LEARNING WITH FAVOURITE LECTURERS: BETWEEN KNOWLEDGE ACQUISITION AND SELF MOTIVATION

THESIS

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THESIS

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Learning with Favourite Lecturers: Between Knowledge Acquisition and Self Motivation

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Desember 2023
Saya yang membuat surat pernyataan,

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ABSTRACT

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This qualitative research looks into the characteristics of a favorite lecturer from the perspective of students, the effects of studying with a favorite lecturer, and the difference that favorite lecturers make in terms of academic achievement. To collect the data, 9 students (5 female and 4 male) from English Department of UIN Ar-Raniry Banda Aceh were interviewed. The findings indicate that students' perception of their favorite lecturer's general characteristics varied. According to the data, the students ranked personal competence as the most significant function, which includes characteristic such as friendliness, humility, humor, and discipline. Then, having pedagogical competence (the ability to provide an appropriate teaching method based on the students' level) and social competence (the ability to create a pleasant learning environment and having good communication skills) were considered as characteristics of the favorite lecturers. The students claimed that the qualities of a favored lecturer have an impact on the teaching and learning process. Students were motivated and excited to study from their favorite lecturers, which boosted their information acquisition.
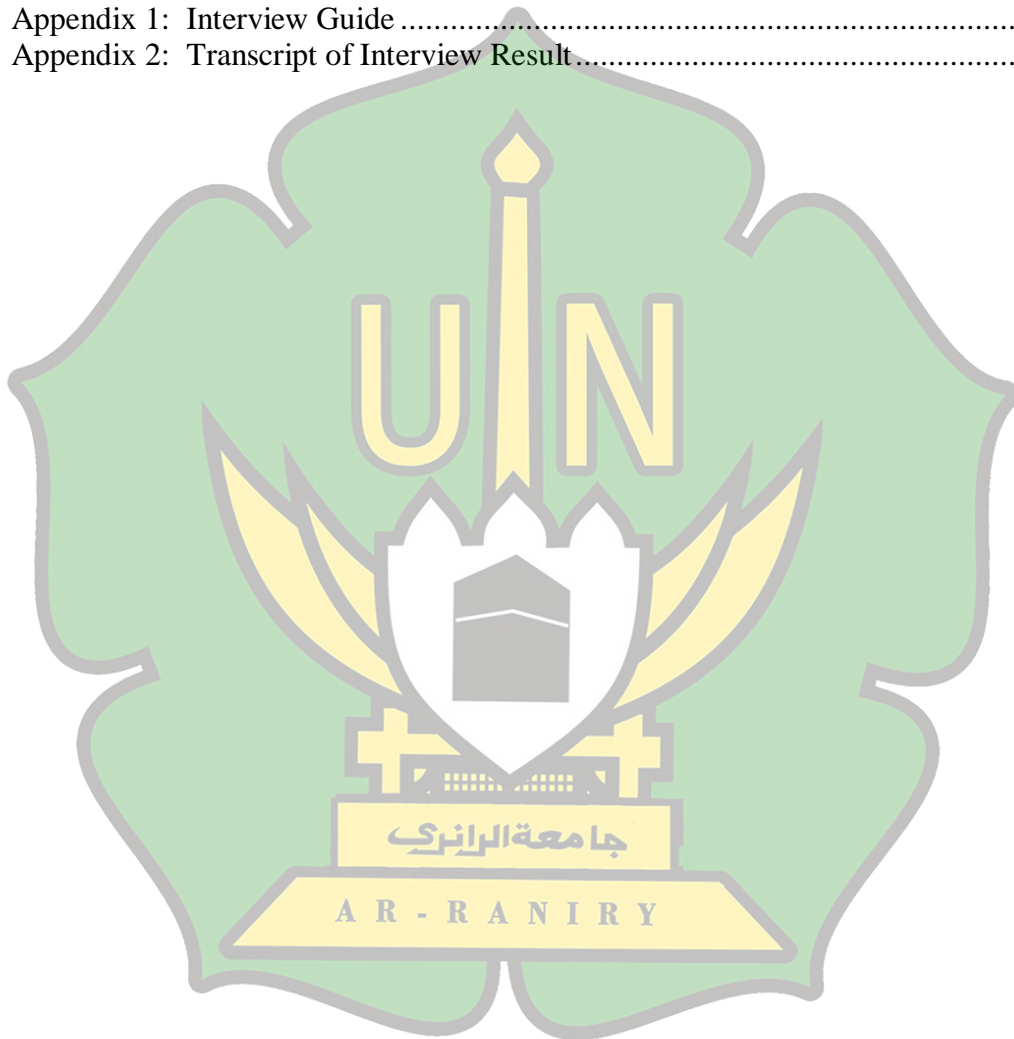
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CHAPTER I

INTRODUCTION

A. Background of Study

Learning is a process of interaction among students, educators and learning resources in a learning environment. Learning could be acquired from various sources. A mother who teaches her child to always greet those who are older than her, an older brother who always treats his sister well so that she will also treats others the same way, a teacher who always reminds his or her students not to be late is also form of education. There are still many forms of education one could acquire from various places, especially at school. School is considered as one of the main sources of education because it is the second place to shape a person's character. Therefore, school is a very important place to accomplish what an individual lacks at the moment.

Bakhsh, Mahmood, and Sangi (2017) stated that there are two factors influencing students in learning, namely internal and external factors. Internal factors are something that comes from within the students themselves. Internal factors include physical aspects, such as fatigue, a disease that prevents students from giving all their best, and psychological aspects, such as a person's stress level or even one's talents and interests. Talking about interest, this aspect is one of the most influential in determining the effectiveness of an individual's learning process. Therefore, to be able to learn a subject well, a student needs to be

intrigued with the subjects. Their interest in the subject plays a very important role, because without it someone will most likely not be motivated to learn. Hence, this aspect greatly affect the quality and achievement of a student in a subject (Shah, 2013).

Contrarily, external factors, as the name suggests, come from outside. They include aspects like of a family, school and community (Slamet, 2013). Without the support and motivation from the family a student will likely have no motivation to do the best in school. For example, the mother never asked the news about how the school was going to her child, and plus the father never praised and be proud of his child's achievements in front of him or her. This will greatly affect the mind of the child directly or indirectly. Perhaps, the child will grow up to be an indifferent person who will seek others to feel pleasures while forgetting his or her studies. It might happen because the child considers what he has been doing all this time is useless and not worth it.

The problems above are closely related to a person's motivation to learn. Motivation is a crucial aspect in learning to achieve the expected quality of education. A student is considered motivated when paying close attention to the material presented by his teacher, always doing on assignments willingly, asking questions while also giving responses in class voluntarily and looking happy during the learning process taking place (Palmer, 2007).

Moreover, the deciding factor that greatly affects the motivation of a student are aspects like friends, teachers, learning methods and environment. Al-Aish and Love (2013) said that a studious friend will definitely influence other

friends to always do their homework. Teachers who are friendly and apply interesting learning methods will increase a child's motivation to learn. Plus, a positive environment will also bring up positive attitudes and behaviors from a student. So, all of these aspects are closely related to the high or low motivation of a student in the learning process.

Additionally, according to Minocha and Roberts (2008), in the aspect of college education, a lecturer greatly affects the level of student motivation. The way the lecturer teaches and maintains the positive atmosphere in the class influences motivation level in oneself. If all these things are fulfilled, there will be a possibility of achieving learning objectives in one class, such as increasing knowledge acquisition and self-motivation to learn. Furthermore, Bloom Taxonomy (1956) believed that comprehension is an ability that is closely related to the understanding that arises in an individual subject matter he or she currently studies. Therefore, an individual or self-motivation is considered to have reached a good level of comprehension that person is able to use, in this context paraphrasing, the subject studied, able to explain it again without mixing things based on its understanding with other theories and able to provide examples related to the aspects learned.

On the other hand, Legault (2016) argued that self-motivation is a motivation related to the passion from within an individual for the actions performed. The drive and motives for an individual to commit doing something is also categorized as self-motivation. In the education process, self-motivation comes from within each individual, also known as intrinsic motivation.

Griffin (2010) said that many factors affect a person's level of motivation in educational process, such as internal and external factors. Internal factors include personal impulse and drive to continue learning generally aims to improve the quality of life for the better. Whereas external factors include the learning environment, fellow students or even teachers or lecturers in the classroom.

There are many difficulties and issues affecting the result of teaching learning process. Khan (2011) stated that one might argue that the core problem lies on the difficulty of the material. However, that is not the only elements which can possibly affect students. The lecturers in charge of the teaching learning process are also responsible for the progress and the results of the teaching-learning process. Retnawati, Hadi, and Nugraha (2016) also mentioned that it is indisputable that every lecturer has different attitude, characteristic, approach, mindset, and behavior affecting the outcomes of the teaching learning process. Hence, understanding students' perception on their lecturer might provide the general thoughts on the most effective and efficient method a lecturer may use in the class.

Additionally, this issue has been well studied previous by various researchers. First was the research conducted by Buanawati (2017) from the University of Muhamadiyah Surakarta on title The Students' Perception on Characteristics of English Lecturer at University of Muhamadiyah Surakarta with the focus on the characteristic of the English lecturers. This research found that there are three themes of lecturer characteristic taken into consideration by the

interviewed samples, the students; a good character, bad character and expected character.

The second similar study relate to this research which focuses on the teaching and learning process with the favorite lecturer was carried out by a researcher named Shahnaz Ismail et al. (2017) whose study focuses on the Accounting Students' Perceptions towards Teaching Quality at University. This questionnaire-based research revealed that the most important character in improving the quality of teaching, based on the students' perception, is the ability of lecturers to simplify the difficult concept to ease students' comprehension ability on the subject matter. Knowledge, ability for consultation, teaching techniques and the feedback for the students are also considered essential in developing the quality of teaching.

The last research related to this study was a research conducted by Kamarruddin, Abiddin, and Idris (2014) with entitled Relationship between Self-Directed Learning, Motivation to Learn toward Learning Organization among Lecturers at a Selected Public University in Malaya. The focus of this research is to look at the connection between self-directed learning, motivation to learn, and learning structure at a Malaysian public institution. Professors, Associate Professors, Senior Lecturers, and Lecturers were chosen from a stratified random sample of 92 academic staff members. The study is framed by three research objectives: (1) to assess lecturers' levels of learning organization, self-directed learning, and willingness to learn. (2) to establish a link between self-directed learning, motivation to learn, and learning organization among lecturers, and (3)

to assess the impact of self-directed learning and drive to learn on learning organization among lecturers. To determine the level of self-directed learning, motivation to learn, and learning organization, descriptive analysis was utilized.

Having provided all the previous studies above, the researcher intends to create similar research on this topic; favorite lecturers, but in a different context and place. Realizing that there must be logical reasons on why favorite lecturer will affect the knowledge comprehension and self-motivation in one individual, the researcher would like to discern whether those reasons are in line with the progress and the achievement. Thus, this research is focusing on the learning with favorite lecturers who may impact students' knowledge comprehension and self-motivation.

B.   Research Question

The research proposed aims to answer the following research questions:

1. What are the characteristic of favorite lecturer in students' perspectives?

2. What are the impacts of learning with favorite lecturer?

3. How do the favorite lecturers make different in term of student achievement?

C.   Aims of the Research

The aims of the research are as follows:

1. To find out the characteristic of favorite lecturer in students' perspectives.

2. To discover what kind of the impacts of learning with favorite lecturer.

3. To investigate how the favorite lecturers make different in term of student achievement.

D.   Significance of the Research

This study is useful to provide some information and reference related to learning with favorite lecturers, thus, it can be a self reflection for students of what characteristics they expect from a lecturer.

This study also hopefully becomes one of useful references for lecturers in order to understand students' preference of lecturers' characteristic in teaching, thus, they can adjust their teaching style in the class based on students' expectations and needs.

E.   Terminologies

To abstain from misconception, the researcher needs to explain a few terms requiring a more clarification and are likewise the focal point of the study. Those are:

1. Learning

Learning is also categorized as a process that produces permanent changes by accumulating experience, skills and attitudes in life. According to Hilgrad and Bower (1977, in Fudyartanto, 2002) there are two ideas about what learning actually means. 1) Learning is the process of gaining skills and knowledge by accumulating experience directly or indirectly from classroom or any other sources. 2) Learning is a process to improve and expand the mindset in one individual. In this study, learning is defined

as a process designed by teachers to foster creative thinking, which can improve students' thinking skills and ability to construct new knowledge. Not only that, learning is an effort to make students learn or an activity to teach students that is designed to support several learning processes, both internal and external so that it can teach students using educational principles and learning theories which are the main determinants of educational success.

2. *Favorite lecturer*

Lecturer is the key figure having a very important role in the learning process especially in a university, so that favorite lecturer is a teacher who must know the teaching method that makes the students not bored when in class so that the learning process becomes a fun and unsaturated class atmosphere. All students basically if using a fun learning method will absorb the lesson easily so that it can be remembered well. Vin-Mbah (2012) stated that lecturer fundamentally affects the progress and the achievements of their students during the teaching-learning process. Thus, it is extremely common that one lecture with different methods of teaching might have different outcomes from the other lectures with other different method of teaching. In this study, favorite lecturer means a teacher who can make a fun learning method. Hence, students in the classroom will definitely be impatient if taught by the teacher. The teaching means to assist somebody with changing their abilities, mentality, increment information thought, and appreciation.

3. *Knowledge Acquisition*

Knowledge acquisition can be defined as the techniques, processes, and tools that are used to get knowledge into a state where it is retained for future use. As a result, knowledge acquisition is the act of absorbing and storing new information in memory, the success of which is frequently measured by how well the information can be remembered later.

4. *Self-motivation*

According to Guay (2010), motivation is the cause behind an activity. Extrinsic motivation and intrinsic motivation are two types of motivation in the context of schooling. Extrinsic motivation is the drive and encouragement of an individual to do something because he or she will receive a reward as a result of the conducted behavior, or simply to avoid punishment by performing the acts. Intrinsic motivation, also known as self-motivation, is an individual's attitude, encouragement, and inspiration to accomplish something because of his personal desire, passion, enthusiasm, and eagerness to do so (Legault, 2016). For example, he may choose a subject because he enjoys it and believes it is appropriate for him.

In this study, self-motivation means an effort to awaken the spirit of work to build a successful and better future. This kind of motivation is very important to develop self-potential that has not been used optimally to achieve success in the teaching and learning process in the classroom.

CHAPTER II

LITERATURE REVIEW

This section offers the relevant theory as the direction or framework for the study in order to synchronize the theory. This segment's major goals are to explain the definition of learning, types of learning style, Knowledge Aquisition, Self-Motivation in Learning and the characteristics of Lecturers.

A.   An overview of Learning Process

1. Definition of Learning

Learning is a lifelong activity that humans must do from birth to death. To learn something is like the nature and purpose of our life in this world. Learning is a very complex thing and requires a lot of perseverance and hard work. Learning is also categorized as a process that produces permanent changes by accumulating experience, skills and attitudes in life. According to Hilgrad and Bower (1977, in Fudyartanto, 2002) there are two ideas about what learning actually means. 1) Learning is the process of gaining skills and knowledge by accumulating experience directly or indirectly from classroom or any other sources. 2) Learning is a process to improve and expand the mindset in one individual. Cronbach (1954) also added that learning is the result of changing attitudes and state of mind regarding the process of accumulating experiences experienced by an individual. Further, Pritchard (2009) added that learning is a process of forming behavior, mentality and bearing based on experience gained from diverse sources and places.

Learning is very important for a person's self-development. Just like food, healthy food can produce a healthy body and mind. Learning also works this way. It serves to nourish and develop one's mindset and body as a whole. The development of this mindset cannot only be done by means of short period, it must be carried out continuously until the end of life. Scholars called this process as a lifelong or continuous learning. Continuous learning is one of the most appropriate ways to improve one's mindset and raise the critical thinking skills. Continuous learning also functions as the ability to build relationships with people who have different cultures (Nagpal, 2017).

Nagpal (2017) added that there are seven other reasons why lifelong learning is very significant for an individual:

1) *Remain relevant*

Remaining relevant can also be interpreted as always being able to keep up with times. By learning continuously an individual can adapt to the development of existing science and technology. So that he will always be someone significant and influential wherever he lives and works.

2) *Prepare for the unexpected*

Lifelong learning could also prepare a person to adapt on an extreme change, such as losing a job, moving from one place to another and learning new cultures there. By maintaining the attitude of lifelong learning, an individual are able to keep developing the skill set he already has or finding new ones suits the situation.

3) *Boost your profile*

Lifelong learning would also affect one's mindset, skills, career, and even relationship to keep develop gradually. This can result in a situation where the person's social position will continue to improve align with his keep-improving abilities.

4) *Competence leads to confidence*

With the continuing development of existing skills and expertise, it will increase the level of self-confidence existing in one individual. By increasing the self-confidence, it is also a possibility that one will have no doubt in making decisions and trying new things. This is a chain reaction that ultimately results in a positive effect for an individual who continues to learn relentlessly.

5) *Sparks new ideas*

As explained above, lifelong learning leads to the improvement of one mindset. With a more developed mindset and knowledge in a person, the creativity in one minds will eventually improve.

6) *Change your perspective*

Continuous learning also leads to the change of one perspective. It opens up one mind by the accumulative knowledge one had. The more one increases knowledge, the easier it is for one to be able to see things from a different point of view, which in turn helps him to understand things more deeply.

7) *Pay it forward*

Lifelong learning is also sometimes considered as an investment for the future. Not only will it have an effect on individuals who continue to learn and develop their personal competence, sometimes it will also affect the people around them. Someone who continues to learn and has a high level of knowledge will certainly influence the people around him to continue to constantly seek new knowledge.

In conclusion, lifelong learning is a transformative journey that offers numerous benefits and opportunities. By remaining relevant and adapting to the ever-changing world, individuals can stay significant and influential in their personal and professional lives. Lifelong learning also prepares individuals to navigate unexpected challenges and embrace new experiences, fostering resilience and adaptability.

1. Types of Learning Style

According to Reid (2002) learning styles are methods or ways for a person to absorb, process and learn new knowledge depending on his comfort way of learning during the process. Drago and Wagner (2004) added that learning styles are aspects closely related to the attitudes and reactions of an individual in the teaching and learning process. He also added that a person can be successful in the learning process because he uses his own style that is only unique to him when processing information. Brown (2000) also explained that the way a person

perceives and process information is the learning styles. It means that everyone has their own unique way of perceiving the best way to comprehend knowledge.

Jantan and Razali (2002) also gave their opinion about learning styles. Learning styles is the way a student deals with the teaching method used by an instructor. Every lecturer has a different learning method. And each student will certainly respond to this method with different attitudes. This process will generate different learning styles among the students. Thus, based on the explanation above, it can be concluded that learning styles are techniques used by every student to respond and capture new information efficiently and effectively for himself. However, it is the task for the instructors to guide their students understand more about learning styles suitable for themselves.

Learning styles vary for each individual. This happens because each person has a different level of cognitive, affective and psychological aspect. So it cannot be generalized that one learning style is suitable for everyone. Fleming (2006) explains that there are four types of learning styles, which are as follows:

1) *Visual Learning Style*

Visual learning style is often used by people who learn by using their eyes or so-called mind eye, imagination. They are usually more comfortable learning when using illustrations, pictures, figures and charts to understand more deeply regarding the given information in class. Besides, visual learners will tend to remember 75% of the information they see directly than the information they get just by hearing (Fleming,

2006). So, in class, these visual learners will more often record the lecture via their smartphones or other tools, so that they could repeat and improve the new information from the lecture. Drago and Wegner (2004) added that students with visual learning style are easily distracted, by noise and sudden change of movement, from the teacher or other students.

2) *Auditory Learning Style*

Auditory learning style is used to describe an individual who prefers to just hear the information from the teacher rather than write them on the notes. Drago and Wagner (2004) stated that students with auditory learning style cannot focus on listening and writing the information given simultaneously, this can make them lose their focus. So they have to focus first to hear the information, then choose to write the information on the note books or not. Milelr (2004) added that auditory learners are more likely to use their sense of hearing to absorb new information. They prefer to record lectures, look for audio related information given in class or discuss directly with their lecturers rather than having to write down the information in the notes.

Moreover, Wislock (1993) explained that there are several characteristics of a person who is considered as an auditory learner. First, auditory learners must listen to information once or repeatedly to absorb and comprehend it. Second, learners who have this style usually prefer to hear instructions and information from their teachers rather than reading them through textbooks. And lastly, auditory learners prefer discussion

activities with their friends or instructors, because this can increase their level of focus and understanding of the material more thoroughly.

3) *Reading / Writing Learning Style*

Reading or writing learning style is one of techniques for learners to capture and remember information in a traditional way. It is a technique prefers to learn by taking and creating notes from various sources and then summarizing all the information in a notebook, after considerate amount of reading and writing (Anonymous, VARK Learning Styles - Read/Write Learner, 2017). Learners prefer this way of learning like to keep their hands moving, like highlighting words in a book, underlining the information, paraphrasing words difficult for them and taking notes from what is heard in class (Sims, 1995). Especially taking notes and paraphrasing, it is almost common practice for learners with reading and writing learning style to have many notes and text book in case they need to understand new information. This is also very vital for them for they will be able to review the material several times to get deeper comprehension (Morphe et al., 2004).

Additionally, students who prefer this way of learning have a same characteristic as the kinesthetic learners. They enjoy and feel the information given are easier to understand by accumulating and repeating given information. Thus, they love to read the information twice or more while also rephrasing the words to be more familiar for them.

4) *Kinesthetic Learning Style*

Kinesthetic learning style is often used by people who depend on their sensory senses. They usually learn quicker through accumulating direct/ practical experience, such as feeling and doing it on the firsthand. Students with this type of learning style usually prefer to learn directly by practicing the information, rather than learning in class with books and imagination as the only help. They love using their senses, and learning through the accumulation of experiences and practices in real life (Murphy et al., 2004).

According to research, even people who have a kinesthetic learning style and even a reading/writing learning style tend to be more successful academically (Anonymous, 2017). Because they will give greater effort than other types of learning style, especially in the field of science. They will conduct experiments directly related to the scientific theory they have learned not just imagining those theories in the mind. This increases their understanding of the theory deeper and faster. Armstrong (2004) added that students with kinesthetic learning styles are potentially be more active and quick to learn skills related to the athletic field. This can happen because they often and enjoy to use their body and senses to remember and master new things straightforwardly.

2. Knowledge Acquisitions in Learning

Knowledge acquisition, according to Drucker (1993), requires teamwork and a high level of proficiency in recognizing and capturing new information. Knowledge acquisition typically begins with the process of acquiring new information. This is often performed by a person's senses receiving visual, auditory, and tactile inputs. The next step in knowledge acquisition is the ability to recall and modify previously stored information. Knowledge acquisition refers to the process of gathering or synthesizing information from many sources. Acquisition is also a process of boosting the capabilities of a system/human or improving performance on several specified job parties. It is the process of acquiring new knowledge and expanding or complementing previously acquired knowledge.

3. Self-Motivation in Learning

Motivation is one of the most important internal elements impacting students' academic achievement. Hading (2006) defines motivation as a mental input that drives and directs human action, including learning behavior. In Afriani, Bialik, Bogan, Fadel, and Horvathova (2015) indicate that one of the six fundamental character attributes that someone should have is motivation. Similarly, according to Baharuddin (2008), motivation is one of the psychological aspects that can influence student accomplishment. It is because there are dynamic factors in learning, such as emotions, attention, willingness, and others, in motivation. Motivation can originate not just from within the students, but also from other individuals or the environment. After all, it can provide sensations that

thrill students, making them interested and enthusiastic about studying (Djaali, 2014).

B.   The Lecturer in Brief

1.   The characteristics of Lecturer

A lecturer, according to the Cambridge Advanced Learner's Dictionary, is someone who teaches at a university or college. A Lecturer was defined in this study as someone whose primary responsibility is instruction, research, or public service. This comprised staff members with academic titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic levels.

The position of lecturers as professionals in UUD RI No. 14, 2005 chapter II article 6 aims to implement the national education system and realize the goals of national education, namely the development of potential learners in order to become a man of faith and caution to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, as well as being a man of faith and caution to God Almighty.

"Lecturers" are also referred to as "educators" in general. What precisely is an educator? According to UUD RI No. 20, 2003 on National Education System, Pasal 39 (2), "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, mentoring and training, as well as conducting research and community service, particularly for educators on College." Educators are expected to do the following under paragraph 40 (2):

a.   Creating a meaningful, enjoyable, creative, dynamic, and dialogical educational environment;

b.   Having a professional dedication to improving educational quality.

c.   Modeling and preserving the institution's, profession's, and position's reputation in accordance with the trust placed in it.

As a result, as stated in UUD RI No. 14, artcle. 45, "Lecturers must have an academic qualification, competence, educator certificate, physical and spiritual health, and fulfill other qualifications required of higher education units on duty, as well as the ability to realize National education goals."

Lecturers' competencies can be utilized to detect instructor characteristics. Teachers'/lecturers' competence is defined further in UUD No. 14 of 2005 in Chapter IV, Article 8: "the competence of teachers/lecturers includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education."

1) **Pedagogical Competence**

Pedagogical competence is having the capacity to comprehend learners, create and implement learning, evaluate learning outcomes, and develop learners to realize their full potential. Astuty (2015) cites Sukanti, Sumarsih, Siswanto, and Ani (2008). The following subcompetences are included in pedagogical competence:

a)   Recognize learners' physical, social, moral, cultural, emotional, and intellectual elements.

b) Understand the backgrounds of the learners' families and communities, as well as the needs of the students in a cultural context.

c) Recognize learning styles and challenges.

d) Assist prospective students in their studies.

e) Knowledge of learning theory and principles, as well as educational learning.

f) Develop a program that encourages student involvement in learning.

g) Learning design education

h) Incorporate educational learning

i) Assess the process and the learning outcomes.

Pedagogical competence, according to Sagala in Mappanganro (2010), is the ability to handle a group of learners, which includes:

a) a comprehension of the teacher's insight into the basis and concept of education; and b) the ability to manage the learners.

b) Teachers recognize their student's potential and diversity.

c) The teacher is capable of designing the curriculum.

d) The instructor is capable of organizing and designing a learning method.

e) The teacher can integrate educational learning using innovative and inventive ways.

f) The teacher must be able to assess the learning outcome.

g) The instructor has the ability to assist students in developing their skills and interests.

Pedagogical competence is demonstrated by mastery of learning concepts, consolidation of understanding of the function and purpose of education, consolidation of understanding of the curriculum and content, and mastery of lesson design.

Meanwhile, Astuty (2015) divided educational talents into five aspects in her publication. It's explained further down.

a) The lecturer's capacity to understand students. There are two indicators in this case. These are the lecturer's abilities to comprehend the difficulties of the learners in the learning process as well as the requirements of the learners in the learning process.

b) The lecturer's competence to create the learning process. It is about the lecturer's ability to define the way of learning and the teaching tactics, as well as to adjust the teaching materials to the demands of learners facing the world of work.

c) The lecturer's ability to present material during the learning process. denotes the lecturer's capacity to properly control the learning implementation and use the lesson time that has already been specified.

d) The ability of the lecturer to design and implement the learning evaluation. In this scenario, there are two indicators. The first is the

lecturer's ability to create problems of varying difficulty levels. The second capacity of the lecturer is to design the achievement of learning evaluation in order to improve students' academic competence.

e) The lecturer's capacity to help students realize their full potential. It means that lecturer's ability to facilitate learners to be able to actualize various potential and providing training to increase the skills learners.

In conclusion, pedagogical competence is a critical aspect of effective teaching. It involves understanding learners' characteristics, their backgrounds, and cultural context, as well as addressing their learning styles and difficulties. Pedagogical competence also encompasses designing and implementing engaging and innovative learning experiences, evaluating learning outcomes, and nurturing the development of students' potentials.

2) Social Competence

The ability of teachers/lecturers to communicate and engage effectively with students, staff, parents/guardians of students, and the surrounding communities is referred to as social competency. The subcompetence of Social Competence is: communicate effectively and empathetically with the parents of learners students, fellow teachers, staff, and community

1. Aid in the advancement of education in schools

2. Help to advance education at the local, regional, national, and global levels.

3. Communicate and develop the student's behavior via information and communication technology.

The role of a lecturer in education goes beyond the simple act of teaching. It involves shaping the minds and characters of students, inspiring them to reach their full potential, and imparting knowledge and skills that will guide them throughout their lives. To fulfill this important role effectively, lecturers need to possess a combination of professional competence and personal qualities that foster a positive learning environment.

1) Professional Competence

Professional competence is comprehensive and deep knowledge of learning resources, including materials, curriculum, and scientific content that contains the material, as well as mastery of the and technique. Professional competence includes the following subcompetences:

a) Knowledge of the subject matter and scientific methodology.

b) Understanding the and material studies curriculum.

c) Understanding and utilizing information and communication technologies in learning.

d) Organizing studies curriculum material.

e) Improving learning quality through action research.

2) Personal Competence

Personal competence is a personal capability that symbolizes the qualities of someone who is strong, steady, mature, wise, and powerful, and who may serve as a role model for students and nobility. Personal competence includes the subcompetences listed below:

a) Present yourself as a steady, stable, wise, and authoritative adult.

b) Present yourself as a person of excellent character and an example to students and the community.

c) Assessing its own performance.

d) Designing the manner of self-sustainable.

There are eleven lecturer characteristics based on personal competence, according to the University of Ilorin (2013). Some of these are patience, mentorship, intellectual curiosity, role modeling, creativity, confidence, compassion, maturity, excitement, empathy, and a positive mental attitude.Patience

The most significant characteristic of a lecturer is patience. A lecturer earns more than just lecturing. In fact, the lecturer's role is "man making." There are two sides to man-making. The first is to convey knowledge in the numerous domains desired by the learner, while the second is to build character. (Chathanadath, 2016).

a) Mentorship

Mentorship is a vital component to career success, according to Myen (2016). Mentoring is an inherent element of L.Oyen's job as a

lecturer in the Department of Engineering at the University of Cambridge, and it is without a doubt one of the most important aspects of her day. She instructed a big number of students every day. In her article, she argued that mentoring does not contribute to students' funding portfolios, but relationships built via mentoring cannot help but contribute considerably to the overall group output.

b) Intellectual curiosity

What exactly is intellectual curiosity? Intellectually interested people have a strong and continuous drive to learn. She inquires and seeks answers to "why" queries. And she doesn't stop at the surface level, but instead asks probing questions to peel back layers of explanation to get to the core thoughts about a given subject (Austin, 2014).

c) Role model

A role model is someone who motivates and inspires us to strive for greatness, live our lives fully, and see the best in ourselves. A role model is someone we admire and aspire to be like. We learn from them, from their dedication to greatness and their ability to assist us in bettering ourselves. We look to them for advice and guidance.

d) Creative

Lecturer creativity is critical to the effectiveness of the teaching and learning process. The class will be uninteresting if there is no originality. Creative lecturers may make any stagnant class situation lively, joyful, and important, even memorable for students. Creative

speakers are always up to date. Always be on the lookout for new ideas as new science and insights are provided to students. Creative lecturers give their utmost for themselves and their students.

e) Confidence

Effective lecturers impart knowledge with confidence. When you lack confidence, it's difficult to instruct. It is tough to teach with confidence; the lecturer must grasp the ingredients and components of good instruction, prepare for the lecture properly, and listen to what students have to say about the lecturer's teaching and learning.

f) Compassion

Compassion is empathy in action, and your acts don't have to be monumental or life-altering. Compassion is about recognizing that we all want the same things out of life (love, safety, health, and happiness) and responding appropriately.

g) Maturity

According to Anna Landers' essays in Fiqry (2011), maturity is the ability to control one's anger and resolve arguments without causing harm or devastation. Humility is linked with maturity. A mature person can say "I am wrong," "I am sorry," and when proven accurate, he does not need to say "I told you so." Maturity requires dependability, honesty, and the ability to keep one's word. For the immature, everything is an excuse. They are the chronic no-shows, the gutless wonders who crumble in the face of adversity. Their lives are a mess

of broken promises, unfinished business, and old friends. Maturity is defined as the ability to accept what we cannot change.

h) Enthusiasm

The most important force in life, according to Tjiptadinata Effendi in kompasiana, is enthusiasm. As a result, it could be crucial to success. As a result, the teacher's enthusiasm is quite important. An enthusiastic individual is excited about everything. Similarly, an eager lecturer denotes someone who is zealous or enthusiastic about his or her job in carrying out learning.

i) Empathy

Empathy is described as 'the ability to grasp and experience the sentiments of another' (as in, both authors can make you feel empathy for their heroines). Empathy-based teaching allows the lecturer to gain a better understanding of the students and understand how students learn as well as how they absorb information.

j) Positive mental attitude

Positive Mental Attitude is a confident in oneself, truthful; and creative state of mind that the individual creates and maintains in his or her own way, with his or her own power of intention, and based on his or her own personalized motivation. According to the preceding logic, a lecturer with an optimistic mindset will be an unforgettable educator.

In conclusion, a lecturer's effectiveness relies on a combination of professional competence and personal qualities. Professional competence

encompasses mastery of the subject matter, curriculum, scientific methodology, and the ability to utilize information and communication technologies. Additionally, organizing curriculum materials and improving the quality of learning through action research are vital aspects of professional competence.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In organizing a research, a research design is fundamental to describe the strategies used to integrate the components of the research required for the study. Also, it covers on what to research, how to do the research, and how to analyze the data of the research (Creswell, 2009). Furthermore, research design is a significant step before doing the process of collecting data in a research. In conducting a research, a researcher must determine the most appropriate research method to answer the research questions.

In line with explanation above, researcher believes that qualitative research method is the appropriate method to use in this research, whether it is to gain necessary information needed for data analysis or to explore the perception of the students descriptively.

Furthermore, qualitative research method is a research emphasizing in describing the data of the research as it stands (Luttrel, 2019). Qualitative research method is also interpreted as descriptive research, in which the data collected is in the form of words or images rather than numbers. The data obtained are usually in the form of quotes, documents, notes, interviews quotes from video tapes and audio cassettes. All of these data were used later to represent the findings obtained in the study (Bogdan & Biklen, 2010).

Thus, the purpose of this method is to produce a complete contextual understanding of the data collected. Since the data from this research are in a form of opinions and perceptions from PBI students in the 8th semester towards their comprehension in favorite lecturer classes, this study used the descriptive qualitative method in order to investigate the topic.

B. Research Participant

Before choosing the samples, the researcher must first define the population of the research. Population is substantially a general form of object or subject in certain qualities and characteristics determined by the researcher to be analyzed and studied and then being outlined later in a conclusion (Sugiono, 2010). In accordance with above explanation, this study used a purposive sampling. It is the process of picking a sample by choosing a subject that is chosen for a specific purpose rather than the level of the region (Siregar, 2014). Accordingly, the sample of this research was chosen 9 students. There are some criteria of the participants, they are:

1. The students from the department of English language education of UIN Ar- Raniry from the batch of 2017. The population of the students is 236 students. They are chosen because they have already experienced learning with various lecturers.

2. The sample of this research was 9 students which consisted of 5 women and 4 men.

3. The students who have already completed their proposal seminar and willing to be interviewed for the research.

C.   Techniques of Data Collection

In the process of the research, the researcher used semi-structured interview as a means of data collection. Fontana and Frey (2000, p.645) as cited in Creswell (2012, p.46) stated, "Semi-structured interview is one of the best means in understanding the thoughts of other fellow humans in structural way". Thus, the researcher believes that this method of data collection is the best option in conducting the research.

In addition, this study is a semi-structured interview refers to a series of open-ended questions. The questions were applied depending on situation. Furthermore, semi-structured interviews allow the participants to express their point of view, because it can build reliable and comparable qualitative data. The writer also used audio recorder to gain the participants' answer.

On the other hand, if the situation says otherwise, the interview conducted via online by using telephone. To have more precise and effective interview sessions, the sessions used recorded by phones means; naturally in line with the consent of the respondent. This would also be helpful when the researcher transcribes and analyzes the data.

D.   Techniques of Data Analysis

To analyze the data from the interview, the researcher used some steps which deal with the procedures/steps in analyzing qualitative research data. In analyzing the data, the researcher used descriptive analysis. Miles and Huberman

(1984) assumed that there are some steps in analyzing the data. The steps are explained as follows:

1. Data collection

   Following the identification of the problem, the researcher obtained data by conducting informant interviews with students. After collecting all of the recorded data, the researcher transcribed the recordings. To gain an early comprehension of the data, the researcher remarked on the transcription. In this example, the researcher uncovered the characteristics of Lecturers, Knowledge Acquisition, and Self-Motivation in Learning.

2. Data reduction

   The data were then evaluated using data reduction, in which the researcher summarized, gathered the main points, and concentrated on the significant points, made extracts, and ordered them thoroughly to present an overview of the research findings.

3. Data display

   Following data reduction, the researcher analyzed and qualitatively described the data in the data display.

4. Conclusion

   The final step was conclusion, in which the researcher began to build a conclusion based on the previously addressed study questions.

CHAPTER IV

FINDING AND DISCUSSION

This section offers the finding of the research and the discussion. The finding related to the characteristics of the favorite lecturer and the impacts of learning with the favorite lecturer to students' motivation and leaning achievement. The aim of this section is to elaborate the findings and the existing theories that related to the findings.

A.   Finding

In this research, the researcher interviewed 9 English Department students to find out the characteristic of their favorite lecturers and the impact of the learning with the favorite lecturers to their motivation and their academic achievements. The findings of this research are presented as follows.

1.   The characteristic of favorite lecturer in students' perspectives

The interview result showed that the students gave various ideas about the characteristics of their favorite lecturer. The characteristic of the favourite lecturer described by the students are categorized into three types namely personal competence, professional competence, and social competence. The details of the students' statements are presented in the following sections.

a)   Good Personal Competence

➢   *Humble and friendly*

Some students admitted that the characteristic of their favorite lecturers are humble and friendly. It means that the favorite lecturer is the lecturer who is not arrogant and they appreciate the students.

Student A admitted that she like the lecturer who is humble. She also assured that her favourite lecturer has high professional competence. She said: "The characteristic of favorite English lecturer is humble… When considering their professional competence, I believe my favorite English lecturers are more than competent."

Furthermore, student B mentioned one of lecturer names as her favourite lecturer. She mentioned some good characters that the lecturers have such as kind, soft, polite, beautiful, and smart. Then, she also admitted that the characteristic of her favorite lecturer were not arrogant, soft and friendly. She said:

> My favorite lecturer is lecturer A. Since the first time I met her, she is very kind, soft, and polite. She is also very beautiful, kind, and smart…. The characteristic of my favorite lecturer is not arrogant, soft and friendly." (Student B)

Meanwhile, student G said that the characteristic of her favorite lecturer is not too strict in addressing the dressing rules and high tolerance when the students could not come on time. She said:

> "He is not too strict in applying the rule such as in controlling the rule of dressing and gives tolerance for students who come late to the class because the students who come late have reasons in doing so." (Student G)

➢ *Discipline*

Discipline character is also being one of the characters of a favorite lecturer mentioned by the students. Student G in this research claimed that

discipline is being one of characteristic of his favourite lecturer because a lecturer should come on time in teaching and it will be a role model the student to do so, especially in managing their time.

> "I think a lecturer is a role model for his students. Thus, I like a discipline and enthusiastic lecturer. I will be a role for me to be better in managing my time and enthusiastic about learning." (Student C)

➤ *Humorist*

One of the participants admitted that the character of his favourite lecturer is humorist. He liked lecturer who like making joke while teaching. He admitted that a humorist lecturer make him enthusiastic to learn. Student H said, **"**My favorite lecturer is a humorist lecturer. He is teaching by making jokes and makes the students enthusiastic to learn."

b) **Professional Competence**

➤ Using English in teaching

Student E admitted that he liked lecturer who uses English in teaching. He also admitted that not the entire lecturers do like his favourite lecturer does in teaching. He said:

> "My favorite lecturer is lecturer B ….I really enjoy his class because he uses English when he teach, which is something that not all the lecturers in English department do."(Student E)

➤ *Having good teaching skill*

Furthermore, student E also admitted that his favorite lecturer applied teaching methods which make the students took part in the classroom. He said: *"He is my favorite lecturer because he has very good teaching styles and he always make the students engage in the classroom"*. He then explained, *"In my opinion,*

the characteristics of favorite lecturers are those who have good teaching skills. He has a broad of knowledge that can relate the students that he/she teaches with our current condition or real life situation. He has his own unique teaching styles." The student E explained that professional competence defines the lecturers' teaching ability. He said: "*I think that professional competence is extremely important aspect that a lecturer must have. As we know that professional competence defines the lecture's skills and his/her ability in teaching.*"

The statement by the student E is similar to the statement by the student G who claimed that a favorite lecturer has the ability to make the students understand the material given. He said," *The favorite lecturer makes the students understanding the material.*"

The above statements also supported by the student H who claimed that the professional lecturer should have the ability to identify the students' knowledge level and their ability. He said:

> A professional lecturer should able to identify the students' knowledge level and their ability so that he can choose the teaching method and the best media to be present in the classroom. He is able to make the class become joyful and fun. He also knows how to make the students understand the material presented in the class so that the teaching become effective." (Student H).

c)   Good Social Competence

The participants also admitted that the lecturers should have good social competences. The interview result shows that the student F mentioned caring students and having good communication skill are being of the characteristics of her favorite lecturer. She said: "*I like a lecturer who cares the students and have*

good communication skill and the students will not be afraid to ask question to the lecturer."

In the similar tone, the student D mentioned understanding the students' condition as the characteristic of his favorite lecturer. He said: "*My favorite lecturer is a lecturer who has good experience and understand the students' condition. He is also not clumsy in teaching and relaxes in teaching.*" He admitted that good experience become one of the characters the favorite lecturer has which means that the student thought that good experiences contributes to the good characters in teaching. The, he also added that not clumsy and relaxes also become the characters which means that the lecturer can teach the material fluently without feeling awkward.

2. **The impacts of learning with favorite lecturer**

a) **Improve students' motivation in learning**

The participants in this research admitted that learning with their favorite lecturer improve their learning motivation. Student B claimed that students will be motivated when they learn with their favorite lecturer. She said, "I think that the students will feel more excited and motivated in learning, when they have their favorite lecturer in the class". It means that learning with the favorite lecturer made them excited in learning and therefore they feel motivated.

b) **Improve students' enthusiasm to participate in classroom activities**

Furthermore, the students also admitted that students feel enthusiastic to participate in the classroom activities when they learn with their favorite lecturer.

Student A admitted that she feel elated and made her not fear to participate in the classroom activities. Student A said:

> "I firmly believe that favorite lecturers can significantly influence students' participation in the teaching-learning process. With favorite lecturers, I find myself feeling elated and eager in the classroom, which enhances my learning experience." (Student A)

The statement by the student A was supported by the statement by student C who claimed that learning with his favorite lecturer made him feel eager to express his idea in the class. He also admitted that he felt enthusiastic to finish the assignment given by the lecturer because the lecturer applied appropriate teaching method in the class. Student C said:

> "Learning my favorite lecturer makes me eager to express my idea and to participate in the classroom. I feel enthusiastic and like to learn. Automatically, I will be more diligent in learning and I feel enthusiastic in doing the assignment given… The teaching method is very important because it will make the students feel interested in learning and they will have motivation to learn in the class." (Student C)

The above statement is similar to the statement by the student E who said, *"The favorite lecturer can instantly make the students feel relaxed and encourage the students to engage and participate in the class."* It implies that the participants agreed that learning with their favorite lecturer encouraged them to participate in the teaching and learning process.

c)   Improve students' knowledge

The participants also claimed that learning with favorite lecturer improved their knowledge. Student G claimed,*"Learning with favorite lecturer motivates students to learn and it improves students' knowledge and their achievements."* It

means that favorite lecturer gave positive impact to their knowledge acquisition. As a result, their learning achievement was also improved.

3. **The Difference Made by Favorite Lecturers in term of the Students' Achievements**

The participants also admitted that learning with the favourite lecturer improved their learning achievement. Student G said that learning with favourite lecturer motivate her to learn because the lecturer used innovative teaching strategies. As a result, it improved her achievement. Her statements are presented as follows.

"Learning with the favourite lecturer influences the students' achievement. The students who learn with their favorite lecturer feel motivated to learn because the lecturer uses innovative teaching strategies. It improves students' knowledge and improves their achievements. (Student G)

Meanwhile, student A claimed that learning with favourite lecturer was enjoyable and it boosted her learning achievement. She said, *"These favored lecturers cultivate an atmosphere that is simply more enjoyable, which in turn can boost student achievement."* The student A also claimed that the favourite lecturer could create fun, relaxed and engaging activities that boost the students' participation in the class. She said:

"When the students participate in the class, the better the outcome that they produce. in other words, students participation because of their favorite lecturers can create the better student's achievement in the class.......it is also important that the lecturer create fun, relaxed, yet engaging activities in the classroom that can boost the students participation in the class." (Student A)

The above statements is also supported by the statement by student B who also admitted that the way of her favorite lecturer teach the subject make her motivated to learn. She said, *"Learning with favorite lecturer bring positive*

impact for the students. It makes us enthusiastic to learn at the campus. The way the lecturer teaches the material makes me motivated to participate in the class."

It is also similar to the statements by F who said, *"Surely… learning with favorite lecturer improve students' self-esteem and it motivated them to learn,"* and the statement by the student H who said,*"Learning with favourite lecturer improves my academic achievement. It makes me enthusiastic to learn and to fulfill the assignments given."* "It means that the majority of the participants agreed that learning with the favorite lecturer also improve students' knowledge acquisition.

B.   Discussion

According to our findings, the participants in this research, gave various perceptions about the characteristics of their favorite lecturers. It reveals that most students mentioned personal characters which made them nobbled a lecturer as their favorite lecturer such as humbly, enthusiasm, humour, discipline, and friendliness. It means that the students at English Department considered personal competence become very important for a lecturer.

This finding is supported by a finding by Sahib (2020) that pleasant figures such as humble and friendly promotes students to learn. The student feel comfortable to share their ideas and to ask questions when they feel that they are respected by the lecturer. The students stated that a lecturer should be patient and understand the students' ability in grasping the knowledge because the students had various abilities to grasp the content. Some students comprehend the knowledge quickly, while others struggle, and it is up to the teacher to adapt his

emotions in order to be patient with all of them. Patience is described as the ability to endure or suffer delay, difficulty, or hardship without becoming angry or frustrated (Sahib, 2020). This feature is consistent with Kunandar's (2007) description of the qualities of a good teacher, which include patience. If students observe and think the teacher to be nice, they will develop a favorable initial impression. This is also consistent with Chireshe's (2011) study, which found that one of the attributes of an excellent lecturer was friendliness. Being friendly here involves building positive relationships with the students. A nice personality will benefit the relationship between students and the teacher.

Furthermore, humor also become a character of lecturer favoured by the students. The students liked the lecturer who made jokes when presenting material in the class. This finding is supported by a finding by Tunnisa (2019) that humor have been shown to be beneficial in the English language teaching process. The lecturer who used humor to teach English made it simple for students to learn. The teacher's humor decreased tension, allowed students more at ease in the teaching-learning process, promoted positive relationships, resulted in a more passionate teaching-learning process, increased student attendance, and decreased the proportion of students who felt sleepy in class. This is in line with the findings of Arikan et. al (2008) study, which found that an excellent teacher is a humorous. The teacher is not required to make the students laugh throughout the teaching and learning process, but he or she may introduce some jokes to refresh and relax the situation after the students have concentrated on studying.

The finding also showed that having professional competence become the characteristic of the favourite lecturer. Participants admitted that lecturers must understand how to design their courses and classrooms in order to reduce students' nervousness and encourage them to speak English. Effective characteristics include the capacity to promote all students and a comprehension of teaching strategies. Teachers can simply create teaching materials if they understand their students' abilities and personalities. According to Kourieos and Dimitris (2013), one of the students' perceptions of competent teachers is that they take into account their students' individual characteristics.

The finding is also supported by Sahib (2020) the characteristics of a professional teacher includes assisting students in their learning, motivating students, inspiring students to be brave and confident, and not comparing one student to another. Teachers serve as students' parents in schools. Teachers should not only teach, but also guide students to become well-educated members of society. While performing their duties, teachers are constantly interacting with kids. Students act as the teacher's clients. Teachers and students are hoped to have a good relationship, even although having a perfect relationship is extremely difficult, yet the teacher strives to have a good relationship with the students. Additional characteristics include the ability to break through barriers, clearly develop content, connect theory and practice, use suitable media, inspire student involvement, and raise students' skills.

Furthermore, the finding also showed that the having social competences become one of the characters of the favourite lecturer. The above finding is also

supported by Richards (2001) that in improving students' capacity to use English, English lecturers should have a good qualification, competence, performance, and personality. It means that the becoming a favourite lecturer requires some competences which includes their professional, personal and social competences. They do not only need to be professional in designing and presenting teaching material, but also need to concern about their students' characters. It influences the teaching learning process and the students' knowledge improvement.

In line with the finding, Duff (2017) expressed importance of having social competence by a teacher. He claimed that students and lecturer should have good relation so that the lecturer should have good social competence to interact with the students. Humor and having good teaching skill management were claimed as the most important characteristics of a teacher (Plavšić & Diković, 2016). It is also supported by another study found that students specifically wanted respectful relationships with their teacher (Klafke et al., 2020). It indicates that students care about characteristics of the class itself, the professional knowledge of the lecturers, and various other characteristics, including characteristics related to the personality and personal ability of the lecturer.

The students also claimed that a favorite lecturer is a lecturer who pay attention to the students. He can create a pleasant learning environment, be able to communicate with students. It enables learners to study in a safe environment, which has a beneficial effect on language learning. In addition to these findings, Clark and Waish (2007) and Thompson (2008) stressed the importance of excellent student interactions as a crucial quality of an effective teacher. Teachers

should be aware of their students' behavior in this regard, as it adds significantly to the development of an ideal atmosphere for teaching and learning.

Students' perceptions of the general characteristics of their favorite lecturer are various. What makes a favored teacher successful will determine how well the teaching and learning process goes. The study's findings indicate that students listed personality competence which includes characteristics like humorous, humble and friendly for others as the most important role. Pedagogical competence which includes traits like providing an easy explanation to understand and align the material and social competence which includes characteristics like being able to create a pleasant learning environment and communicate with students..

According to the findings of this study, the lecturer's characteristics motivate students to learn the material presented by the lecturer. Teachers with personal competencies such as humorist, patience, and emphaty make students want to learn more. According to Liando (2010), best lecturers ought to possess personal characteristics such as being polite, helpful, patient, and fair, as well as academic components such as making the course more engaging and interesting.

Participants also reported that a favorite lecturer can affect their motivation to learn, knowledge acquire, and confidence improvement. According to the findings of Amoo and Rahman (2004), teacher characteristics can influence students' attitudes regarding a subject. Students frequently rate their teachers

based on their subject matter knowledge, communication abilities, choice of appropriate teaching technique, and overall classroom management skills.

The finding indicates that the participants claimed that they got better achievement when they learned with their favorite lecturer. Actually, this conclusion is comparable to a finding by Sudarsi et. al (2016) who found that some students had good achievement and motivation in one topic while studying English, but lacked motivation and achievement in another subject with other lecturer. It is based on the theory by Cooper and Benis (1997) as cited in Sudarsi et. al (2016) who found that lecturer personality and lecturer behavior brought effects on students' achievement.

The result of this study conclusion demonstrates that a favourite lecturer have both well-developed teaching abilities and favorable personality characteristics. The lecturer play an important role in building interesting classroom teaching and learning activities. As a result, rather than strictness, friendliness has become a key characteristic of a favourite lecturer according to the students.

CHAPTER V

# CONCLUSION AND RECOMMENDATION

A.   Conclusion

This study investigates the characteristic of favorite lecturer in students' perspectives, the impacts of learning with favorite lecturer, the difference make by the favorite lecturers in term of student achievement. The result shows that students' perceptions of their favorite lecturer's overall characteristics are various. According to the findings, the students identified personal competence as the most important function, which includes attributes such as a friendly, humble, humor and discipline. Then, having pedagogical competence (the ability to provide an appropriate teaching method based on the students' level) and social competence (the ability to create a pleasant learning environment and having good communication skill) were also considered as the characteristics of the favorite lecturers. The characteristics of a favorite lecturer influences the teaching and learning process. The students felt motivated and enthusiastic to learn their favorite lecturer and it improved their knowledge acquisition.

B.   Recommendation

Based on the finding of this research, the researcher provides some suggestions for lecturers as follows.

1.   The researcher suggests lecturers to improve their professional, personal, and social competences to improve students' achievements in learning.

2.   The researcher recommends the lecturers to identify the students' characters to find out the best characters preferred by the students in presenting teaching material in the classroom.

3.   The researcher recommends the lecturer to use innovative and interactive teaching method to engage the students to participate in classroom activities.
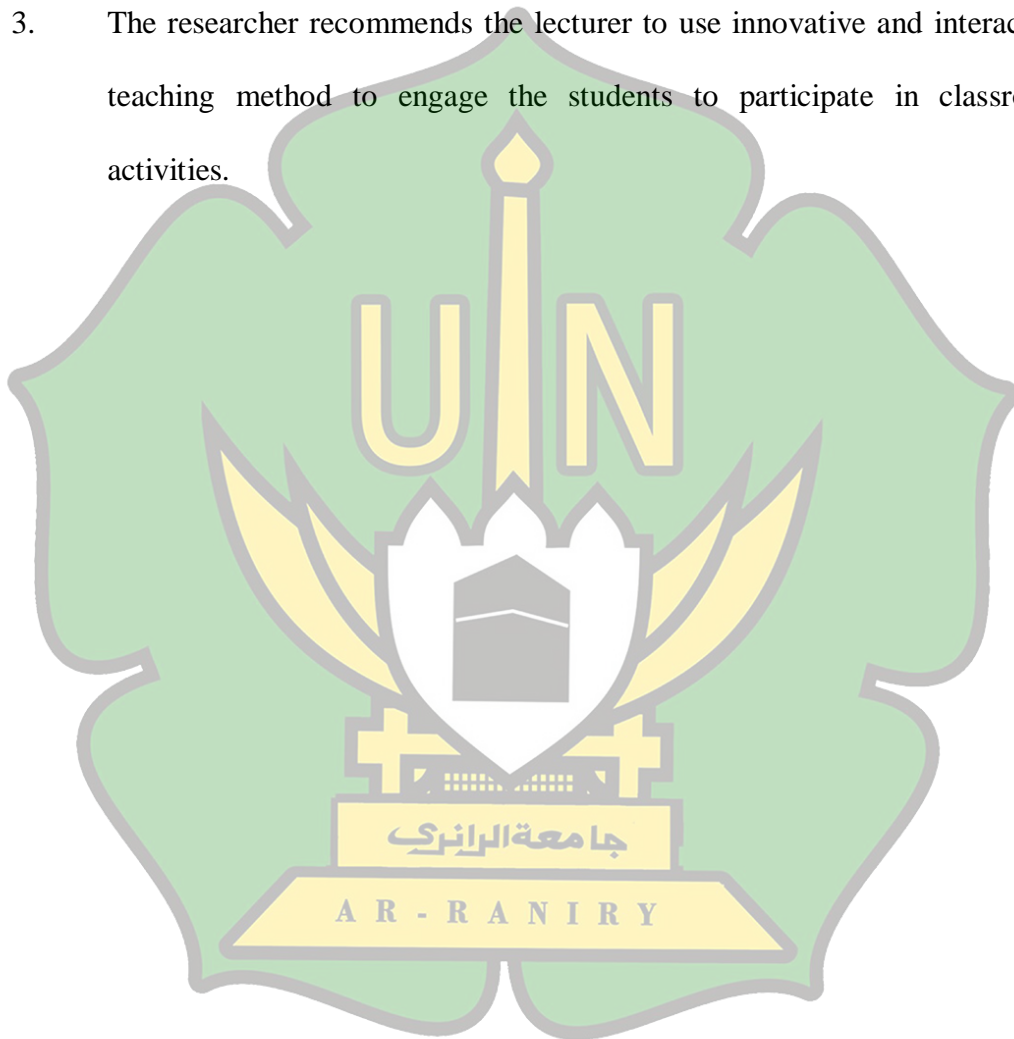
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AUTOBIOGRAPHY

Name   : Aprilia

Student Number   : 170203014

Place/Date of Birth   : Lamno/11/April/1999

Gender   : Female

Religion   : Islam

Status   : Married

Occupation   : Student

Nationally   : Indonesia

Address   : Jl. H.Adam 6, Desa Doi, Kec. Ulee Kareng, Kota Banda
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Educational Background

2005-2011   : SD N 5 Banda Sakti Lhoksemawe

2011-2014   : MTSN Lamno

2014-2017   : SMA N 1 Jaya

2017-2023   : UIN Ar-Raniry Banda Aceh

Parent's Background

Name of Father   : Mahardi (Alm)

Name of Mother   : Aisyah

Father's Occupation : -

Mother's Occupation : Ibu Rumah Tangga

Address   : Desa Ujong Muloh, Kec. Indra Jaya, Kab. Aceh Jaya,
Aceh

APPENDICES

Appendix 1 : The Interview Guide

1. What is your name?
2. Do you like studying English?
3. How long have you studied English?
4. Why study at English Department of UIN Ar Raniry?
5. Do you have favorite lecturers?
6. What are the characteristic of a favorite English lecturers according to your own perception?
7. What do you think about the characteristic of favorite English lecturers in terms of professional competence
8. Do you think a favorite lecturers influence the students' participation in teaching learning process, why?
9. How the favorite lecturers make different in classroom interaction?
10. How the favorite lectures make different in term of student achievement?
11. Do you think lecturers' teaching style influence students motivation to learn and participate in the classroom?
12. What are your suggestions for the lecturers in order to help students improve?
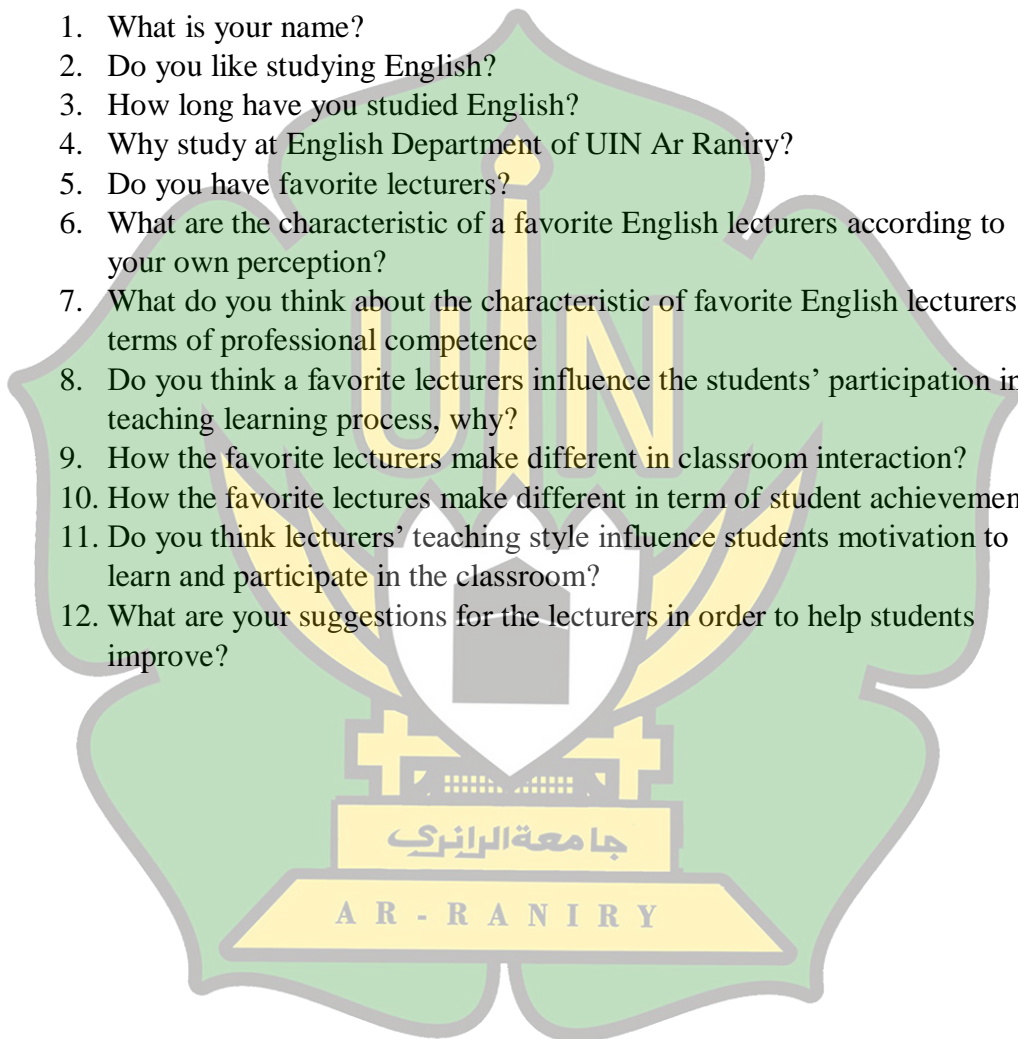
Appendix 2 : The Interview Script

List of Students' Names

<u>Mahasiswa aktif</u>
PUPUT MAULIDYA
MARDHATILLAH
IKBAL AZIZ

<u>Mahasiswa medium</u>
AFRAH NADHIRA
ILHAM ARI MAULANA
VAJARA RAMADHIKA

<u>Mahasiswa non aktif</u>
ABDAN
FARHAN
LOLA MARLINDA

A- MARDHATILLAH

1. My name is Mardhatillah.
2. I genuinely enjoy studying English.
3. I have been studying English for over 10 years.
4. I chose to study at the English Department of UIN Ar Raniry because I aspire to become a teacher.
5. Yes, I have some lecturers whom I particularly favor.
6. To me, the defining characteristic of a favorite English lecturer is their humility.
7. When considering their professional competence, I believe my favorite English lecturers are more than competent.
8. I firmly believe that favorite lecturers can significantly influence students' participation in the teaching-learning process.
9. With favorite lecturers, I find myself feeling elated and eager in the classroom, which enhances my learning experience.
10. These favored lecturers cultivate an atmosphere that is simply more enjoyable, which in turn can boost student achievement.
11. Absolutely, I think a lecturer's teaching style can greatly influence a student's motivation and participation in class.
12. My advice for lecturers would be: always be humble and ensure you have a thorough mastery of the subject you teach.

B- AFRAH NADHIRA
1. Nama saya Afrah
2. Iya, saya suka belajar bahasa inggris
3. Saya belajar bahasa inggris sejak SMP

4. Karena yang pertama saya lulus undangan Dari sekolah ke uin ar- araniry jurusan pendidikan bahasa inggris

5. Iya saya punya. Yaitu Miss inas . Sejak semester 4 saya sering bahkan selalu masuk MK sama beliau kalau gak salah MK reading in practice toefl. Jadi pertama kali saya jumpa beliau memang nampak terus baiknya, ramah tutur katanya gak killer intinya☐ Miss tu Orangnya ramah, cantik, baik hati dan pinter.

6. Cirinya-cirinya yg Pertama ramah gak killer, lemah lembut, friendly

7. Kita bisa melihat dari cara dia mengajar dan mendidik kita dan juga mempunyai kompetensi pedagogik, profesional, kepribadian,dan sosial agar menjadi inspiratif dan motivasi bagi kita.

8. Iyaa sangat berpengaruh karena kenyamanan belajar tergantung orang yg memberikan ilmu kepada kita. Kalau kita suka sama seseorang pasti kita akan betah belajar dan senang apabila dosen tersebut yg masuk pada hari itu.

9. ketika belajar dengan dosen favorit rasanya waktu belajar menjadi sangat berharga, karena kita lebih memfokuskan pikiran dan hati kita untuk belajar dengan dosen tersebut.

10. Dosen favorit juga efek kepada seseorang mahasiswa karena bisa jadi sebagai penyemangat untuk belajar lebih giat di kampus favorit dan ternama

11. iya. Karna dengan gaya belajar dosen yang kita sukai cocok dengan karakter saya maka saya akan termotivasi untuk berpatisipasi dalam kelas.

12. saran saya kepada dosen, sebaiknya buat suasana belajar yang santai dan buat gaya belajar yang berbeda beda setiap minggunya, agar mahiswa pun lebih tertarik dengan pembelajaran.

C- IKBAL AZIZ

1. Nama saya iqbal azis. 2. Saya sangat suka belajar bahasa inggris.

3. Saya fokus belajar bahasa inggris selama 4 tahun

4. Saya memilih belajar di UIN karena banyak dosen nya alumni dari luar negeri dan akreditasi nya bagus.

5. Saya memiliki beberapa dosen favorite di kampus seperti Miss siti Khasinah, Miss Azizah dan Mr. Teuku Zulfikar

6. Ciri cirinya adalah dosen nya ramah dan disiplin. Selain itu, dosennya bisa menghargai setiap usaha para siswa.

7. Saya merasa dosen itu adalah role model bagi mahasiswanya. Dalam hal ini, saya sangat suka kepada dosen yang disiplin dan semangat. Ini menjadi acuan bagi saya untuk lebih baik dalam mengatur waktu saya dan semangat dalam belajar.

8. Iya saya setuju, ketika dosen favorit mengajar di kelas, kami sebagai mahasiswa juga ikut semangat. Ini mempengaruhi kami dalam memahami pelajaran lebih cepat

9. karena dengan dosen favorite kita lebih berani mengekspresikan diri untuk berinteraksi di kelas.

10.iya. karena dengan kita semangat dan suka dengan pembelajaran otomatis kita semakin rajin dalam proses belajar dan juga ketika diberikan tugas kita selalu mngerjakannya dengan penuh semangat.

11. iya. Gaya mengajar dosen sangatlah penting dalam proses belar, karena jika gaya belajarnya menarik dan bervariasi, maka mahasiswa termotivasi untuk belajar.

12. saran saya untuk dosen dosen, perbanyaklah gaya belajar mengajar agar mahasiswa tidak bosan. Dan jangan selalu dengan kerja kelompok dari awal semester hingga akhir, buatlah kegiatan belajar mengajar menjadi lebih bervarisi.

D- FARHAN
Pertanyaan wawancara

1. Farhan
2. Suka
3. 10 tahun
4. Karena bahasa inggris di uin ar-raniry merupakana salah satu saran Pendidikan yg bermutu di Indonesia
5. Tidak
6. Yang bisa mengerti Tentang mahasiswa
7. Dosen degan pengalaman yang bagus dan bisa mengerti tentang keadaan mahasiswa
8. Karena selalu membimbing mahasiswa menjadi pengajar yang berguna bagi masa depan siswa
9. Tidak kaku, bisa mengerti mahasiswa dan bisa mengajar dengan santai dan tidak marah-marah
10. Faktor dosen yang baik, fasilitas yang memadai, dan lingkungan yang sangat mendukung
11. Tidak
12. Tolong untuk bisa mngertikan mahasiswa, dan bisa mengajar dengan baik

E-- PUPUT MAULIDIA

1. My name is pupt maulidya
2. Yes, I do
3. I have studied English for 4 years.
4. I chose to study at englishdepartment ofuin ar raniry because English department in here is known as one of the best major in uin ar raniry
5. Yes, I do. My favorite lecturer is Prof. Dr. Phil. Saiful Akmal, MA. He is my favorite lecturer because he has e very good teaching styles and he always make the students engage in the classroom. Moreover, i really enjoy his class because he uses english when he teach, which is something that not all the lecturers in english department do.
6. In my opinion the characteristics of favorite lecturers are those who has good teaching skills, a broad knowledge that can relate the students that he/she teaches wit our current condition or real life situation. Snd has her/his own unique teaching styles.
7. I think that professional competence is extremely important aspect that a lecturer must have . as we know that professional competence defines the lecture's skills and his/her ability in teaching.

8. Absolutely. I think that the students will feel more excited, eager, and motivatied in learning, when they have their favorite lecturer in the class
9. The favorite lecturer can instantly make the students feel relaxed and encourage the students to engage and participate in the lesson.
10. This answer also relate to the previous question regarding the student's participation, in which the student's participate in the class. The better the outcome that they produce in other words, students participation because of their favorite lecturers can create the better student's achievement in the class.
11. Yes. Of course
12. I syggest that it is important for every lecturer to improve their teaching style. As it can help to improve the students. Learning outcome it is also important that the lecturer creat fun, relaxed, yet engaging activities in the classroom that can boost the students participation in the class.

F- LOLA MARLINDA

1. I like learning English so much
2. I leanr English since I was 12 yo
3. I learn at UIN because its accreditation is Unggul
4. My favourite lecturer is Pak Aunie, because she is humorist.
5. The characteristic of my fovourite lecturer is, caring the students, humorist, and have good communication skill.
6. Based on his competence: Good communication skill, can organize the course, have good teaching management
7. Humorist lecturer make the class become anthussistic, because the students do not feel enxiety to ask question and the class will not awkward.
8. Favourite lecturer influence the students motivation because the students will be anthusistic to ask questions
9. I am from a village, so I am not really understand English. But, when learning with the favourite lecturer will be motivated to learn and to aks questions when they do not understand the material.

G-FAJARA RAHMATIKA

1. I like learning English because it is a new challeges
2. I learn English since I was at 4rd grade of Elementary school
3. I learn at UIN because English Department at UIN have good reputation and accreditation
4. My favourite lecturer: Saiful Akmal, Hadi, Azizah, Sy. Dahliana
5. Characteristic: Give good understanding the mateiral, tidak terallau ketta dalam aturan berpakaian, tepat waktu, memberi kelonggaran bagi siswa yang terlambat.
6. PC: pengetahuan yag luas krn dosen harus cerdas, tidak kaku, berwibawa, mempunyai wawasan yang luas. Mempunyai cara mengajar yang baik.

7. Efek: Ada. Siswa lebih berpartisipasi dalam blajar dan memebrikan pendapat di kelas. Tidak takut berpartisipasi di kelas.
8. Efek: DF: menggunakan media mengajar yang bervariasi, membuat suasana kelas menjadi tidak membosankan, mem
9. DF memperngaruhi prestasi mahasiswa: mahasiswa lebih semangat belajar, belajar menjadi lebih inovatif, sehingga meningkatkan prestasi dan ilmu siswa. Siswa mendapatkan wawasan yang luas sehingga bisa menerapkan ilmu ke dalam kehidupannya
10. Tentu. Memotivasi siswa, membuat siswa lebih percaya diri.
11. Saran: Dealine pengumpulan tugas terlalu cepat sehingga sehingga ga maksimal dikerjakan mahasiswa, kurang bervariasi dalam metode mnagajar.

H- ILHAM ARI MAULANA

1. Ilham
2. Syaa suka beljaar bahasa iNggris
3. Saya belajar behasa inggris sejak kuliah (4 tahunan). Selama SMA tidka terlalu fokus.
4. Kulaiah di B.ing karena terinspiras dari guru b.ing di SMA yang menyenangkan
5. DF: Luthfie Aunie
6. DF: cara megajarnya mudah, humoris. Kelas mnejadi menyenangkan dan santai
7. Ciri2 DF: mudah memhami pelajaran yg diberikan, tidak menengakan, bikin smenagat, humoris, membuat siswa tidak takuut bertanya
8. Profesioanl: mampu melihat kemmapuan dan carakter siswa sehingga mampu memilih cara mnegajar yang menyenangkan, menggunakan metode yang mudah dipahami oleh siswa, membuat kelas menjadi aktif dan menyenagkan
9. DF mempengaruhi siswa aktif: iya, siswa semanagt untuk hadir, tidak ingin melewatkan peljarana, aktif dalam kelas dan bertanya, ingin dtanga lebih cepat di kelas.
10. Interacsi di kelas: DF emmbuat susasan kelas menjadi menyenagkan dan tidak menegangkan. Siswa semangat dalam membuat tugas. Konsultasi menjadi nyaman dan tidak takut,
11. Efek Prestasi: prestasi akademik meningkat. Karena siswa semnaat dalam menyalesaiakn dan mengerjakan tugas.
12. Pandai memanage kelas akan membuat siswa seanagt dalam belajar. Partisipasi, siswa menjadi aktif.
13. Saran: dosen memperhatikan mahasswa dr segi kemmapuan, n metode mengajar yang menyenangkan. Pembawaan dosen harus menyenangkan dan humoris.