

**STUDENTS' PERCEPTION OF LECTURERS' ROLE IN ENHANCING EFL
LEARNERS' COMMUNICATION ABILITY
(A Study at Eight Semester on Academic Year 2018 in IAIN CURUP)**

THESIS

**This Thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



By:

**Wisnu Budiman
NIM: 14551064**

**English *Tadris* Study Program
Faculty of Teacher Training and Education
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2019**

Prihal : Pengajuan Skripsi

Kepada

Yth, Bapak Rektor IAIN Curup

Di- tempat

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara **Wisnu Budiman (14551064)** yang berjudul **"Students' Perception of Lecturers' Role in Enhancing EFL Learners' Communication Ability"** sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikianlah surat permohonan ini saya ajukan, terima kasih

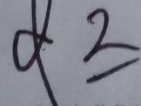
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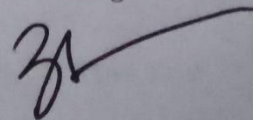
Pembimbing I

An. Kaptadi Tbi



Sakut Anshori, S.Pd.I, M.Hum
NIP. 198110202006041002

Pembimbing II



Eka Apriani, M.Pd
NIP: 199004032015032005

STATEMENT OF OWNERSHIP

The writer who signs below:

Name : Wisnu Budiman

NIM : 14551064

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled "**Students' Perception of Lecturers' Role in Enhancing EFL learners' Communication Ability**" is pure and never proposed in IAIN Curup and other University.

This statement was made by truly. If in the next day there are a lot of mistakes, the writer ready for responsibility with the regulation.

Curup, February 2019

Writer



Wisnu Budiman
Nim. 14551064



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : 237 /In.34/FTIK/PP.00.9/2019

Name : Wisnu Budiman
NIM : 14551064
Departement : English Study Program
Title : Students' Perception of Lecturers' Role in Enhancing EFL
Learners' Communication Ability (A study at Eight Semester on
Academic Year 2018 in IAIN Curup)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Tuesday, 22 January 2019
Time : 11.00 p.m – 13.30 p.m
At : Munasasyah Room 1 IAIN Curup

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Departement of IAIN Curup.

Examiners :

Head
An. Kaperdi Tsi
Sakut Ansori, S. Pd. L., M. Hum
NIP 19811020 200604 1 002

Secretary
Eka Apriani, M.Pd
NIP. 19900403 201503 2 005

Examiner I
Leffi Noviyenti, M. Pd.
NIP 19761106 200312 2 004

Examiner II
Henny Septia Utami, M.Pd
NIK. 1710210

Dean of FTIK,

Dr. Hnaldi, M. Pd.

NIP 19650627 200003 1 002



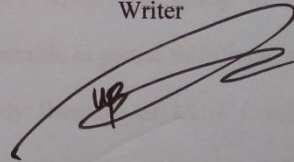
PREFACE

The thesis is submitted as a part of the completion for the “sarjana degree” in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, February 2019

Writer

A handwritten signature in black ink, appearing to be 'WB' followed by a stylized flourish.

Wisnu Budiman
NIM: 14551064

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Assalamu'alaikum Warrahmatullah Wabarokatuh

Alhamdulillahirabbil'alamin, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled **“Students’ Perception of Lecturers’ Role in Enhancing EFL learners’ Communication Ability (A study at Eight semester on Academic Year 2018)**. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Dr. Rahmad Hidayat, M.Ag, M.Pd as the Rector of IAIN Curup.
2. Dr. H. Beni Azwar, M.Pd, Kons, as the Head of Educational and Teacher Training Faculty..
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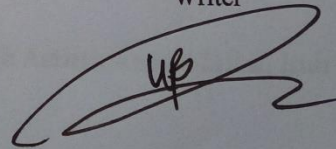
4. Mr. Sakut Anshori, S.Pd.I, M.Hum as my Advisor and Mrs. Eka Apriani, M.Pd as my Co-Advisor who have given many corrections, useful suggestions and also guidance to complete this thesis. Thank you very much for valuable time that spent to guide me to finish this thesis.
5. All of the lecturers and Staff in English Tadris Study Program who always give knowledge, inspiration, and support during I studied at IAIN Curup.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for English lecturer in English Tadris Study Program.

Wassalamu'alaikum Warahmatullah Wabarokatuh

Curup, February 2019

Writer

A handwritten signature in black ink, appearing to be 'Wb' followed by a stylized flourish.

Wisnu Budiman

NIM. 14551064

MOTTO AND DEDICATION

“The Best people are those who are the most beneficial to others”

“People will be lost but the kindness will be memorized”

DEDICATION

This thesis is dedicated to:

- ❖ My beloved parents, Edi Zulsahari (Father), Nurliana (Mother), My beloved sisters Zulia Citra Amanda and Sekar Anindia putri, also my grandmother, who always giving me passion, motivation, love, support and prayers.
- ❖ My best friend, “BRAY” who will be together in jannah (Riken Dawud Darmansyah, S.Pd, Noprizal Rafsanjani, Supriadi, S.Pd, Febriansyah, S.Kom)
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Thanks for everything.

ABSTRACT

Wisnu Budiman : **Students' Perception of Lecturers' Role in Enhancing EFL learners' Communication Ability**
Advisor : **Sakut Anshori, S.Pd.I, M.Hum**
Co-Advisor : **Eka Apriani, M.Pd**

The main goal of this study was to investigate about lecturer's role in teaching speaking for enhancing students' communication ability. The researcher employed descriptive quantitative method which was to know the students' perception on lecturers' roles to achieve students' communication ability. The instrument of this research used close-ended questionnaire. Furthermore, the population of this research was 47 students at eight semester of English Tadris Study Program in IAIN Curup on academic year 2018. The researcher used total sampling in determining the sample on this research. Then, the researcher chose three lecturers of speaking subject to know about students' perception on lecturers' roles in enhancing EFL learners' communication ability as the purpose of teaching speaking skill. The result shows that the majority of students' perception was in positive category when the lecturers play the various roles in assisting students to improve their communication ability. However, Lecturer "A" still need to be more maximize his role as need analyst and Lecturer "B" also need to consider his role as manager in teaching speaking, because both of lecturers got neutral perception. Thus, the lecturers' role is crucial for improving students' communication ability.

Keywords: Students' Perception, Lecturer's Roles, Communication Ability

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is used in many fields and aspects such as in education, business, trade, technology, and science. In education, especially EFL learners are required to be able to communicate well using English as target language in the class or outside. However, to communicate using a foreign language is not easy. Most of Indonesia learners have mastered their first language, Bahasa. Moreover, there are many differences between English and Indonesia language such as grammatical aspect, sound, vocabulary, etc. However, EFL learners are required to be able to use their target language in various situations.

Furthermore, there are four skills in English, they are speaking, listening reading and writing. Among of them, speaking is the most difficult skill in learning English, as Zhang argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.¹ Speaking is known as a productive skill used as communication tool through oral form. As the first manifestation of language, speaking places the first rank in communication compared with the other skills. It can be proven that most of communication interaction done by human through speaking, According to Ur of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. In

¹ X, Haozhang, "Speaking Difficulties Encountered by Young EFL Learners", Vol. 2, No. 6, (2014):23.

this case, language learner will think whether they have mastered the language or not by measuring their spoken ability in using the language itself.²

Then, the success of teaching speaking is absolutely emphasized to the use, not the usage. This is supported by Deepak who argued that while teaching EFL, the emphasis should not be only on teaching the linguistic system of English but also on teaching the communicative system of English in order to make the learners proficient. Moreover, Deepak claimed that the teacher has a great impact on improving the students' communicative abilities.³ This condition should be understood by the Speaking teacher and make sure teachers really understand what to do in teaching speaking. The teachers should be able to make change and improvement of their teaching, moreover the aim of teaching speaking is to develop students' communication skill using English as the target language, as Littlewood said that teachers are ultimately concerned with developing to the learners' ability to take part in the process of communicating through language.⁴

Therefore, teacher has a responsibility to create an atmosphere of learning become more communicative. Creating an interactive learning environment contained within the Communicative Language Teaching (CLT). CLT focuses mainly on creating an environment that focused on the learner rather than an environment focused on the teacher. As supported by Littlewood, CLT aims at obtaining

² Penny Ur, *"A course In Language Teaching"*, (Cambridge: Cambridge University Press, 2000), p48

³Deepak K Samida, in Fadila Rehaem's Dissertation, 2011. *"The Teachers' Role in Enhancing EFL Learners' Communicative Abilities"* Published Mohamed Kheider University. P1

⁴ William Littlewood, in Ratih widyastuti's Thesis, 2015. *"Teachers' Attitude Towards Communicative Language Teaching in Senior High School"*, Published Kristen Satya Wacana University. P5

productive learning outcomes from all the students in the classroom⁵. Here, CLT different from the others methods which are required teachers are too dominant in the classroom. So, the students do not have enough opportunity in the teaching–learning process. This fact requires that the role of teachers must be changed. Instead of being a class-dominator, as they were supposed to be in the past, they are shift to become a class-supporter. In other words, the teacher should provide activities that giving opportunity for learners to use target language.

In this case, the teacher has to consider the appropriate method which provides many opportunities for students are active in the classroom. Here, many researches proved that communicative language teaching (CLT) becomes the popular method to be applied and assist the teacher to achieve the objectives of learning speaking, moreover for student who learn English in Collage. This is supported by Littlewood who said, to improve students' abilities to use English in real contexts, CLT has been adopted in the settings of EFL colleges.⁶ Then, to help students achieve communicative ability in teaching English, lecturer has crucial role in class that has already provided in communicative language teaching, as Breen and Candlin stated that, as cited by Richard and Rogers, teacher has some important roles in communicative class.

⁵ William Littlewod, on <https://gianfrancoconti.wordpress.com/2016/01/12/grammar-translation-and-communicative-language-teaching-compared/> accessed on 2 august 2018 at 11.39 PM

⁶ William Littlewod, "EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College", *Vol.53, July 2011, p18*

Moreover, as language learners who had learned speaking subject intensively, the students should be able to communicate using English accurately and appropriately. Based on pre-interviewed which had done by researcher to the some students, they stated that, they did various activities in learning speaking and the students were asked to be more active in the classroom or recognized with the term “learning by doing” which was always said by lecturer directly or not, in the other hand, they sometime do not know what to do in learning.⁷ In relation to this, the lecturer had applied the activities which available on CLT method which is focus on learner to be more active in doing activities were provided by lecturer such as role play, debate, group discussion, information gap for students to promote more their ability to speak using target language. However, only few students were able to communicate or deliver their ideas using English. Meanwhile, many students feel afraid that they will be fault in delivering their ideas using English. Here, Student-centered on CLT does not mean that the lecturer do nothing in the class, they have various roles that have been played in the classroom, as Harmer said that teacher has to play different role in teaching speaking.⁸ Therefore, this is where the role of a lecturer is needed to maximize the time is not much and the number of students is not small, the lecturer should be consistently in playing the role in every meeting so

⁷ Interviewed with some students of Eight semester in English Study Program in IAIN Curup, On April 26th2018

⁸ Jeremy Harmer,” The Practice of English Language Teaching” 4th Edition”,(Cambridge: Pearson Longman, 2007),

lecturer and all students with different level could achieve the objective of learning effectively and students are able to speak English well.

In addition, the researcher conducted pre-observation on mini conference of translation which is purposed to see the students' communicative ability. The activity in the course were designed for students to speak using English in front of the large class with many participants which was aimed to deliver the materials that determined by the lecturer. This activity provided the opportunity for the lecturer to give commentary toward the students' performance. In that course, the ability of students' communication or speaking ability was the one of assessment from the lecturer. Unfortunately, many students were not able to communicate using target language well. It could be seen from the lecture's commentary, most of the students got correction of their communicative ability or speaking ability from the lecture.⁹ In other words, the students' poor achievement in communicating using English. So, the lecturers of speaking subject have crucial role to enhance students' communicative competence.

Therefore, based on the description above, in this research, the researcher is going to investigate how the students' perception of the lecturers' role to enhance their communicative ability in speaking class. The researcher chose the eight semester students of English Study Program of IAIN Curup. So, the researcher will conduct this research under the title **“Students' Perception of Lecturers' Role in**

Enhancing EFL Learners' Communication Ability" (A Descriptive Study at Eight Semester in IAIN Curup).

B. Questions Of The Research

Based on the background above, the researcher formulates the research questions:

1. How is students' perception toward lecturers' role to enhance students' communication ability in speaking class?

C. Objectives Of The Research

There are three objectives of this research, they are:.

1. To know the students perception toward the role of lectures that have been played in enhancing their communicative ability in speaking class.

D. Significances Of The Research

This research has the benefits as the following:

1. For Students

The result of this research hopefully will provide the information about the roles of lecturer in assisting the students of English Tadris Study Program become communicative in speaking class, thus they can be actively to be able in using English as target language for communication in the classroom or not.

2. For the lecturer

This research hopefully could assist speaking lecturers of English Study Program to consider their role become more various and play the roles

consistently in speaking class for enhancing EFL learners' communicative competence.

3. For the further researcher

The result of this research may become a reference and contribute informative input to solve the similar problem.

E. Scope And Limitation Of The Research

The researcher delimits this research to get more specific data. The researcher will analyses the students' perception toward the role of speaking lectures should be played in speaking class (The Study of Eight Semester of English Study Program of IAIN Curup). The researcher chose speaking lectures, because speaking lecturers have the important role to enhance students' ability in using English for communication, so this subject needs different roles from the lecturer in the classroom and played consistently. As respondents of this research, the researcher selected the eight semester students, because they have learned speaking one to speaking four at English Study Program, so they have seen and felt the lectures' role in teaching speaking.

F. The Operational Definition

1. Perception

Perception is observation in brain until object that we observe is result ability to experience organized.¹⁰ In the literature on students' perception about learning, all these concepts are used to identify students' ideas, beliefs, opinions, images, and

¹⁰ Sarlinto wirawan sarwono, Psikologi Umum, (Jakarta: Bulan Bintang, 1976), p675

preferences about their educational context and their educational activities.¹¹ It means, perception is the option that a process receiving of something by students toward their experience especially in educational context.

2. Lecturers' Role

Lecturer's role is more than standing before the pupils and only teaching, a good lecturer implies a large number of activities, which he/she performs in order to ensure that all the children receive quality instruction.¹² In addition, Richard and Lockhart pointed out that, role is as the part taken by a participant in any act of communication.¹³ It means that, for a lecturer should fill the activities that require students to communicate in the classroom using target language. Lecturer controls the direction and pace of learning, and monitors and corrects the learners' performance. It could be seen from the beginning of the lesson until the end.

3. Communication

Communication is refers to the learners' ability to communicate effectively using the foreign language which is English here.¹⁴ According to Nunan and Choi, learners of English as a foreign language need more than knowing the linguistic aspects of the language, to be communicatively proficiency, they state that "Effective communication requires much more than mastering the phonological, lexical, and

¹¹ Katrien Struyven, Students' Perceptions About Learning In Higher Education,(Belgium: University Of Leuven, Department Of Instructional Science, Vesaliusstrat, 2004) P1

¹² Zeiger, in MSc Arbona Xhemajli's journal, *The Role Of The Teacher In Interactive Teaching*, (IJCRSEE) International Journal of Cognitive Research in Science, Engineering and Education. 2016. Vol. 4, No.1,

¹³ Richards, J. C., & Lockhart C." *Reflective teaching in second language classrooms*",(Cambridge: Cambridge university press, 2005), p91

¹⁴ Inger Bergström, "Grammatical Correctness And Communicative Ability A Performance Analysis Of The Written And Spoken English Of Swedish Learners"(Sweden: Umea University, 1987) p37

grammatical subsystems of the language”.¹⁵ In this point, effective communication in EFL classrooms can be achieved if learners share the same understanding to the context of situation and they interact according to this situation

G. The Organization of Thesis

The thesis consists of five chapters; the brief description below.

Chapter 1 consists of introduction covering background of the study, research question, the objective of the research, significant of the research, delimitation, the operational definition, and the organization of thesis. Chapter 2 provides theoretical foundation that is related to this research and previous of the research. Chapter 3 presents method used in this research. It is included kind of research, population and sample, technique of collecting data, technique of analyzing data. Furthermore, chapter 4 present the finding and discussion about lecturers role in teaching speaking based on data that the researcher got from surveying the sample of this research. Last, chapter 5 provides the conclusion about this research and also the suggestion for the readers.

¹⁵ Nunan and choi, in fadila raheaim, *opcit.*, p37

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with the review of literature related to the present study. In conducting this research, the researcher use some related theories as the reference which can aid him in analyzing data.

A. Lecturers' Role in Teaching Speaking

Role is a function that a person or thing typically has or is expected to have.¹⁶ In teaching-learning process, students need a professional teacher to achieve the purpose of learning. Especially in learning speaking, teacher has responsibility to make sure the students are able to communicate using English competently. Teacher plays an important role in motivating students to be involved and participate in teaching learning process. As Harmer said that, teacher needs to play a number of different roles during teaching speaking in the class.¹⁷ It means that, teacher should not be only play one role or letting the student to do the activities in the class alone, because if the lecturer always stay or accompany students in doing activities and tasks in the class, it can reduce the students' problem especially in speaking English well, and the lecturer know well the shortcomings of students on materials, then the lecturer can evaluate those shortcomings effectively. As supported by Kemp, students are the center of the teaching and learning process, so they have to be involved in almost all the phrases of the classroom interaction from planning to evaluation.

¹⁶ Oxford Advanced Learner Dictionariy

¹⁷ Jeremy Harmer, "The practice of English language teaching", (Cambride: Longman, 2002), p347

Based on the explanation above, a teacher should have a great role in teaching learning process, and the learner must have a great desire to make the teaching-learning process successful especially in learning a language. In this case, Breen and Candlin as cited by Richard and Rogers who says that there are some roles of a teacher in enhancing students' communication ability which is as purpose in CLT method, they are: Facilitator, as resource, guide, participant, need analyst, counselor, group process manager.¹⁸ Hopefully, by applying these roles by the teacher in the class helped students are able to communicate using the target language as well.

1. Lecturer As a Facilitator

The teacher has to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.¹⁹ Teachers must ensure that they are able to design learning activities by continuing to prioritize communication with both students and teachers. Teachers have to set a classroom becomes more conducive settings for communication where students are encouraged to communicate mostly with their peers or group. In relation to this, for speaking teacher who is aimed to enhance students ability to use English for communication in various situation. In addition, Wintek states, by serving as a facilitator, teachers make the development more flexible and successful.²⁰

¹⁸ Breen and Candlin, in Richard and roger's book, *Opcit.*, p167

¹⁹ *Ibid*, p167

²⁰ S.Yan," Teacher's roles in autonomous learning. Journal of Sociological Research, 3(2), 557-562. Retrived from <https://doi.org/10.5296/jsr.v3i2.2860> on August 2018

2. Lecturer as a resource

In the activities given by the teacher, surely students will get obstacles in the middle of the activities, as difficulties how to say something such as: vocabulary, pronunciation, phrase, meaning etc. Here, Harmer said that, students need their teacher as a resource that may need help to say something. Harmer added, teacher are not expert in language, resource means that teacher has to make sure that beside himself as resource, he / she can give more information by using books or websites. Teacher could go further, however, and say that one of our really important jobs is to encourage students to use resource material for themselves, and to become more independent in their learning generally. Thus, instead of answering every question about what a word or phrase means, teacher can instead direct students to go for dictionary. Alternatively, teachers need to have the courage to say “I don’t know the answer to that right now, but I’ll tell you tomorrow”. This means, of course, that teacher will have to give them the information the next day otherwise they may begin to lose confidence in us. When teacher are acting as a resource, they will want to be helpful and available, but at the same time they have to resist the urge to spoon-feed our students so that they become over-reliant on us.²¹

3. Lecturer as guide

Teacher is as guide within the classroom procedures and activities.²² The teacher must ensure that the instructions are done well by students. Also, Teacher

²¹ Jeremy Harmer, *OpCit.*, p110

²²²² Breen and Candlin, in Richard and roger’s book. *Opcit.*, p167

should know what kind of activity to use at first or what to do after that. Therefore, the teacher's role in guiding students while doing activities in the classroom is very important. Intarapanich says that teacher walks around the classroom, in which they sometime guide the students in doing assignments.²³ This is also to make sure the objectives of the material or learning are achieved.

4. Lecturer As Participant

Teacher has to act as an independent participant within the learning teaching group.²⁴ Teacher plays as a man who can be a partner of communication process and activities in various formats. The teacher and students may talk together communicatively as near-equal participants. Being participant, it can introduce new information to help the activity along, ensure continuing student engagement and generally maintain a creative atmosphere. This is supported by Harmer who said that, When teacher are successfully as independent participant the activities, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. However, they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves. These are often very special moments in the lesson, although teacher has to be careful not to take over the classroom so that students lose opportunities to deliver their ideas.²⁵

²³ C.Intarapanich," *Teaching Methods, Approaches and Strategies Found IN EFL Classroom: A Case Study in LAO PDR. Procedia – Social and Behavioral Sciences* 88, 2013.

²⁴ Breen and Candlin, in Richard and roger's book, *OpCit*, 167

²⁵ Jeremy Harmer, *OpCit*, P348

5. Lecturer as researcher.

Teacher is to be the person who does the research about the learners in the classroom. Furthermore, teacher should observe and take note during doing activities or even ask learners to express their feeling and thinking after finishing any activities.²⁶ Also, Sholihah adds that during performing classroom activities, teacher monitors their students' activities and then takes notes of students' mistakes on linguistic features to be worked on the next communicative practices.²⁷

6. Lecturer as Counselor

This role is supposed to be an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation.²⁸ Here, appear misunderstandings from students during the activity or when students are delivering their ideas in speaking learning which can take place, so failed achieving the objectives of the activity. Therefore, the lecturer is needed to be available to help students to do the activities well. In addition, when a teacher functions as counselor, he/she gives advice and helps learners so that they become more efficient learners. The role of a counselor is more like a supervisor who help learners to be more self-directed.

²⁶ Ploysongsang, P. "The Understanding and Application of the Communicative Language Teaching Approach of Secondary School teachers in Nakhonpathom Educational Service area", retrieved from <https://www.researchgate.net/publication/42740355> on August 2018

²⁷ Hidayatus SHolihah, "The Challenges of Applying Communicative Language Teaching in Indonesian Senior High School Context". 2013. Encounter Journal, 3(2), 1-17.

²⁸ Breen and Candlin, in Richard and Rogers's book, *Op cit*, p167

7. Lecturer As a Need Analyst

The teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one to one session with students, in which the teacher talks through such issue as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified. Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language

On the basis of such need assessment, teachers are expected to plan group and individual's instruction that respond to the learner's need.²⁹ Therefore, as a teacher should find most challenging about communicative oral activities in accordance with the students' need. If the teacher is currently teaching, it is better to ask the students about what they find most challenging about these kinds of activities and share the results with classmates. Then the teacher has considered the defining features of real communication and has discussed the difficulties of keeping students on task, finally the teachers and students are ready to analyze what makes some communicative tasks succeed and others fail.

8. Lecturer as Group Process Manager

CLT procedures require teachers to acquire less teacher-centered in classroom management skills. In a learner-centered classroom, the teacher should be responsible

²⁹ Breen and Candlin, in Richard and roger's book, *Ibid.*,p167

for organizing different kinds of games and activities.³⁰ In addition, Littlewood suggest that for guidelines for classroom practice, during an activity the teacher reduces the inclination to supply gaps in lexis, grammar, strategy but notes such gaps for later commentary and communicative practice.³¹ Teachers should present clear procedures of the activities and explain the significance of tasks in the class.³² So, the students can clearly understand their responsibilities before doing the tasks. Teachers should actively participate in finding solutions if the students meet any difficulties. At the conclusion of group activities, the teacher leads the debriefing of the activity, pointing out alternatives and extensions, assisting groups in self-correction discussion.

In conclusion, the researcher used theory about teachers' role in CLT, because communicative ability is a goal of CLT method which applied by lecturer in the classroom and had applied those roles in the class. The researcher used theory of lecturer's role from Richard and Roger's book. Then, the researcher combined other theories from others expert to get detail information about lecturers' role to enhance students' communicative ability and will be used for arranging the instrument of this research.

³⁰ *Ibid.*,

³¹ William Littlewood, *opcit*, p168

³² Jeremy Harmer, in Saleema's Jurnal, "The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia", Vol. 10, No. 7; 2017

B. Communication Ability

According to Krashen, he says that someone gets language acquisition by experience themselves to communicate directly by using English language.³³ Then, according to Hymes communication ability is the interaction that enable the language users to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.³⁴ For example, in the everyday contexts, not only is a speaker expected to produce a grammatical sentence, but she or he should also consider the situation or context in which the sentences are used. In relation to this, Ying also argues that communicative ability refers to a language learner's ability to use the target language successfully in real world communication.

Therefore, as an English learner should be able to communicate using the target language in real life situation. In other words, a language learner should know when to speak and when not, what to talk about, with whom, when, where and in what manner.³⁵ In relation to this, speaking is learned in English to help the students' ability in communicating. Speaking is known as productive skill in learning a language and also known as the measure of students' ability in learning language. As supported by Richards who said that ESL and EFL learner put the speaking skill as the crucial skill to be mastered.³⁶ The speaking lecturers in English Tadris Study Program adopted the activities in CLT within speaking class. Such as: Group work,

³³ Krashen and Terrell, *stages of second language acquisition*, (New York, Cambridge University Press, 2008) p19

³⁴

³⁵ Abiodun Adetugbo, in Ekwelibe Regina and Udoh Victoria Chinwe journal, "Strategies for Developing Communicative Competence in English As A Second Language (ESL) Situation" Vol. 3. No.2 .2014. p74

³⁶ Jack Richards, *"Teaching Listening and Speaking from Theory to Practice"*, (New York: Cambridge university press, 2008)

role play, debate, information gap, and others. In relation to this, communicative competence as goals of CLT method, as supported by Hymes, CLT method is to develop students' communication ability in real-life situation that initiate communication.³⁷

Thus, the goal of teaching speaking must be related to the communicative competence, because the final target in learning speaking is to do communication.³⁸ In conclusion, whatever is given by the speaking teacher to the students should be related to communicative ones as expected in developing communicative ability.

C. Perception

1. Definition Of Perception

The term perception is a process activities of a person in giving the impression, judgment, opinion, feeling, and interpretation something based on information displayed from other sources (which in perception).³⁹ Bakhrust and Shanker also state that perception is an awareness of how things are and thought makes contact with an independent reality.⁴⁰ In addition, Walgito states that a one's perception is an active process that plays a role, not just the stimulus that about him but also the individual as a whole of his experiences, motivations and attitudes that are relevant in response

³⁷ Dell Hymes, in AbdulRahman Awadh Al Asmari's journal. "Communicative Language Teaching in EFL University Context: Challenges for Teachers" Vol. 6, No. 5. 2015. P977

³⁸ E. Usó-Juan, et al." Current Trends in the Development and Teaching of the Four Language Skills. (Berlin: Walter de Gruyter GmbH & Co, 2006)

³⁹ Ahmad Fauzi, p445

⁴⁰ David Bakhrust, Shanker," Language Culture, Self. Thousand oaks"(California: Sage Publication, 2001),p118

to a stimulus.⁴¹ Various experts have given varying definition of perception, although in principle the same meaning. So, it can be concluded that perception is process attaining understanding information that the student got.

2. Forms of Perception

The general perception is a response based on an evaluation directed towards an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus aspect. Thus it can be seen that there are two forms of perception that is both positive and negative.

1) Positive perceptions

It is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

2) Negative Perceptions

It is Perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.⁴²

3. Indicators of Perception

According to Hamka, there are two kinds of perception, as follows:

1) Absorb is the stimulus that is outside the individual is absorbed through sense, into the brain, got nowhere. There occurs process analysis, classified and organized

⁴¹ Bimo Walgito, "Pengantar Psikologi Umum", (Yogyakarta: Adi Yogyakarta, 2004), p87

⁴² Walgito, in Oktari thesis, "The Students' Perception on English Lecturer's Technique in Teaching Perbankan Syariah Study Program at First Semester of STAIN CURUP." STAIN CURUP.2017, p11

by the experiences of individuals, who have been previously owned. Because of the absorption of the individual differ from one another even though the stimulus is absorbed equally.

2) Understand or comprehend, which is an indicator of the perception as a result of the classification process and organization. This stage occurs in the psychic process. The result of the analysis in the form of understanding or comprehension. The notion or understanding also is subjective, varies for each individual.

According to Robbins, there are two types of perception indicators, as follows:

1) Reception, the admission process is an indicator of the perception of the psychological stages, namely the proper functioning of the sense to capture stimuli from the outside.

2) Evaluation, stimuli from the outside that has captured the sense, then evaluated by the individual. This evaluation is very subjective. Individuals who are assessing an excitatory one as difficult and boring. However, the individuals asses the same stimuli as something nice and pleasant.

Acoording to Walgito, the perception have three indicators, as follows:

1) Absorption to stimuli or objects from outside individuals.

Excitatory or object is absorbed or received by the five senses, good eyesight, touch, hearing, smell, individually or jointly. From the result of absorption or acceptance by the sensing device will get a picture, a response, or impression in the brain. The picture can be singular or plural, depending on collects images or

impressions, both old and newly formed. Clear whether or not these images depends on the apparent absence of stimuli, normality and a sense organ, recently or long time.

2) Definition or understanding

After the images or impressions in the brain, then the picture is organized, sub-divided (classified), compared, interpreted, thus forming the understanding or comprehension of the very unique and fast. Understanding formed depends also on the old images that have been previously owned by individuals (called *apersepsi*).

3) The assessment or evaluation

Having formed the understanding or comprehension, there was an assessment of the individual. Comparing individual understanding or newly acquired understanding of the criteria or norms of the individual subjectively. Rating individual is different even though the same object. Therefore, the perception is individual.⁴³

After comparing three opinions about the indicator of perception, researcher decided to use Walgito's indicator that perception indicator there are three items, namely to absorb, understand and assess (evaluate). The reason is, Walgito's opinion that a more complete and adequate opinion Robin and Hamka. Then, perception indicators are useful instrument for the development of students' perception of lecturer role in the classroom.

According to Richard, perception is classified into three types, they are:

⁴³ Oktar's thesis Ibid.,p13-14

- a. Visual Perception, which is perception that is gained by seeing, because it is form of visual information and stimuli from outside
- b. Auditory perception, is perception related to hearing
- c. Speech Perception, that is a perception which deal with the spoken language, speech perception is expressed by verbal ability.⁴⁴

From three types above, seeing, hearing, and speaking response are the way of person to give response perception. It can be concluded that perception is experience about an object event or something else related to what is obtained by summarizing information and interpreting message.

It is concluding that, the perception is the ability to see, hear, or understanding something. The student's perception or lectures' role in speaking class means what students' to see, hear, or understand her/his lectures in teaching speaking. The students in this case will analyze and then understand how the lectures of speaking subject take the role in the class. If the students have a good perception about their lectures' role in teaching speaking, it will affect the students' communicative ability. This is because perception comes first before other factors. It is the first thing that will be seen by the students in speaking class. If the students' perception toward the lectures' role is good, will be interested in speaking lesson and they will show good behaviors which, in turn affect their communicative ability.

⁴⁴ Richard Et al, "Longman dictionary of applied linguistic", (Hongkong: Longman Ltd., 1992), P12

D. Review of Related Finding

This part is about the previous studies of similar research. The first research entitled *The Role of Instructors in Implementing Communicative Language Teaching Methodology*. This research is written by Tessema Tadesse Abebe, L.Manjula Davidson, and Fikadu Biru. This research published on *Humanities and Social Sciences* 2012. They used theory from Breen and Candlin which was cited by Richard and Rogers about the role of lecture in CLT method. Three instruments were used on this research, questionnaire, Interview, and observation. For the participants of the research, they chose both of instructor and student to collect information. According to the research, they found that the instructor was rarely applied active learning methods. Meanwhile, from the questionnaire showed both of instructor and students are clearly indicated have interest of improving their language skills through different techniques used to deliver the language skills and sub-skill. Here, the students were not confidence in doing interaction using English effectively in the classroom.⁴⁵

Second, the previously research is a dissertation entitled *.The Teachers' Role in Enhancing EFL Learners' Communicative Abilities*. This research was conducted by Fadila Rehaïem. The present research attempts to investigate the role of the teachers in improving EFL learners' communicative abilities. In other words, the research is concerned with finding whether the teachers have anything to do in

⁴⁵ Tessema Tadesse Abebe et al. "The Role of Instructors in Implementing Communicative Language Teaching Methodology. Vol.2, No.3, 2012.

enhancing the EFL learners' communicative abilities especially if they have classes with learners of different needs. This research created the hypothesis that set forth at the very beginning of this study is that, the teachers' roles and actions influence the learners' achievements of their communicative abilities in EFL. So, this research investigates is about whether the teachers' decisions and behavior that are hold by learners would strengthen their success in using English. This research used questionnaire to get the information. The questionnaire was given for both of teacher and students. The result of this research was that teachers agree that teaching English must consider students ability in using English for communication. However, the students perceived that the teachers' role was not variation.⁴⁶

The last, the research under title The Role of Teachers in Developing Learners' Speaking Skill was conducted by Selcuk Koran from Ishik University. Speaking skill is considered to be the most important skill by language learners. Learners often measure their success in language learning by the extent to which they can use their spoken English. The objectives of the research was to suggest for the teacher to implement some strategies which focused on to improve students ability to use language and also the importance of the teachers' role in the classroom. A questionnaire is the most used in this research. the subject of this research was 60

⁴⁶ Fadilla Raheim, Opcit, p2

students. The result of this research was that the teachers should play various roles according to the skills and needs of the learners.⁴⁷

Based on the evidence above, the researcher compared that there are some differences with their study, especially in choosing theory, the objectives of the study and sample usage. Also, the researcher found the similarities in with their research, that is investigate how the importance of the teachers' role in the classroom to assist the students' ability in using language for communication.

⁴⁷ Selcuk Koran, The Role of Teachers in Developing Learners' Speaking Skill.
https://www.researchgate.net/publication/322112785_The_Role_of_Teachers_in_Developing_Learners'_Speaking_Skill

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explores the methodology that used in conducting of this research. The purpose of this chapter is to collect information and answer of this research. This chapter consists of research design, object of the research, source of the data, research instrument, technique of collecting data, technique of analyzing data.

A. Research Method

This research was survey design with quantitative approach which describe and also survey about lecturers' role in the class. It was related to the definition of survey research itself which is procedures in quantitative research in which in investigator administer a survey to a simple to sample or to do the entire population of people to describe the attitude, opinions, behavior, or characteristic of population.⁴⁸ And also, Crasswel said that survey research could be used to determine individual opinion such as whether students need to learn.⁴⁹ In this research, survey research is the best study that appropriate with this research.

Furthermore, the quantitative research is one of the research is one of process to find knowledge that using data like numeral as instrument to find information about what we want to know. Gay states that descriptive quantitative research

⁴⁸ John W. Cresswel, *Educational Research : planning, conducting, and evaluating quantitative and qualitative research fourth edition*, (Pearson Education: USA, 2012), P376

⁴⁹ *Ibid.*

involves collecting data in order to answer question concerning the current status of the subject of the study.⁵⁰ Thus, descriptive research is useful in investigating many kinds of educational problem.

B. Subject of the Research

1. Population

According to Fraenkel et al, Population is the larger group to which one hopes to apply the result.⁵¹ The population of this research is all the eight semester students of English Study Program in IAIN Curup. The total of population is 50 students, the population consist of 4 classes.

Table 3.1
The population of the research

No	Class	Number Of Student
1	VIII A	14
2	VIII B	15
3	VIII C	12
4	VIII Non Regular	8
TOTAL		49

The researcher chose those population based on some reason. First, they have passed speaking 1, speaking 2, speaking 3, speaking 4, thus they have known exactly how the lecturers take the role in teaching speaking. Second, based on the pre-observation conducted by the researcher, the students were not able to communicate or use English as the target language in subjects that required students speaking

⁵⁰ L.R Gay, On Nenny M Utami's Thesis, An Analysis of Students' Need and Perceptions on Listening Material.(IAIN CURUP, 2016), P41

⁵¹ Jack R fraenkel et al, "*How to design and evaluate research in Education*". Grow Hill, International Edition, p91

ability and it is absolutely related to how the lectures played their role in teaching speaking.

2. Sample

According to Fraenkel et al, A sample in a research study is the group on which information is obtained.⁵² To determine the sample of this researcher, total was employed in this research, it means the researcher took all the population as the sample, it involved all eight semester students of regular and non- regular classes of English study program. According to Sukarman Syarnubi, total sampling is a kind of sampling technique by deciding all member of research population as the sample.⁵³ The number of sample was given in following table.

Table 3.2
Sample of the Research

No	Class	Number Of Student
1	VIII A	14
2	VIII B	15
3	VIII C	12
4	VIII Non-Reguler	8
TOTAL		49

As Sugiyono said, if the population that is less than 100, whole of the population became the sample⁵⁴. The purpose of taking all members within the population as sample in this research because the researcher wanted to find out and describe about students' perception toward the lectures' role in enhancing their

⁵² Ibid, p98

⁵³ Sukarman Syarnubi, "Metodologi Penelitian kuantitatif dan kualitatif". (Curup: LP2 STAIN, 2011), p102

⁵⁴ Sugiyono, *metode penelitian pendidikan*, (Bandung: Alfabeta, 2006) p116

communication ability if all member of population were taken as sample certainly the researcher would get the data completely.

C. Technique of Collecting Data

In gathering the data and answering the two research question above, the researcher uses questionnaire. It means questionnaire for the first research question and second research question. The students just answered the questions in the questionnaire. It was a technique for collecting data by form that contain some written question to someone or a group of people to get the answer or idea and information that researchers' need.

The process of collecting data was as below:

1. The researcher made the questionnaire and gave questionnaire to two validators.
2. After the questionnaire was checked by validators, then the researcher revised the questionnaire did the try out to the students who are not in population for checking validity of instrument by using Ms. Excel
3. After the questionnaire was valid, the true questionnaire gave to the respondents.
4. Collecting the questionnaire.
5. Analyzing the questionnaire based on the percentage formulas
6. Made the discussions.
7. Made the conclusions.

D. Instrument of the Research

1. Questionnaire

Questionnaire is one of the techniques for collecting data. Questionnaire is a group of written questions on paper or the others and given to the respondents to be answered without any intervention from the researcher.⁵⁵ In this research, questionnaire is very important to get data. The researcher considered, that if the researcher asked about detailed information such as the expressions by using interview, the respondents will be difficult to give answer because, they need more time to remember how the lectures' role in speaking 1 to speaking 4. Therefore, the researcher used questionnaire to answer two research questions above. So, the respondents could have more time to fulfill it. Questionnaire can be open-ended or close-ended.⁵⁶ Open-ended questionnaire is a list of questions that there is no open ended is a list of question that there is no standard question to these questions, and the data analysis more complex. It means the respondent need to write the answers in answer sheet, and give the explanation related to the question. In the other hand, close-ended questionnaire is used to generate statistic in quantitative research. As this questionnaire a set format and as most can be scanned straight into a computer for ease of analysis, greater number can be produced.⁵⁷ So, the respondents only give the checklist in the provided answer.

⁵⁵ Sudarman Danim, "Menjadi Penelitian kuantitatif dan kualitatif", (Bandung: Pustaka Setia, 2002), p138

⁵⁶ Sugiyono, "Statistika Untuk Penelitian", (Jakarta: Rineka Cipta, 1998), p199

⁵⁷ Cathrine Dawson, "*Practical Research Method*", (United Kingdom: Deer Park Park Production), p31

The researcher used questionnaire to answer two research questions. Close-ended questionnaire is used in this research. So, the respondents answered the question based on the answer provided that has been prepared by the researcher. The researcher choose close-ended questionnaire because close-ended questionnaire is used to generate statistic in quantitative research. Close-ended question are often good for surveys, because to get higher response rates when users do not have to type so much. Also, answer to close-ended question can easily be analyzed statistically, which is what you usually want to do with survey data. Moreover, Dawson mentions there are some advantages using close-ended questionnaire:

- a) Tend to be quicker to administer.
- b) Often easier and quicker for the researcher to record responses
- c) Tend to be easy to code.
- d) Respondents can only answer in predefines way.
- e) New issue cannot be raised
- f) It is quick and easy for respondents to tick boxes, might be more likely to answer all the questions.⁵⁸

The researcher prepared the questionnaire in getting the needed data of this research. for two research questions the researcher used Likert-scale of questionnaire, namely:

- g) 5= Strongly Agree
- h) 4=Agree
- i) 3=Sometimes
- j) 2=Disagree
- k) 1=Strongly Disagree.⁵⁹

⁵⁸ Ibid.,

⁵⁹ Sugiyono , "*Metode penelitian kuantitatif dan kualitatif dan R7D*", (Alfabeta, Bandung 2008) p80

In conclusion, the using of questionnaire here was close-ended with purpose to know the students' perception of the role of lectures in enhancing their communication ability.

The main instrument of the data is questionnaire, designed for gathering the student perception on lecturers' role that should be played in teaching speaking to achieve students' communication ability.

Blueprint Of Questionnaire

Objective	Role	Indicators	Statements	S A	A	S	D	S D
To know student s' percept ion on lecturer s' role	1.Facilitator	Absorption to stimuli or object from outside individuals	1. I feel happy the lecturer gives activities that required me to speak English in the class..					
		Definition or understanding	2. Lecturer as facilitator makes me getting opportunity to communicate in the class.					
		The assessment or evaluation	3. Lecturer as facilitator is good to be applied in the class.					
	2.Resource	Absorption to stimuli or object from outside individuals	4. With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong					
		Definition or understanding	5. Lecturer as resource makes me more fluent to speak English					
		The assessment or evaluation	6. Lecturer as resource is needed to be applied in the class.					
	3. Guide	Absorption to stimuli or object from outside individuals	7. I like the lecturer to give direction / guidance to me while doing activities					
		Definition or	8. When lecturer acts as guide, I					

		understanding	understand easily the instructions and doing the activities well					
		The assessment or evaluation	9. Lecturer as guide is very needed to be applied in the class.					
	4. Independent participant	Absorption to stimuli or object from outside individuals	10. I feel more enthusiasm if the lecturer participate on students' activities in the class.					
		Definition or understanding	11. The lecturers participates in classroom activities make me understand the activities and material well.					
		The assessment or evaluation	12. The lecturer involves himself on students' activities is good to be applied in the class.					
	5. Researcher of learner	Absorption to stimuli or object from outside individuals	13. I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class.					
		Definition or understanding	14. When lecturer acts as the researcher, I can understand well my lack in speaking English.					
		The assessment or evaluation	15. Lecturer acts as researcher is needed to be applied in the class.					
	6. counselor	Absorption to stimuli or object from outside individuals	16. I feel interested in learning speaking when lecturer acts as counselor in the class					
		Definition or understanding	17. With the lecturer acts counselor, it motivates me for improving my speaking skill.					
		The assessment or evaluation	18. Lecturer acts as counselor is needed to be applied in the class.					
	7. Need analyst	Absorption to stimuli or object	19. I like if the lecture acts as need analyst in learning					

		from outside individuals	process.					
		Definition or understanding	20. After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.					
		The assessment or evaluation	21. Lecturer as need analyst is good to be applied in the class.					
	8. Group process Manager	Absorption to stimuli or object from outside individuals	22. I feel motivated if the lecturer providing different activities in delivering material in the class					
		Definition or Understanding	23. I understand easily the material through different activities.					
			24. Lecturer as manager is good to be applied in class					

E. Validity

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured⁶⁰ The instrument of this research used the construct validity as Sugiyono states that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyze the item with count the correlation between item score of instrument and the total score of instrument.⁶¹ In this research, the researcher used two lecturers in English Study Program to get commentary and feedback. There were five points stated in expert validation form: Appropriateness of indicators, number of the question items, the appropriateness of distracters, language

⁶⁰ Sugiyono *Op. Cit.*, p135

⁶¹ *Ibid.* p139

used in questionnaire items, and appropriateness of the questionnaire accuracy. After that, in getting the construct validity, the researcher gave questionnaire to 15 students as the respondents. After the try-out, the research used Ms. Excel to analyze the data to measure that is valid or not and then the questionnaire was valid. (See Appendix 3)

F. Reliability

After the validity of questionnaire had analyzed by using Ms. Excel. The reliability is measured by using Cronbach Alpha. Cronbach's alpha is the most common measure of internal consistency ("reliability").⁶² It was commonly used when someone have multiple likert questions in a survey/questionnaire that form a scale and someone wish to determine if the scale is reliable. According Nunnally, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90.⁶³ a commonly accepted rule of thumb for describing internal consistency is as follows:

⁶² Nenny M utami Opcit.,p55

⁶³ *Ibid.*, p56

Table 3.3
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	questionable
$0.6 > \alpha \geq 0.5$	poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability by using Ms. Excel. From the result, the questionnaire has 0.88. it means that the items interpreted to good internal consistency because it is more than 0.8 based on the table cronbach's alpha. In other words, the items of questionnaire were reliable. (See Appendix 3)

G. Techniques of Analyzing Data

The students' answers have collected as student's responses are tabulated to find out the percentage of dominant role done by lecturer in teaching speaking. This process following:⁶⁴

- a) Verification of data is to check of trust and complete the questionnaire that was answered by respondents.
- b) Classification and tabulation of data that has verification in a table.

⁶⁴ Sujana, on Nenny Mardianti Utami's Thesis, "An analysis of students' needs and perceptions on listening material" STAIN CURUP, 2016. P57

c) Count the percentage with use formula:

Then, the researcher used this formula:

$$P = \frac{\sum score}{Max score} \times 100\%$$

$$P = \frac{\sum score}{705} \times 100\%$$

Where:

P : Percentage of lecturer's role

$\sum score$: Total Score

Max score : Maximum Score

To get total score and percentage for each items on questionnaire, this formula is used by the researcher:

$$P = \frac{(f SA \times 5) + (f A \times 4) + (f S \times 3) + (f D \times 2) + (f SD \times 1)}{N} \times 100\%$$

Where:

f : *Frequency* **N** : Total number of frequency

A : Strongly Agree

O : Agree

S : Sometime

R : Disagree

N: : Strongly Disagree

Table 3.4
Agreement of Term

Category		
Sangat Setuju/Strongly Agree	Combined	Positive Perception
Agree		
sometime		Neutral perception
Disagree	Combined	Negative Perception
Strongly Disagree/ Sangat tidak setuju		

The table above is categorized from likert scales that divided the students' perception in the five categorized by Ridwan. There are Strongly Agree, Agree, sometimes, Disagree, Strongly Disagree. Based on the accounted with the five categories, the result of much calculation was categorized by positive, neutral and negative perception.⁶⁵

⁶⁵ Ridwan, in Oktari's thesis. "The students' Perception on English Lecturer's technique in teaching Perbankan Syariah Study Program At first Semester of STAIN CURUP".2017, p45

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

This chapter presents research finding and discussion about the role of lecturer in teaching speaking and students' perception on lecturers' role in enhance their ability to use English for communication. The result of the survey used the questionnaire. It was conducted by distributed the questionnaire to all respondents (eight semester) of English Tadris Study Program at IAIN Curup. It was taken on 13 October to 09 November 2018 which is only two students did not give it back the questionnaire from total sample 49 students. Questionnaire is made with 24 statements to find out the perception of the students toward the lecturers' role that should be done in order to all students enhance their communication ability.

1. Students' Perception toward Speaking Lecturer's Role

In conducting the survey, a questionnaire consists of 24 statements. There were 47 students who completely filled the questionnaire. This survey method was utilized, because this research would like to figure out students' perception on lecturers' role in the class.

The responses of the questionnaire were calculated through a statistical computation. Each response of the statements in the questionnaire was given to scale value based on likert-scale values that were "*Strongly Agree*" which value was 5, "*Agree*" Which value was 4, "*Sometimes*" which value was 3, "*Disagree*" which value was 2 and "*Strongly Disagree*" which was value 1. On the table the

researcher takes the most frequency to determine the perception of students toward lecturer's role whether positive, neutral or negative perception.

Table 4.1
Students Perception Of Lecturers' Role In Improving EFL Learners' Communication Ability

No	Lecturer	Lecturers' role	F max	%	Items	Students' Perception	
						%	Description
1	A	Facilitator	61	79.8 %	1	82.5 %	Students felt happy when the lecturers provide communicative activities in the class and makes them got opportunities to deliver their ideas, then Students agree that the lecturers play as facilitator.
					2	88.5%	
					3	83.5%	
	B		52	79%	1	79.5%	
					2	77%	
					3	80.4%	
	C		53	79.4 %	1	79.1%	
					2	74.8%	
					3	84.2%	
2	A	Resource	65	80.5 %	1	86.3%	Majority of students agree that they were motivated by the lecturer in acting as the resource in the class and created them to be fluently to speak using English, therefore they need their lecturer as a resource
					2	74.4%	
					3	80.8%	
	B		63	78.4 %	1	77.4%	
					2	80%	
					3	77.8%	
	C		56	79.7 %	1	79.1%	
					2	79.1%	
					3	80.8%	
3	A	Guide	69	79.8 %	1	82.5%	Most of students like if the lecturer guide them in doing the activities, because it helped them
					2	80%	
					3	77%	
	B		48	71.4	1	76.5%	

	C		50	77.5 %	2	69.3%	easily to understand and did the activities, so they really agree if the lecturer acts as guide in the class.
					3	68.5%	
					1	72.7%	
					2	81.2%	
					3	78.7%	
4	A	Participant		73.7 %	1	71.4%	Majority of students were felt more enthusiasm when the lecturer participate on students' activities and made them able to overtake the material, so they agree that the lecturers involves themselves on students' activities
					2	76.1%	
					3	73.6%	
	B		73.4 %	1	68.9%		
				2	79.1%		
				3	72.3%		
	C		61	77.1 %	1	75.7%	
					2	80.8%	
					3	74.8%	
5	A	Researcher	60	72.9	1	73.1%	Students agree that lecturers uses note for when they perform and do the activities, cause they realize that still low to communicate using English. Therefore, they really want the lecturer acts as researcher.
					2	71.9%	
					3	73.6%	
	B		51	70.6 %	1	68.5%	
					2	73.1%	
					3	70.6%	
	C		49	76.3 %	1	75.7%	
					2	74.8%	
					3	78.2%	
6	A	Counselor	61	77.1 %	1	74.4%	Most of students felt interested if the lecturer acts as counselor and made them easy to understand in learning English, then they agree that the lecturer provide himself as counselor in teaching speaking
					2	76.1%	
					3	80.8%	
	B		53	73.7	1	71.9%	
					2	77%	
					3	72.3%	
	C		46	73.7 %	1	77%	
					2	74%	
					3	70.2%	
7	A	Need Analyst	51	75%	1	71.4%	The students agree if the lecturer could act as need analyst in teaching
					2	68.5%	
					3	72.3%	

	B		58	74.8 %	1	75.3%	speaking, however for lecturer A still need to consider his role as need analyst to be more maximized. Here, students should know their lack in Speaking and
					2	69.3%	
					3	80%	
	C		49	73.4 %	1	74%	
					2	72.3%	
					3	74%	
8	A	Manager	60	79.4 %	1	80%	students feel motivated if the lecturer provide different activities in delivering material in the class and they are easy to master the material, but lecturer B still need to consider his role as manager to be more maximized. However, the students agree that the lecturer act as manager in teaching speaking.
					2	79.1%	
					3	79.1%	
	B		47	72%	1	71.4%	
					2	71.9%	
					3	72.7%	
	C		47	76.8 %	1	77.8%	
					2	74.8%	
					3	77.8%	

The table above shows that the students have positive perception on lecturers role in enhancing EFL learners' communication ability. They need lecturers to be more maximized their roles in the class to assist them become successful learner in mastery speaking as crucial skill in English. Then, the researcher will divide into 3 parts based on each of lecturer, it can be seen below:

Table 4.2: Percentage of students' Perception toward Lecturer A as "Facilitator"

Aspect	Item	<i>SA/5</i>	<i>A/4</i>	<i>S/3</i>	<i>D/2</i>	<i>SD/1</i>	<i>Score</i>	%
		F	F	F	F	F		
Facilitator	1	22	21	4	0	0	194	82.5%
	2	16	25	6	0	0	208	88.5%
	3	22	19	6	0	0	204	83.4%

Total		40	65	16	0	0	606	85.9%
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From the table above, **statement number 1** (*I feel Happy the lecturer gives activities that required me to speak a lot*). It was found that there are 22 students choose strongly agree. Then, 21 students thought that it is Agree. And also, 4 students choose sometimes. so the percentage is 82.5%. Next, **statement number 2** (*Lecturer as facilitator makes me getting opportunity to communicate in the class.*) gets score 204 with the percentage 88.5%, consists of 16 students choose strongly agree, 25 students choose agree, 6 students choose sometime. Next, **statement number 3** (*Lecturer as facilitator is good to be applied in the class.*) gets score 204 with the percentage 83.4%, consists of 22 students choose strongly agree, 19 students choose agree, 6 students choose sometime.

Based on explanation above, it can be concluded that the majority of students choose often want lecturer “A” to act as facilitator in teaching speaking. So, it can be called **positive perception**.

Table 4.3: Percentage of students' Perception toward Lecturer A as “Resource”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Resource	4	19	24	4	0	0	203	86.3%
	5	19	18	8	1	1	175	74.4%
	6	15	23	6	2	1	190	80.8%
Total		54	65	18	3	2	568	80.5%

From the table above, **statement number 4** (*With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong*). It was found that there are 19 students choose strongly agree. Then, 24 students thought that it is agree. And also, 4 students choose sometimes. Then, 2 students choose disagree and only 1 student chooses strongly disagree. the score is 184 . Then, the percentage is 86.3%. Next, **statement number 5** (*Lecturer as resource makes me more fluent to speak English.*) gets score 175 with the percentage 74.4%, consists of 19 students choose strongly agree, 18 students choose agree, 8 students choose sometime. Then, 1 student chooses disagree and also 1 student chooses strongly disagree. **Statement number 6** (*Lecturer as resource is needed to be applied in the class.*) gets score 190 with the percentage 80.8%, consists of 15 students choose strongly agree, 23 students choose agree, 6 students choose sometime. Then, 2 student choose disagree. Last, 1 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students choose often hope lecturer “A” to act as Resource in teaching speaking. So, it can be called **positive perception**.

Table 4.4: Percentage of students' Perception toward Lecturer A as “Guide”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Guide	7	17	22	6	1	1	194	82.5%
	8	12	25	9	0	1	188	80%
	9	12	22	8	4	1	181	77%
Total		41	69	23	5	3	563	79.8%

From the table above, **statement number 7** (I like the lecturer to give direction or guidance to me while doing activities in the class.). It was found that there are 17 students choose strongly agree. Then, 22 students thought that it is agree. And also, 6 students choose sometimes. Then, 1 student chooses disagree and only 1 student chooses strongly disagree. And, the percentage is 82.5%. Next, **statement number 8** (*When lecturer acts as guide, I understand easily the instructions and doing the activities well*) gets score 188 with the percentage 80%, consists of 12 students choose strongly agree, 25 students choose agree, 9 students choose sometime. Then, 1 student chooses strongly disagree. **Statement number 9** (*Lecturer as resource is needed to be applied in the class.*) gets score 181 with the percentage 77%, consists of 12 students choose strongly agree, 22 students choose agree, 8 students choose sometime. Then, 4 student choose disagree. Last, 1 student chooses totally disagree.

Based on explanation above, it can be concluded that the majority of students choose often expect lecturer “A” to act as Guide in teaching speaking. So, it can be called **positive perception**.

Table 4.5: Percentage of students' Perception toward Lecturer A as “Participant”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Participant	10	14	16	11	5	1	168	71.4%
	11	10	24	8	4	1	179	76.1%
	12	11	14	18	4	0	173	73.6%
Total		35	54	37	13	2	520	73.7%

From the table above, **statement number 10** (*I feel more enthusiasm if the lecturer participate on students' activities in the class*). It was found that there are 14 students choose strongly agree. Then, 16 students thought that it is agree. And also, 11 students choose sometimes. Then, 5 students choose disagree and only 1 student chooses strongly disagree. So the score is 168, and the percentage is 71.4%. Next, **statement number 11** (*The lecturers participates in classroom activities make me understand the activities and material well.*) gets score 179 with the percentage 76.1%, consists of 10 students choose strongly agree, 24 students choose agree, 12 students choose sometime. Then, 4 students choose disagree, last 1 students choose strongly disagree. **Statement number 12** (*The lecturer involves himself on students' activities is good to be applied in the class*) gets score 173 with the percentage 73.6%, consists of 11 students choose strongly agree, 24 students choose agree, 18 students choose sometime. Then, 4 students choose disagree.

Based on explanation above, it can be concluded that the majority of students chooses often want that lecturer "A" to act as Participant in teaching speaking. So, it can be called **positive perception**.

Table 4.6: Percentage of students' Perception toward Lecturer A as "Researcher"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Researcher	13	12	16	12	5	2	172	73.1%
	14	8	19	14	5	1	169	71.9%
	15	6	25	11	5	0	173	73.6%
Total		26	60	37	15	3	514	72.9%

From the table above, **statement number 13** (*I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class*). It was found that there are 12 students choose strongly agree. Then, 16 students thought that it is agree. And also, 12 students choose sometimes. Then, 5 students choose disagree and only 2 students chooses strongly disagree. so, the score is 172. And the percentage is 73.1%. Next, **statement number 14** (*When lecturer acts as the researcher, I can understand well my lack in speaking English.*) gets score 169 with the percentage 71.9%, consists of 8 students choose strongly agree, 19 students choose agree, 14 students choose sometime. Then, 5 students choose disagree, last 1 student chooses strongly disagree. **Statement number 15** (*Lecturer acts as researcher is needed to be applied in the class*) gets score 173 with the percentage 73.6%, consists of 6 students choose strongly agree, 25 students choose agree, 11 students choose sometime. Then, 5 students choose disagree.

Based on explanation above, it can be concluded that the majority of students chooses often hope that lecturer "A" to act as Researcher in teaching speaking. So, it can be called **positive perception**.

Table 4.7: Percentage of students' Perception toward Lecturer A as "Counselor"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Counselor	16	11	22	9	4	1	175	74.4%
	17	14	22	9	2	0	179	76.1%
	18	17	17	12	0	1	190	80.8%
Total		42	61	30	6	2	544	77.1%

From the table above, **statement number 16** (*I feel interested in learning speaking when lecturer acts as counselor in the class*). It was found that there are 11 students choose strongly agree. Then, 22 students thought that it is agree. And also, 9 students choose sometimes. Then, 4 students choose disagree and only 1 student chooses strongly disagree. so, the score is 175. And the percentage is 74.4%. Next, **statement number 17** (With the lecturer acts counselor, it motivates me for improving my speaking skill) gets score 179 with the percentage 76.1%, consists of 14 students choose strongly agree, 22 students choose agree, 9 students choose sometime. Then, 2 students choose disagree. **Statement number 18** (Lecturer acts as counselor is needed to be applied in the class.) gets score 190 with the percentage 80.8%, consists of 17 students choose strongly agree, 17 students choose agree, 12 students choose sometime. Then, 1 student chooses strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses always want that lecturer “A” to act as counselor in teaching speaking. So, it can be called **positive perception**.

Table 4.8: Percentage of students' Perception toward Lecturer A as “Need Analyst”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Need Analyst	19	8	16	17	6	0	168	71.4%
	20	9	10	23	3	1	161	68.5%
	21	12	15	11	8	1	170	72.3%
Total		29	41	51	17	2	499	70.7%

From the table above, **statement number 19** (*I like if the lecture acts as need analyst in learning process*). It was found that there are 8 students choose strongly agree. Then, 16 students thought that it is agree. And also, 17 students choose sometimes. Then, 6 students choose disagree. thus, the score is 168. The percentage is 71.4%. Next, **statement number 20** (*After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.*) gets score 161 with the percentage 68.5%, consists of 9 students choose strongly agree, 10 students choose agree, 23 students choose sometime. Then, 3 students choose disagree. Last, 1 student choose strongly disagree. **Statement number 21** (*Lecturer as need analyst is good to be applied in the class.*) gets score 170 with the percentage 72.3%, consists of 12 students choose strongly agree, 15 students choose agree, 18 students choose sometime. And 8 students chose disagree, Then, 1 student choose strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often want that lecturer “A” to act as need analyst in teaching speaking. So, it can be called **neutral perception**.

Table 4.9: Percentage of students' Perception toward Lecturer A as “Manager”

Aspect	Item	A/5	O/4	S/3	R/2	N/1	Score	%
		F	F	F	F	F		
Manager	22	15	21	8	2	1	188	80%
	23	13	22	9	3	0	186	79.1%
	24	17	17	8	4	1	186	79.1%
Total		45	60	25	9	2	560	79.4%

From the table above, **statement number 22** (*I feel motivated if the lecturer providing different activities in delivering material in the class*). It was found that there are 15 students choose strongly agree. Then, 21 students thought that it is agree. And also, 8 students choose sometimes. Then, 2 students choose disagree. Last, 1 student chose strongly disagree. Then, the score is 188. And the percentage is 80% Next, **statement number 23** (*I understand easily the material through different activities*) gets score 186 with the percentage 79.1%, consists of 13 students choose strongly agree, 22 students choose agree, 9 students choose sometime. Then, 3 students choose disagree. **Statement number 24** (*Lecturer as manager is good to be applied in the class*) gets score 186 with the percentage 79.1%, consists of 17 students choose strongly agree, 17 students choose agree, 8 students choose sometime. And 4 students chose disagree. Then 1 student chooses strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often expect that lecturer “A” to act as manager in teaching speaking. So, it can be called **positive perception**.

Table 4.10: Percentage of students' Perception toward Lecturer B as “Facilitator”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Facilitator	1	19	13	12	1	2	187	79.5%
	2	10	22	14	0	1	181	77%
	3	13	17	14	1	2	189	80.4%
Total		42	52	40	2	5	557	79%

From the table above, **statement number 1** (*I feel happy the lecturer gives activities that required me to speak English in the class*). It was found that there are 19 students choose strongly agree. Then, 13 students thought that it is agree. And also, 12 students choose sometimes. Then, 1 student chooses disagree. Last, there was 2 students choose strongly disagree. So, the score is 187. The percentage is 79.5% Next, **statement number 2** (*Lecturer as facilitator makes me getting opportunity to communicate in the class*) gets score `181 with the percentage 77%, consists of 19 students choose strongly agree, 13 students choose agree, 12 students choose sometime. Then, 1 student chooses disagree. Last, 2 students choose strongly disagree. **Statement number 3** (*Lecturer as facilitator is good to be applied in the class*) gets score 189 with the percentage 80.4%, consists of 13 students choose strongly agree, 17 students choose agree, 14 students choose sometime. And 1 student chose disagree. Then 2 students choose strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often that lecturer “B” to act as facilitator in teaching speaking. So, it can be called **positive perception**.

Table 4.11: Percentage of students' Perception toward Lecturer B as “Resource”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Resource	4	12	21	10	4	0	182	77.4%
	5	17	19	7	2	2	188	80%
	6	13	23	6	3	2	183	77.8%
Total		42	63	23	9	4	553	78.4%

From the table above, **statement number 4** (*With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong*). It was found that there are 12 students choose strongly agree. Then, 21 students thought that it is agree. And also, 10 students choose sometimes. Then, 4 students choose disagree. And the score is 182. Then, the percentage is 77.4% Next, **statement number 5** (*Lecturer as resource makes me more fluent to speak English*) gets score 188 with the percentage 80%, consists of 17 students choose strongly agree, 19 students choose agree, 7 students choose sometime. Then, 2 students choose disagree. Last, 2 students choose strongly disagree. **Statement number 6** (*Lecturer as resource is needed to be applied in the class*) gets score 183 with the percentage 77.8%, consists of 13 students choose strongly agree, 23 students choose agree, 6 students choose sometime. And 3 students chose disagree. Then 2 students choose strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often expect that lecturer “B” to act as Resource in teaching speaking. So, it can be called **positive perception**.

Table 4.12: Percentage of students' Perception toward Lecturer B as “Guide”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Guide	7	13	16	16	1	1	180	76.5%
	8	9	17	12	5	4	163	69.3%
	9	9	15	12	9	2	161	68.5%
Total		31	48	40	15	7	504	71.4%

From the table above, **statement number 7** (*I like the lecturer to give direction or guidance to me while doing activities in the class*). It was found that there are 13 students choose strongly agree. Then, 16 students thought that it is agree. And also, 16 students choose sometimes. Then, 1 student chooses disagree and only 1 student chooses strongly disagree. so, the score is 180, and got 76.5%. Next, **statement number 8** (*When lecturer acts as guide, I understand easily the instructions and doing the activities well*) gets score 163 with the percentage 69.3%, consists of 9 students choose strongly agree, 17 students choose agree, 12 students choose sometime. Then, 5 students choose disagree. Last, 4 students choose strongly disagree. **Statement number 9** (*Lecturer as resource is needed to be applied in the class.*) gets score 161 with the percentage 68.5%, consists of 9 students choose strongly agree, 15 students choose agree, 12 students choose sometime. Then, 9 students choose disagree. Last, 2 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students choose often hope that lecturer “B” to act as Guide in teaching speaking. So, it can be called **positive perception**.

Table 4.13: Percentage of students' Perception toward Lecturer A as “Participant”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Participant	10	9	15	13	8	2	162	68.9%
	11	16	18	9	3	1	186	79.1%
	12	8	20	13	5	1	170	72.3%
Total		33	53	35	16	4	496	70.6%

From the table above, **statement number 10** (*I feel more enthusiasm if the lecturer participate on students' activities in the class*). It was found that there are 9 students choose strongly agree. Then, 15 students thought that it is agree. And also, 13 students choose sometimes. Then, 8 students choose disagree and only 2 student chooses strongly disagree. so the score is 162 . And the percentage is 68.9%. Next, **statement number 11** (*The lecturers participates in classroom activities make me understand the activities and material well.*) gets score 186 with the percentage 79.1%, consists of 16 students choose strongly agree, 18 students choose agree, 9 students choose sometime. Then, 3 student choose disagree, last 1 students choose strongly disagree. **Statement number 12** (*The lecturer involves himself on students' activities is good to be applied in the class*) gets score 170 with the percentage 72.3%, consists of 8 students choose strongly agree, 20 students choose agree, 13 students choose sometime. Then, 5 students choose disagree. And, 1 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students chooses often want that lecturer “B” to act as Participant in teaching speaking. So, it can be called **positive perception**.

Table 4.14: Percentage of students' Perception toward Lecturer B as “Researcher”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Researcher	13	6	19	13	7	2	161	68.5%
	14	11	14	18	3	1	172	73.1%

	15	10	18	12	6	1	165	70.2%
Total		27	51	43	16	4	498	70.6%

From the table above, **statement number 13** (*I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class*). It was found that there are 6 students choose strongly agree. Then, 19 students thought that it is agree. And also, 13 students choose sometimes. Then, 7 students choose disagree and only 2 students choose strongly disagree. so the score is 161. Then has percentage 68.5%. Next, **statement number 14** (*When lecturer acts as the researcher, I can understand well my lack in speaking English.*) gets score 172 with the percentage 73.1%, consists of 10 students choose strongly agree, 18 students choose agree, 12 students choose sometime. Then, 6 students choose disagree, last 1 student chooses strongly disagree. **Statement number 15** (*Lecturer acts as researcher is needed to be applied in the class*) gets score 165 with the percentage 70.2%, consists of 10 students choose strongly agree, 18 students choose agree, 12 students choose sometime. Then, 6 students choose disagree. Last, 1 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students chooses often want that lecturer "B" to act as Researcher in teaching speaking. So, it can be called **positive perception**.

Table 4.15: Percentage of students' Perception toward Lecturer B as "Counselor"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Counselor	16	8	20	12	6	1	169	71.9%
	17	15	17	8	7	0	181	77%
	18	14	16	13	3	1	170	72.3%
Total		37	53	33	16	2	520	73.7%

From the table above, **statement number 16** (*I feel interested in learning speaking when lecturer acts as counselor in the class*). It was found that there are 8 students choose strongly agree. Then, 20 students thought that it is agree. And also, 12 students choose sometimes. Then, 6 students choose disagree and only 1 student chooses strongly disagree. thus the score is 169. Then has percentage 71.9%. Next, **statement number 17** (*With the lecturer acts counselor, it motivates me for improving my speaking skill*) gets score 181 with the percentage 77%, consists of 15 students choose strongly agree 17 students choose agree, 8 students choose sometime. Then, 7 students choose disagree. **Statement number 18** (*Lecturer acts as counselor is needed to be applied in the class.*) gets score 170 with the percentage 72.3% consists of 14 students choose strongly agree, 13 students choose agree, 13 students choose sometime. Then, 3 students choose disagree. Last, only 1 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students chooses often want that lecturer "B" to act as counselor in teaching speaking. So, it can be called **positive perception**.

Table 4.16: Percentage of students' Perception toward Lecturer B as "Need Analyst"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Need Analyst	19	8	23	13	3	0	177	75.3%
	20	7	17	19	3	1	163	69.3%
	21	11	18	14	3	1	188	80%
Total		26	58	46	9	2	528	74.8%

From the table above, **statement number 19** (*I like if the lecture acts as need analyst in learning process*). It was found that there are 8 students choose strongly agree. Then, 23 students thought that it is agree. And also, 13 students choose sometimes. Then, 3 students choose disagree. so the score is 177. Then, the percentage is 75.3%. Next, **statement number 20** (*After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.*) gets score 163 with the percentage 69.3%, consists of 7 students choose strongly agree 17 students choose agree, 19 students choose sometime. Then, 3 students choose disagree. Last, 1 student choose strongly disagree. **Statement number 21** (*Lecturer as need analyst is good to be applied in the class.*) gets score 188 with the percentage 80%, consists of 11 students choose strongly agree, 18 students choose agree, 14 students choose sometime. And 3 students chose disagree. Then, 1 student chooses strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often hope that lecturer "B" to act as need analyst in teaching speaking. So, it can be called **positive perception**.

Table 4.17: Percentage of students' Perception toward Lecturer B as "Manager"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Manager	22	12	13	15	4	3	168	71.4%
	23	11	14	14	7	2	169	71.9%
	24	12	13	18	1	3	171	72.7%
Total		35	40	47	12	8	508	72%

From the table above, **statement number 22** (*I feel motivated if the lecturer providing different activities in delivering material in the class*). It was found that there are 12 students choose always. Then, 13 students thought that it is often. And also, 15 students choose sometimes. Then, 4 students choose rarely. Last, 3 students chose never. the score is 168. Then, the percentage is 71.4% Next, **statement number 23** (*I understand easily the material through different activities*) gets score 169 with the percentage 71.9%, consists of 11 students choose strongly agree, 14 students choose agree, 14 students choose sometime. Then, 7 students choose disagree. Last, 2 students choose strongly disagree. **Statement number 24** (*Lecturer as manager is good to be applied in the class*) gets score 172 with the percentage 72.7%, consists of 12 students choose strongly agree, 13 students choose agree, 18 students choose sometime. And 1 student chooses disagree. Then 3 students choose strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses sometimes. So, it can be called **neutral perception**.

Table 4.18: Percentage of students' Perception toward Lecturer C as "Facilitator"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Facilitator	1	20	10	13	3	1	186	79.1%
	2	14	18	14	1	0	176	74.8%
	3	19	19	9	0	0	198	84.2%
Total		53	47	36	4	1	560	79.4%

From the table above, **statement number 1** (*I feel happy the lecturer gives activities that required me to speak English in the class*). It was found that there are 20 students choose strongly agree. Then, 10 students thought that it is agree. And also, 13 students choose sometimes. Then, 3 students choose disagree. Last, there was 1 student chooses strongly disagree. So, the score is 186. And then, the percentage is 79.1% Next, **statement number 2** (*Lecturer as facilitator makes me getting opportunity to communicate in the class*) gets score `176 with the percentage 74.8%, consists of 14 students choose strongly agree, 18 students choose agree, 114 students choose sometime. Then, 1 student chooses disagree. **Statement number 3** (*Lecturer as facilitator is good to be applied in the class*) gets score 198 with the percentage 84.2%, consists of 19 students choose strongly agree, 19 students choose agree, 9 students choose sometime.

Based on explanation above, it can be concluded that the majority of students chooses always happy that lecturer "C" to act as facilitator in teaching speaking. So, it can be called **positive perception**.

Table 4.19: Percentage of students' Perception toward Lecturer C as "Resource"

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Resource	4	15	18	12	1	1	186	79.1%
	5	16	18	10	1	2	186	79.1%
	6	16	20	9	1	1	190	80.8%
Total		47	56	31	3	4	562	79.7%

From the table above, **statement number 4** (*With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong*). It was found that there are 15 students choose strongly agree. Then, 18 students thought that it is agree. And also, 12 students choose sometimes. Then, 2 students choose disagree. Last, only 1 student chooses strongly disagree. So, the score is 186. The percentage is 79.1% Next, **statement number 5** (*Lecturer as resource makes me more fluent to speak English*) gets score 186 with the percentage 79.1%, consists of 16 students choose strongly agree, 18 students choose agree, 10 students choose sometime. Then, 1 student chooses disagree. Last, 1 student chooses strongly disagree. **Statement number 6** (*Lecturer as resource is needed to be applied in the class*) gets score 190 with the percentage 80.8%, consists of 16 students choose strongly agree, 20 students choose agree, 9 students choose sometime. And 1 student chooses disagree. Then 1 student chooses strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often motivate that lecturer “C” to act as Resource in teaching speaking. So, it can be called **positive perception**.

Table 4.20: Percentage of students’ Perception toward Lecturer C as “Guide”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Guide	7	14	17	13	1	2	171	72.7%
	8	19	15	11	1	1	191	81.2%
	9	17	16	8	6	0	185	78.7%
Total		50	48	32	8	3	547	77.5%

From the table above, **statement number 7** (*I like the lecturer to give direction or guidance to me while doing activities in the class*). It was found that there are 14 students choose strongly agree. Then, 17 students thought that it is agree. And also, 13 students choose sometimes. Then, 1 student chooses disagree and 2 students choose strongly disagree. so, the score is 171. Then, the percentage is 72.7%. Next, **statement number 8** (*When lecturer acts as guide, I understand easily the instructions and doing the activities well*) gets score 191 with the percentage 81.2%, consists of 19 students choose strongly agree, 15 students choose agree, 11 students choose sometime. Then, 1 student chooses disagree. Last, 1 student chooses strongly disagree. **Statement number 9** (*Lecturer as resource is needed to be applied in the class.*) gets score 185 with the percentage 78.7%, consists of 17 students choose strongly agree, 16 students choose agree, 8 students choose sometime. Then, 6 students choose disagree.

Based on explanation above, it can be concluded that the majority of students choose always like that lecturer “C” to act as Guide in teaching speaking. So, it can be called **positive perception**.

Table 4.21: Percentage of students' Perception toward Lecturer C as “Participant”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Participant	10	7	25	14	0	1	178	75.7%
	11	17	17	11	2	0	190	80.8%
	12	14	19	12	2	0	176	74.8%
Total		38	61	37	4	1	544	77.1%

From the table above, **statement number 10** (*I feel more enthusiasm if the lecturer participate on students' activities in the class*). It was found that there are 7 students choose strongly agree. Then, 25 students thought that it is agree. And also, 14 students choose sometimes. Then, only 1 student chooses strongly disagree. So, the score is 178. The percentage is 75.7%. Next, **statement number 11** (*The lecturers participates in classroom activities make me understand the activities and material well.*) gets score 190 with the percentage 80.8%, consists of 17 students choose strongly agree, 17 students choose agree, 11 students choose sometime. Then, 2 students choose disagree, last 2 students choose strongly disagree. **Statement number 12** (*The lecturer involves himself on students' activities is good to be applied in the class*) gets score 176 with the percentage 74.8%, consists of 14 students choose strongly agree, 19 students choose agree, 12 students choose sometime. Then, 2 students choose disagree.

Based on explanation above, it can be concluded that the majority of students chooses often feel enthusiastic that lecturer “C” to act as Participant in teaching speaking. So, it can be called **positive perception**.

Table 4.22: Percentage of students' Perception toward Lecturer C as “Researcher”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Researcher	13	11	20	12	3	1	178	75.7%
	14	13	13	17	4	0	176	74.8%
	15	16	16	11	3	1	184	78.2%
Total		40	49	40	10	2	538	76.3%

From the table above, **statement number 13** (*I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class*). It was found that there are 11 students choose strongly agree. Then, 20 students thought that it is agree. And also, 12 students choose sometimes. Then, 3 students choose disagree and only 1 student chooses strongly disagree. so the score is 178. Then, the percentage 75.7%. Next, **statement number 14** (*When lecturer acts as the researcher, I can understand well my lack in speaking English.*) gets score 176 with the percentage 74.8%, consists of 13 students choose strongly agree, 13 students choose agree, 17 students choose sometime. Then, 4 students choose disagree. **Statement number 15** (*Lecturer acts as researcher is needed to be applied in the class*) gets score 184 with the percentage 78.2%, consists of 16 students choose strongly agree, 16 students choose agree, 11 students choose sometime. Then, 63students choose disagree. Last, 1 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students chooses often like that lecturer “C” to act as Researcher in teaching speaking. So, it can be called **positive perception**.

Table 4.23: Percentage of students’ Perception toward Lecturer C as “Counselor”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Counselor	16	15	17	9	5	1	181	77%
	17	12	16	13	5	1	174	74%
	18	9	13	19	5	1	165	70.2%
Total		36	46	41	15	3	517	73.3%

From the table above, **statement number 16** (*I feel interested in learning speaking when lecturer acts as counselor in the class*). It was found that there are 15 students choose strongly agree. Then, 17 students thought that it is agree. And also, 9 students choose sometimes. Then, 5 students choose disagree and only 1 student chooses strongly disagree. So, the score is = 181. And The percentage is 77%. Next, **statement number 17** (*With the lecturer acts counselor, it motivates me for improving my speaking skill*) gets score 174 with the percentage 74%, consists of 12 students choose strongly agree, 16 students choose agree, 13 students choose sometime. Then, 5 students choose disagree. Last, 1 student chooses strongly disagree. **Statement number 18** (*Lecturer acts as counselor is needed to be applied in the class.*) gets score 165 with the percentage 70.2% consists of 9 students choose strongly agree, 13 students choose agree, 19 students choose sometime. Then, 5 students choose disagree. Last, only 1 student chooses strongly disagree

Based on explanation above, it can be concluded that the majority of students chooses often interested that lecturer “C” to act as counselor in teaching speaking. So, it can be called **positive perception**.

Table 4.24: Percentage of students’ Perception toward Lecturer C as “Need Analyst”

Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Need Analyst	19	11	16	16	3	1	174	74%
	20	7	20	16	3	1	170	72.3%
	21	13	13	16	4	1	174	74%
Total		31	49	48	10	3	518	73.4%

From the table above, **statement number 19** (*I like if the lecture acts as need analyst in learning process*). It was found that there are 11 students choose strongly agree. Then, 16 students thought that it is agree. And also, 16 students choose sometimes. Then, 3 students choose disagree. Last, 1 student chooses strongly disagree and the score is 174. So, the percentage is 74%. Next, **statement number 20** (*After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.*) gets score 170 with the percentage 72.3%, consists of 7 students choose strongly agree, 20 students choose agree, 16 students choose sometime. Then, 3 students choose disagree. Last, 1 student choose strongly disagree. **Statement number 21** (*Lecturer as need analyst is good to be applied in the class.*) gets score 174 with the percentage 74%, consists of 13 students choose strongly agree, 13 students choose agree, 16 students choose sometime. And 4 students chose disagree. Then, 1 student chooses strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often like that lecturer “C” to act as need analyst in teaching speaking. So, it can be called **positive perception**.

Table 4.25: Percentage of students' Perception toward Lecturer C as “Manager”

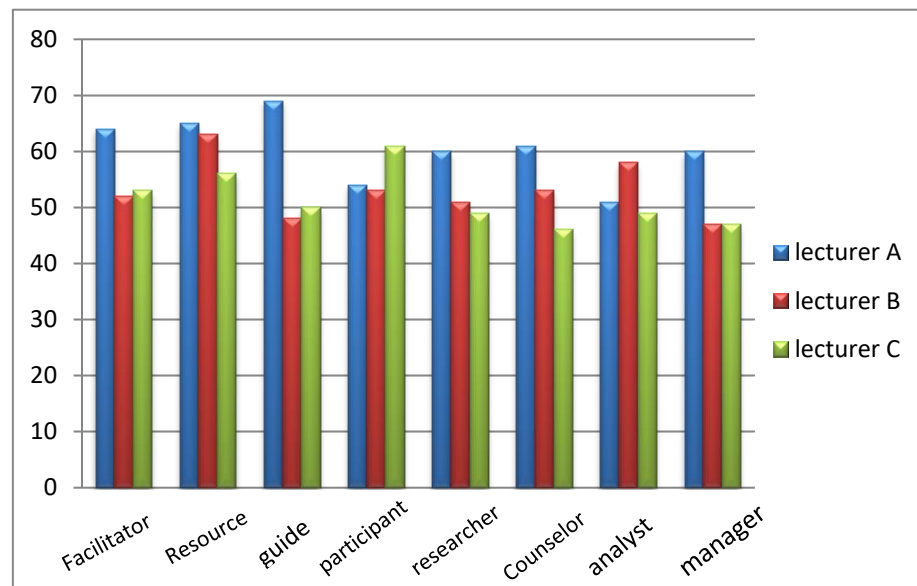
Aspect	Item	SA/5	A/4	S/3	D/2	SD/1	Score	%
		F	F	F	F	F		
Manager	22	16	14	14	2	1	183	77.8%
	23	12	18	13	1	3	176	74.8%
	24	17	15	10	3	2	183	77.8%
Total		45	47	37	6	6	542	76.8%

From the table above, **statement number 22** (*I feel motivated if the lecturer providing different activities in delivering material in the class*). It was found that there are 16 students choose strongly agree. Then, 14 students thought that it is agree. And also, 14 students choose sometimes. Then, 2 students choose disagree. Last, 1 students chose strongly disagree. So, the score is 183. And, the percentage is 77.8%. Next, **statement number 23** (*I understand easily the material through different activities*) gets score 176 with the percentage 74.8%, consists of 12 students choose strongly agree, 18 students choose agree, 13 students choose sometime. Then, 1 student chooses disagree. Last, 3 students choose strongly disagree. **Statement number 24** (*Lecturer as manager is good to be applied in the class*) gets score 183 with the percentage 77.8%, consists of 17 students choose strongly agree, 15 students choose agree, 10 students choose sometime. And 3 students chose disagree. Then 1 student chooses strongly disagree.

Based on explanation above, it can be concluded that the majority of students chooses often motivated that lecturer “C” to act as manager in teaching speaking. So, it can be called **positive perception**.

Diagram 4.1

The Biggest Total Frequency of Students’ Perception on Lecturers’ Role in Teaching Speaking



B. DISCUSSION

1. Students’ Perception Toward Lecturer’s Role

In term of facilitator, actually the lecturers have been done well by seeing the perception from the students. The majority students have **positive perception** when the lecturers play the role as facilitator. In relation to this, Moore said that engage students in learning activities, facilitate learning by doing, and practice

communication skills.⁶⁶ Therefore, the students feel happy when they are required to speak using English a lot in the class, also supported by the activity which was required them to speak a lot.

Then lecturer as resource, actually the lecturers have been done by the lecturer as found by analyzing the questionnaire. The frequency of lecturer B and Lecturer C acted as resource is on categorized 'good'. And also, the majority students have **positive perception** when the lecturers play the role as resource, In contrast, actually the students felt motivated and helped by lecturer for them to be more understanding the material and follow speaking activities easily. As Harmer argued that students need their teacher as a resource that may need help to say something.⁶⁷

Then, the lecturer as a guide also got **positive perception** from the students. The students want that the lecturer is available in the class to guide all the activities to avoid misunderstanding in doing it. Sholihah adds that during performing classroom activities, teacher guides their students' activities.⁶⁸

In term of participant, the lecturers have played this role in the class. The students have **positive perception** when the lecturer acts as participant in the class. the students were enthusiasm in following the activity and makes them understand the material well if the lecturer involved himself on students' activities. This is supported

⁶⁶ D.Moore, on Xiaoyu Huang1 & Xinyue Hu's journal, Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes. Higher Education Studies; Vol. 6, No. 1; 2016

⁶⁷ Jeremy Harmer, *Opcit.* p110

⁶⁸ H. Sholihah, *opcit.*, p5

by Harmer who said that, when teacher are successfully as independent participant the activities, students enjoy having the teacher with them.⁶⁹

Based on finding, Whereas the students have **positive perception** to all lecturers when acts as researcher in the class, because they feel like when the lecturer uses note to check their shortcomings in learning speaking. As Sholihah said that during performing classroom activities, teacher monitors their students' activities and then takes notes of students' mistakes on linguistic features to be worked on the next communicative practices.⁷⁰ In other words, students should know what to do for next meeting.

Thus, lecturer has to play in every meeting to makes sure that the students achieve their communicative competence. Based, on finding the students have **positive perception**. The students felt that when the lecturer are interested and also motivated to improve their speaking skill. When students are motivated, they want more to learn the lesson deeply.⁷¹

Next, the lecturer as need analyst in the class has been done by lecturer I the class. Here, students have **positive perception** when the lecturers applied this role. Students felt happy the lecturer could give the activities suitable with students' need. Richard and Roger said that, as a teacher should find most challenging about communicative oral activities in accordance with the students' need. If the teacher is

⁶⁹ Jeremy Harmer, *Opcit.*, p348

⁷⁰ Sholihah, *Opcit.*, p5

⁷¹ S.A Berardo, *Op.Cit.*, p36

currently teaching, it is better to ask the students about what they find most challenging about these kinds of activities and share the results with classmates.⁷²

Last, students also have positive perception when the lecturer as manager in the class, especially for lecturer A and lecturer C. They feel enthusiasm if the lecturer could give the different any activities in teaching speaking. Meanwhile, lecturer B has neutral perception, it is indicated that when the lecturer as manager is still not maximized yet, so the students have not felt the good impact.

Based on discussion above, it can be seen that the majority of students would like the lecturer play all the roles in teaching speaking for every meeting to make sure that all students are able in enhancing their communicative ability. All students have positive perception on the role that was played by lecturer, although lecturer was not consistence yet in playing the role, but it can be better if the lecturers of speaking do all the roles consistently in teaching speaking for enhancing students' communicative competence. For a second time, lecturers' role in the class is related to the students' communicative competence. The lecturers need to reconsider to maximize their role in teaching speaking which has big impact to improve students' communicative competence. The lecturer should be consistently in playing the roles in the class, in the other words, every role should play in every meeting.

⁷² Richard and Roger, *Op.Cit*, p167

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion below as the last part of this research are taken. The conclusion below is the answer of research question, while the suggestion is intended to give information to the readers who are interested in doing further in this area.

A. CONCLUSION

Based on the result of this research, the researcher gives the conclusion about the most dominant role done by lecturer in the class as seen below:

Firstly, based on the theory there are 8 roles could be done by lecturer in teaching speaking, and the lecturers have done it. The researcher collected the students' perception toward lecturers' role in improving their communication ability and to prove that the role of lecturer in the class can affect the students' communication ability. Then, the researcher found that the students perceive that all students have positive perception when the lecturer C played different roles in enhancing EFL learners' communication ability. However, for lecturer A and B, the majority of students have positive perception, but when the lecturers act as need analyst and manager is still get neutral perception.

B. SUGGESTION

After getting result from the questionnaire, the researcher would like to give some suggestion which may be useful for:

1. The lecturers

The lecturer should be more innovative in teaching speaking by playing all the roles in the class, so all students can enhance their communication ability. In terms of lecturers' role, it is important for lecturers to create the best way to achieve the objective of learning and to make sure that all the students have good skill after they graduate.

2. The students

It is important for students to achieve their ability in learning speaking as the most difficulties skill in English. They need to know exactly about their lecturers' role in assisting them to master speaking which is purposed to enhance their communicative skill. Besides, they also can be more sensitive toward their lecturers' role should help them to be able using English well.

3. The further researcher

Yet, the researcher had not yet explored deeply on how lecturers' technique or strategies for improving students' communication ability. Hopefully, the next researcher investigates more about the terms of students' communicative ability as the purpose of learning English.

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A P P E N D I C E S

Appendix 1

Items of Perception

Objective	Role	Indicators	Statements						
to know students perception on lecturer's role in speaking class	1. Facilitator	Absorption to stimuli or object from outside individuals	I feel happy the lecturer gives activities that required me to speak English in the class.						
		Definition or understanding	Lecturer as facilitator makes me getting opportunity to communicate in the class.						
		The assessment or evaluation	Lecturer as facilitator is good to be applied in speaking subject						
	1. Resource	Absorption to stimuli or object from outside individuals	With the lecturer acting as a resource in the classroom, it motivate me to dare to speak using English even though it was wrong						
		Definition or understanding	Lecturer as resource makes me more fluent to communicate using English						
		The assessment or evaluation	Lecturer as resource is good to be applied in the class						
	2. Guide	Absorption to stimuli or object from outside individuals	I like the lecturer to give direction / guidance to me while doing activities						
		Definition or understanding	When lecturer acts as guide, I understand easily the instructions and doing the activities well						
		The assessment or evaluation	Lecturer as guide is very needed to be applied in the class						
	3. Independent participant	Absorption to stimuli or object from outside individuals	I feel happy the lecturer participate on students' activities in learning speaking						
		Definition or understanding	The lecturers participating in classroom activities makes me understand the activities and material well						
		The assessment or evaluation	The lecturer as participant is good to be applied in the class						

DATA OF TRY OUT QUESTIONNAIRE

k	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	q21	q22	q23	q24	JUMLAH
r1	5	4	3	3	4	5	2	2	4	2	4	2	4	5	3	2	3	5	5	5	5	4	3	5	85
r2	5	5	4	4	5	4	3	4	3	4	4	3	2	4	2	3	4	5	5	4	5	3	5	4	94
r3	5	4	5	5	4	4	2	5	2	4	4	4	3	5	2	4	5	4	5	4	5	4	5	5	99
r4	5	5	5	4	4	4	2	3	3	5	4	3	2	4	1	2	4	5	4	2	5	5	5	5	91
r5	5	5	5	5	3	4	4	2	2	4	4	4	3	4	2	2	4	5	5	4	5	5	5	4	95
r6	5	5	5	5	4	5	4	3	3	3	5	4	5	5	4	4	4	5	5	3	5	5	5	5	107
r7	4	5	5	4	3	4	4	3	4	4	4	4	4	4	4	3	3	5	4	4	5	5	5	3	97
r8	3	5	5	5	2	2	3	2	2	5	5	3	2	4	5	1	5	5	5	5	5	2	5	3	89
r9	5	5	5	4	3	3	3	2	4	4	5	4	4	4	4	2	4	5	5	3	4	5	5	5	98
r10	4	5	5	4	2	4	3	2	2	3	5	4	3	4	4	1	3	5	5	2	5	4	5	4	88
r11	3	5	5	4	4	2	4	4	2	4	5	2	2	4	3	2	4	5	4	2	5	2	5	5	87
r12	5	5	5	4	5	3	4	5	3	5	5	4	2	5	4	3	5	5	4	4	4	3	5	2	99
r13	5	5	3	4	3	4	3	4	2	3	4	3	2	4	3	1	4	5	1	1	5	3	3	5	80
r14	1	5	5	4	2	3	4	4	2	4	4	2	2	3	2	1	3	5	3	2	5	2	4	2	74
r15	5	4	2	4	2	2	1	2	3	3	4	2	3	3	1	2	4	4	4	3	4	1	5	2	79

RESPONDENT	Questions																								JUMLAH	
NO	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	q21	q22	q23	q24		
r1	5	4	3	3	4	5	2	2	2	4	2	4	2	5	3	2	3	5	5	5	3	4	3	5	85	
r2	5	5	4	4	5	4	3	4	3	4	4	3	2	4	2	3	4	5	5	4	5	3	5	4	94	
r3	5	4	5	5	4	4	2	5	2	4	4	4	3	5	2	4	5	4	5	4	5	4	5	5	99	
r4	5	5	5	4	4	4	2	3	3	5	4	3	2	4	1	2	4	5	4	2	5	5	5	5	91	
r5	5	5	5	5	3	4	4	2	2	4	4	4	3	4	2	2	4	5	5	4	5	5	5	4	95	
r6	5	5	5	5	4	5	4	4	3	3	5	4	5	5	4	4	4	5	5	3	5	5	5	5	107	
r7	4	5	5	4	3	4	4	3	4	4	4	4	4	4	4	3	3	5	4	4	5	5	5	3	97	
r8	3	5	5	5	2	2	3	2	2	5	5	3	2	4	5	1	5	5	5	5	5	2	5	3	89	
r9	5	5	5	4	3	3	3	2	4	4	5	4	4	4	4	2	4	5	5	3	5	5	5	5	98	
r10	4	5	5	4	2	4	3	2	2	3	5	4	3	4	4	1	3	5	5	2	5	4	5	4	88	
r11	3	5	5	4	4	2	4	4	2	4	5	2	2	4	3	2	4	5	4	2	5	2	5	5	87	
r12	5	5	5	4	5	3	4	5	3	5	5	4	2	5	4	3	5	5	4	4	4	3	5	2	99	
r13	5	5	3	4	3	4	3	4	2	3	4	3	2	4	3	1	4	5	1	1	5	3	3	5	80	
r14	1	5	5	4	2	3	4	4	2	4	4	2	2	3	2	1	3	5	3	2	5	2	4	2	74	
r15	5	4	2	4	2	2	1	2	3	3	4	2	3	3	1	2	4	4	4	3	4	1	5	2	70	
Roy	0.42	0.29	0.63	0.44	0.57	0.44	0.40	0.26	0.38	0.25	0.33	0.75	0.53	0.73	0.43	0.71	0.34	0.23	0.52	0.36	0.26	0.72	0.46	0.38		
t hitung	3.77	2.32	7.14	4.01	5.90	3.97	3.54	2.11	3.31	1.94	2.79	2.79	5.24	9.70	3.87	8.95	2.84	1.81	5.16	3.12	2.09	9.28	4.34	3.32		
t tabel	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68	1.68		
sterang	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid		
varians	1.38	0.17	0.98	0.31	1.10	0.98	0.92	1.31	0.54	0.50	0.64	0.67	0.92	0.41	1.50	1.03	0.50	0.13	1.21	1.46	0.35	1.84	0.52	1.50	20.86	
																								100.02857	0.8118	
																								Jumlah varians tot reliabilitas		

Appendix 4**Questionnaire****"THE ROLE OF LECTURER IN ENHANCING EFL LEARNER'S COMMUNICATIVE
COMPETENCE IN SPEAKING CLASS"**

Give answers honestly, objectively, and responsibly because every answer you give is an invaluable aid to this research. Thank you very much.

A. RESPONDENT IDENTITY

NAME/NIM : Meylisa
CLASS : Pbi RK

B. DIRECTION:

1. Your identity is guaranteed confidentiality.
2. Give "✓" in the column provided below. Fill it according to what you experienced when the lecturer taught speaking in the class. You have five choices in filling this questionnaire, consist of:

SA = Strongly Agree
A = Agree
S = Sometime
D = Disagree
SD = Strongly Disagree

LECTURER A

No	Statement	S	A	S	D	N
1	I feel happy the lecturer gives activities that required me to speak English in the class.	✓				
2	Lecturer as facilitator makes me getting opportunity to communicate in the class.	✓				
3	Lecturer as facilitator is good to be applied in the class.	✓				
4	With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong	✓				
5	Lecturer as resource makes me more fluent to speak English	✓				
6	Lecturer as resource is needed to be applied in the class.	✓				
7	I like the lecturer to give direction or guidance to me while doing activities in the class.	✓				
8	When lecturer acts as guide, I understand easily the instructions and doing the activities well	✓				
9	Lecturer as guide is very needed to be applied in the class.	✓				
10	I feel more enthusiasm if the lecturer participate on students' activities in the class.		✓			
11	The lecturers participates in classroom activities make me understand the activities and material well		✓			
12	The lecturer involves himself on students' activities is good to be applied in the class.		✓			
13	I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class.					✓
14	When lecturer acts as the researcher, I can understand well my lack in speaking English.	✓				
15	Lecturer acts as researcher is needed to be applied in the class.		✓			
16	I feel interested in learning speaking when lecturer acts as counselor in the class	✓				
17	With the lecturer acts counselor, it motivates me for improving my speaking skill.	✓				
18	Lecturer acts as counselor is needed to be applied in the class.	✓				
19	I like if the lecture acts as need analyst in learning process.		✓			
20	After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.	✓				
21	Lecturer as need analyst is good to be applied in the class.	✓				

LECTURER B

No	Statement	S A	A	S	D	S D
1	I feel happy the lecturer gives activities that required me to speak English in the class.	✓				
2	Lecturer as facilitator makes me getting opportunity to communicate in the class.	✓				
3	Lecturer as facilitator is good to be applied in the class.	✓				
4	With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong	✓				
5	Lecturer as resource makes me more fluent to speak English	✓				
6	Lecturer as resource is needed to be applied in the class.	✓				
7	I like the lecturer to give direction or guidance to me while doing activities in the class.	✓				
8	When lecturer acts as guide, I understand easily the instructions and doing the activities well	✓				
9	Lecturer as guide is very needed to be applied in the class.		✓			
10	I feel more enthusiasm if the lecturer participate on students' activities in the class.		✓			
11	The lecturers participates in classroom activities make me understand the activities and material well.	✓				
12	The lecturer involves himself on students' activities is good to be applied in the class.		✓			
13	I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class.					✓
14	When lecturer acts as the researcher, I can understand well my lack in speaking English.	✓				
15	Lecturer acts as researcher is needed to be applied in the class.		✓			
16	I feel interested in learning speaking when lecturer acts as counselor in the class		✓			
17	With the lecturer acts counselor, it motivates me for improving my speaking skill.		✓			
18	Lecturer acts as counselor is needed to be applied in the class.	✓				
19	I like if the lecture acts as need analyst in learning process.		✓			
20	After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.		✓			
21	Lecturer as need analyst is good to be applied in the class.		✓			

LECTURER C

No	Statement	S A	A	S	D	S D
1	I feel happy the lecturer gives activities that required me to speak English in the class.	✓				
2	Lecturer as facilitator makes me getting opportunity to communicate in the class.	✓				
3	Lecturer as facilitator is good to be applied in the class.		✓			
4	With the lecturer acting as a resource in the classroom, it motivates me to dare to speak English although it was wrong	✓				
5	Lecturer as resource makes me more fluent to speak English	✓				
6	Lecturer as resource is needed to be applied in the class.	✓				
7	I like the lecturer to give direction or guidance to me while doing activities in the class.	✓				
8	When lecturer acts as guide, I understand easily the instructions and doing the activities well	✓				
9	Lecturer as guide is very needed to be applied in the class.		✓			
10	I feel more enthusiasm if the lecturer participate on students' activities in the class.		✓			
11	The lecturers participates in classroom activities make me understand the activities and material well.	✓				
12	The lecturer involves himself on students' activities is good to be applied in the class.		✓			
13	I like the lecturer uses notes for checking students' speaking performance and the students' activities in the class.					✓
14	When lecturer acts as the researcher, I can understand well my lack in speaking English.		✓			
15	Lecturer acts as researcher is needed to be applied in the class.		✓			
16	I feel interested in learning speaking when lecturer acts as counselor in the class	✓				
17	With the lecturer acts counselor, it motivates me for improving my speaking skill.	✓				
18	Lecturer acts as counselor is needed to be applied in the class.	✓				
19	I like if the lecture acts as need analyst in learning process.		✓			
20	After doing activities, I understand my shortcomings in doing activities and materials provided by lecturers.	✓				
21	Lecturer as need analyst is good to be applied in the class.		✓			



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)**

Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21019 Curup 3919 Email staincurup@telkom.net

**KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 046 /Sti.02/I/PP.00.9/01/ 2018**

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP**

- | | |
|------------------|---|
| Menimbang | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ; |

MEMUTUSKAN :

Menetapkan

- | | | |
|----------------|------------------------|-----------------------|
| Pertama | 1. Sakut Ansori, M.Hum | 19811020 200604 1 002 |
| | 2. Eka Apriani, M.Pd | 19900403 201503 2 005 |

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Wisnu Budiman

N I M : 14551064

JUDUL SKRIPSI : The Role Lecturer In Enhancing EFL Learners' Communicative Competence.

- | | |
|----------------|--|
| Kedua | Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ; |
| Ketiga | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal, 9 Januari 2018
a.n. Ketua STAIN Curup
Wakil Ketua I,



Terhutan

1. Pembimbing I dan II;
2. Bendahara STAIN Curup;
3. Kasubag AK;
4. Kepala Perpustakaan STAIN;
5. Mahasiswa yang bersangkutan;
6. Asup/Jurusan Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bangkok Telpon: (0732) 21010
Fax: (0732) 21010 Homepage: <http://www.iaincurup.ac.id> E-Mail: iaincurup@iaincurup.ac.id

Nomor : 1615 /In.34/PP.00 9/10/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

10 Oktober 2018

Kepada Yth
Kepala Prodi PBI IAIN Curup
Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup:


Nama : Wisnu Budiman
NIM : 14551064
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : The Role Of Lecturer In Enhancing Efl Learner's
Communicative Competence.
Waktu Penelitian : 10 Oktober s.d 10 Januari 2018
Tempat Penelitian : Prodi PBI IAIN Curup Kab. Rejang Lebong


Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



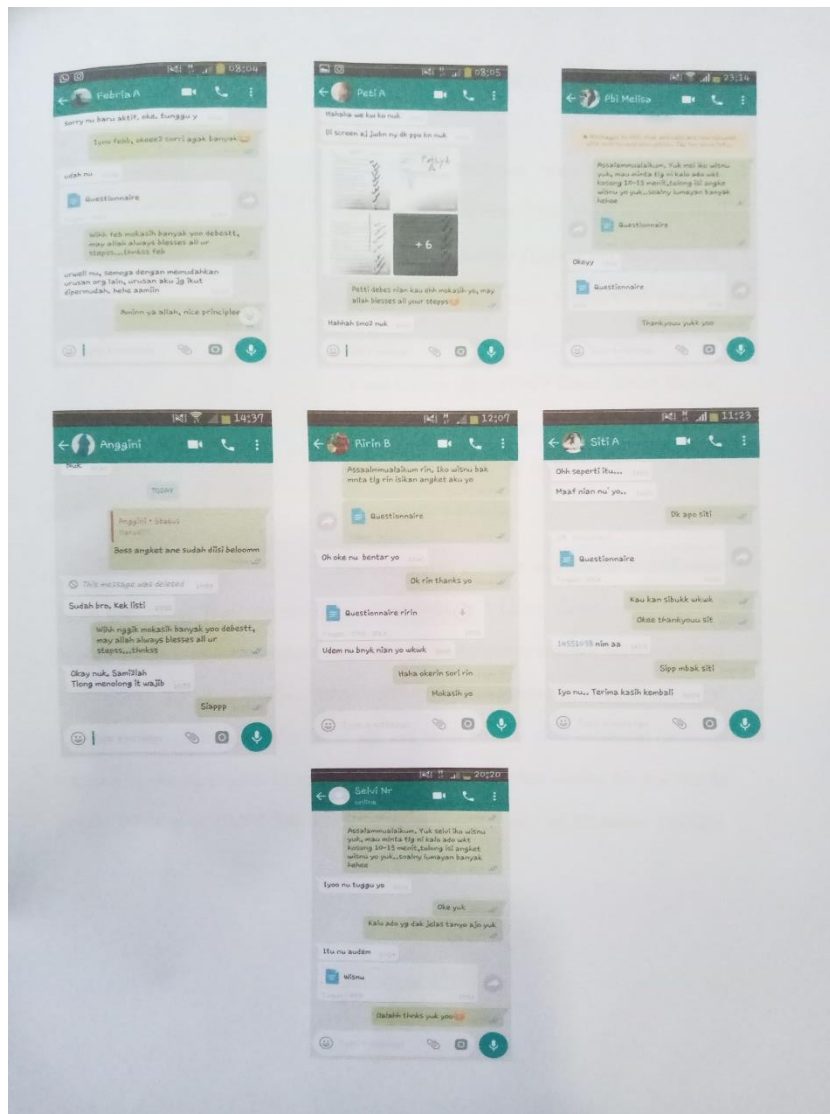
Muhammad Abdu, S.Pd.I., MM
NIP. 19690810 199503 1 002

				
No.	TAMKAL	Isi hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
2.	05/01/2018	Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
3.	05/01/2018	Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
4.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
5.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
6.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
7.	05/01/2018	Daftar Isi & Isi (Rumus)	<i>[Signature]</i>	<i>[Signature]</i>
8.	05/01/2018	Daftar Isi & Isi (Rumus)	<i>[Signature]</i>	<i>[Signature]</i>

				
No.	TAMKAL	Isi hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
2.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
3.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
4.	05/01/2018	Daftar Isi & Isi (Rumus)	<i>[Signature]</i>	<i>[Signature]</i>
5.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
6.	05/01/2018	Daftar Isi & Isi	<i>[Signature]</i>	<i>[Signature]</i>
7.	05/01/2018	Daftar Isi & Isi (Rumus)	<i>[Signature]</i>	<i>[Signature]</i>
8.	05/01/2018	Daftar Isi & Isi (Rumus)	<i>[Signature]</i>	<i>[Signature]</i>

DOCUMENTATION





BIOGRAPHY



Wisnu Budiman was born in Bandar Lampung, 19th of June 1996. He is the only one son from Edi Zulsahari (Father) and Nurliana. He has two sisters which name is Zulia Citra Amanda and Sekar Anindia Putri. His first studied is when he was 6 years old at SDN 3 Sawah Brebes Bandar Lampung at 2002 and graudated 2008. Then, He continued his study at SMP Nusantara Bandar Lampung for 3 months.

Then, he moved to Curup and entered SMP Taman Siswa until 2011. Then, the researcher chose SMK N 2 Curup Timur and finished at 2014. After finished his Vocational High School, He decided to continue his education at IAIN Curup and chose English Tadris Study Program because He loved English and wanted to learn more about English deeply and his provisions to be beneficial for many peoples by sharing English knowledge in the future. At the last, during his studied, he

joined e-Station or HMPS TBI IAIN Curup as a coordinator of Education Division.