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STUDENTS' PERSPECTIVE ON EFFECTIVE LECTURER DURING BLENDED LEARNING IN ENGLISH EDUCATION STUDY PROGRAM UIN SULTAN THAHA SAIFUDDIN JAMBI

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTHAN THAHA SAIFUDDIN JAMBI
2023

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The Thesis entitle "Students' Perspective on Effective Lecturer during Blended Learning in English Education StudyProgram UIN Sulthan Thaha Saifuddin Jambi" has been thesis defense by Education and Teacher Training Faculty (FTK) on:

Day	: Friday
Date	: 24 February 2023
Time	: 09:30 –11:11
Name	: Idea Berliana
Place	: Ruang Sidang FTK
Students'Number	: 205190063
Title	: Students' Perspective on Effective Lecturer during Blended Learning in English Education StudyProgram UIN Sulthan Thaha Saifuddin Jambi

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

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2.	Mayang Sastra Sumardi, M. Pd NIDN. 2023129003 (Secretary)		14 /04 /23
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I who signed bellow stated that the thesis which entitled "Students' Perspective on Effective Lecturer during Blended Learning in English Education Study Program UIN Sultan Thaha Saifuddin Jambi" is originally and truly my own work as the requirements to obtain the undergraduate degree (S1) in English Education Study Program of Faculty of Education and Teacher Training of State Islamic University Sultan Thaha Saifuddin Jambi.

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Jambi, February 6th 2023

Idea Berliana
205190063

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DEDICATION

This research paper dedicated for:

1. My beloved parents, Dr. Alfian, S. Pd., M.Ed (Ed. D) and Leni Marlina, S. Pd, who always give me their best prayer, support, sacrifice, motivation, strength, and everything to finish my study.
2. My beloved brothers, Taufik Alfian Hidayat and Khalif Alterio Alfian, who always give me their best prayer, support, and cheer me up in finishing the research.
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4. My big family, who always give their great love, pray, motivation and support.
5. Rafiq Nurhady, S.Tr. Im, who has helped and supported the researcher in finishing the thesis.

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MOTTO

(Q.S Al Inshirah: 5-6)

يُسْرًا الْعُسْرِ مَعَ إِنَّ ,يُسْرًا الْعُسْرِ مَعَ فَإِنَّ

"So verily, with the hardship, there is relief.

Verily, with the hardship, there is relief "

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In the Name of Allah, Most Gracious, Most Merciful

All praise be to Allah, the Lord of the universe, who has given His blessing, strength, guidance, and compassion to the researcher, so that the researcher could finish this thesis. Peace and salutation be upon to the Prophet Muhammad SAW, peace be upon him, also upon his family and companion.

This study entitled "Students' Perspective on Effective Lecturer during Blended Learning in English Education Study Program UIN Sultan Thaha Saifuddin Jambi" (A Quantitative Study in the seventh semester students at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi in Academic Year of 2022/2023) is presented to the Department of English Education, Faculty of Tarbiyah and Teacher Training of UIN Sulthan Thaha Saifuddin Jambi, in the Partial Fulfillment of the requirement in accomplishing the study of Bachelor's Degree (S-1).

In order to finish this work, the researcher had to overcome a lot of difficulties and barriers. In fact, it would not have been possible to solve it without the assistance and support of many wonderful people. The researcher is extremely grateful to all of the people who have given of their time, attention, energy, and knowledge to guide and support her in achieving her goal.

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1. Prof. Dr. H. Su'aidi Asy'ari, MA., Ph. D as the Rector of UIN Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadlilah, M. Pd as the Dean of Faculty of Tarbiyah and Teacher Training of UIN Sulthan Thaha SaifuddinJambi.
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Finally, the researcher realizes that this paper is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The researcher hopes that this study will give an important contribution to the Students of English Education Program who will be an English teacher in the future. May god bless us in the right path, Aamiin.

Jambi, 30 January 2023
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ABSTRACT

Name : **Idea Berliana**
Study Program : **English Education Study Program**
Title : **Students' Perspective on Effective Lecturer during Blended Learning in English Education Study Program UIN Sultan Thaha Saifuddin Jambi**

Studies on the characteristics of effective lecturers have been conducted and developed by examining students' perspectives of their lecturers. However, the studies on the student's perspective on effective lecturers while using blended learning methods are very limited. To fill out this empirical gap, this study is aimed to investigate the students' perspectives on effective lecturers during blended learning at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi. Employing a quantitative survey design, the data were obtained by administering a set of questionnaire to 66 of the 7th semester EFL learners at an Islamic University. The results indicated that the participants have had positive perspectives towards their lecturers related to effective lecturer variables (Rapport, Delivery, Fairness, Knowledge and Credebility, Organization and Preparation). This indicated that the lecturers in the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi are effective during blended learning. The finding of this study are beneficial to the lecturers as a yardstick to understand themselves better and students' needs in the learning process. For future research, it is suggested to conduct a qualitative study to get a deeper and more detail analysis.

Keywords : Blended Learning, Effective Lecturer, Students' perspective

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ABSTRAK

Nama : **Idea Berliana**

Jurusan : **Program Studi Bahasa Inggris**

Judul : **Perspektif Mahasiswa Terhadap Dosen yang Efektif Pada Pembelajaran Blended Learning di Prodi Pendidikan Bahasa Inggris UIN Sultan Thaha Saifuddin Jambi**

Penelitian tentang karakteristik dosen efektif telah dilakukan dan dikembangkan dengan mengkaji perspektif mahasiswa terhadap dosennya. Namun, studi tentang perspektif mahasiswa tentang dosen yang efektif saat menggunakan metode *blended learning* sangat terbatas. Untuk mengisi kesenjangan empiris tersebut, penelitian ini bertujuan untuk menyelidiki perspektif mahasiswa tentang dosen yang efektif selama *blended learning* di Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Thaha Saifuddin Jambi. Menggunakan desain survei kuantitatif, data diperoleh dengan memberikan satu set kuesioner kepada 66 siswa EFL semester 7 di sebuah Universitas Islam. Hasil penelitian menunjukkan bahwa para peserta telah memiliki pandangan yang positif terhadap dosennya terkait dengan variabel dosen yang efektif (Rapport, Delivery, Fairness, Knowledge and Credebility, Organization dan Preparation). Hal ini menunjukkan bahwa dosen Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Thaha Saifuddin Jambi efektif selama *blended learning*. Temuan penelitian ini bermanfaat bagi dosen sebagai tolok ukur untuk lebih memahami diri sendiri dan kebutuhan mahasiswa dalam proses pembelajaran. Untuk penelitian selanjutnya, disarankan untuk melakukan penelitian kualitatif untuk mendapatkan analisis yang dalam dan lebih detail.

Kata Kunci : Blended Learning, Dosen Efektif, Perspektif Mahasiswa

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CHAPTER I
INTRODUCTION

This chapter presents the following subheadings: background of the research, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, and significance of the research.

A. Background

Quality is an issue that cannot be avoided in education at present. It is extremely important that we have to pay attention about the quality of education. According to Strong (2002), education is seen as a fundamental component of human, social, and economic development and thus is a fundamental human right. Gender equality, peace, and the probability of having more and better opportunities in life and in the workplace are all promoted by education. Thus, every country in the world should have a high quality of education (Subrahmanian, 2005). Lamentably, not all countries have the same level of quality in education. As stated on data published by the World Population Review (2022), the top ten countries with the highest education system and quality are The United States, The United Kingdom, Germany, Canada, France, Switzerland, Japan, Australia, Sweden, and the Netherlands. The lowest education system and quality are Niger, Burkina Faso, Mali, Central African Republic, Ethiopia, Eritrea, Guinea, Pakistan, Gambia, and Angola. Meanwhile, Indonesia occupies the middle position for the quality of education, which is rank 54th. Compared to the other developing countries in the Southeast Asia region such as Singapore rank 21st, Malaysia at 38th, and Thailand at 46th, Indonesia is still far behind.

In 2019, the quality of education was dropping drastically around the world. The COVID-19 pandemic strikes out the world which had a significant impact on the quality of education. As reported by The United Nations Educational Scientific and Cultural Organization (UNESCO), the COVID-19

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pandemic has been upsetting educational systems around the world for the past two years, particularly impacting the most vulnerable students. The pandemic has worsened the already-existing educational problem and deepened disparities. In some countries, there have been no school closures, while in others, there have been closures for more than a year (Erduran, 2020). Due to the school closure, the teaching and learning has been switched to online learning which also produce another problem such as one-third of students were unable to pursue online learning due to equipment and network issues (Coman et al ,2020) (UNESCO,2021). The problem and disparities also continue after the historic disruption of the COVID-19 pandemic when most schools are now operating again. For example, over 1.5 billion students and young people were impacted by the pandemic, with the most vulnerable students being the hardest hit. Some gains already made towards the goals of the 2030 Education Agenda were lost (Huang et al, 2020).

From the explanation above, it can be seen that the world is currently not fully recovered from the pandemic and it is a big challenge for education issues to be more extra in improving the quality of education particularly in higher education. Why higher education is the main issue? According to Banun (2022) Higher education has an important role in terms of building a vision of the education system as a whole, expectations and standards for students to learn, and providing support for educational components that are relatively standard or minimal standards. Universities must be able to be competitive and qualified to produce graduates who are ready to compete and are encouraged by quality assurance that is specified in accordance with the needs and the demands of times (Schackleton,2014).

Quality starts with understanding customer needs and ends when those needs are satisfied (Binus University, 2017). In agreement with Serli (2017) that says a product or service's quality is determined by its capacity to satisfy consumers' needs, expectations, or needs. Quality can be summed up as something that meets and exceeds customer expectations. In this context, the customer is a student who needs to be understood their satisfaction with their

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learning outcomes to achieve a good quality of learning (Bruno and Dellaversana, 2018). If the learning objectives have been achieved well, it will produce optimal learning outcomes for students. Thus, the quality assurance in the university is required to ensure the quality of learning (Pham et al, 2018).

The quality of learning can measure the extent to which the level of achievement of the results of the learning objectives itself (Han et al, 2019). It is in line with Haryati and Rochman (2012) assumption that the quality of learning is a factor that determines the improvement of the quality of education. The quality of learning is seen in the intensity of the systemic and synergistic linkages between teacher learning behavior, student learning behaviors and impacts, materials, media, and learning environment in producing optimal learning processes and outcomes. Similarly, Banun (2022) stated that in the context of education, the notion of quality refers to the process and results of education. Based on Borisenko and Volodina (2015), in a quality "educational process" various inputs are involved, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of lecturers), university facilities, administrative support, infrastructure and other resources as well as creating a conducive atmosphere. Higher education management functions to synchronize these various inputs or synergize all components in teaching and learning interactions (processes) between lecturers, students and supporting facilities, both within the scope of academic and non-academic substances in an atmosphere that supports the learning process (Knapper and Croplley, 2021).

In higher education, the educational process is inseparable by the two main roles, just like in other education, they are lecturers and students (Aithal and Aithal, 2016). In achieving good learning quality, certainly a lecturer plays an important role in that (Giatman et al, 2020). This is supported by Sinambela (2017) who says that achieving the quality of learning in higher education is the professional responsibility of a lecturer. Lecturers generally have the main role of educating, teaching, guiding, directing, training,

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assessing, and evaluating students. In Law Number (No.) 14 of 2005 concerning teachers and lecturers it is explained that lecturers are professional educators and scientists with the main role of transforming, developing, and disseminating knowledge, technology, and art through education, research, and community service which functions to improve the quality of national education.

As professional educators, lecturers must be able to adapt and master learning methods that are in accordance with the current situation, because it will definitely affect the quality of student learning and by that the teaching and learning process can run well. If it is associated with the current situation, the adaptation process after the COVID-19 pandemic or called the new normal era (Pragholapati, 2020), there are quite significant changes in learning models over the last two years, so teachers or lecturers must be able to adapt and make changes to the strategies or learning models in this new normal as mentioned in Rohana & Andi's (2021) paper.

Zivkovic et al (2021) mentioned that one of the learning methods that has been carried over since the emergence of COVID-19 is blended learning. The blended learning model is a model which combines a face-to-face learning method and an online learning method. According to Rohana & Andi (2021), modern learning models and systems that are very relevant after the new normal include blended learning. Sooner or later the blended learning method will replace the traditional learning model. Why? This method can improve access, make it simpler for students to obtain learning materials, enhance their new experiences, improve the quality of learning, and lower learning expenses in addition to its implementation, which mixes face-to-face (traditional) and online (e-learning) models (Stein & Graham, 2014). Moreover, Sofia (2022) and Megahed & Ghoneim (2022) have the same assumption that the blended learning method is ideally suited for use in the educational system of the new normal era and this methodology helps to develop students' knowledge as well as their technical proficiency and teaching them how to learn independently. Besides that, students and

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lecturers are sometimes unable to attend offline classes for some reasons and the blended learning method is surely very useful in such conditions. As the result of Basavaiah et al's (2021) research, they strongly imply that, compared to traditional classroom face-to-face teaching alone, combining face-to-face instruction with online instruction offers significant potential for inquiry-based and constructivist learning. Additionally, the blended learning fosters a cohesive and effective learning environment by removing the geographical and physical constraints of traditional classroom instruction, especially in higher education institutions.

Apart from the learning method, lecturers should be concern to the understudies' needs and improve the effectiveness of understudy results, they should initially comprehend what understudies define as effective lecturing (Barnes and Lock, 2010). Devlin (as cited in Chirese, 2011) argues that effective lecturing is lecturing that is efficient and presented plainly and enthusiastically with variety and student engagement. Similarly, Bastick (1995) believes that increasing students' academic success and course satisfaction is a key component of effective lecturing. Effective lecturing is the quality of the connection between the lecturer and the student.

In effective lecturing, Aregbeyen (2010) contends that students, who are on the receiving end of the teaching-learning process, should have perspectives for both an effective lecturer and effective teaching. A student's perspective is their viewpoint on a situation that occurs during the teaching and learning process (Sumardi et al, 2020). It is crucial to understand that information from classroom assessment is more than just information on the student's learning experiences, the lessons they are intended to learn, and their interactions with lecturers and the subject matter (Juliana, 2018, p.2). Accordingly, to Sherwani and Singh (2015) "students' perception is continuously considered as significant factor in evaluating lecturers" (p.51). Admittedly, students' perspectives are needed to understand their needs, how to approach their learning, and to assess lecturers. The description above refers to the importance of evaluating lecturers because Mackay (2019)

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believes that an effective lecturer evaluation mechanism can help lecturers identify strengths and areas for improvement in higher education.

Some growing studies on characteristics of effective lecturers been carried out such as, in Australia (Ramsden 2003), in Asia (Lee et al. 2009), in UK (Draper and Brown 2004; Wright 2011), in America (Appleton-Knapp and Krentler 2006), in America and Bulgaria (Trice and Harris 2001), in Nigeria (Aregbeyen 2010), in South Korea (Barnes and Lock 2010), in China (Chen 2005) and Malaysia (Mohidin et al. 2009). The findings of this study indicate the general characteristics of lecturers including helpfulness, friendliness, being human, involving students, respecting students, preparedness, fairness, knowledgeable, motivating student, good lesson delivery and enjoying one's work (Chirese, 2011). In the scope of teaching English as a foreign language, the researcher only found a few studies on it as researched by (Chen, 2005) in China, in Korea (Barnes and Lock, 2013), in Cyprus (Kourieos and Evripidou, 2013), in Turkey (Hismanoglu & Colak, 2019), in Slovakia (Tarajová & Metruk, 2020). The findings of these study merely indicate the general characteristics of effective lecturers as follows: friendly, helpful, humane, involving students, respecting students, readiness, fair, knowledgeable, delivering good lessons, motivating students and enjoying their work.

Within the Indonesian context, several studies on the characteristics of effective lecturers have been conducted and developed by examining students' perspective of their lecturers using the characteristics of effective lecturers (Basri, 2019; Heri, 2018; Zurrahmi & Triastuti, 2022). These studies evaluated the effective teachers in the traditional classroom which provide contribute to teaching and learning. However, the studies on the student's perspective of effective lecturers while using blended learning methods are very limited. The researcher has not found any previous research on the effective lecturers while teaching using blended learning method. For lecturers in training and practicing professionals to understand how to approach and enhance their teaching, investigations regarding students'

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perspectives of effective FL lecturers are required (Barns and Lock, 2013). Therefore, the researcher is interested in conducting a study entitled "Students' Perspective on Effective Lecturer during Blended Learning". The students' perspective on effective lecturers which focuses in the seventh semester students at English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi. The choice of seventh semester is due to the length of their study which have more experience in various learning methods including blended earning, as well as from the perspective of students' views on lecturers compared to the students are under the seventh semester.

B. Identification of The Problem

Based on the background above and the previous observation as well as initial interview with some students at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi, there were some problems related to teaching and learning during blended learning as follow:

1. Some lecturers are ineffective during teaching
2. Students have difficulty to understand teaching material during teaching and learning using blended learning methodology
3. Some students are not interested in blended learning.

C. Limitation of The Problem

Based on the identification of the problem above, this study is focused on finding students' perspectives on effective lecturers during blended learning in the seventh semester at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi. The choice of 7th semester is due to the length of their study which have more experience in various learning methods including blended learning, as well as from the perspective of students' views on lecturers compared to the students are under the semester seven.

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D. Formulation of The Problem

In reference to the background, identification, and limitation of the problem, the research question is focused on what are the students' perspectives on effective lecturers during blended learning in the seventh semester students at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi?

E. Objective of The Research

The objectives of the research is to examine the students' perspectives on effective lecturers during blended learning in the seventh semester students at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi.

F. Significance of The Research

The findings of this research can provide useful information for:

1. Students

   This study hopefully can help the students to state their perspectives to make the teaching and learning process more effective. Then, it will help to create and maintain classroom a learning environment in which students feel comfortable and in which they are motivated to learn.

2. Lecturers

   This research is believed to be useful for lecturers as a yardstick to better understand themselves and the students' needs in the learning process who face the challenges of teaching students from various races, backgrounds, and attitudes. Besides, lecturers can know how to integrate their professional strengths to make their teaching techniques effective which are needed to achieve educational development.

3. University

   The researcher hoped that it can be used as a useful evaluation in improving the quality of learning in higher education in the Blended Learning method during the post-COVID 19 pandemics; the new normal era. Moreover, this research will provide fresh insights into State Islamic

University Sultan Thaha Saifuddin Jambi students' views about effective lecturers which should be particularly informative to lecturers working in Jambi.

4. Researcher

   Researchers gain insight into knowledge about characteristics of effective lecturer as input and lessons in preparation to become a lecturer in the future. In conclusion, the future researcher hopefully can use this research to be developed in wider areas of another universities.

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CHAPTER II
LITERATURE REVIEW

This chapter consists of the theoretical framework and the previous study that are related to this research. Thus, this chapter will discuss the following subsection namely, students' perspectives, effective lecturer, blended learning, and previous related study.

A. Students' Perspectives

a. Definition of Perspective

Perspective, according to Qiong (2017:18), is the process of being aware of or comprehending sensory information. Besides, Walgito (2010:99) stated that perspective is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. However, the process doesn't just end; the stimulus is kept going, and the process of perspective occurs next. According to Slameto (2010: 102) perspective is the process by which messages or information are delivered into the human brain; this interaction between the environment and human perspective is continually.

Many experts have provided a definition of perspective as quoted in Xu et al (2022) articles:

1. Sumaatmadja dan Winardit (1999) stated that perspective is a perspective and way of behaving towards a problem or event or activity. This implies that humans will always have a perspective that they use to understand things.
2. Suhanadji dan Waspada Ts (2004) declare perspective is a point of view or insight that is used to see the world from various aspects, including politics, economics, and culture.

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3. Martono (2010) claim that perspective is a point of view used by humans when looking at a phenomenon or a problem that is currently happening.
4. Charon (2012) expresses perspective is a conceptual framework, a set of assumptions, a set of values, and a set of ideas that then influence our perceptions and influence actions in situations.

The definitions of perspective vary from the experts, but it is generally a person's point of view or assessment of a particular object. In this context, the definition of students' perspective has a slight difference in terms of the object.

b. Students' Perspectives

Students are community members who try to develop their potential through the learning process in the educational path, both informal education, formal education and non-formal education, at certain levels of education and types of education. Commonly, in the widest sense of the word, a student is anyone seeking to learn or to grow by experience (Mish & Merriam 1993).

Perspective refers to a person's outlook or way of viewing something (Kjesbo, 2011, p.1). It means that students' perspective is the attitude or point of view of students about teaching and learning. Many researchers believe that student evaluation of lectures are valid and effective measures of lecturing effectiveness and are genuine and unaffected by variables as potential partiality and bias to the process of evaluation (Hejase et al, 2013). Therefore, student‘s perception is continuously considered as a significant factor in evaluating lecturers (Dodeen, 2013).

Lecturers are evaluated from multiple dimensions, and student ‘s feedback or evaluation is a part of it (Sherwani & Singh 2015) and student perspectives may vary due to student‘s psychological natures. Some students are systematically more lenient in evaluating the lecturers; some

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students are more severe (Rantanen, 2013). Juliana (2018, p.8) expresses that accordingly students‟ rating varies depending up on course difficulty, expected grades, characteristics of the lecturer, or personal emotions of the students. However, some researchers think students are in the best position to judge the effectiveness of lecturers (Price et al,2010).

B. Effective Lecturer

a. Definition of Lecturer

In general, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. It is in line with Superadmin (2022) that says lecturers are professional educators at the tertiary level with the main task of transferring knowledge, educating, developing, and disseminating science, technology, and art. Lecturer is like a role for students. They will imitate what he/she does both of good or bad. It is in line with Ho et al (as cited in Yakobb, 2017) say that teachers are the agents of change for student achievement and school improvement.

In Indonesia, a lecturer is required to hold a master's degree to teach in an undergraduate program and a doctoral degree to teach in a postgraduate program and to have a professional certification (Law of the Republic Indonesia No. 14 of 2005 & Government Regulation No. 37 of 2009).

Based on Government Regulation number 37 of 2009, a lecturer is a professional educator as well as a scientist. Lecturers have several main tasks and functions that must be carried out and adhered to, including:

1. Transforming, developing and disseminating science and technology as well as art through education, research, and community service.
2. Carry out education, research, and community service.
3. Planning and implementing the learning process as well as assessing and evaluating learning outcomes

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4. Improving and developing an academic qualification and followed by continuous competence. Especially by including the development of today's technology.
5. In addition to teaching, lecturers are also tasked with making teaching materials and modules for students.
6. Lecturers are also required to uphold the laws and regulations, as well as codes of ethics and religious and ethical values.

It can be concluded that being a lecturer does not only have the task of being a teacher. However, lecturers also serve as advisors for educational services in community group units.

b. Effective Lecturer

The definition of “effective” has been interpreted in various ways in different fields such as education, science, law, and the like. However, one of the favorable definitions is offered by Green (1994, p.104), which defined effective as the measure of the match between stated goals and the achievement. As described by Roy and Halder (2018, p.914), the word effectiveness originated in the Latin language from the word “effictivus” (meaning creative or effective) and can have many other synonyms, basically referring to the same concept – efficacy, successfulness, productiveness, potency, etc. What is important about the basis of this word is that the word itself explains its meaning. To be effective in doing something means to be potent or successful in achieving a desirable effect. Therefore, most of the literature definitions agree on the point that an effective teacher is the one who can teach their students effectively, successfully, and fruitfully. An effective lecturer is, by means of applying specific methods and techniques, successful in producing a pleasurable result in education (Tarajová & Metruk, 2020). It is in line with Roy and Halder (2018, p.914-915) that convey effective lecturers with their scientific temperament, positive attitudes, value orientation, value judgment, and ability to adjust in an ever-changing psycho-social environment, as well as helping the students in their optimal all-round

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development, prepares them for the forthcoming competition in life by upholding their curricular and co-curricular performance.

In other hand, previous statements about effective lecturers, as stated by Stronge and Hindman (2004, p.9), effective lecturers can be seen, heard, and sensed. The effective lecturers engage in dialogue with students, colleagues, parents, and administrators and consistently demonstrates respect, accessibility, and expertise. Effective teachers are easily identified through their adept use of questioning and instruction given in the classroom. Finally, an observer who knows from all sources that this person truly makes a difference in the classroom can sense the presence of an effective lecturer.

Moreno (2009) states "an effective lecturer has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching" (p.36). Moreno also declares that "effective lecturer is distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development" (p. 37).

Additionally, the constitution of the republic of Indonesia number 14-year 2005 article 20 concerning teachers and lecturers that is used to make an effective teaching. In performing professional duties, lecturers are obliged to:

a. Plan learning, implement quality learning process, and assess and evaluate learning outcomes;
b. Enhance and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and the arts;

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c. Act objectively and non-discriminatory on the grounds of gender, religion, ethnic, racial, and certain physical, or family background, and socio- economic status of learners in learning;
d. Uphold the rules of law, law, and code of ethics of teachers, as well as religious and ethical values; and
e. Nourish and cultivate the unity and unity of the nation.

From all the explanations above, Faranda and Clarke (as cited in Barnes and Lock, 2010) has listed the attributes of effective teachers and lecturers identified in the reviewed studies.

Table 1. Attributes of Effective Lecturers and Teachers

Category	Attribute: Effective Teachers
Rapport (Sociability, empathy, personality, receptiveness)	○ develop interpersonal relationships (Chen, 2005; Faranda & Clarke, 2004; Xiao, 2006) ○ are congenial (Chen, 2005; Faranda & Clarke, 2004) ○ share personal and professional life experiences (Chen, 2005; Faranda & Clarke, 2004) ○ listen to students (Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006) ○ care (Desai et al., 2001; Faranda & Clarke, 2004) ○ make themselves accessible for consultation (Faranda & Clarke, 2004) ○ have a sense of humour (Faranda & Clarke, 2004) ○ are patient (Desai et al., 2001; Kutnick & Jules, 1993; Payne, 1978; Rammal, 2006) ○ have a positive attitude towards students (Desai et al., 2001; Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006)
Delivery (personal style, communication, methodology, content)	○ are enthusiastic (Faranda & Clarke, 2004; Kelley et al., 1991; Palmer, 2000) ○ give clear explanations (Griemel-Fuhrmann, 2003; Kember & Wong, 2000; Kutnick & Jules, 1993) ○ use good examples (Griemel-Fuhrmann, 2003; Palmer, 2000) ○ use the students' native language selectively (ELT) (Auerbach, & Burgess 1985; Chen, 2005) ○ vary their delivery methods (Chen, 2005; Faranda & Clarke, 2004; Gorham, 1987) ○ encourage group work and participation (Faranda & Clarke, 2004; Kelley et al., 1991; Reid, 1987) ○ provide interesting and meaningful activities (ELT) (Park & Lee, 2006) ○ emphasise error correction (ELT) (Nunan, 1989; Rammal, 2006; Yorio, 1989) ○ provide pronunciation practice (ELT) (Nunan, 1989; Rammal, 2006) ○ teach grammar rules (ELT) (Horwitz, 1987; Yorio, 1989)

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	○ emphasise vocabulary (ELT) (Horwitz, 1987; Nunan, 1989; Yorio, 1989) ○ prepare students for examinations (ELT) (Rammal, 2006; Xiao, 2006) ○ tailor content to the students' English levels (ELT) (Park & Lee, 2006)
Fairness (impartiality, examination preparation, grading, transparency, workload)	○ treat all students impartially (Desai et al., 2001; Faranda & Clarke, 2004) ○ produce examinations which closely relate to work covered in class (Faranda & Clarke, 2004) ○ make examinations which allow students to express their knowledge freely (Faranda & Clarke, 2004) ○ give prompt assignment feedback (Faranda & Clarke, 2004) ○ provide pre and post examination reviews (Kelley et al. 1991) ○ provide clear grading guidelines (Desai et al., 2001) ○ articulate policies regarding attendance and late assignment submissions (Desai et al., 2001) ○ are flexible with grading (Faranda & Clarke, 2004) ○ impose a balanced workload (Faranda & Clarke, 2004)
Knowledge and Credibility	○ have sound content knowledge of their discipline (Chen, 2005; Faranda & Clarke, 2004; Lasagabaster & Sierra, 2005; Kutnick & Jules, 1993; Xiao, 2006) ○ go beyond the textbook (Faranda & Clarke, 2004) ○ are able to answer complex questions (Faranda & Clarke, 2004) ○ use relevant real-world examples in lessons (Faranda & Clarke, 2004; Kelley et al., 1991) ○ are proficient in English (ELT) (Lasagabaster & Sierra, 2005; Park & Lee, 2006; Rammal, 2006) • have a sound knowledge of grammar (ELT) (Lasagabaster & Sierra, 2005; Park & Lee, 2006) ○ are able to teach study techniques (Chen, 2005; Lasagabaster & Sierra, 2005)
Organization and Preparation	○ provide a comprehensive syllabus with content and methodology (Kelley et al., 1991; Xiao, 2006) ○ communicate clear course objectives (Kember & Wong, 2000; Kelley et al., 1991) ○ stick to the syllabus (Kember & Wong, 2000; Rammal, 2006) ○ lay out all the materials needed for assignments (Kember et al., 2004) ○ provide original supplemental material (Kember et al., 2004; Yorio, 1989) ○ provide prompt feedback on assessment (Desai et al., 2001) ○ prepare each lesson well (Park & Lee, 2006)

Source: The Attributes of Effective Lecturers of English as a Foreign Language as Perceived by Students in a Korean University (Barnes, 2010)

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As it is noted from the table, there are five characteristics of effective lecturer of English as a foreign language as perceived by the students in Korean University. The five categories are: Rapport, Delivery, Fairness, Knowledge and Credibility, and Organization and Preparation. In the course of reviewing literature in this study, these categories also seemed to apply to the attributes uncovered by other researchers. Attributes marked "ELT" in Table 1 are those particular to English language teaching contexts.

C. Blended Learning

a. Definition of Blended Learning

Blended learning is not a new topic for educational research in Higher Education. The most basic definition of blended learning encompasses the possible combination of computer-mediated and face-to-face teaching. It is not a simple juxtaposition of physical presence and technological mediation, but a well-studied alternation of the two, aiming to make the most of the various components and design effective work contexts for both students and teachers (Amenduni and Ligorio, 2022). This is also supported by Bonk & Graham's opinion which has been cited 3761 times, respectively (Google Scholar, September 01, 2022). Bonk and Graham (2012, p.5) defines blended learning as a learning method system that combines face-to-face instruction with computer-mediated instruction. Simply, blended learning is an integration of face-to-face and online component of education (Magrolis, 2018).

In other words, blended learning is a term applied to the practice of providing instruction and learning experiences through some combination of both face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online communities. For example, one blended learning course could involve students attending a class taught by a teacher

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in a traditional classroom setting while also completing online components of the course independently, outside of the classroom, on an online learning platform (Cleveland-Innes and Wilton, 2018,p.2).

Blended learning is the type of learning that is getting popular in many worldwide renowned universities for improving learning standards, increasing passing rates of examinations, adding time flexibility, and removing distance barriers. Blended learning offers an opportunity for offline learning (immediate face-to-face interaction) and online learning which offers self-paced personalized learning with interactive media such as Learning Management Systems (LMS), Web conferencing, Digital Textbooks, Blogs and Wikis, Social Bookmarking, Digital Story Telling, Serious Games, E-portfolios (Cleveland-Innes and Wilton, 2018, p.38-43).

b. Blended Learning Models

As per definition that blended learning is the learning method that encompasses the possible combination of computer-mediated and face-to-face teaching. Blended learning has been implemented for a long time, several models of BL has been proposed by expert (Staker and Hon, 2017; Valthan, 2002; Hrastinski, 2019). For example, Staker and Hon (2017, p.37) propose four main models of blended learning as follows:

a. Ratation Model

The Rotation model where students within a single class rotate between a number of different learning activities. In a blended learning Rotation model, though, at least one of these modalities is online learning. Other examples of rotation activities might include one-on-one time with the teacher, peer group interactions, teacher-led lessons, or independent study time. In the Rotation model, students learn primarily on a school campus, in a classroom with their teacher.

Within the Rotation model, author defines four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

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1. Using Station Rotation, within a single classroom students rotate through all learning activities on the same schedule, when prompted by either their teacher or the clock.
2. Lab Rotation is similar to Station Rotation; however, students rotate to a computer lab for online learning activities instead of staying within the same classroom.
3. In a Flipped Classroom, students spend their time away from school learning content independently through online video lectures and class time is then used for "homework." Or, the classroom itself is redesigned in a way such that the teacher is no longer the focal point. Teachers no longer spend class time delivering direct instruction, but use it to guide supervised practice and provide individual assistance where needed.
4. For Individual Rotation a teacher or algorithm sets each student's daily schedule which allows students to rotate to some, not all, of the rotation activities based on their unique needs.

b. Flex Model

While the foundation of student learning in the Flex model is online, students still learn primarily at their school campus. Students in the Flex model benefit from both learning at their own pace online, as well as from direct teacher guidance in their classroom. Because students spend more time learning basic content online, this allows teachers to spend more of their time helping students in challenge areas or going deeper in content areas a student has mastered. Teachers might facilitate this learning time with small group activities, project-based learning, or one-on-one tutoring support. The Flex model may sound familiar to many educators, too; some of the first examples of the Flex model were credit recovery programs or alternative education centers, where students needed more flexibility to complete courses.

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c. À La Carte model

In the À La Carte model, students have the option to pick and choose courses to take online as a way to supplement their existing course load at their school campus. This model is most commonly found at the high school level, where students may choose to enroll in a course not currently offered by their school, such as an Advanced Placement course or a unique language course. In the À La Carte model a student could take this course entirely online, either in a study hall period or outside of school time. This model is different from full-time virtual schools because it does not make up the entire school experience for students. While some courses are online, others are taken in school so students still benefit from interaction with teachers and peers.

d. Enriched Virtual Model

The Enriched Virtual model allows students to spend most of their time completing coursework online remotely, supplemented by required in-person learning sessions with their teacher. While online learning is fundamental to the Enriched Virtual model, it differs from full-time virtual schools because face-to-face learning is a required component of the coursework, not optional as it is in full-time virtual schools.

On the other hand, Cleveland & Wilton (2018, p. 3-4) divided into three main models of blended learning.

a. Blended Presentation and Interaction

The blended presentation and interaction has classroom engagement as its primary component, with support from out-of-class, online exercises. The flipped classroom or flipped curriculum approach is a common example of this model, with students viewing podcasts or other online resources independently, followed by classroom-based tutorials or seminars for group learning based upon these resources.

b. Blended Block

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The blended block model (sometimes called a programme flow model), in which a sequence of activities, or "blocks," is structured to incorporate both face-to-face learning and online study, usually with consideration for both pedagogical goals and practical constraints. For example, a course for geographically distributed learners or working professionals may have limited opportunities for classroom-based learning and therefore begin with a block of intensive face-to-face sessions, followed by blocks of online study and collaboration through online tutorials, possibly followed by a further block of face-to-face learning or group presentations.

c. Fully Online

The third model is fully online but may still be considered blended if it incorporates both synchronous learning (for example, online tutorials) and asynchronous activities (for example, discussion forums). Thus, blended learning covers one or more of the following three situations:

1. Combining instructional modalities (or delivery media).
2. Combining instructional methods.
3. Combining online and face-to-face instruction.

In conclusion, there are four models of blended learning according to Staker and Hon (2017) and three models of blended learning based on Cleveland & Wilton (2018). The models are Rotation model, Flex model, À La Carte model, Enriched Virtual Model, Blended Presentation and Interaction, Blended Block, Fully online. The two experts were actually expressed the same opinion about the models of blended learning. However, there are slight differences, such as the way or technique of combining asynchronous and synchronous learning.

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c. Advantages and Disadvantages of Blended Learning

There are various advantages of Blended learning proposed by Cleveland & Wilton (2018, p.5) and Mukhtaramkhon and Jakhongirovich (2022). Nevertheless, Blended learning also has a few disadvantages as it is mentioned by Hockly (2018) and Kolinksy and Tossonian (2022).

1. Advantages of Blended Learning

Cleveland & Wilton (2018, p. 5) revealed that the advantages of blended learning for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others. Recent research identifies the following key benefits of blended learning:

a. Opportunity for collaboration at a distance: Individual students work together virtually in an intellectual endeavour as a learning practice.
b. Increased flexibility: Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement.
c. Increased interaction: Blended learning offers a platform to facilitate greater interactivity between students, as well as between students and teachers.
d. Enhanced learning: Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.
e. Learning to be virtual citizens: Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies.

Furthermore, Mukhtaramkhon and Jakhongirovich (2022) contends that the advantages of blended learning are including:

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a. The practice offers more flexibility in the learning process. Rather than assuming that all students need the same information and skill building, at the same time and in the same way, blended learning allows for various learning activities, teaching approaches, pacing, and student groupings.
b. The second major benefit is that students enjoy a combination of face-to-face and online learning, resulting in greater engagement. Some learning — like applying knowledge, solving complex problems, exploratory enrichment and working on a project together — is best done with other young people.
c. Blended learning also provides students with time to work with faculty staff, as teachers are able to connect with them individually through technology. This provides a greater level of bonding between students and their teacher, and lets students who may be less confident in group environments to reach out. If students are struggling, they have the time and privacy to ask for extra support.
d. On the other hand, other learning — like targeted skill development, individual research, and exploratory enrichment — is best done alone, with the use of technology and the internet.
e. Perhaps the most crucial benefit, though, is that blended learning provides easier and more effective ways for teachers to differentiate learning material for their students. A simple example is that some students with Individualized Education Programs learn better when they have access to audio versions of texts. In a traditional classroom, that accommodation would mean that a teacher or an aide would need to read the text to the student.
f. A blended approach, on the other hand, supports the student in a more tailored and efficient way.

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g. Blended learning also allows for personalized education, replacing the model where a teacher stands in front of the classroom and everyone is expected to stay at the same pace. It allows students to work at their own pace, making sure they fully understand new concepts before moving on.

h. A classroom environment that incorporates BL naturally requires learners to demonstrate more autonomy, self-regulation, and independence in order to succeed.

i. Blended learning normalizes the frequent use of technology, students who may unfortunately experience stigma because of their learning differences more comfortably engage in the classroom experience with less anxiety. The level of freedom and trust in students to control their own learning, combined with the flexibility of time and location, can improve student retention overall.

j. A classroom environment that incorporates BL naturally requires learners to demonstrate more autonomy, self-regulation, and independence in order to succeed.

k. With students encouraged to stay on in education, this way of learning can help to prepare them for their working life, as they have more control over when and how they learn, managing their own time and workload to suit their lives.

2. Disadvantages of Blended Learning

Hockly (2018) has consistently revealed that blended learning could have disadvantages in technical aspects since it has a strong dependence on the technical resources or tools with which the blended learning experience is delivered. These tools need to be reliable, easy to use, and up to date, for them to have a meaningful impact on the learning experience. A blended learning model often requires students to utilize technology outside of the classroom. Not every learner will have equal access to the resources, which can make online learning

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difficult or even impossible. IT literacy can serve as a significant barrier for students attempting to get access to the course materials, making the availability of high-quality technical support paramount. Other aspects of blended learning that can be challenging is group work because of difficulties with management in an online setting. Using eLearning platforms can be more time consuming than traditional methods and can also come with new costs as e-learning platforms. Another critical issue is access to network infrastructure. Although the digital divide is narrowing as the Internet becomes more pervasive, many students do not have access to the Internet, even in their classrooms. Any attempt to incorporate blended learning strategies into an organization's pedagogical strategy needs to account for this (Mukhtaramkhon and Jakhongirovich, 2022).

Similarly, Kolinksy and Tossonian (2022) stated that there are three main disadvantages of blended learning.

1. New skill set for teachers/instructors

   Blended learning requires particular digital competence, as instructors need to create online courses, assign them to students, monitor their progress, and much more. Some eLearning tools have a steep learning curve, and not all teachers might be willing to invest the time and trouble needed to master a new technological tool.

2. Plagiarism

   The more eLearning content that has been created, the greater the risk of plagiarism. Instructors might do this by accident, such as if they find an image that highlights their idea and add it to their online course, whereas the image is protected by copyright. If this occurs, it's the company or university that might get into trouble.

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3. Higher costs

   Offline learning will cost for light, gas, equipment, etc. Online learning will cost for e-learning software and blended learning will costs everything.

d. Challenges in Blended Learning

Mukhtaramkhon and Jakhongirovich (2022) maintained that The challenges of blended learning in higher education are numerous and their emergence is encouraged permanently based upon the innovative technological developments and interaction through traditional learning environments, which emphasizes blended learning transformational force. For higher education courses blended learning has become the reality characterized by continuous investigation and debates of the benefits, potential and effectiveness to transform and improve the learning process. New, highly interactive, meaningful and student-centered blended learning environments have been developed fostered by the current and advanced technologies. The convergence of traditional face-to-face and distributed learning environment that were sharply separated in the past has been in progress by developing blended learning environment. Different media/method combinations and the needs of different audiences have enabled the approach of face-to-face practiced in a lecturer centered environment and person-to-person classroom activities, and distance learning system based on self-paced learning.

In the same vein, Tshabalala et al (2014) have constructed a list of challenges that add to the constraints in the implementation of blended learning: “lack of policy, lack of faculty support, lack of technological and computer skills, large class sizes, and inadequate technological resources” (p. 108). Furthermore, Namissova et al (2015) indicated that a lack of institutional definition of blended learning causes some challenges, as well

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as the lack of staff capacity to engage with BL, increases the probability of misinterpreting the BL principles and practices.

D. Previous Related Study

Studies on students' perspectives on effective lecturers towards EFL teaching have been conducted for decades in several countries. For instance, in Korea Barnes and Lock (2010) and Barnes and Lock (2013), in Indonesia the study was conducted by Basri (2019), and lastly from Slovakia by Tarajová & Metruk (2020).

The results of the studies found by the authors are almost similar. As researched by Barnes and Lock (2010) who set their research objectives to identify the attributes of effective EFL lecturers from the student's perspective, and to investigate why these attributes were chosen and how the students think they could be implemented. The present study employed a free writing instrument which asked respondents to write, in their own language, about the attributes of effective EFL lecturers. And the result established what the students felt were the attributes of effective EFL lecturers. First, the present study indicates that students feel that lecturer to student rapport is essential to build atmospheres of respect and understanding in EFL classes. Second, existing and prospective EFL lecturers should know that the degree of lecturer enthusiasm and preparation are very obvious to students (even as the lecturer walked into the room) and major factors influencing classroom atmosphere and motivation. Third, diverse views about the type and level of error correction will be a source of conflict unless lecturers make the effort to align student expectations with their own, and be sensitive to student self-esteem. Last, existing and prospective EFL practitioners should be aware that students appreciate their efforts to employ a participatory approach.

Within three years, Barnes and Lock (2013) then elaborated on their previous research about effective lecturer, which aims to establish what value students from a Korean university place on the effective foreign language (FL) teacher attributes with a quantitative study. Barnes and Lock (2013)

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found the result placed high importance on rapport attributes such as friendliness, care, and patience; and delivery attributes which included the provision of clear explanations, error correction, and a participatory mode of instruction. Impartiality, target language knowledge, and good preparation were attributes also rated highly. It also provided insights into student opinions about various instructional issues, such as the selective use of the students' first language, explicit grammar instruction, and particular questioning techniques.

The findings of Barnes and Lock (2013) are supported by Basri (2019) who examines effective lecturers at one of the universities in Indonesia. The purpose of the study was to know EFL students' perception on effective lecturer which employed mixed method study. The result of this study contained 42 items of questionnaire with seven response categories on rapport (26,2%), delivery (40,5%), fairness (11,9%), knowledge and credibility (7,2%), and organization and preparation (14,3%) were perceived very good by the students. It was also supported by the result of interview that students were perceived very good to all aspects of effective lecturer, but there were some lecturers who were not.

While Tarajová & Metruk (2020) aimed to explore the Slovak EFL students' and teachers' perceptions of an effective EFL teacher. To achieve the research objective, Tarajová & Metruk (2020) employed a quantitative study. From findings, the teachers maintained that effective instructors ought to have considerable expertise in the subject matter, deep interest, and passion for this profession. Moreover, the teachers need to have the ability to use various ways, methods, and strategies, which have to be effectively and flexibly adjusted to the students' needs and level of English. On the other hand, the students asserted that it is primarily the personality traits of a teacher which play a pivotal role as regards effective language teaching. Furthermore, good and effective instructors ought to explain the curriculum in a simple and natural way, which is interesting and makes them more active in the process.

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All of the studies above reported the similar results, either using quantitative, qualitative or mix method study. In addition, most of the study above explore the students' perspective of the lecturer who are teaching in the traditional class. However, students' perspective on effective lecturer studies have not been found during blended learning method, since blended learning is one of learning method that is ideally suited to imply in the educational system of the new normal era pasca COVID-19 pandemic and this methodology is helpful for developing students' knowledge as well as their technological proficiency and teaching them how to learn independently (Sofia, 2022; Megahed and Ghoneim, 2022). Sooner or later the blended learning method will also replace the traditional learning model (Rohana and Andi, 2021). Therefore, study on effective lecturers during blended learning is essential to be investigated in other to know the students' perspectives about effective lecturers during Blended Learning. More specifically, this study believed will be useful for lecturers as a yardstick to better understand themselves and the students' needs in the learning process who face the challenges of teaching students from various races, backgrounds, and attitudes. Besides, lecturers can know how to integrate their professional strengths to make their teaching techniques effective which are needed to achieve educational development.

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CHAPTER III
RESEARCH METHOD

This chapter discusses the research method in this study. It covers about the time and setting, research design, population and sample, research instrument, and technique of data analysis.

A. Time and Setting

a. Setting

This research was conducted at Sultan Thaha Saifuddin State Islamic University Jambi which is located at Arif Rahman Hakim Street No. 111, Jambi City. Sultan Thaha Saifuddin Jambi State Islamic University was founded in 1967 with seven faculties and seven postgraduate programs. Determining the research location was one of the initial and very important stages for conducting research. The selection of the research setting was based on certain considerations such as the affordability of the research location, the distance for time efficiency for researcher, in terms of energy and funds to reach the research location because it would simplify to conduct the research with the objectives and objects to be taken.

b. Time

This research was carried out in approximately 7 months, starting from June 2022 to January 2023. However, in August 2022 the researcher was focused on community service program (KKN) so the research process was paused. The research schedule is as follows:

Table 2. Research Schedule

No.	Research Activity	June	July	August	September	October	November	December	January
1	Title Submission								
2	Composing Thesis Proposal								
3	Questionnaire Distribution								

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4	Data Analysis and Processing								
5	Finalize the Report								

B. Research Design

The purpose of this research is to examine the students' perspectives on effective lecturers during blended learning. Therefore, the type of this research is quantitative study by conducting a survey research design. Quantitative research is type of educational research in which the research decides what to study, asks specific, narrow question, collects numeric (numbered) data from participants, analyzes these number using statistics and conducts the inquiry in an unbiased, objective manner (Cresswell, 2012, p.14). Creswell (2012, p.21) also express that survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions,behaviors, or characteristics of a large group of people (called the population).Thus, the data used in this study is primary data by distributing questionnaires to all respondents in seventh semester at English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi and secondary data as data to support the topic of discussion.

C. Population and Sample

Creswell (2012, p.142) contends that population is a group of individuals who have the same characteristic. Similarly, Sugiyono (2019, p.80) stated that population is defined as a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. The population of this research is the students from the 7th semester of English Education Program which consisted of 3 classes with a total population 73.

Within the target population, researchers then select a sample for study. The sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for researchers to

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study everything in the population, for example due to limited funds and time, researchers can use samples taken from that population. What is learned from the sample, the conclusions will be applicable to the population. For this reason, samples taken from the population must be truly representative (Sugiyono, 2019, p.81).

Nevertheless, if the population less than 100, the sample of this research will be taken by total sampling. Total sampling is a sampling technique which is the number of samples is the same as the population, because total of population less than 100 (Sugiyono,2008). Thus, the total number of students from the 7th semester is 73 students. However, after distributing the questionnaire to the total samples, it was only 66 students responded to the questionnaire. The demographic data of the population is presented in Table 3.

Table 3. Total Sampling

NO.	Class	Total Students
1	A	23
2	B	20
3	C	23
Total		66

As can be seen in Table 3, class A consists of 23 students, class B is 20 students, and class C is 23 students. Thus, the sample of this study was 66 students from 73 students in the seventh semester of the English Education department.

D. Research Instrument

a. Operational Definition

The title of this research is "Students' perspectives on effective lecturer during blended learning". In order to avoid misunderstanding, there are some keywords that are really necessary to be explained. They are:

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Students' Perspective is the attitude or point of view of students about teaching and learning and it is continuously considered as a significant factor in evaluating lecturers.

Effective Lecturer is the one who can teach their students effectively, successfully, and fruitfully. Effective lecturer with their scientific temperament, positive attitudes, value orientation, value judgment, and ability to adjust in an ever-changing psycho-social environment, as well as helping the students in their optimal all-round development, prepares them for the forthcoming competition in life by upholding their curricular and co-curricular performance.

Blended Learning is a learning method system that combines face-to-face instruction with computer-mediated instruction. Blended learning offers an opportunity for offline learning (immediate face-to-face interaction) and online learning which offers self-paced personalized learning with interactive media such as Learning Management Systems (LMS), Web conferencing, Digital Textbooks, Blogs and Wikis, Social Bookmarking, Digital Story Telling, Serious Games, E-portfolios.

b. Instrumentation and Data Collection

In this research, the research instrument that was used to collect data is questionnaire. In accordance with Creswell (2012), questionnaire is "a form used in a survey design that participants in a study complete and return to the researcher" (p.382). Based on the explanation from Sugiyono (2019, p.142), Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Questionnaire is an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondent.

In questionnaire, the respondents are required to answer the questions about the things that matter for them in perceiving effective lecturer during blended learning by choosing the answers that are

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provided. By using a questionnaire, the Likert scale is used to measure the data size scale. Sugiyono (2019, p.93) said that the use of the Likert scale is is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. This study will use a five-point scales ranging from 1 (strongly disagree) to 5 (Strongly Agree). The choice of the five-point likert has a reason, it is simple to understand and use for survey and respondents alike. It takes less time and effort to complete than higher-point scales. In scoring the attributes of effective lecturer during blended learning, the students ticked one of the statements: strongly agree, agree, undecided, disagree, and strongly disagree as presented in Table 4.

Table 4. The Scoring of questionaire

Statement	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Source: Brown (2010)

The questionnaire that was used in this study is adopted from Barnes and Lock (2013). The questionnaire consists of 42 items of questions based on the attributes listed in Barnes and Lock (2013). It is about the things that matter for them in perceiving an effective lecturer. The items of the questionnaire divided into five attributes categories of effective lecturer as can be seen in Table 5.

Table 5. Attributes Categories of Effective Lecturer

Attribute Category	Description
Rapport (Relationship with students)	1,2,3,4,5,6,7,8,9,10,11
Delivery (Communication skill and teaching method)	12,13,14,15,16,17,18,19,20,21,22,23,24,25, 26,27,28
Fairness	29,30,31,32,33
Knowledge and Credibility (Knowledge of English)	34,35,36
Organization and Preparation	37,38,39,40,41,42

Source : Adapted from Barnes and Lock (2013)

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The questionnaires were distributed via the WhatsApp Group in the form of a Google link. Subsequently, accurate results or data is obtained after going through statistical analysis.

E. Technique of Data Analysis

The data analysis technique that was used in this research is descriptive statistical analysis technique. According to Sugiyono (2019, p.147), research conducted on the population (without taking samples) will clearly use descriptive statistics in its analysis. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as is without intending to make conclusions that apply to the general public or generalizations. In this technique the data is presented through tables and mean.

In accordance with the research questions from this study, in conducting the analysis, the researcher utilized a statistical computer software (SPSS 24 Version). The results of the questionnaire were analyzed using the mean score of the answers to the statements in the questionnaire. Then the student perspective as a student will be grouped based on the overall perspective and based on five attributes categories of effective lecturers. The results will be compared between one item and another.

To see and determine the positive and negative perspectives of students towards effective lecturers in blended learning, the researcher used the mean score of the answers to the items in the questionnaire. The interpretation of the mean score of the questionnaire answers can be seen in the following table.

Table 6. Interpretation of Mean Scores

Ranges of mean scores	Perspectives
1.00 – 1.80	Very Low
1.80 – 2.60	Low
2.60 – 3.40	Average
3.40 – 4.20	High
4.20 – 5.00	Very High

Source : Tuan, 2021

Notes (Alfian, et al (2022) interpret the mean score from Tuan (2021) as follows:

Very low and low = Negative

Average = Undecided tend to negative

High and very high = Positive

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CHAPTER IV
FINDING AND DISCUSSION

This chapter provide an explanation of the findings of the study and discussions that have been carried out by researchers when conducting research at Sultan Thaha Saifuddin State Islamic University Jambi. The explanation given is a description of the existing problem formulation.

A. Findings

a. Overall Perspective of Effective Lecturer

To describe the students' perspective on effective lecturer during blended learning, data gained from the questionnaire were analyzed. The Descriptive Statistics was run to check for the mean score of the overall students' perspective. The following Table 8 elucidates the student responses based on the overall mean score.

Table 7. Overall Perspectives of the Participants

	N	Minimum	Maximum	Mean	Std. Deviation
Overall	66	1,00	4,83	3,53	,84650
Valid N (listwise)	66				

As can be seen in Table 8 above, the overall mean score from the perspective of students regarding an effective lecturers during blended learning is 3.53 with a standard deviation of .84650. Thus, it can be concluded that students have a positive perspective or in other words, the student's view of the lecturer is quite effective. The results of this data show that the English Education department's lecturer is moderately effective during blended learning.

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b. Students' Perspective Based on the Five Category of Effective Lecturer

To analyze the students' perspectives from the five categories of effective lecturer attributes during blended learning, the descpriptive statistic was used. Table 9 demonstrates the mean scores for each of these attributes.

Table 8. The Mean Scores of Each Attributes Category

	N	Minimum	Maximum	Mean	Std. Deviation
Rapport	66	1,00	4,73	3,31	,87491
Delivery	66	1,00	4,71	3,48	,82488
Fairness	66	1,00	5,00	3,48	,90444
Knowledge and Ceridibiltiy	66	1,00	5,00	3,71	,98343
Organization and Preparation	66	1,00	5,00	3,67	,88964
Valid N (listwise)	66				

As can be observed, the five categories of effective lecturers attributes have mean scores that range from 3.31 to 3.71. Rapport has the lowest mean score (M= 3,31, SD=, 87491), showing that respondents tend to have negative perspective of this component. The mean score for the remaining four attribute categories, which reflect a more favorable viewpoint, is above 3.40. For instance, the Knowledge and Credibility category had the highest mean score (M= 3.71, SD =.98343). Then followed by Organization and Preparation (M= 3.66, SD = .88964), the third is Delivery (M = 3.48, SD = .82448, and Fairness (M = 3.47, SD = .90444). To analyze student perspectives for each item in the five categories of effective lecturer attributes during blended learning, the following display below is the mean score per item in each attribute category.

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c. Rapport

Rapport is the first category attribute of the characteristics of an effective lecturer. This category includes sociability, empathy, personality, and receptiveness or it is about the relationship between the lecturers and the students. In this category, the total number of items is 11.

Table 9. Mean Scores of Each Item for Rapport

	N	Minimum	Maximum	Mean	Std. Deviation
1. are are friendly (ramah)	66	1	5	3,45	1,192
2. develop good relationship with students (membangun hubungan baik dengan mahasiswa)	66	1	5	3,29	1,225
3. share personal experiences (berbagi pengalaman pribadi)	66	1	5	3,18	1,080
4. care about students (peduli tentang mahasiswa)	66	1	5	3,30	1,163
5. are patient (sabar)	66	1	5	3,21	1,157
6. listen to students (mendengarkan mahasiswa)	66	1	5	3,44	1,125
7. have positive attitude in general (memiliki sikap positif pada umumnya)	66	1	5	3,67	1,141
8. have charisma (memiliki karisma)	66	1	5	3,47	1,140
9. understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)	66	1	5	3,24	1,151
10. understand the different student levels (memahami perbedaan tingkatan mahasiswa)	66	1	5	3,11	1,152

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11. have a sense of humour (memiliki selera humor)	66	1	5	3,09	1,092
Valid N (listwise)	66				

From table 10 above it can be seen that the mean score of the attribute category Rapport is below 3.40 (the mean score limit for a positive perspective). This shows that most of the lecturers were a lack in developing relationships with students during blended learning. A positive perspective is seen from 3 items, while the other 8 items show a perspective that tends to be negative.

The lowest mean score was on item 11 (M = 3.09, SD = 1.092). Most of the students answered undecided about this item, which means that most of the lecturers lack a sense of humor. Followed by item 10, the mean score is 3.11 with a standard deviation of 1.152, where most students also answered undecided about this item. This means that most of the lecturers were deficient in understanding the different levels of their students. In item 3, the mean score is 3.18 with a standard deviation of 1.080, most of the students answered undecided about this item. This shows that most of the lecturers were a lack in sharing personal experiences with students. Then item 5 has a mean score of 3.21 with a standard deviation of 1.157. Most of the students answered undecided about this item, which means that students thought that most of the lecturers were less patient. In item 9, the mean score is 3.24 with a standard deviation of 1.151. This means that most of the lecturers were deficient in understanding the student's English education background because most of the students answered undecided on this item. Item 2 has a mean score of 3.29 with a standard deviation of 1.225. This shows that most of the students answered that they were hesitant about the lecturers in building good relations with students. Item 4 (M = 3.30, SD = 1.163) is the last item to get a mean score below 3.40 (limit score for a positive perspective). This item shows that most of the lecturers were careless

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about the students because most of the students answer undecided on this item.

Meanwhile, in the Rapport attribute category with a positive perspective, there are item number 7 (S = 3.67, SD = 1,141), 8 (S = 3.47, SD = 1,140), 1 (S = 3.45, SD = 1,192), and 6 (S = 3 .44, SD = 1.125). The highest mean score is on item number 7, this shows that most students agree that lecturers have a positive attitude in general. Followed by item 8 which shows that most students agree that lecturers have charisma. Then on item 1 most of the students answered agree. It means that most of the lecturers are friendly. In item 6 students also agree that the lecturer listens to students well.

d. Delivery

The second category attribute of the characteristics of an effective lecturer is Delivery. Delivery includes the personal style, communication, methodology, and content or it is concerning communication skills and teaching method of the lecturers. The total number of items in this category is 17.

Table 10. Mean Scores of Each Item for Delivery

	N	Minimum	Maximum	Mean	Std. Deviation
12. are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)	66	1	5	3,50	1,056
13. give clear explanations (memberikan penjelasan yang jelas)	66	1	5	3,55	1,098
14. use good examples (menggunakan contoh yang bagus)	66	1	5	3,59	1,007
15. use a variety of teaching methods (menggunakan berbagai metode pengajaran)	66	1	5	3,52	1,167

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16. use Indonesian language selectively (menggunakan bahasa indonesia secara selektif)	66	1	5	3,53	1,011
17. correct writing errors (memperbaiki kesalahan dalam menulis)	66	1	5	3,61	1,175
18. correct speaking errors (memperbaiki kesalahan dalam berbicara)	66	1	5	3,64	1,159
19. teach grammar (mengajarkan tatabahasa)	66	1	5	3,64	1,090
20. use group work (menggunakan kelompok kerja)	66	1	5	3,67	1,141
21. encourage student participation in class (mendorong partisipasi mahasiswa di kelas)	66	1	5	3,52	1,113
22. encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)	66	1	5	3,06	1,051
23. talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)	66	1	5	3,41	1,109
24. use easy words (menggunakan kata-kata yang mudah)	66	1	5	3,62	1,078
25. ask questions frequently (mengajukan pertanyaan secara rutin)	66	1	5	3,50	,965

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26. ask question then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawaan untuk menjawab)	66	1	5	3,45	1,010
27. ask individual students to answers questions (meminta masing-masing mahasiswa menjawab pertanyaan)	66	1	5	3,26	,982
28. give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)	66	1	5	3,14	,959
Valid N (listwise)	66				

As seen in table 11, the student perspective on the Delivery attribute category is quite satisfactory. Most of the mean scores per item are above 3.40 (the mean score limit for a positive perspective), which is a high perspective (positive). A positive perspective is seen from 14 items, while the other 3 items show a perspective that tends to be negative.

The highest mean score is in item 20 (M = 3.67, SM = 1.141) lecturers "use group work". This shows that students agree that lecturers use group work on students during blended learning. Then followed by item 18 (M = 3.64, SD = 1.159) and item 19 (M = 3.64, SD = 1.090). Both of these items indicate that most students agree that the lecturer corrects the speaking error and teaches grammar. In item 24 (M = 3.62, SD = 1.078), most of the students agree that the lecturer uses easy words in class during blended learning. In item 17 (M=3.61, SD=1.175) the lecturer "corrects writing error". This shows that most students think that most lecturers correct mistakes in writing. In item 14 (M=3.59, SD=1.007), it was stated that the lecturer "uses good examples" and this statement was agreed by the majority of students. In item 13 (M=3.55, SD=1.098), the

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students agreed that most of the lecturers gave clear explanations. In item 16 (M=3.53, SD=1.011), most students agree with this item which states that the lecturer uses Indonesian selectively. In item 15 (M= 3.52, SD=1.167) and item 21 (M=3.52, SD=1.113), students agreed that most lecturers use various teaching methods and encourage student participation in class. Item 12 (M=3.50, SD=1.056) and item 25 (M=3.50, SD= .965) also have the same mean score. These two items show that most lecturers are enthusiastic about teaching EFL and ask questions frequently to the students. In item 26 (M=3.45, SD=1.010), most students agreed with the lecturer's statement "ask questions and then wait for volunteers to answer in class". Item 23 is the last item that gets a positive perspective from students, this item gets an mean score of 3.41 with a standard deviation of 1.109. This shows that students agree that most lecturers talk slowly in English.

However, in this second attribute category, 3 items are below the positive score limit. Among others are item numbers 27, 28, and 22. Item 22 is the item with the lowest mean score, which is 3.06 with a standard deviation of 1.051. This indicates that most of the students answered undecided about this item. It means that most lecturers were deficient to encourage the participation of students with low self-confidence. Next is item 28 (M=3.14, SD=.959) the lecturer "gives students plenty of time to answer questions". Most of the students answered undecided on this item and this shows that most lecturers were deficient to give students much time to answer questions to students. The last is item 27 with a mean score of 3.26 and a standard deviation of .982. In this item, the students answered undecided with the statement " ask individual students to answer questions". This also shows that most lecturers were deficient to ask individual students to answer questions in class.

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e. Fairness

Fairness is an attribute of the third category of characteristics of an effective lecturer. Within this category, attribute are related to impartiality, test preparation, assessment, transparency, and workload. This category attribute consists of 5 items.

Table 11. Mean Scores of Each Item for Fairness

	N	Minimum	Maximum	Mean	Std. Deviation
29. treat all students fairly (memperlakukan mahasiswa secara adil)	66	1	5	3,26	1,244
30. prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)	66	1	5	3,50	1,154
31. give students clear grading guidelines (memberikan pedoman penilaian yang jelas kepada siswa)	66	1	5	3,59	1,150
32. require students to work hard during class (meminta mahasiswa untuk bekerja keras selama dikelas)	66	1	5	3,42	,929
33. require students to do homework (meminta siswa untuk mengerjakan PR)	66	1	5	3,59	1,150
Valid N (listwise)	66				

As illustrated in table 12 above, almost all items show that the mean scores are above 3.40, which indicates that students have a positive perspective on this attribute category. The highest mean score is achieved by 2 items, specifically items number 31 and 33. These two items have a 3.59 mean score with a standard deviation of 1.150. It means that the students view that most lecturers gave students clear grading guidelines and also require students to do homework during blended learning.

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Followed by item 30 (M=3.50, SD=1.154) "prepare students well for exams". Most of the students answered agree with this item, which means that most of lecturers prepared students well for the exams. Then most of the students also agree to item 32 (M = 3.42, SD = .929), which means that the lecturer asks students to work hard during class. However, there is 1 item that has a mean score below 3.40, which is the lowest mean score in this attribute category. In item 29, the mean score only reached 3.26 with a standard deviation of 1.244. It means that most students answered undecided about item 29, "lecturers treat students fairly".

f. Knowledge and Credibility

The highest mean score of the five categories of effective lecturer attributes is in the Knowledge and Ceridibiltiy (see Table 10. Overall perspectives of the participants) , the fourth attribute category. This attribute category relates to the English knowledge of the lecturers, which presented in 3 items.

Table 12. Mean Scores of Each Item for Knowledge and Credibility

	N	Minimum	Maximum	Mean	Std. Deviation
34. are well qualified for EFL teaching (berkualitas baik untuk pengajaran EFL)	66	1	5	3,59	1,081
35. have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)	66	1	5	3,82	1,021
36. have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)	66	1	5	3,73	1,031
Valid N (listwise)	66				

From Table 13 above, it can be seen that each item is above 3.40 (the mean score limit for a positive perspective). Item 35 shows that the

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student's perspective on the item is very positive. The data is evidenced by the highest mean score (M = 3.82 and SD = 1.021). Item 36 also shows that the student's perspective is positive with a mean score of (M = 3.73 and SD = 1.031). In item 34, data were obtained with a mean score (M = 3.59 and SD = 1.081). From these data, it can be concluded that most of the lecturers have good grammar knowledge, have good knowledge of vocabulary, and are well-qualified for EFL teaching.

g. Organization and Preparation

The last attribute category of an effective lecturer is Organization and Preparation. The organization and preparation of the lecturer also need to be considered as an effective lecturer. In this category, the total number of items is 6.

Table 13. Mean Scores of Each Item for Organization and Preparation

	N	Minimum	Maximum	Mean	Std. Deviation
37. are well prepared every lesson (mempersiapkan diri dengan baik setiap pelajaran)	66	1	5	3,80	1,056
38. provide a syllabus detailing weekly course content (menyediakan syllabus yang rinci tentang isi pelajaran mingguan)	66	1	5	3,74	1,057
39. explain the instructional methods to the class (menjelaskan metode pembelajaran kepada kelas)	66	1	5	3,70	1,067
40. tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)	66	1	5	3,73	,985
41. stick to the syllabus (berpegang pada syllabus)	66	1	5	3,48	1,113

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42. make their own supplemental material (membuat materi tambahan mereka sendiri)	66	1	5	3,55	1,010
Valid N (listwise)	66				

The data in Table 14 indicates that the student's perspective on these items is positive. As seen in the first item (37) in this attribute category, it shows the highest mean score is 3.80 with a standard deviation of 1.056. This shows that most students strongly agree with the statement "lecturers prepare well for every lesson". In item 38, the data proves that the mean score reaches 3.74 with a standard deviation of 1.057. It means that most of the lecturers provide a syllabus detailing weekly course content. Furthermore, item 40 also has a fairly high mean score, 3.73 with a standard deviation of .985. This shows that students agree that most lecturers tell students about each lesson objective. In item 39, students agreed that most of the lecturers explained the learning methods to the class. This is evidenced by the mean score reaches to 3.70 with a standard deviation of 1.067. The other items that show a positive perspective are item 42 (M = 3.55, SD = 1.010) and item 41 (M = 3.48, SD = 1.113). This shows most students agree that lecturers make their additional material and stick to the syllabus during blended learning.

B. Discussion

The purpose of the research is to examine the students' perspectives on effective lecturers during blended learning in the seventh-semester students at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi. The finding of the study has been presented in finding section, this section discusses the finding of the study. Drawing on the results of this study, several important point will be discussed as follow. The overall perspective of the students, the finding indicate that the students had a positive perspective on the lecturers during blended learning which assessed from five attribute categories related to effective lecturers (Rapport, Delivery, Fairness,

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Knowledge and Credibility, and Organization and Preparation). In another words that this study signifies that students assess the lecturers in this study have been able to show themselves as effective lecturers. The results of this study support the findings of the previous studies (Basri,2019; Tarajová & Metruk. For example, Basri (2018) examines students' perspectives on effective lecturer at one of the universities in Palembang, Indonesia. The results indicated that students have a very good perspective which shows that their lecturers are an effective lecturer. According to Roy and Halder (2018, p.914-915), effective lecturers are those with a scientific temperament, positive attitude, value orientation, value judgment, and the ability to adapt in an ever-changing psycho-social environment, as well as assist students in their development as a whole optimally, preparing them for the upcoming competitions in life by upholding their curricular and co-curricular performance.

If the perspective of the students is examined based on five attributes of an effective lecturer,one of the interesting finding is that the the result indicated that the some students tend to have negative perspective towards the lecturers. This can be seen from each item in the Rapport category, where most items have the mean score below 3.40 (the mean score limit for a positive perspective). The poor mean score of this Rapport category indicates that the students' view that their lecturers need to improve their relationships with the students during blended learning. The lowest mean score was on "have a sense of humour" item. It means that most of the lecturers were lack a sense of humor. Whereas the lecturer ought to have generated a peaceful and congenial learning environment (Amalia et al, 2021). A reason behind these results may be due to the students were not required to be physically together in one place but may be connected digitally through an online class. Consequently, the lecturers and students cannot interact directly, which causes a lack of Rapport aspects on lecturers during blended learning. Wilson et al (2010) revealed that one important aspect associated with lecturers /student rapport is the interaction that occurs between students and instructors. The

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building of positive relationships between professors and students has been termed professor/student rapport (Wilson et al, 2010). Lowman (1994, 1995) called this interpersonal rapport and stressed the importance of this concept to be an effective lecturer. This research results are contradictory to Basri (2019), where most of the students perceived a very good perspective on the Rapport category. This may be due to the different atmospheres, methods, and learning environment. In addition, many students agreed that the lecturers have a positive attitude in general. It is the most basic characteristic of being an effective lecturer that the majority of the lecturers have in their university. Mensah et al (2013) revealed that people also learn attitudes through observation of people around them, especially if they are people they admire, respect, or hold in high esteem. Students therefore invariably observe the attitude of parents and lecturers and learn a lot from them.

In the Delivery attributes category, the majority of students surveyed concurred that they have a positive perspective on this category. However, some items in this category were perceived negatively by the students. For example, the majority of the students did not find the lecturer encouraging the participation of students with low confidence in class during blended learning. Not encouraging participation of students with low confidence in class might have occurred due to restricted interaction during blended learning. In fact, student confidence plays a role in one's level of participation in any given subject (Rocca, 2010). Moreover, students even reported confidence as the most motivating factor for their participation in several studies (Armstrong & Boud, 1983; Fassinger, 1995; Wade, 1994; Weaver & Qi, 2005). Thus, it is considered important for lecturers to encourage participation from all students, even those who lack confidence during blended learning, whether in offline situations or online situations. Nehme (2010) stated that the success or failure of online instruction is perhaps related to student motivation. To stimulate students, the lecturer should encourage interaction and collaboration among their students. Indeed, the lecturers have to encourage their students not only in face-to-face interaction but also virtually. Besides, the students placed the

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highest perspective in this attributes category on "use group work". It means that their lecturer used group work in class during blended learning, where the students can have many opportunities to interact with one another in a foreign language in natural ways when working in groups, which is likely to improve their social skills. It is supported by Fraser & Deane (1997) stated that Group work has long been accepted as an effective learning strategy because it provides opportunities for students to negotiate meaning and manipulate ideas with others and reflect upon their learning. The group work in the virtual environment provides high learning efficiency, and creates a real social communication. It is important for blended learning lecturers to keep in mind that the social competence development in the blended learning environment has some differences in comparison with the traditional classroom. Technological, didactic, methodological resources of blended learning facilitate the development of social competence, but not all teachers are able to take advantages of this potential (Prohorets and Plekhanova, 2015).

Furthermore, in the Fairness attributes category, almost all the items were perceived positively by the students. According to McMillan (2013, P.131) Fairness issues are seen in two areas of classroom: one focusing on the ethics of teaching and the other on assessment practices. However, in this attributes category, the researcher found that the students intended to negative perspective on the lecturers about being treated fairly to all students during blended learning. This finding is contradictory to Tyler & Smith (1999) statement which says when people feel they are treated fairly, they consider the authority as more trustworthy and experience a stronger sense of self-worth. In fact, perceiving frequent unfair treatment by lecturers may facilitate the transmission of social norms that allow disrespectful and dominant behaviors (Vieno et al, 2011). This can result in their loss of legitimacy as authority figures, not only during face-to-face learning but also when they are not interacting directly (virtually) with students. Apart from that, many students conveyed agree that their lecturers require students to do homework. This is justified because, during the blended learning period, lecturers did give

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more homework, where homework has numerous potential non-academic; most of these involve promoting student independence and responsibility (Cooper, 1994). One of the blended learning models that oblige the students to do homework is a Flipped Classroom. In a Flipped Classroom, students spend their time away from school learning content independently through online video lectures, and class time is then used for “homework" (Staker and Hon ,2017, p.37).

Additionally, in Knowledge and Credibility attributes category, students placed the highest perspective on item "have a good knowledge of vocabulary ". It means their lecturer have a good knowledge of vocabulary in English. This is a basic skill that must be possessed by an effective EFL lecturer to run various methods in the class, including blended learning method. Likewise, Barnes and Lock (2013) found the result placed high importance perspective from the Korean students on language knowledge. Other than that, the students found that their lecturers are not well qualified for EFL teaching during blended learning. This might happen because of the disadvantages of the blended learning method which is quite challenging for lecturers on how to teach using the blended learning method. Kolinksy and Tossonian (2022) revealed that blended learning requires particular digital competence, as instructors need to create online courses, assign them to students, monitor their progress, and much more. Some eLearning tools have a steep learning curve, and not all teachers might be willing to invest the time and trouble needed to master a new technological tool.

Finally in Organization and Preparation attributes category, students also show a positive perspective on each item, especially on the item "lecturer are well prepared every lesson". The students believe that their lectures are well prepared in every lesson during blended learning. But in the other hand, some of them did not really find that their lecturer stick to the syllabus. Those, tt can be concluded that even though the lecturers have prepared well in each lesson, only a few adhere to the syllabus when teaching in the blended learning method. In fact, the syllabus is very important in effective teaching.

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The syllabus can provide information that assists students to become more effective learners (Parkes and Harris, 2002). In line with Pastorino (1999), the syllabus might help students to identify whether or not they are prepared for the work the course involves, and if not, what they might do about it (Pastorino 1999). Thus, it is recommended that the lecturer should not only be well prepared in each lesson but also have to stick to the syllabus.

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BAB V
CONCLUSION AND SUGGESTION

This chapter draws a conclusion and makes a suggestion based on all of the information presented in the preceding chapters' descriptions, explanations, and discussions.

A. Conclusion

This research was conducted to examine the students' perspectives on effective lecturers during blended learning in the seventh semester students at the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi. Based on the data analysis and the discussion in the previous chapter, it can be concluded that the students have a positive perspective on effective lecturer during blended learning or in another word, the lecturers in this study have shown their effectiveness in teaching during blended learning. It is proved by the overall mean score is above 3.40 (the mean score limit for a positive perspective).

Based on the five categories of effective lecturer's attributes the mean scores are ranging 3.31 to 3.71. Rapport has the lowest mean score which shows that students tend to have a negative perspective of this component. Here, the lecturers need to improve their sociability, empathy, personality, and receptiveness or the relationship between the lecturers and the students. Meanwhile, the mean score for the remaining four attribute categories reflects a more favorable viewpoint, which is above 3.40. For instance, the Knowledge and Credibility category had the highest mean score, where the lecturers possess a high English knowledge to teach the students. Then followed by Organization and Preparation. The students believe that their lecturer has already Organized and Prepared well in teaching. Additionally, on attributes category Delivery and Fairness also perceived positively by the students, where their lecturers have fulfilled the attributes of both categories, such as the personal style, communication, methodology, and content or it is

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concerning communication skills, teaching method (Delivery); impartiality, test preparation, assessment, transparency, and good workload (Fairness).

Based on the research results, this has shown that lecturers in the English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi are effective during blended learning from the point of view of seventh-semester students.

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions. Lecturers should use the findings of this study as a yardstick to better understand themselves and the students' needs in the learning process, especially on blended learning method that face the challenges of teaching students from various races, backgrounds, and attitudes. Besides, lecturers and new lecturers can know how to integrate their professional strengths to make their teaching techniques effective, which are needed to achieve educational development.

Future researchers must also develop instrumentation that takes into consideration theory, context, learning method and student level. For deeper research, future research might conduct a qualitative study to get a deeper and more detail findings. The researchers also need to make sure that students are in the appropriate circumstances (good conditions and situations) to respond to the questionnaire before asking them to do so. They also need to give them clear instructions on how to do so. Since the English Language Education Study Program was the only major covered in this study, the findings may not be entirely indicative of the student population at Sultan Thaha Saifuddin Jambi State Islamic University as a whole. Extensive studies ought to be done on the remaining departments or faculties, as well as perhaps on other Jambi institutions. The authors also expect that other researchers from diverse EFL contexts will carry out related studies and examine lecturers' and students' perspectives on this topic.

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APPENDICES

APPENDIX A
Questionnaire

ASSESSMENT INSTRUMENTS OF LECTURERS BY UNIVERSITY STUDENTS DURING BLENDED LEARNING

Directions:

1. Fill this questionnaire according to the conditions your experience based on your perspective about effective lecturer during blended learning. Your feedback is very useful to improve the quality of the lecturers. (Isilah angket ini dengan kondisi pengalaman Anda berdasarkan perspektif Anda tentang dosen yang efektif saat pembelajaran *blended learning*).
2. Read each statement and give a tick in the answer box that corresponds to the statement that describes how much you agree with the statement. There are no TRUE or FALSE answers to each statement. Your answer only describes your perspective on effective lecturers during blended learning. (Bacalah setiap pernyataan dan berilah tanda pada kotak jawaban yang sesuai dengan pernyataan yang menggambarkan seberapa setuju pernyataan tersebut menurut anda. Tidak ada jawaban BENAR atau SALAH terhadap setiap pernyataan. Jawaban Anda hanya menggambarkan perspektif anda terhadap dosen yang efektif saat pembelajaran blended learning).
3.
    1. Strongly disagree (sangat tidak setuju)
    2. Disagree (tidak setuju)
    3. Undecided (bimbang/ ragu-ragu)
    4. Agree (setuju)
    5. Strongly disagree (sangat setuju)

No.	Effective English Lecturer	1	2	3	4	5
1	are friendly (ramah)					
2	develop good relationship with students (mengembangkan hubungan baik dengan mahasiswa)					
3	share personal experiences (berbagi pengalaman pribadi)					
4	care about students (peduli tentang mahasiswa)					
5	are patient (sabar)					
6	listen to students (mendengarkan mahasiswa)					
7	have positive attitude in general (memiliki sikap positif pada umumnya)					
8	have charisma (memiliki karisma)					
9	understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)					
10	understand the different student levels (memahami perbedaan tingkatan mahasiswa)					

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11	have a sense of humour (memiliki perasaan humor)					
12	are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)					
13	give clear explanations (memberikan penjelasan yang jelas)					
14	use good examples (menggunakan contoh yang bagus)					
15	use a variety of teaching methods (menggunakan berbagai metode pengajaran)					
16	use Indonesian language selectively (menggunakan bahasa indonesia secara selektif)					
17	correct writing errors (memperbaiki kesalahan menulis)					
18	correct speaking errors (memperbaiki kesalahan berbicara)					
19	teach grammar (mengajarkan tatabahasa)					
20	use group work (menggunakan kelompok kerja)					
21	encourage student participation in class (mendorong partisipasi mahasiswa di kelas)					
22	encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)					
23	talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)					
24	use easy words (menggunakan kata-kata yang mudah)					
25	ask questions frequently (mengajukan pertanyaan secara rutin)					
26	ask question then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawaan untuk menjawab)					
27	ask individual students to answers questions (meminta masing-masing mahasiswa menjawab pertanyaan)					
28	give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)					
29	treat all students fairly (memperlakukan mahasiswa secara adil)					
30	prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)					
31	give students clear grading guidelines (memberi mahasiswa panduan penelitian yang jelas)					
32	require students to work hard during class (meminta mahasiswa untuk bekerja keras selama dikelas)					
33	require students to do homework (meminta siswa untuk mengerjakan PR)					
34	are well qualified for EFL teaching (berkualitas baik untuk pengajaran EFL)					
35	have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)					
36	have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)					
37	are well prepared every lesson (persiapan yang baik untuk setiap pelajaran)					
38	provide a syllabus detailing weekly course content (menyediakan syllabus yang rinci tentang isi pelajaran mingguan)					
39	explain the instructional methods to the class (menjelaskan					

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	metode pembelajaran ke kelas)					
40	tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)					
41	stick to the syllabus (berpegang pada syllabus)					
42	make their own supplemental material (membuat materi tambahan mereka sendiri)					

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Appendix B

Questionnaire Results

No.	Sex	Class	Rapport										Delivery										Fairness					Knowledgeand Credibility			Organization and Preparation					
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
1	Male	VII A	5	4	4	4	4	4	5	5	3	3	4	4	3	3	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	5	5	4	4	4	5	5	4	4	4	4	4	5
2	Female	VII A	2	2	2	2	2	2	2	2	2	3	3	2	3	2	1	1	1	2	2	1	1	1	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2
3	Male	VII A	1	5	2	5	3	3	5	2	5	3	3	5	5	5	5	5	5	5	5	5	5	5	3	5	5	3	3	3	5	5	5	3	3	5	5	5	5	5	5	5	3	3
4	Female	VII A	4	4	3	4	4	5	5	4	4	4	4	5	5	4	4	5	5	4	4	5	5	5	5	4	4	5	5	5	4	3	3	4	4	4	4	4	4	4	4	4	4	4
5	Female	VII A	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	3	3	4	4	4	5	4	4	4	4	4	4	5	4	4
6	Female	VII A	3	3	4	3	3	2	4	4	3	2	3	4	4	3	4	4	4	5	5	4	4	4	4	4	5	3	4	4	3	4	5	4	4	3	4	4	5	4	4	5	4	3
7	Male	VII A	5	4	3	4	4	4	4	4	5	4	4	4	4	4	3	4	4	5	5	4	4	4	4	3	4	4	3	4	3	4	4	4	3	4	4	4	5	4	4	5	4	4
8	Female	VII A	4	1	1	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
9	Female	VII A	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	Female	VII A	3	4	3	3	4	4	4	4	4	4	3	3	4	4	4	3	2	4	2	4	4	4	2	4	2	4	4	4	1	4	4	3	4	4	4	4	4	4	4	4	4	3
11	Female	VII A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	3	4	4	3	2	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3
12	Female	VII A	3	2	3	3	2	3	3	2	3	2	2	4	3	5	4	3	5	3	2	4	3	2	2	3	4	4	2	2	1	2	4	3	1	2	4	5	5	5	5	2	1	4
13	Female	VII A	5	5	4	2	3	3	3	3	4	3	5	4	4	3	5	4	4	4	4	5	4	4	4	4	4	4	5	4	5	5	5	4	3	3	4	4	5	5	5	4	5	5
14	Male	VII A	2	2	2	1	3	3	2	3	4	3	3	3	3	4	3	3	4	4	3	2	3	3	3	3	2	3	3	3	3	2	3	4	3	4	4	4	4	4	4	4	4	3
15	Female	VII A	4	3	4	4	5	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	3	3	4	4	4	3	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4
16	Female	VII A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
17	Female	VII A	4	3	3	3	5	4	5	4	4	4	3	4	4	4	4	4	4	5	3	5	4	4	5	5	5	4	4	4	4	4	3	4	5	4	4	4	4	3	4	4	4	4
18	Male	VII A	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
19	Female	VII A	3	4	4	4	4	4	4	5	3	3	3	4	5	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	5	5	5	4	4	5	4	4
20	Female	VII A	3	3	3	3	3	3	4	4	3	4	3	4	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	3	4	5	5	4	4	4	4	4	4
21	Female	VII A	4	4	3	3	3	3	3	3	4	4	4	3	3	3	4	3	3	4	4	3	3	3	3	3	4	4	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3
22	Female	VII B	1	1	5	1	1	5	5	5	5	1	1	1	1	5	1	5	1	1	5	5	1	5	5	5	1	5	1	1	1	5	4	4	5	5	5	5	5	5	5	5	5	1
23	Male	VII B	4	4	3	4	3	5	4	2	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	5	4	5	5	4	4	3	4
24	Female	VII B	3	4	3	4	3	2	4	3	3	2	1	2	4	3	3	3	4	3	3	4	4	2	4	3	4	2	4	4	4	2	4	4	2	4	3	3	3	4	4	4	3	4
25	Female	VII B	3	3	4	3	3	4	4	3	3	2	3	3	3	4	4	3	4	4	4	3	3	3	4	3	4	3	2	4	2	3	4	4	5	3	4	4	4	4	4	4	3	4
26	Female	VII B	5	4	4	4	4	4	5	4	4	4	5	4	5	4	4	5	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4
27	Female	VII B	1	1	2	1	1	1	1	2	1	1	1	1	1	2	2	1	1	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1
28	Male	VII B	4	4	4	4	3	3	4	4	3	3	3	4	4	4	4	4	4	4	5	5	4	3	4	4	2	2	3	3	3	3	3	4	4	4	4	4	5	4	4	5	4	5
29	Male	VII B	3	2	2	4	1	2	2	4	3	2	2	2	2	2	2	1	2	2	2	2	4	2	2	4	5	2	3	3	1	2	2	2	2	1	2	2	3	2	2	2	1	2
30	Female	VII B	5	5	4	5	5	5	5	3	5	5	5	4	5	5	5	4	4	4	4	4	5	4	4	5	4	5	5	4	5	5	5	4	4	5	5	5	5	5	5	5	5	3
31	Female	VII B	4	4	5	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	3	4	4	5	4	4	5	4	5	4	5	4	4	4	5	4	4	3	3	4	4	4	4	4
32	Male	VII B	4	4	3	4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	5	3	4	4	4	3	3	4	4	4	3	3	4	4	4	4	4
33	Male	VII B	1	2	2	1	4	1	3	1	4	5	1	3	3	3	3	5	5	2	5	3	3	3	3	5	4	3	3	4	4	4	2	4	5	4	4	4	4	4	2	3	4	4
34	Female	VII B	4	4	2	3	4	4	3	3	2	2	2	4	3	4	3	3	4	4	4	3	4	3	3	3	4	4	3	4	3	4	4	4	4	5	4	4	5	5	5	4	4	3
35	Female	VII B	3	4	5	5	5	5	5	5	4	3	3	4	5	4	4	5	3	5	5	5	4	4	5	3	5	3	4	3	5	4	5	4	4	4	4	4	4	4	5	5	4	5
36	Female	VII B	4	4	2	4	3	4	4	4	4	4	4	4	4	4	3	4	5	5	4	5	4	3	4	4	3	4	4	3	4	4	4	4	5	4	5	4	4	5	5	4	4	4
37	Male	VII B	4	5	3	3	3	4	4	5	4	4	4	4	4	4	4	3	4	5	4	4	5	4	3	4	4	4	4	2	3	5	5	3	4	4	5	4	4	4	5	4	4	4
38	Male	VII A	3	2	2	1	2	3	2	3	1	1	1	3	1	2	2	3	4	3	2	4	3	2	2	1	3	3	2	2	2	2	3	3	3	2	3	2	2	2	2	3	4	4
39	Female	VII B	4	3	4	4	2	3	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	2	4	4	2	4	4	4	4	4	2
40	Female	VII B	3	4	3	4	2	3	4	4	4	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	2	3	3	3	4	5	4	3	3	4	4	3	2
41	Female	VII C	5	4	5	4	5	5	5	5	4	4	4	4	3	3	4	3	3	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4
42	Female	VII C	5	5	5	4	4	1	5	2	2	4	3	5	4	3	5	5	4	5	4	4	5	5	5	5	4	4	4	3	3	5	5	5	3	4	4	5	5	5	5	3	3	5
43	Female	VII C	5	5	3	4	4	4	4	5	4	4	4	5	4	4	4	5	5	3	4	4	4	4	3	4	4	3	3	3	3	5	5	5	3	4	4	4	5	5	5	4	3	4
44	Female	VII C	5	5	3	4	5	5	5	5	4	3	3	5	4	5	4	5	5	5	5	5	4	3	5	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	4	4	5

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Appendix C

Mean scores of each attributes category

Desccriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Rapport	66	1,00	4,73	3,31	,87491
Delivery	66	1,00	4,71	3,48	,82488
Fairness	66	1,00	5,00	3,48	,90444
Knowledge and Ceridibiltiy	66	1,00	5,00	3,71	,98343
Organization and Preparation	66	1,00	5,00	3,67	,88964
Valid N (listwise)	66				

Appendix D

Mean scores of all items

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
1. are are friendly (ramah)	66	1	5	3,45	1,192
2. develop good relationship with students (membangun hubungan baik dengan mahasiswa)	66	1	5	3,29	1,225
3. share personal experiences (berbagi pengalaman pribadi)	66	1	5	3,18	1,080
4. care about students (peduli tentang mahasiswa)	66	1	5	3,30	1,163
5. are patient (sabar)	66	1	5	3,21	1,157
6. listen to students (mendengarkan mahasiswa)	66	1	5	3,44	1,125
7. have positive attitude in general (memiliki sikap positif pada umumnya)	66	1	5	3,67	1,141
8. have charisma (memiliki karisma)	66	1	5	3,47	1,140

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9. understand the student's English education background (memahami latar belakang pendidikan Bahasa Inggris mahasiswa)	66	1	5	3,24	1,151
10. understand the different student levels (memahami perbedaan tingkatan mahasiswa)	66	1	5	3,11	1,152
11. have a sense of humour (memiliki selera humor)	66	1	5	3,09	1,092
12. are enthusiastic about EFL teaching (antusias tentang pengajaran EFL)	66	1	5	3,50	1,056
13. give clear explanations (memberikan penjelasan yang jelas)	66	1	5	3,55	1,098
14. use good examples (menggunakan contoh yang bagus)	66	1	5	3,59	1,007
15. use a variety of teaching methods (menggunakan berbagai metode pengajaran)	66	1	5	3,52	1,167
16. use Indonesian language selectively (menggunakan bahasa indonesia secara selektif)	66	1	5	3,53	1,011
17. correct writing errors (memperbaiki kesalahan dalam menulis)	66	1	5	3,61	1,175
18. correct speaking errors (memperbaiki kesalahan dalam berbicara)	66	1	5	3,64	1,159
19. teach grammar (mengajarkan tatabahasa)	66	1	5	3,64	1,090
20. use group work (menggunakan kelompok kerja)	66	1	5	3,67	1,141

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21. encourage student participation in class (mendorong partisipasi mahasiswa di kelas)	66	1	5	3,52	1,113
22. encourage participation of students with low confidence class (mendorong partisipasi mahasiswa dengan kepercayaan diri yang rendah)	66	1	5	3,06	1,051
23. talk slowly in English (berbicara secara perlahan dalam Bahasa Inggris)	66	1	5	3,41	1,109
24. use easy words (menggunakan kata-kata yang mudah)	66	1	5	3,62	1,078
25. ask questions frequently (mengajukan pertanyaan secara rutin)	66	1	5	3,50	,965
26. ask question then wait for volunteers to answer (mengajukan pertanyaan lalu menunggu sukarelawaan untuk menjawab)	66	1	5	3,45	1,010
27. ask individual students to answers questions (meminta masing-masing mahasiswa menjawab pertanyaan)	66	1	5	3,26	,982
28. give students plenty of time to answer questions (memberi mahasiswa banyak waktu untuk menjawab pertanyaan)	66	1	5	3,14	,959
29. treat all students fairly (memperlakukan mahasiswa secara adil)	66	1	5	3,26	1,244

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30. prepare students well for exams (mempersiapkan mahasiswa dengan baik untuk ujian)	66	1	5	3,50	1,154
31. give students clear grading guidelines (memberikan pedoman penilaian yang jelas kepada siswa)	66	1	5	3,59	1,150
32. require students to work hard during class (meminta mahasiswa untuk bekerja keras selama dikelas)	66	1	5	3,42	,929
33. require students to do homework (meminta siswa untuk mengerjakan PR)	66	1	5	3,59	1,150
34. are well qualified for EFL teaching (berkualitas baik untuk pengajaran EFL)	66	1	5	3,59	1,081
35. have a good knowledge of grammar (memiliki pengetahuan tatabahasa yang baik)	66	1	5	3,82	1,021
36. have a good knowledge of vocabulary (memiliki pengetahuan yang baik tentang kosa kata)	66	1	5	3,73	1,031
37. are well prepared every lesson (mempersiapkan diri dengan baik setiap pelajaran)	66	1	5	3,80	1,056
38. provide a syllabus detailing weekly course content (menyediakan syllabus yang rinci tentang isi pelajaran mingguan)	66	1	5	3,74	1,057

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39. explain the instructional methods to the class (menjelaskan metode pembelajaran kepada kelas)	66	1	5	3,70	1,067
40. tell students the lesson objectives each (memberi tahu mahasiswa tentang masing-masing tujuan pelajaran)	66	1	5	3,73	,985
41. stick to the syllabus (berpegang pada syllabus)	66	1	5	3,48	1,113
42. make their own supplemental material (membuat materi tambahan mereka sendiri)	66	1	5	3,55	1,010
Valid N (listwise)	66				

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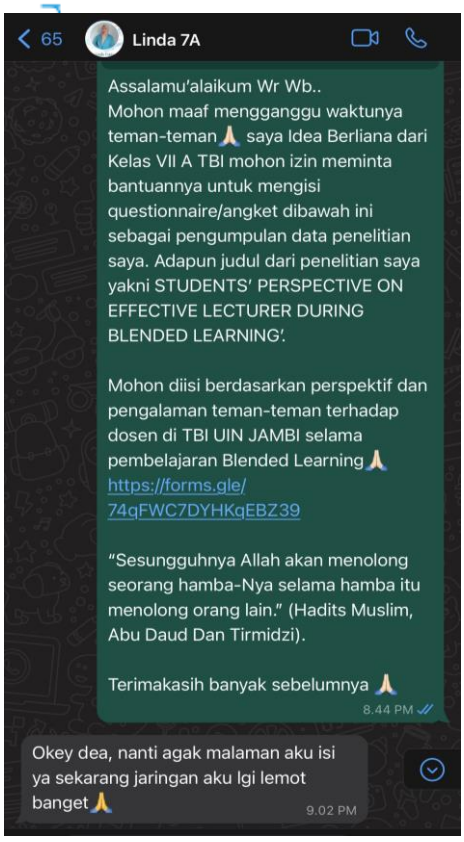

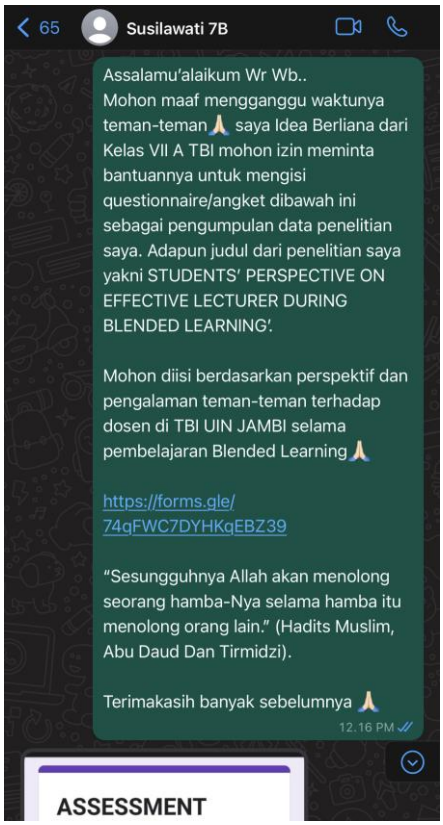

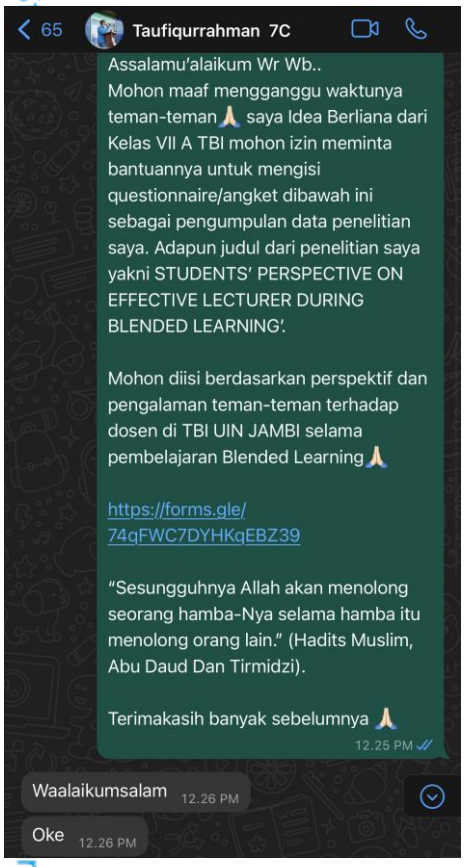

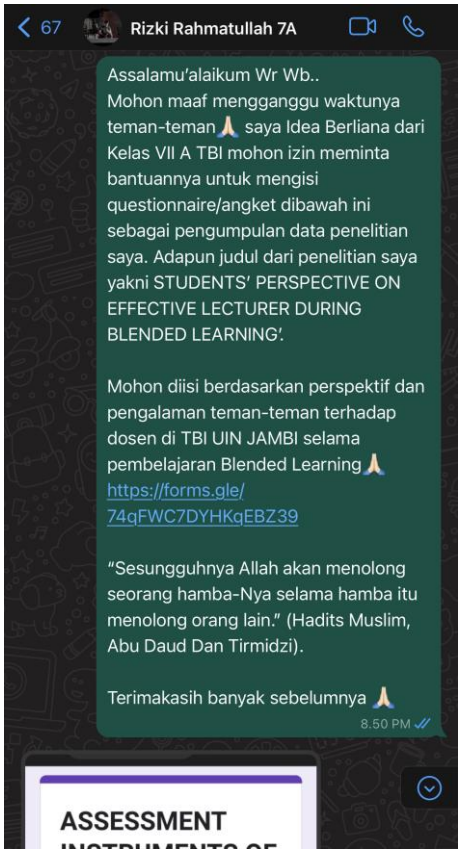

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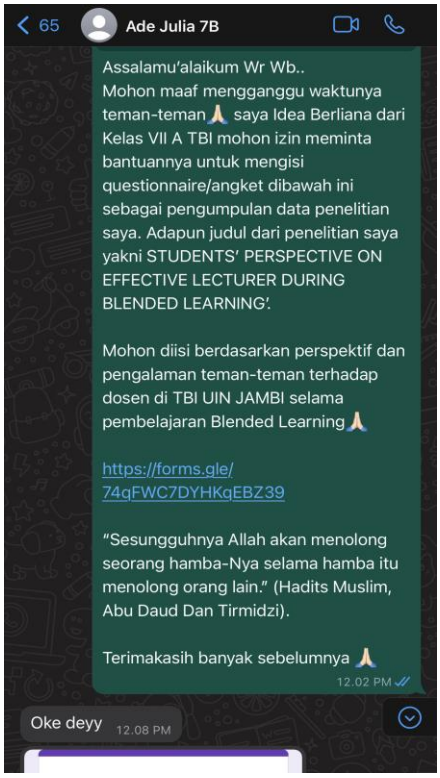

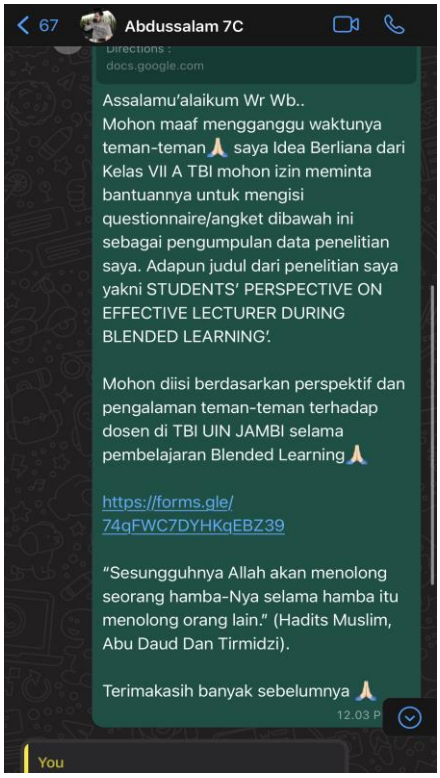

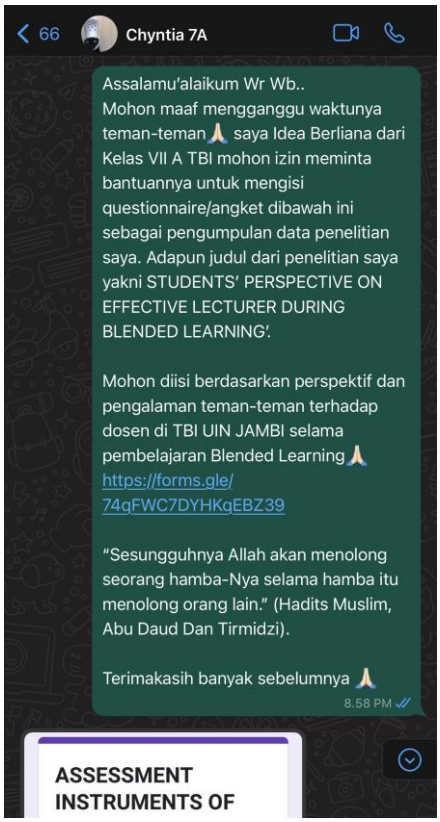

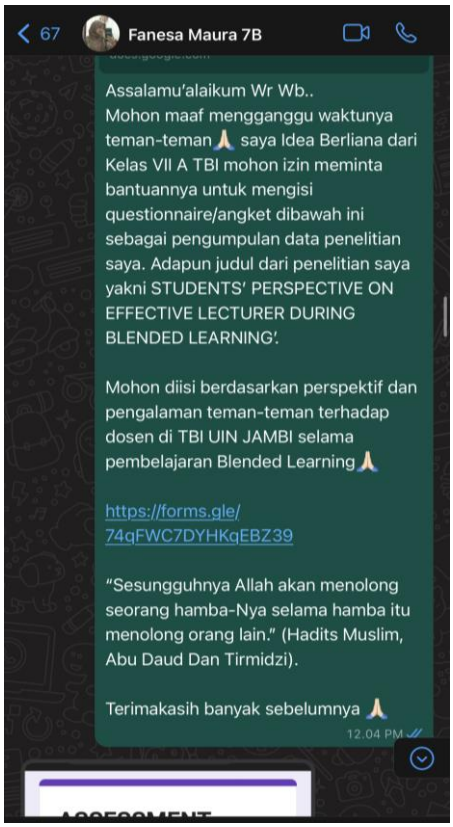

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In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Idea Berliana
Student ID : 205190063
Advisor I : Wahyuni Fitria, M.Pd
Title :Students' Perspective on Effective Lecturer during Blended Learning in English Education Study Program UIN Sultan Thaha Saifuddin Jambi
Major : English Education Study Program

No	Date	Material Consultation	Signature
1	21 November 2022	Revise Chapter I	
2	29 November 2022	Revise Chapter II	
3	01 December 2022	ACC Seminar Proposal	
4	09 February 2023	Revise Chapter III	
5	10 February 2023	ACC for Munaqasah	

Jambi, February 10th 2023
Advisor I

Wahyuni Fitria, M.Pd
NIP.198606052015032004

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Name : Idea Berliana
Student ID : 205190063
Advisor I : Wahyuni Fitria, M.Pd
Title :Students' Perspective on Effective Lecturer during Blended Learning in English Education Study Program UIN Sultan Thaha Saifuddin Jambi
Major : English Education Study Program

No	Date	Material Consultation	Signature
1	04 November 2022	Revise Chapter III	
2	15 November 2022	ACC Seminar Proposal	
3	24 January 2023	Revise grammatical error and spelling	
4	03 February 2023	Revise Abstract	
5	06 February 2023	ACC for Munaqasah	

Jambi, February 6th 2023
Advisor II

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Email	: ideaberliana01@gmail.com
Contact Person	: 082216741006

Educational Background:

No	Education	Place	Graduated Year
1	SDN 71/III Sungai Tanduk	Kerinci	2007
2	SDN 66 Kota Jambi	Kota Jambi	2007-2012
3	SDN 127/III Kerinci	Kerinci	2012-2013
4	Bellevue Heights Primary School	Adelaide, SA	2013
5	Adelaide Secondary High School	Adelaide, SA	2013-2014
6	Blackwood High School	Adelaide, SA	2014-2015
7	SMPN 7 Kota Jambi	Kota Jambi	2015-2016
8	SMAN 5 Kota Jambi	Kota Jambi	2016-2019
9	UIN Sultan Thaha Saifuddin Jambi	Jambi	2019-2023