

Students' Views On The Lecturers' Delivery Of Lesson
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Abstract : The ability of the lecturer to deliver a good and clear lesson is essential as it would help the process of understanding the lecture. By right, a lecturer should have practice good lesson delivery behaviours in his/her classroom. Hence, the study is to evaluate the Universiti Teknologi Malaysia (UTM) TESL students' views on the level of the lecturers' ability to exhibit clear and comprehensible lesson delivery using the specific elements of teaching behaviours. Apart from that, this study also seeks to examine the possible effects of clear lesson delivery on TESL students. It is also to obtain suggestions on how the lecturers could improve in lesson delivery in the future. The research instrument used is the questionnaire to collect the data from Year 1, 2, 3 and 4 TESL classes. The findings are then discussed according to the research questions. It was found that (1) TESL students were mostly agreed that their lecturers' lesson delivery is clear by practicing specific elements of clear teaching behaviours which are answering students' questions wisely, giving clear and precise explanation, providing additional information and describing the work to be done by the students, (2) lecturers' clear lesson delivery give vital impacts on TESL students which are getting important main points, reducing frustration and increasing satisfaction and lastly (3) the suggestions by TESL students for improved lesson delivery by assisting students individual help, organizing materials in a systematic way and providing illustrations. It is hoped that the research findings could help the future research and benefit the readers, the lecturers and the newcomers to the teaching field.

Keywords : student's views, lecturer's delivery of lesson

Introduction

The skill of giving clear lesson delivery is becoming increasingly significant in the teaching field. As a matter of fact, it has a vital relation in preparing the students' precious future. Why is this so? The lecturers have big responsibility to impart knowledge to students as effective as possible. This is to allow students to be successful in their learning. The students who understand the lesson will apply the knowledge they have learned, produce high quality assignments, perform well in projects and answer examination questions successfully. Thus, lecturers should always give greater attention when deliver the lessons in class. Meaning to say, they should constantly ensure that the lesson they deliver is clear, understandable and useful since it has great significance on students' learning. It is the lecturers' liability to make sure that the students understand the whole contents of the lesson.

The importance of the lecturers deliver their lessons clearly and effectively is an undeniably fact. They have been long judged on the effectiveness of delivering a lesson in classroom (Wragg ,1984). The way the lecturers deliver the lesson whether clear or vague, effective or just ineffectual, is the most remembered criteria of a good lecturer. The efficiency in the lesson delivery involves clear teaching behaviours that should be practiced by the lecturers so that their lesson delivery will be clear and comprehensible. This research was conducted at Universiti Teknologi Malaysia with the main purpose to acknowledge the importance of lecturers' clear lesson delivery using specific clear teaching behaviours during the lecture. Bickley (2009) page 45 stated that "The lectures are comprised of two major components namely

content and delivery". Since the way the lecturers deliver the lesson to the students may have great significant effects on students' learning, for the purpose of this research, the researcher gives greater focus in the lesson delivery during the lecture method. These include examining the importance of lecturers' specific clear teaching behaviours when delivering the lesson in class.

This chapter is fundamentally an introduction to the research. Chapter 1 begins by laying out a description of the research's background. This is followed by the problem statement and thorough discussion on the research's purposes and objectives. Apart from that, research questions are also included in this first chapter. Next, the significance and the scope of the study are also discussed in this chapter. Other than that, operational definitions are also specified at the end of the chapter to assist research comprehension.

Statement Of The Problem

In the teaching and learning situation at Universiti Teknologi Malaysia, it is common for the students to analyze the way their lecturers deliver lessons in class and then compare the teaching performance of all their lecturers. In some situations, they claimed that there are several lecturers who are very good in subject content yet have problems in delivering lesson clearly and effectively to the students. This could be clearly seen when some of the lecturers tend to only read the lesson presentation slide or teach the lesson without further elaboration on the contents for students' better understanding. Other than that, Good (1994) page 209 stated that "Most of us have known some of the lecturers whose lectures were ineffective because they were dull, unclear, vague, or simply too frequent and too long". The lesson delivery which is not clear and brief shows that the lecturers are having problems to give lecture effectively to the students. These require some improvements by the lecturers to overcome all these problems in the lesson delivery skills.

In other cases, some of the lecturers have taken the initiative in making the lesson understandable but they use complex and confusing explanations. This is because the lecturers fail to modify their lesson delivery accordingly to the students' level of proficiency and learning needs. Besides that, some of the lecturers who believe in exam-oriented theory will only focus on imparting knowledge to the students without considering whether the students understand the lesson or not. As a result, the students could succeed in examinations but not in their future career as they could not put theories into practice. Moreover, the new lecturers are not thoroughly trained to deliver the lesson effectively in the classroom. The reason for this is that the input provided to them stresses more on the theories of teaching methodology instead of endowing them with teaching skills and providing them ample opportunities to gain practical teaching experience.

With rather numerous problems in the way lecturers deliver their lessons in classrooms, the teaching and learning process consequently ends up with frustration, dissatisfaction, confusion and misconception amongst the students. In relation to this, as educational process involves how lecturer's delivery of lesson is vital for both lecturers and students, it is essential to focus on this specific skill of teaching. This research seeks to find ways that lecturers can improve their lesson delivery to be more effective and clear.

Purpose Of The Study

The research was conducted to analyze students' view of their lecturers' delivery of lesson in class. Moreover, this research highlights the importance of giving attention to lecturers' lesson delivery which can have impacts, be it on cognitive or behaviour aspect on both the

lecturers and the students. Other than that, the research aims to focus on specific clear teaching behaviours that should be practiced by the lecturers suggested by the students.

Objectives Of The Study

The research aims to:

1. identify and recognize students' views of lecturers' delivery of lesson in the classroom
2. examine the significant effects of the clear lesson delivery on the students
3. provide suggestions and recommendations for the lecturers' improvement in the lesson delivery

Significance Of The Study

The research was carried out so that the importance of knowing the appropriate and effective ways in delivering a lesson to the students could be investigated. The research emphasizes on the students' views of their lecturers' delivery of lesson and effects of clear lesson delivery on them as they are the explicit evaluators of a lecturer's effectiveness in teaching in the classroom. Moreover, the findings of the research were important in providing suggestions for the improvement in lesson delivery because it acts as a guideline for the lecturers, especially to the newcomers of the teaching field.

Scope Of The Study

The respondents were randomly selected amongst students of Universiti Teknologi Malaysia who were within the age parameter of 20 to 25 years old. Forty-eight students were selected from the different years of TESL study, are 1 SPL, 2 SPL, 3 SPL and 4 SPL students. Twelve students were randomly selected to represent each year of study since there are only twelve students in 1 SPL. The data was collected primarily via questionnaires.

Research Design

This research is essentially carried out by the researcher to gauge the effectiveness of the lecturers' delivery of lessons in class by obtaining the students' views, the impacts on them and improvements that should be made by the lecturers based on the students' suggestions. To be more practical, questionnaires was essentially used as the main instrument to collect data. The questionnaire was chosen because it could collect both quantitative and qualitative data (Najib Ghafar, 1996). This instrument is selected after considering the advantages that it offers. Only relevant and sufficient information will be collected during the research. Moreover, by using questionnaires, responds from a large number of subjects can also be obtained without required face-to-face interaction with all respondents which would surely require a lot of time and effort. Questionnaire increases anonymity, require less time and expense (Johnson, 1992). Thus, using this type of instrument will help guide the subjects or respondents to give useful and accurate information needed by the researcher.

Respondents Of The Study

The respondents of the research were selected from TESL undergraduates mainly from 1 SPL, 2 SPL, 3 SPL and 4 SPL. This programme is offered by the Faculty of Education at Universiti Teknologi Malaysia. Since there are only twelve respondents from 1 SPL, thus for equality purposes, the other years of TESL classes were given randomly the same amount of twelve questionnaires each. The respondents were to use their own experience in evaluating their

English lecturers in the first class of Week 6. This is an attempt to measure and compare the clarity and effectiveness of the lecturers' delivery of lesson without any biasness to any lecturers based on the students' views from each and all years of TESL study at UTM. Since the way the lecturers deliver the lesson gives great significance effects on students, this research is also take into account the students' suggestions for the lecturers to improve their lesson delivery in the future.

Research Instrument

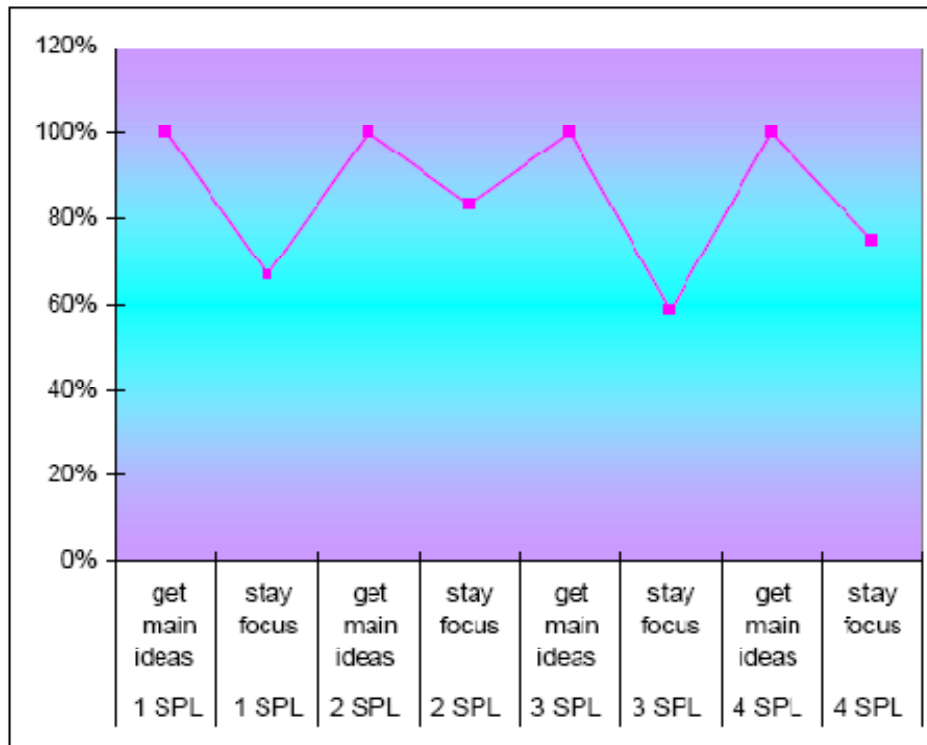
As mentioned earlier, this research will utilize the quantitative research methodology mainly the questionnaire. There are a total number of fifty questions in the questionnaire including two additional questions for personal information. The questionnaire is developed based on the Instructional Clarity Checklist in Wlodkowski and Raymond (1985)

Different types of questions used in this research range from both closed-ended and open-ended questions. For closed-ended questions, there is Likert-scale type of questions where answer options are provided so that the respondents can give opinions, comments and ideas based on the options given in the questionnaire. On the other hand, open-ended questions were also given in order to obtain in-depth and lengthy responses.

Basically, the questionnaire designed for this research focuses on students' views, the effects of clear lesson delivery on students and suggestions of improvements in lesson delivery.

Data Analysis

Chart 1 : The Frequency Of Highest And Lowest Agreement All SPL Classes



When comparing all classes of SPL, it is amazingly seen in Chart 4.2 the similarity of the responds on the effects of clear lesson delivery in classroom. The amazing result is that all SPL students year 1, 2, 3 and 4 rated the highest agreed element that they **can get the important**

main ideas when the lesson is clear. On the other hand, the lowest agreed effect of clear lesson delivery as responded similarly by all students was **stay focus during the class session**.

The findings in Chart 1 show that all students share the same opinions that **getting the important main ideas** is the highest agreed element while **staying focus in class** is the least agreed element. There must be several possible explanations for these results. It is absolutely the main purpose of giving clear lesson to provide the students main ideas, concepts and theories in class. This is supported by Arends (1997) that students can get main points when the lecturers stress the important ideas and content. For difficult points, the lecturer can give detailed and redundant explanations so that the main ideas are emphasized. Rogein (2008) also said that the lecturers whose students achieved at high levels made clear instructional presentations, stress main ideas on students need to learn and provide the students with appropriate opportunities to learn the materials. Moreover, the students always hope to comprehend the knowledge taught in class so that they can answer examination questions and apply the knowledge in the future. As responded in Section E of the questionnaire, most of the students commented that the benefits of clear lesson delivery are getting the knowledge and understanding the concept better. It is also less jobs for the lecturers to repeat the important content for many times to the students.

Overall, the ability of the lecturers to deliver the lesson clearly in classroom has great impacts on the students' learning whether on the cognitive development or behavior progress aspects. In fact, all SPL students get different effects based on their own experience when the lesson is clear.

Chart 2 : The Frequency Of Highest And Lowest Agreement All SPL Classes

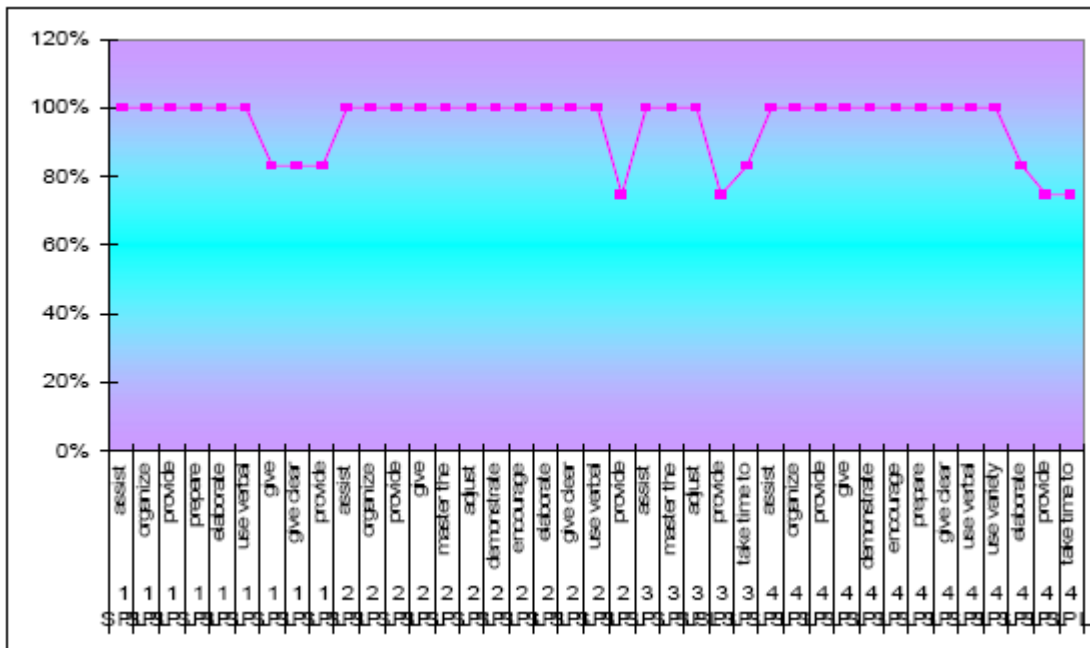


Chart 2 above shows that **1 SPL** students suggest on six elements of clear teaching behaviours (assist students by giving individual help, organize materials in a systematic way, provide illustrations such as pictures, mindmap, simple notes, prepare carefully and interestingly, elaborate more so students understand the content and lastly use more verbal repetition in teaching to clarify the ideas). However, they have least agreed on the other three elements (give

students opportunity to think what had been taught, give simple and clear explanation and lastly provide students with standards of rules for satisfactory performance).

2 SPL students recommended on eleven highest agreed elements (assist students by giving individual help, organize materials in a systematic way, provide sufficient illustrations, give students opportunity to think, master the whole content, adjust teaching according students' needs and learning style, demonstrate clearly, encourage students to ask questions, elaborate more , give clear explanation and use verbal repetition) and also there are one least agreed element (provide students with standards) suggested by them.

For **4 SPL** students, they recommended most on ten elements (assist students with individual help, organize materials systematically, provide sufficient illustrations, give students opportunity to think, demonstrate, encourage ask questions, prepare lesson carefully, give clear explanation, use verbal repetition and use variety of teaching materials) and three least agreed elements (elaborate more, provide standards for satisfactory performance and take time to explain).

From all responses, it is clear that all students agree most that their lecturer should assist students by giving individual help. Other than that, it is apparent that 2 SPL students suggested many elements that can be improved by their lecturers compared to the other years or SPL classes.

Summary Of Findings

In general, all the SPL undergraduates agreed that their lecturers answer students' questions but they did not all agree that their lecturers ask questions related to students' understanding of the lesson. It was also found that the students agree that their lecturer give clear and precise explanation despite having difficulties staying with a topic until the students understand. Next, the SPL students also agreed that their lecturers provide additional information besides what is stated in the book but not really practice to use facts in textbook to support teaching. Finally, the results also show that the students agreed that the lecturers describe the work to be done by the students but they did not agree that their lecturers talk about other things related to the topic.

Other than that, all SPL students' responds were also analyzed and compared. The study found that **1 SPL** students agreed their lecturers describe the work to be done by the students, but they do not agree that their lecturers talk only about things that are related to the topic. As for **2 SPL** students, they agreed that their lecturers describe the work to be done by the students and ask questions to find out if the students understand what had been taught. However, they disagreed that the lecturers give students enough time to practice and stay on with a topic until the students really understand it. On the other hand, **3 SPL** students agreed that their lecturers answer students' questions wisely, give clear explanation, provide additional information besides what is stated in the book, use suitable examples to illustrate a point or concept and prepare the students on what to do next. But they disagreed that their lecturers stay on with a topic until students really understand the topic. For **4 SPL** students, they agreed that their lecturers answer students' questions and give clear and precise explanation, but they did not agree that their lecturers talk only about things that are related to the topic.

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