

The Correlation between Lecturer's Performance and the Motivation of Students in Learning English Subject

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Abstract:- The objective of this research was to identify the correlation between lecturer's performance and students' motivation in learning English subject. Performance can be defines as an one's ability to applicate his or her competence in form of real action. In this context, the real performance due to English teaching learning process in the classroom. The researcher used classroom observation and questionnaire for data collection. The data to be observed were students' attention toward their assignment, come or attend on time and response the material presented by the lecturer in the classroom, the ways of presenting paper or discussion, body language and use of voice. In linguistics study, performance and competence are different, competence is study about language rules in the abstract form or one's capacity to use a language, while performance is the application of one's ability in the concrete form, or the actual application of this competence in speaking or listening. Performance is the effect or the application of competence. Further he said that clearly, the actual data of linguistic performance will provide much evidence for determining the correctness of hypotheses about underlining linguistic structure.

I. INTRODUCTION

In spite of our awareness of its importance to humanity, many aspects of performance remain mysterious. How is it acquired or received by the students to increase their motivation in learning? What is the connection between symbolic language (performance) and the thinking process? What are the links between performance and other components of human development, such as perceptual, conceptual, and social learning? How does a performance impairment affect learning? What universals exist among the various performances of our world. This thesis examines such issues and describes the views of lecturer's performances and students' motivations.

Lecturers as persons and professional differ from one another in variety of ways. Some lecturers may possess more general performance for teaching than others. Lecturers' performance of processing information and approaches to viewing knowledge also may vary. Whereas some lecturers are intent upon advancing universal societal principles, other are more committed to maintaining "law and order". That different lecturers worry about or are concerned with different problems is obvious to even the most casual

observer. Accepting the premise that lecturers are different in some important ways is, of course, a prerequisite to supporting their development differentially.

Language plays a vital role in learning. Many kinds of learning are dependent on the individual's mastery of language and facility with verbal symbols. Although the relationship of language to thinking has been studied by such eminent scholars. The exact nature of this relationship is still not fully understood. We don't know, however, that as language develops it plays an increasingly important part in the thinking processes.

Words are the primary means of communication for human beings. It is the way we tell each other what we want and what we don't want, what we think, and how we feel. When words are spoken, they are wonderful asset-quick, direct, and easy. But when words must be written, they become burdensome a slow and laborious task, Many learning disabled students have significant problems in the acquisition and use of written language, and these problems often continue to adversely affect their lives as adults.

English is the International language, it has a very important role in world communication. One cannot communicate well with foreigners without mastering English, therefore, English is used as a means of communication. If one wants to be a scientist, one should master the English first. The role of English in Indonesia is a foreign language and studies from Junior and Senior High School and further at the University or college. This way is done because of the objective in order the students of Indonesia can master English as a foreign language. And English has become one of the compulsory subjects for Junior and Senior High School.

In Indonesia, particularly in Bandung, most people are more interested in learning English and most of them take English course to develop their ability in understanding science which written in English form. By knowing English well they can improve their ability. On the other words, they cannot develop their ability without mastering English well.

We confess that to motivate students is not an easy job for the lecturer, it involves many factors such as learning situation, cultural background, and student target. The issue of how to motivate students without prior discussion of four

essential preconditions without which no motivational strategies will succeed.

The application of techniques and strategies in transferring the materials, therefore, become a crucial thing because it will benefit both the lecturer and the students. Nation (1972:2) states that by knowing a large number of teaching techniques a teacher can do several things such as: make the learning more interesting during the teaching learning process, and make the teacher be able to improve own professional ability and knowledge.

II. REVIEW OF RELATED LITERATURE

The word of performance is noun form of 'Perform' it means the action of someone to get an aim. The aim in this case is depended on the people need or people sake, but in the education term particularly in this study, performance deals with mastery of the materials in front of the class so that the students will be motivated to join or to follow the lecture. In general we agree that theory is easier than practice, for example, most people know how to add a column of numbers, but when they actually do an addition, they need or require time and sometimes make mistakes.

In listening, they sometimes misunderstand. In linguistics study, performance and competence are different, competence is study about language rules in the abstract form or one's capacity to use a language, while performance is the application of one's ability in the concrete form, or the actual application of this competence in speaking or listening. Performance is the effect or the application of competence. Further he said that clearly, the actual data of linguistic performance will provide much evidence for determining the correctness of hypotheses about underlining linguistic structure. Notice the following figure.

Performance is very readily changed by offering money or other rewards, but the production of more permanent changes in behavior is a more difficult matter. In the case of our anecdote, the parent might have done a little better by changing from a condition in which the child was rewarded for every book he read to a condition in which there was only an occasional and unpredictable reward. Even then, one cannot be sure that everything can be done and changed by thinking and behavior.

In the classroom, it is the lecturer's job to promote these three learning processes by the use of appropriate acts. Thus he or she presents and explains new material in order to make it clear, comprehensible and available for learning; gives practice to consolidate knowledge; and test, in order to check what has been mastered and what still needs to be learned or reviewed. These acts may or occur in this order, and may sometimes combined within one activity; nevertheless good lecturer is usually aware which is the main objective at any point in a lesson.

Practice can be roughly defined as the rehearsal of certain behaviors with the objective of consolidating learning and improving performance. Language learners can benefit from being told, and understanding, facts about the language only up to a point: ultimately, they have to acquire an intuitive, automatized knowledge which will enable ready and fluent comprehension and self-expression. When introducing new material we often need also to give explicit descriptions or definitions of concepts or processes, and whether we can or cannot explain such new ideas clearly to our students may make a crucial difference to the success or failure of a lesson. There is, moreover, some indication in research that learners see the ability to explain things well as one of the most important qualities of a good lecturer. One particular kind of explanation that is very important in teaching is instruction: the directions that are given to introduce a learning task which entails some measure of independent student activity.

Finally, there is performance that can include all five of the above types of learners actively participate in discussions, debates, conversations, role-play, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange.

The term "motivation" was originally derived from the Latin word "*movere*", which means "to move". However, this one word is obviously an inadequate definition for our purpose here. What is needed is a description which sufficiently covers the various aspects inherent in the process by which human behavior is activated.

The definition appear generally to have three common denominators which may be said to characterize the phenomenon of motivation. That is, when we discuss motivation, we are primarily concerned with: (1) What energizes human behavior; (2) what directs or channels such behavior; and (3) how this behavior is maintained or sustained. Each of these three components represent an important factors in our understanding of human behavior at learning. First, this conceptualization points to energetic forces within individuals that "drive" them to behave in certain ways and to environmental forces that often trigger these drives. Second, these is the notion of goal orientation on the part of individual; their behavior is directed toward something. Third, this way of viewing motivation contains a system orientation; that is, it considers those forces in the individuals and in their surrounding environments that feed back to the individuals either to reinforce the intensity of their drive and the redirect their energy or to dissuade them from their course of action and redirect their efforts. These three components of motivation appear again and again in the theories and research.

The question appears here is why learners behave as they do? In answering question regarding the “why” of human behavior, psychologists use two basic approaches: the organismic (inside) and the environmental (outside). The following the writer discusses about the organismic forces those operate inside the human organism and that psychologists consider a part of motivation.

This focus does not mean that the writer consider the environment to be unimportant. As a matter of fact, in most of the behavior we observe, motivation and environment interact. Sometimes motivation seems more important, sometimes environment too. In some instances we seem to be responding to some feeling within ourselves, and not to be situation in which we find ourselves, in others we appear to be figuratively or even literally pushed into doing something by the situation, but usually we are able to see both the motivation and environment aspects.

Our motivational or “inside” forces include needs, wants, drives, feeling, and emotion, interests and attitudes, guilt, and anxiety. The environmental or “outside” forces include not only the attractive, disturbing, or reassuring aspects of the situation in which we find ourselves, but also the attitudes and expectations of others and rewards, costs, and dangers. In language learning context, motivation can be intrinsic. Lukas (2010) stated that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and achievement.

It is ordinarily very difficult to determine where an internal force leaves off and external one begins, and the differences between internal and external forces may not be precise. For instance, Ahmad is saying. Amir does this partly in response to external forces: the request of the teacher, the teacher’s expectation that his command will be obeyed, the fact that other students are looking at him. But this bit of behavior also results from forces within Amir: his respect for authority, his desire to please Ahmad, his ambition to be a well-behaved first grader, and his unwillingness to suffer embarrassment. To some extent these internal forces are the mirror images of external ones. Ahmad’s desire to be obeyed is mirrored in Amir’s desire to obey him. The idea that teachers are entitled to respectful attention is both an internal and an external force. It is a concept or generalized feeling that is a part of the school situation, and Amir is incorporating it into his own set of values.

Huitt (2001) said that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation.

They may have a high need for affiliation, a strong desire for additional income, or an expectation that increased effort on the job would lead to promotion. These “activators” are generally characterized by two phenomena. First, the

emergence of such a need, desire, or expectation generally creates a state of disequilibrium within the individuals which they will try to reduce; hence, the energetic component of our definition above. Second, the presence of such needs, desire, or expectations is generally associated with an anticipation or belief that certain actions will lead to the reduction of this disequilibrium; hence, the goal-orientation component of our definition. Chang (2010) expressed that class group impacted learners’ motivation and they felt relaxed with the motivated classmates.

Ditual (2012) Stated that learners were highly motivation with positive attitude towards learning English.

Pourhosein Gilakjani, Leong, & Saburi (2012) stated that the success of any action is depended on the extent to which person try to get their goal along with their desire to do so.

There are four motive complications. First, motives can really only be inferred; they cannot be seen. Thus, when we observe individuals putting in a great deal of over time, we really do not know whether they are doing it because of the extra income they receive or simply because they enjoy their work. In fact, at least five reasons have been identified for why it is difficult to invert motives from observed behavior: (1) any single act may express several motives. (2) motives may appear in disguised forms (3) several motives may be expressed through similar or identical acts. (4) similar motives may be expressed in different behavior ; (5) cultural and personal variations may significantly moderate the modes of expression of certain motives.

A second complication of the model centers around the dynamic nature of motives. Any individual at any one time usually has a host of needs, desires, and expectations. Not only do these motives change but they may also be in ahead “may be in conflict with each other. A desire to put in extra hours at the office to “get ahead” may be in direct conflict with a desire to spend more time with one’s family. Thus, given the changing nature of an individual’s particular set of motives, and given their often conflicting nature, it becomes exceedingly difficult to observe or measure them with much certainty.

Third, considerable differences can exist among individuals concerning the manner in which they select certain motives over others and the intensity with which they pursue such motives. A salesperson who has a strong need for turn his or her attention to other needs or desire. A second salesperson, however may be spurred on by such a sale to increase his or her achievement motive and to try for an even bigger sale in the near future. Or, as found by Atkinson and Reitman (1956:79) , a high need for achievement may be related to performance only when certain other need (such as need for affiliation) were not aroused. In other words, it is important to realize that individual differences exist among

employees which can significantly affect what they desire and how they pursue such desires.

A final complication of the model is the impact of goal attainment on subsequent motives and behavior. The intensity of certain motives (such as hunger, thirst, sex) is generally considerably reduced upon gratification. When this happens, other motives come to the forefront as primary motivating factors. However the attainment of certain other goals may lead to an increase in the intensity of some motives.

In conclusion, it must be remembered that the above description of motivational processes represents a very general model of human behavior. As we have seen above, considerable research has been done in an attempt to move rigorously define the nature of the relationships between the major variables in this process, particularly as they relate to behavior in the study situation. We have reviewed a little general model in an effort to provide a basic framework to the understanding and analysis of the more specific theories about the motivation.

III. METHOD

The approach that the researcher used in this study was the qualitative approach. It aims at describing or knowing about the correlation between lecturer's performance and students' motivation as well as the factors that make the students motivated in learning English subject. The sample of this research took from the second semester of Communication Science Department Students, and it consists of 50 students, academic year 2017-2018. In a case study, researchers collect data in a variety of ways and for different purposes. The researcher observed directly in the classroom when teaching learning process took place. The data to be observed were students' attention toward their assignment, come or attend on time and response the material presented by the lecturer in the classroom, the ways of presenting paper or discussion, body language and use of voice. From those factors the main points consist of (1) organization of the materials (2) time (3) body language and use of voice and (4) handling of the discussion. To know about the lecturer's performance and the factors that made the student's motivation used questionnaire. The questionnaire gave to the students to fill or to answer, after accumulating it, analyzed by using percentage.

To know the students' motivation, the writer used data through the assignment, come or attend on time to join the lecture and response toward material presented by the lecturer in the classroom, the ways of presenting paper or discussion and body language and use of voice. While the lecturer's performance the writer used questionnaire and then analysis by applying formula:

m = The number of row
 n = The number of column
 o = Observation
 e = Expectation

In order to determine the level of the students' motivation, the writer presents the classification of scales as follows:

1. 90 to 100 is classified as 'excellent'
2. 80 to 89 is classified as 'largely'
3. 70 to 79 is classified as 'moderately'
4. 50 to 69 is classified as 'slightly'
5. 30 to 49 is classified as 'poor'
6. – to 29 is classified as 'very poor'

IV. FINDINGS AND DISCUSSION

Based on the data analysis, the writer found out that the students have motivation in studying English subject. This was indicated by direct observation showed that the students not only attended on time but they also were active during teaching learning process. The researcher never found the students leave the class during teaching learning process took place, one of the factors which make them to have motivation is the lecturer's performance. Considering from the facts that to become observation targets, in this case direct observation and questionnaire, so indicated that there is positive correlation between the lecturer's performance and students' motivation in learning English subject.

1. The factors that make the students motivated in learning English subject.
 - a. According to the students that lecturer's performance of introducing the material was excellent (item 1).
 - b. Students like very much about their lecturer performance of explaining the material (item 2)
 - c. From the analyzing during learning teaching process, very meeting the students asked the questions to their lecturer and those questions were answered by their lecturer, not only that the students felt satisfaction. (item 3)
 - d. The format of the lecturer in giving the assignments to the students was moderate (item 4).
 - e. Every meeting the lecturer gave to the students the information gap, but the ways of the lecturer was moderate (item 5)
 - f. The lecturer divided the students in group form, very meeting the students presented their article in front of the classroom, the lecturer gave her comments if the students did not the answer. The lecturer gave the opportunities to the students to answer the question first then the lecturer, so it was excellent (item 6).
 - g. Students felt moderate about the teaching entertainment (item 7)
 - h. The quality of the entertainment was moderate (item 8).
 - i. The ability of the lecturer in telling opinion was excellent, in this case the student could understand what their lecturer said and it was logical (item 9).

In this part, the writer would like to discuss the result of the data analysis collected from the direct observation and questionnaire.

2. *Students Motivation.*

There are four aspects that to be concerned within observation of the students motivation. Those aspects are: assignments, come on time to join the lecture and response to the material that presented by the lecturer, the ways of presenting the paper or discussion, and body language and use of voice.

Every aspects will be given score from 3 to 1. The following is the procedures:

1. score 3 “ if the motivation is above average “
2. score 2 “ if the motivation that to be observed is average”
3. Score 1 “ if the motivation is below average “

The following is the scores from those aspects or the results of the observation about the students motivation.

1. Assignments				
a. Accumulating on time		3	2	1
b. Format of the assignment		3	2	1
c. Content of the assignment		3	2	1
d. Cover of the assignment	3	2	1	
2. Attending and attention				
a. Come on time		3	2	1
b. Attention to the lecturer	3	2	1	
c. Asking the question		3	2	1
d. Students active learning	3	2	1	
3. The ways of presenting the paper				
a. Opening the discussion	3	2	1	
b. Ability to tell opinion	3	2	1	
c. Respond of the question	3	2	1	
d. Closing the discussion	3	2	1	
4. Body language and use of voice				
a. Use of humor		3	2	1
b. Smiling		3	2	1
c. Hand movement		3	2	1
d. Loudness and softness	3	2	1	

2. The factors that make the students motivated in learning English for children subject.

To know the factors that make students motivated, the writer used direct observation and questionnaire. The respondents to the items of the questionnaire were analyzed in percentage. The explanation of each item is as follows:

a. The students’ opinion about the lecturer’s performance of introducing and closing the materials.

From the 50 students, 28 (58%) students said that the lecturer’s performance of introducing and closing the material was excellent, 14 (28%) students said that was moderate, and 8 (16%) students said that was bad. Comparing the students’ opinion about the lecturer’s performance of introducing and closing the material above, it is clear for us to conclude that is excellent for the students, in this case that performance should be maintained.

b. The lecturer’s performance of explaining the material.

From the data analysis indicated that 30 (60%) students said that the lecturer’s performance of explaining the material was excellent, 12 (24%) students said was moderate, and 8 (16%) students said was bad. From this item the students like and were interested to their lecturer in explaining the material.

c. Lecturer’s performance of responding the question from the students.

Based on the finding, there were 40 (80%) students said that was excellent. 7 (14%) students said was moderate, and 3 (6%) students said was bad. Considering the finding above, that most students like their lecturer performance of responding their question, in the other words, they were satisfaction toward their lecturer responding.

d. The students’ opinion about the lecturer’s performance of determining the format of assignments.

From the 50 students, 19 (38%) students said was excellent, 23 (46%) students said moderate, and 8 (16%) students said was bad. From this question, the writer could interpretate that the lecturer’s performance of determining the format of assignment was usual or moderate.

e. The students responds of the lecturer’s performance toward information gap to the students.

The data indicated that only 15 (30%) students that was excellent, 25 (50%)students said that was moderate, and 10 (20%) students said that was bad. This indication means that the lecturer’s performance toward information gap was moderate for them.

f. The lecture’s performance of handling the classroom discussion.

From the 50 students, 38 (76%) students said was excellent, 8 (16%) students dais was moderate, and 6 (12%) students said was bad. Considering from the frequency above, the writer can be concluded that the ways of the lecturer in handling classroom discussion was excellent.

g. The lecturer’s performance of teaching entertainment.

Based on the data analysis, 14 (28%) students said that was excellent, 24 (48%) students said that was moderate, and 12 (24%) students said that was bad. According to the students that their lecturer likes teaching pictures and the ways of how to teach them was usual, and the students have known a part of them.

h. The content or quality of the entertainment

From the 50 students, 17 (34%) students said that was excellent, 25 (50%) said that was moderate, and 8 (16%) students said that was bad. One of the kind of entertainment is sing a song, and every meeting the students have to sing together and never one by one.

i. The item of this questionnaire was about the ability of the lecturer in telling opinion.

The data indicated that from 50 students, 32 (64%) students said that the ability of the lecturer was excellent, 14 (28%) students that was moderate, and 4 (8%) students said that was bad. The ability of the lecturer in telling opinion was excellent, it was proved by more than half percent of the students who said the ability of the lecturer in telling opinion was excellent.

V. CONCLUSION

In linguistics study, performance and competence are different, competence is study about language rules in the abstract form or one's capacity to use a language, while performance is the application of one's ability in the concrete form, or the actual application of this competence in speaking or listening. Performance is the effect or the application of competence. Further he said that clearly, the actual data of linguistic performance will provide much evidence for determining the correctness of hypotheses about underlining linguistic structure. The term "motivation" was originally derived from the Latin word "*movere*", which means "to move". However, this one word is obviously an inadequate definition for our purpose here. What is needed is a description which sufficiently covers the various aspects inherent in the process by which human behavior is activated. Based on the data indicated that there is a positive correlation between the lecturer's performance and students' motivation in learning English subject. This finding revealed an encouragement to the lecturer to increase his or her performance in teaching English as a foreign language in the classroom. On the other words, a lecturer has to a model for the students in the form of performance.

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