Research Paper

The Lecturers' Performance in Teaching English of Nommensen HKBP University: An Anthropolinguistic Study

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ABSTRACT

The aim of this research is to find out the lecturers' performance in teaching English of Nommensen HKBP University. The data collection used interview sheet, depth-direct observation and written document. The data were the utterances of lecturers while they were teaching in the class room. The data were collected from informant who teaches in the classroom. The analyzing data used interactive model, namely: data display, data condensation and drawing conclusion/verifying.

The results of this research were the lecturers' performance showed from their capability in teaching English. The lecturers' performance was legitimate the lecturer in teaching English in front of class. The pattern of the lecturer's performance can conclude in some parts such as: the introduction, core and ending.

Text, Co-text and context cover good relationship to students. The lecturers motivated the students in practice English. The lecturers encouraged the students to love English subject. The lecturers suggested the best way of English utterances.

Based on the results, it is needed to do the next research to find out the new method of lecturers' performance in teaching English.

Key words: Performance, Lecturer, Anthropolinguistic

INTRODUCTION

Language in the field of anthropolinguistic is associated with the role of language in the intricacies of people's lives. Anthropolinguistic is not only examines language, but also culture and other aspects of human life Sibarani (2015:20). The other aspects such as in politics, economics, religion, education and so on.

In the parts of education, this study tries to analyze the teaching and learning process of a lecturer in the classroom. In teaching, lecturer will be better if they have prepared themselves to teach. A lecturer will feel nervous in front of the class if they do not master the material to be delivered. Besides, if a lecturer cannot deliver learning material properly, this will have a negative effect on students. Students will feel bored and cannot even understand the material presented.

A lecturer called as a professional educator (master of education) come from different background also have different characters, style and ways in teaching processes. The structure of someone's language is influence of someone way in views of the world or reality and his/her behavior Sapir Hipotesis in Sibarani (2004:141). Then, our views of world is our way to categorize the experience and conceptualize the environment effectively determined and controlled by our language.

Based on the explanation above, lecturers will have difficulty in teaching if

their students come from different cultures with them. So that, the background will give influence to the capability of lecturers in delivering the material to their students. Besides that, the lecturers must be able to achieve the teaching target. To achieve the teaching target, the lecturer must have good competent and the good performance. Performance is the execution of event and it is done in some event or teaching process. Duranti (1997, 14-16) in Isman (2017:19) states the performance is used in various fields of linguistics and art and can be interpreted in various ways.

The performance will discuss about text, co-text and context of the event. Text is the utterances of lecturers while they are teaching or explaining the material in front of the class. Co-text are the objects that are used to support the learning proses. Context covers the contexts of teaching and learning process include context of ideology, social and situation. The context of the teaching and learning process is a situation and process in which a lecturer will carry out their duties in delivering lecture material. In the teaching process, lecturers must be able to provide material in a clear, concise and precise manner so that students do not feel confused.

The context of the situation is a pleasant state of lectures. A lecturer must be able to create a good situation. It is relaxed and the objectives of the study are achieved. The situation of study must be supportive, orderly, and calm and especially show a polite attitude.

This research describe the lecturers' performance in teaching of English Department students of Nommensen HKBP University. The lecturers' performance will influence of the learning targets.

REVIEW OF LITERATURE
Performance
Performance is the execution of event on the stage. Duranti (1997: 14) states the term performance is used in various fields such as linguistics and art and can be interpreted in various ways. Because this research relates to the field of education focused on the course of the teaching and learning process, so the performance of researcher take the opinion of Finegan (1992: 86) states that performance is an element in every performance and is one of the main focuses of art research. Finegan (1992: 90) states that performance is also used to refer to shows based on the time sequence that includes the performance taking place as actual and organized events. Finegan stated that performance is the practice of communication in the process of performance or activity. Lubis (2019:77) states that performance of participation is to inform the situation of learning process in the classroom and the pattern of participant of students done. Research on participation performance is an important research because it describes the appearance of speech production that can be seen and observed. Sinaga (2019:268) the performance of students in retelling story is the learning process of students started from the beginning, core and the ending of retelling story of performance.

The components of performance according to Finegan (1992: 89-97) include the main components and other components. The main components are: Actor (Lecturer) and Audience (Student). While the other components are: the situation and organization of the show, the performance media and show skills.

The performance of the Batak tribe lecturer by the author in this study is the ongoing process of teaching a Batak tribe lecturer and the components contained in the event starting from a lecturer entering the classroom until the closing of the lecture.

Text
The text in this study can be seen as a verbal element both as a tightly structured language "tightly formalized language" such as literary language and narrative language Sibarani (2012: 242).

Text structure can be seen in the macro structure, superstructure or groove

structure and the micro structure of Van Dijk (1987: 1-8). These three structures support each other so it is very necessary in this study. These three structures have their respective elements and show their respective rules. The theme is the meaning of the whole text in the level of macro structure supported by the framework or schema of the text in the level of flow structure and also supported by the micro structure.

Co-texts

Co-texts are other signs that appear alongside text when communicating. Sibarani (2012: 319) revealed that the co-texts were paralinguistic, kinetic, proxemics, and material elements. This co-text serves to clarify the message of a text. The elements in the text accompany the text in the teaching, delivery, and interpretation of discourse in the educational aspect. Sinaga (2019:268) Co-text is the other signs that appear with text while doing communicate. Paralinguistic elements in the form of intonation, accent, pause and pressure. And the elements the type that appears when communicating is in the form of hand movements, facial expressions, head nods, and body movements.

The form of co-texts in this study is in the form of material elements and objects that accompany the text, namely: clothing, teaching equipment (PowerPoint, laptop, book, pointer, etc.), situations and various other objects that have their respective functions.

Contexts

Context is the specific time and space faced by a person or group people, Kleden in Sudaryat (2009: 141). Understanding the context requires contextual review. Context becomes important if it is lived in a textual manner so that it becomes open for reading or interpretation by anyone. Sibarani (2012: 324-331) said that all contexts need to be studied.

This research, the context to be studied is in the form of the teaching process context including the context of the situation, the ideological context. The context of the teaching process aimed to see whether teaching objectives are contained in the teaching process, the social context aimed to see social factors, the context of the situation aimed to see the time, place, and the teaching process. The ideology context aimed to see the ideology that dominates and dominates the mind of a lecturer when implementing the teaching process both positively and negatively.

Teaching

Teaching is a teaching activity (lecturer) in delivering subject matter. Teaching can be run well if there is cooperation between the teacher and a student or students. In the teaching process a learning plan from a lecturer will be needed systematically using good methods or techniques. Nawi (2011: 4) states that Learning is a process of interaction between students and educators so that the process of acquiring knowledge and knowledge or mastery of skills or the formation of attitudes and beliefs in students. Teaching is very closely related to learning. Typically learning is associated with the teaching of Sufean Hussin 2002 in Nawi (2011: 4).

The Role of Lecturers

The role of lecturers as teaching staff is very important in the success of a university. Lecturers are required to continue to improve their abilities, especially in the teaching process. The ability of lecturers to educate students is highly demanded by the government. The government has actually responded to the average lecturer condition with a policy of improving the quality of lecturers through postgraduate education and functional technical training (Depdiknas, 2003) in Sudiana (2003: 3).

The professionalism of a lecturer in teaching is the main stick in determining the

success of a student. Lecturers who have high dedication will be able to satisfy students, parents, universities and moreover the product user community later. A lecturer will have good competence and will feel satisfied if he can teach well.

Anthropolinguistic

Anthropolinguistic is a branch of science that studies culture. Duranti States that the linguistic anthropology as the study of language as a cultural resource and speaking as a cultural practice. Linguistic anthropology as the study of language as a source of culture and speaking or language as a cultural practice. Salzmann (1998: 3) also said that linguistic anthropology is the study of language (language) within the framework of anthropology "the study of language (or speech) within the framework of anthropology".

Foley (1997:3) states that the "Anthropological linguistic is that subfield of linguistic which is concerned with the place of language in its wider social and cultural context, its role in forging and sustaining cultural practice and social structures".

But this study is more emphasis on the opinion of Sibarani (2004: 50) about anthropolinguistic which is a branch of science that studies the variety and use of language in relation to the development of time, differences in communication, kinship systems, the influence of ethnic habits, beliefs, language ethics, customs and other cultural patterns of a tribe. Sibarani said that anthropolinguistic emphasizes the relationship of language and culture in a society such as the role of language in learning how family relationships are expressed in cultural terminology, how one communicates with others in certain social and cultural activities, and how one communicates with people others are precisely in accordance with their cultural context, and how the language of the people was in accordance with the development of their culture.

This study used anthropolinguistic parameters, namely: (1) Interconnection, (2) Valuation (Cultural Values), and (3) continuity. This connection may be a linear relationship that is vertical or a horizontal relationship that is horizontal. Formal relations regarding the structure of language or text with the context (situation, culture, social, ideology) and co-texts (paralinguistic, gesture-gesture, material elements) relating to language, while the linear relationship with respect to flow structures such as performance. Valuation shows the meaning or function, down to the value or norm, and finally to the local wisdom of the aspects examined. Sustainability shows the state of the object under study including its cultural value and inheritance in the next generation of Sibarani, (2014: 319). Sibarani added that the field of anthropolinguistic is associated with the role of language in the intricacies of human life. Sibarani (2004: 51) states there are three important relations that need to be considered in anthropolinguistic, namely: (1) The relationship between one language and one culture concerned, (2) The relationship between language and culture in general, (3) the relationship between linguistics as linguistics and anthropology as cultural science. The statement has the meaning (i) if we want to study culture we must learn the language, conversely if we want to learn language we must learn the culture, (ii) every one language used in a society then there must be a culture in that society. We can count the number of languages according to the number of cultures and even the many ethnicities.

Harafiah (2005: 61) also says that anthropolinguistic considers that cultural factors cannot be abandoned in language research. Language is a factor that must be considered in the study of culture in human life. The main problems in anthropolinguistic studies are belief systems, values, morals, behavior, and views or elements that characterize the culture of a society. Sinaga (2019:880) states that an anthropolinguistic is study of

language from culture's field and study of culture from language uses.

MATERIAL AND METHOD
Research Approach

This study used a qualitative method because this research wanted to explore, discover, reveal and analyze the performance of lecturers in teaching English. The approach used anthropolinguistic. Sibarani (2012: 304-305) states that an Anthropolinguistic analysis models can be used in analyzing other aspects of human life. This research is an education field because anthropolinguistic studies can be started from verbal and non-verbal elements and then will be explained through understanding texts, co-texts and contexts. However, in this study not all elements were examined but verbal texts delivered by lecturers during teaching process started from the beginning of lectures include macro structure, superstructure, micro structure; the co-text elements studied only intonation and material objects used during the teaching process; while the context elements studied included the teaching context, the context of the situation and the ideological context. Data collection methods were carried out Direct Participatory Observation with handycam and hand phone to record the course of the teaching process, interviews with lecturers were conducted to obtain information and recording as research data to be analyzed. The data analysis used interactive model, namely: data display, data condensation and drawing conclusion/verifying (Miles and Huberman 2014:5).

RESULTS AND DISCUSSION
Lecturer's Performance

The purpose of lecturers' performance was to find out the pattern of lecturers in teaching English. Based on the anthropolinguistic approach that performance focused on the text, co-text and context as the first layer of analysis model of anthropolinguistic.

Text

Text is the verbal elements in teaching English. The text on the lecturers' performance showed that the structure of macro was legitimate the lecturers' appearance in teaching learning process. The lecturers are able to persuade the students about the material of the lecturers' explanation. It can be seen from the students that received the material.

The superstructure (struktur alur) showed the parts of teaching process. The parts of teaching process were introduction, core and ending. The introduction is the lecturers greeting while they enter the classroom. The examples were 1) "Good morning everybody. 2) How are you today?", 3) Lets pray together before we start our lesson. The sentences means that the lecturers' greeting is a sign of good relationship with the students. The lecturers gave the positive spirit to the students. It seen while the lecturer invited the students to pray together. This section also the same with the other lecturers in the other subject but in difference sentences. For example "Morning class…., how are you?, are all of you presents today?, Okay, before we start our lesson, please prepare ourselves to pray. Let's Pray together". The lecturer greeted the students happily and tried to give the positive image. Lecturer showed them to be spirit person in the morning. The lecturer invited the students to keep spirit and said thanks to their God.

The core of teaching process was the lecturer started to open the material of teaching. The first step was the lecturer explained the material according to lesson plan. The sentences are like "Well, lets us read the topic, I need one of you read the story". The sentences mean that the lecturer invited the students to begin by reading the material. The lecturer asked all the students to pay attention to the material. The lecturer focused to listen to the students' voice while she/he was reading. Lecturer asked the student to stop if they had the wrong pronunciation by saying "Excuse me, listen to me, your pronounce was incorrect, let me

read it" The lecturer read the word in correct pronunciation so that the students know and remember the correct pronounce. That activity was done by lecturer for every students. It showed that the lecturer suggested the students to read the correct sentence. The other suggestion are also seen while the lecturer answered the students' question:

Students : "Excuse me mam, how do we pronounce the word?"

Lecturer : Well, thanks for your question. Basically, we must be study diligently. Same with this case, you should be often to listen how to pronounce the word from electronic dictionary and then tried to say it. Try to listen at least three times then have a practice on it.

The lecturer gave the suggestion to students about the good way to pronounce the word correctly. The lecturer suggested the students to have practice in pronouncing the words. The lecturer explained it patiently until the students understand it.

The other lecturer gave the correction to students after they finished present their topic's presentation in front of class. Example such as:

Lecturer : Thanks for your group presentation. Your presentation was goodl. But you are still made mistakes in your performance. You are lack of confidence. You are the smart students but you don't believe yourselves. So that please believed to yourselves that you are able to do the best.

The comments showed that the lecturer gave suggestion to students about the motivation and be the confident person. The lecturer persuaded students that they have good capability in presentation.

The third parts of superstructure is ending. Ending is the closing material but not closing the class. To end of the material, the lecturer asked the students whether they have any questions, if not then the lecturer made the summary of the material. The lecturer explained the next topic for the next meeting to become the homework.

Lecturer : Ok dear, you may see the next topic in our lesson plan for the next meeting. Please the next group prepare yourselves for the presentation.

The last parts of text is structure of micro. Structure of micro showed from the pronunciation. The lecturer was rechecks the students' utterance while they read the material and speak in front of class.

Co-text

Co-texts are signs that accompany a text to clarify the meaning in the text. Based on the anthropolinguistic study, co-text are paralinguistic, kinesics, proxemics and material elements. The co-text were found of the lecturers' performance in teaching English such as: The intonation (paralinguistic), distance between students and lecturer (Kinesics), space of human (proxemics) in communication and material elements. **Paralinguistic:** the lecturer explained the material with the soft, slow and low voice. The lecturer knows to make students understand the material, the lecturer must speak clearly. **Proxemics:** The lecturer talks to students in the formal situation. The distance were 2-3 meters from students. It can be seen from the large of classroom. So that, the lecturer must speak clearly. **Kinesics:** the lecturer used their hands while explained the material or gave comment/suggest to students. The gesturer would help the lecturer to convey the meaning of material easily. The students were easy to understand also. So that gesturer is the important thing in the lecturer's performance. **Material Elements:** Material elements were the supporting elements of lecturer activity carried out in the classroom. The elements were pen, laptop, microphone, dictionary, paper and printer. Each of them would be discusses bellow: **Pen:** Pen was the elements of students necessary to write the summary. **Laptop** was the supporting elements to types their paper project. The project would be collected in every meeting. **Microphone** was the elements to produce a louder sound. **Dictionary** was the elements to find out the

meaning of vocabulary. **Paper** was the elements used to print the material from laptop. **Text Book:** Text book was the elements used by the lecturer as references

Context

Context is the situation of the lecturer's performance in teaching English. Context of lecturer's performance were situation context, education context, ideology context and social context. The purpose of situation context looked the time of performance, place of performance and the proses of lecturer's performance in teaching English. The situation done in academic schedule. It was on Monday-Friday and the time was 08:00 am-18:00 pm. The lecturer's schedule arranged by Head of English Department. Education context was purposed to saw the education factors in lecturer's performance. The teaching learning English process took place the formal situation. Social context was purpose to look the factors of the lecturer's performance. Ideology context was to saw the dominated ideology in the lecturer's performance. The dominated ideology seen from the high sound of lecturers' voice in teaching English in the classroom.

CONCLUSION

The lecturers' performance showed their capability in teaching English was well. The general meaning of lecturers' performance was legitimate the lecturers in teaching English in the classroom. The pattern of the lecturer's performance can conclude in three parts namely: the introduction, core and ending of lecturer's performance.

Based on the concept of anthropolinguistic, the meaning of lecturers' performance covers Text, Co-text and Context were the good relationship between lecturers and students. The lecturers motivated the students in practice English. The lecturer encouraged students to love English subject. The lecturers suggested the best way in learning English to students. Based on the research results, needs to do next research to find out new method of lecturer's performance in teaching English.

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