students' perspectives on learning English (Iftanti, 2015). Based on some understanding of inspiring, it can be said that inspiring is the ability that a person has in motivates a person so that a person feels positive energy.

2. Definition of EFL lecturers

On the vocabulary.com, A lecturer is someone who stands up in front of a class of students and delivers a structured presentation with the goal of educating students. Colleges and universities have several lecturers. "Lecturers" are usually categorized as "educators." Who are the lecturers? UUD RI No. 20, 2003, Section 39(2), National Education System as "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators on College". Pasal 40 (2) adds the following requirement for educators:
1. Encouraging an environment that is useful, enjoyable, creative, dynamic, and dialogical.
2. Having a professional commitment to raising educational standards.
3. To set an example for others and uphold the institution's, industry's, and position's standards in line with the public's confidence in them.

Because of this, it is stated in UUD RI No. 14, 2005 article 45 that "Lecturer must have an academic qualification, competence, educator certificate, physical and spiritual health, and fulfill other qualifications required of higher education unit on duty, and have the ability to realize National education goals ". Lecturer is a symbol of learning. someone who leads

students as well as a prodigy in the field of education. Lecturers are educators who guide us to goodness while maintaining and increasing our enthusiasm for learning. A lecturer is the leader of our educational journey and has the courage to teach and knows most of all the answers. A lecturer is also a role model. A role model is someone who is able to provide positive energy that inspires us and encourages us to keep fighting to make a change in ourselves to become a better person than before. EFL lecturers must have academic credentials, have completed their undergraduate degree or S1, be knowledgeable about English topics, be fluent in both spoken and written English, have worked as English teachers in public or private schools, and be motivated to help an institution meet its educational objectives. (Syamsuddin, 2018). .

3. Inspiring English Lecturers

Inspiring lecturers are lecturers or teaching staff at the university level who can motivate others (students) to study more effectively through their personalities, methods, media, or learning environments (Hariyadi, 2012). This means that what inspiring lecturers do and exemplify will inspire students to give birth to their creativity. Introduce fresh concepts into the educational process. Encouragement to study and further study the provided learning materials might be given by inspiring lecturers. In addition, inspiring lecturers are directly or indirectly able to instill moral messages and optimism through the words, actions and behaviors they show. In the end, inspiring lecturers will give birth to a generation that is able to develop their potential and abilities.

4. Characteristics of inspiring English lecturers

There are several characteristics of inspiring lecturers from Iftanti, (2015), namely:

1. Inspiring English lecturer prepares their lessons well.
2. Inspiring English lecturer should constantly search for new teaching techniques.
3. Inspiring English lecturer sets specific goals and targets for every level of language proficiency to ensure consistency with levels that follow.
4. Inspiring English lecturer should be able to use creative teaching methods to increase students' personality in using English as creative expression.
5. Inspiring English lecturer should be able to encourage students' interest in and motivation for taking part in activities that would develop their knowledge of and proficiency in English.

5. Perception

5. 1. Definition of Perception

According. to. Longman. Dictionary. of Applied Linguistics, perception refers to the Recognition and interpretation of events, objects and sensations by using the senses (sight, hearing, touch, etc.). The Dictionary of Psychology defines perception as the by way of the senses, understanding things and objective events (Chaplin, 1981:376). In line with that Solso et. al (2007:120, in Grafiyana, 2016) mentioned that perceptions refer to interpretation of things that we sense (through five senses). There are two main theories studied about the way humans understand the world. They are constructive and direct perceptions. The constructive theory of perception suggests that by consciously choosing stimuli and integrating impressions with memory, humans create perceptions. Another concept is that perception is created by the acquisition of data directly from the environment (Grafiyana, 2016).

5. 2. Types of perception

There are two types of perceptions that are the result of human-object interaction stated by Irwanto (2002) namely : positive and negative perceptions, which are all understood as follows:

1) Positive Perception. Positive perception describes all information in a positive way. In other terms, positive thinking refers to a person's evaluation of an object that affects them and has a positive significance. Furthermore, anyone with a favorable view would consider and endorse the viewed object.

2) Negative Perception. Negative perception is a type of perception in which information is viewed negatively or as unsuitable for the object being perceived. In other words, negative experience is a negative view of an object that affects the self. Furthermore, anyone with a negative view will deny the perceived entity.

Method
1. Research design
      The design of this research applied mixed methods research. Regarding the meaning of mixed methods research by Gay, Mills, & Airasian (2012) mixed methods design is a combination of quantitative and qualitative approaches including qualitative and quantitative data in a single study. This research attempts to find the students perception and describe a portrait of inspiring English lecturers in English Department, Faculty of Languages and Literature, State University of Makassar.
2. Time and Place of the research
      The researcher conducted this research on July-August 2022 for students of class 2019 of the English Education Study Program State University of Makassar, located on Jl. Mallengkeri, Parang Tambung, Kec. Tamalate, Kota Makassar, Provinsi Sulawesi Selatan.
3. Research Subject
      The subject in this research are 35 students of Class 2019 of the English Education Study Program, English Department, Faculty of Languages and Literature, State University of Makassar.
 4. Research Instrument
      The researcher used a questionnaire and an interview and to collect and obtain data. In order to answer to the question in the problem statement, the questionnaire includes 15 items with both positive and negative statements.
1.   Questionnaire
    A questionnaire is an instrument for research that is consisted of a several questions and have a purpose for collecting the data from respondents. Questionnaires are used to obtain data regarding students' perceptions of English lecturers.
2.   Interview
      The researcher use the interview as an adjunct to obtain more precise details. In this case the researcher use semi-structured interviews. Interviews were used to obtain additional data or deeper data regarding the portrait of an inspiring English lecturer in the English Department, Faculty of Language and Literature, State University of Makassar.
5. Procedure of collecting data
      To collect data, the researcher followed the steps below to ease the process of data collection.
1. Questionnaire
a. Before the Research
1) The researcher prepare and create the questionnaire.
2) The researcher will choose informant from each class.
3) The researcher told the informant to send the link of google form to their classmates.
b. During the Research
1) The researcher distribute a questionnaire to students to fill it out.
2) The researcher collect students answers. After students answer the questionnaire, the researcher will ask to submit their work.
c. After the Research
    The researcher record the results and making the questionnaire's findings

2. Interview

a. Before the Research

1) The researcher prepare the interview guide
2) The researcher select students who had filled out the questionnaire.

a. During the Research

1) The researcher interviewing students.
2) The researcher write or record students responses.

b. After the Research

The researcher making a final result of the students perception about the portrait of inspiring English lecturers at English Department, Faculty of Languages and Literature, State University of Makassar.

6. Technique of Data Analysis

1. Questionnaire

Based on statement of the problems particularly students' portray, the researcher Classified all of the data that obtained from the questionnaire. The researcher analyze the data by looking at the most choices so that from there it can be seen some inspiring English lecturers. The data analysis is follows below:

Lowest	2-8
Medium	9-11
Highest	12-19

The questionnaire itself used Scale Likert as which consisted of the following five-point scales:

Table 3.1.Scale Likert

statement	score	
	positive	**negative**
strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
strongly disagree	1	5

(Gay et al., 2012)

1) The researcher used the following to determine the mean score on the questionnaires distributed to the students:

The mean score is calculated by using the formula

$$x = \frac{\sum x}{N}$$

Where :

X : mean score

∑X : total row score

N : the total number of participant

(Gay et al., 2012)

The percentage score is calculated by using formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Amount of sample

(Gay et el., 2012)

1) Making the categories of students perception based on the range of scale criteria. The questionnaire consist of 15 statement and had positive and negative statements. When the respondent answer all the items with **strongly Agree (SA)**, they would get a score of 75, while respondent who answer all the items with **Strongly Disagree (SD)**, they would get score of 15. Since the questionnaire used five scale, in the other words the internal of the score 75-15 = 60. 60:5 = **12**. The classification of perception is:

Table 3.2 Perception Classification

Range of Scale	Students' Perception
67-75	Strongly Positive
54-66	Positive
41-53	Moderate
28-40	Negative
15-27	Strongly Negative

(Gay et al, 2012)

Findings and Discussion

Findings

a. Quantitaive result

According to data analysis from the questionnaire, the most of the students perception on the portrait of inspiring English lecturers in English Department, Faculty of Languages and Literature, State University of Makassar is **positive.** As can be see from the questionnaires mean score, that was determined as follows:

$$x = \frac{\sum x}{N}$$

$$x = \frac{2245}{35}$$

$$x = 64,14$$

The total score from students of English Education Study Program Batch 2019 was 2245 has 35 respondents in total. It indicates that the students perception towards inspiring English lecturers in English Department, Faculty of Languages and Literature, State University of Makassar is positive with the mean score of 64,14%. The results of the mean score were supported by frequency and percentage of the questionnaire, as indicated in the table below:

Table 4.1 Classification of Perception

Range of Scale	Range of Scale	Range of Scale	Range of Scale
67-75	8	20%	strongly positive
54-66	27	80%	positive
41-53	0	0	Moderate
28-40	0	0	Negative
15-27	0	0	Strongly negative
Total	35	100	

Table 4.1 shows that there are 8 (20%) students who get scale range 67-75 which indicates that the students is classified as having a strongly positive perception, and there are 27 (80%) students who gets a scale range of 54-66 which indicated that the students is classified as having a positive perception.

2. Qualitative Result

Based on the results of the questionnaire that has been distributed and filled out by students of the 2019 English Language Education Study Program, there are 4 lecturers who are the most inspiring according to the 2019 English Language Education Study Program students, namely: L1, L2, L3 and L4. After that the researcher choose 5 students to be interviewed to find out more information about the four lecturers. The results of the interviews the researcher found 8 portrait of inspiring English lecturers namely: motivating, feedback, punctuality, English

ability, teaching strategies, firm and disciplined, appreciating students, and caring to students. The explanations can be seen as follows:

a. Motivating

The first portrait is motivating. Motivating is one of several aspects that affect learning, including how well someone is motivated to learn English. This is strength by the following extracts:

(Student 1 : 10/8/2022)

L3 : "*…nakasiki motivasi bagaimana biar bisa jadi orang sukses seperti dia..*" (… get motivation on how to become a successful person like her..)

(Student 3 : 11/8/2022)

L3 : "*…dari caranya menjelaskan kayak bikin ini mahasiswa **termotivasi** kayak bikin semangat..*" ("…from the way she explains it, it makes students feel motivated, it makes them enthusiastic.")

(Student 4 : 11/8/2022)

L1 : "*…kalau mengajarki seringki nakasi motivasi…*" ("...if she teaches often give motivation...")

b. Feedback

The second portrait most mentioned by students is feedback. Feedback has a positive impact on students. Feedback encourages students should be more active in learning because their work is valued. Students understand their job flaws and immediately want to correct them once they get feedback. This is strengthened by the following extracts:

(Student 1 : 10/8/2022)

L1 : "*…dia selalu kasi feedback…*" (..she always gives feedback..)

L2 : "*…bagaimana dia kasi feedback itu menurutku sangat bagus…*" (..how does she give feedback, I think it's very good.."

(Student 2 : 10/8/2022)

L1 : "*..pemberian feedbacknya bagus juga kak…*" (..the feedback is good too, sis..)

L4 : "*…kebiasaannya dia memberikan feedback yang baik...*" ("…he usually gives good feedback…")

c. Punctuality

The third portrait is punctuality. Being on time for activities is the definition of punctuality. In a far broader sense, it's the practice of doing things on any given day at the right time. This is strengthened by the following two extracts:

(Student 1 : 10/8/2022)

L1 : "…*tepat waktu mengajar dan tepat waktu juga mengakhiri pembelajaran..*" ("…on time to teach and on time also ends the learning…")

(Student 4 : 11/8/2022)

L1 : "…*tepat waktuki juga...*" ("…on time too…")

d. English ability
The fourth portrait is English ability. As a lecturer, the ability to speak English should be owned by them so that students can be challenged to be able to speak English as well. This is strength by the following extract:

(Student 3 : 11/8/2022)

L4 : "…*kalau dia lebih banyak Bahasa inggrisnya jadi melatih juga carata berbahasa inggris…*" ("…if he speaks more English, he also trains in English manners…")

(Student 5 : 13/8/2022)

L4 : "…*menginspirasi karna caranya berbahasa inggris sangat fluent…*" ("…inspired because the way he speaks English is very fluent…"

e. Teaching strategies
The fifth portrait is teaching strategies. Teaching strategies is an action taken by educators in implementing the teaching plan. This is strength by the following extract:

(Student 1 : 10/8/2022)

L2 : "…*dia tahu cara mengahar maksudku biar via whatsapp ji, pesan text ji tapi mengertiki bagaimana dia ajarka…*" ("...she knows how to teach I mean even via whatsapp only, text message only but I understands how she teaches...")

L4 : "…*dia tahu bagaimana membawa kelas tidak tegang…*" (…he knows how to make the class less tense…")

(Student 2 : 10/8/2022)

L1 : "…*bagus cara mengajarnya, santai jadi mudah ditangkap pembelajarannya…*" ("…good way of teaching, relaxed and easy to catch the lesson…")

f. Firm and disciplined
The sixth portrait is firm and disciplined. Knowing the rules and communicating things in a clear and consistent ways are essential parts of a firm and disciplined lecturers. This is strength by the following extract:

(Student 3 : 11/8/2022)

L2 : "…*beliau itu tegas dan disiplin…*" ("…she is firm and disciplined…")

(Student 4 : 11/8/2022)

L2 : "…*tegaski, disipli juga…*" ("….she is firm, also disciplined…")

L3 : "*bagusji juga disiplinnya kak…*" ("..It's good disciplined sis..."

g. Appreciating
The seventh portrait is appreciating. Appreciating could be define as having a thorough understanding of a situation, someone, or anything. This is strength by the following extract:

(Students 1 : 10/8/2022)

L4 : "*…dia tahu cara apresisasi mahasiswanya, tahuki cara menegur kalau ini yang benar..*" ("...he knows how to appreciate his students, he knows how to reprimand if this is the right thing...")

h. Caring
The eighth portrait is caring. The compassion a teacher or lecturer has for their students is important to accomplishing learning goals. Students can develop a sense of comfort through the attention of their lecturers, that will making learning more enjoyable for them. This is strength by the following extracts:

(Student 1 : 10/8/2022)

L1 : "*…paling lembut, baik hati, penyayang…*" ("…the most gentle, kind, merciful…")

(Student 2 : 10/8/2022)

L3 : "*…perhatian sekali sama mahasiswanya..*" (: "... take great care of the students ..")

Discussion

This discussion presents the findings' interpretation in connection to portrait of inspiring English lecturers at the English Department, Faculty of Language and Literature, Makassar State University. Based on the results of taking quantitative data taken from the questionnaires and then supported by qualitative data from interviews when the research questions in the formulation of the problem were answered, the researchers found that students had a positive perception response to inspiring English lecturers.

This finding is supported by the results of Alfisah's research (2019), who found that all of the English department lecturers at IAIN Samarinda were inspiring persons who did an excellent job of class planning.

There are several research indicators that can be concluded. But before the researcher discusses some indicators that can influence perception, it should be underlined that everyone has a different perception of something. As we know, perception is person recognizes and understands information through the process of information based on events to provide an overview and understanding of something. This is related to the definition of perception theory from Robbins (2013), which states that perception is related to the technique used by people to arrange and analyze their impressions so that they can give meaning to the surrounding environment. Researchers can say that every human being has a different perception. Irwanto (2002) argues that there are two different kind of perception, namely positive perception and negative perception. Based on research results, most students' perceptions of inspiring English lecturers in the English department, faculty of languages and literature, and state university of Makassar are based on research results showing that most students have positive perceptions. There are 20% of students who have very positive perceptions, and 80% of students have positive perceptions. There are no students who have moderate perceptions and no students

who have very negative or very negative perceptions. Based on these findings, it is clear to answer research question number 1 in chapter 1 that students' perceptions of inspiring English lecturers in the English department, faculty of languages and literature, and state university of Makassar are positive.

Based on the findings conducted through interviews to find additional data regarding portraits of inspiring English lecturers, the researchers found eight inspiring portraits of English lecturers based on the answers of 2019 English education students. Based on the theory of Samsons et al. (2014), An English lecturers is also praised for becoming inspirational if they can implement a more appealing and effective teaching strategy that emphasizes enjoyment in learning, which is essential to building EFL learners' confidence, which is important for achieving their learning goals, as well as developing positive relationships, having good classroom management, creating a positive and supportive climate, providing formative feedback, and providing high-quality language instruction. Based on the explanation before, the researcher concludes that motivation is the portrait of inspiring English lecturers that are mentioned by many students.

Conclusion

According to the findings and discussion in the previous chapter, the researcher concludes the following conclusions:

1. Students perception on the Portrait of inspiring English Lecturers is positive. This support by the percentage of the questionnaire which shows that there are 8 (20%) students are classified as strongly positive and 27 (80%) students are classified as positive. This can be interpreted that students have a positive perception towards portrait of inspiring English Lecturers.

2. Portrait of inspiring English lecturer is one who provides motivation, feedback, appreciates students, is punctual, cares, has English language skills, teaching strategies, and is firm and disciplined. Therefore, it can be concluded that students think that the English lecturer in the English department is an inspiring English lecturer.

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