

## STUDENTS' PERCEPTION TOWARD GOOD LECTURER PEDAGOGICAL COMPETENCE

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### Abstract

As the application of the four competencies for the lecturers in teaching and learning, it becomes a new business for them to fulfill those competencies (pedagogical, professional, personality, social). This has an impact on the provision of a new method for students in learning activities so that a teacher would be able to develop a curriculum in accordance with the respective educational unit and the local needs of each student. The first pedagogical competence deals with the ability of a lecturer in managing the classroom and facilitates the students' diversity. Sometimes lecturers apply different pedagogic actions with students' perceptions so that what is they supposed good by lecturers sometimes inversely with students' intake. The aim of this study was to facilitate the perception of the students in regard to the pedagogical action of a good lecturer. The result supposed to be a consideration from the lecturer in applied pedagogical action in the classroom.

**Keywords:** Perception, Lecturer, Pedagogical Competence

### Abstrak

*Sebagai penerapan dari empat kompetensi bagi dosen dalam pembelajaran, yang kesemuanya menjadi sebuah kesibukan yang baru bagi mereka untuk memahaminya (pedagogik, profesional, kepribadian dan sosial). Hal tersebut tentunya akan berdampak terhadap penerapan metode pembelajaran kepada mahasiswa sehingga dosen memiliki peluang yang besar dalam mengembangkan kurikulum berdasarkan kebutuhan mahasiswa. Kompetensi pedagogis erat kaitannya dengan kemampuan seorang dosen dalam mengelola pembelajaran dan memfasilitasi keberagaman peserta didik. Terkadang para dosen menerapkan tindakan pedagogis yang berbeda terhadap mahasiswa sehingga mereka menganggap tindakan pedagogis tertentu lebih baik daripada yang lain. Tujuan penelitian ini adalah untuk memfasilitasi persepsi mahasiswa terkait dengan tindakan pedagogis yang dilakukan oleh dosen yang mereka anggap baik. Hasil dari penelitian ini diharapkan agar dapat menjadi sebuah pertimbangan bagi dosen dalam menerapkan tindakan pedagogis di dalam kelas.*

**Kata kunci:** Persepsi, Dosen, Kompetensi Pedagogi

## INTRODUCTION

The government policy in educational system develops alternating days. We may take a look from the lecturer certification, where the government tries to improve the lecturers' ability by that program. The students' standard value also increases year by year to force the students to learn more in order that the alumna can compete in this globalisation era. In fact, there is still some deceitfulness in implementing those policies. It is because our human mentality is not ready yet or the standard is too high while we can see in the field that every school has different students, facilities, and educators. Certainly the output must be different and in the other side the government

wants to unite it in one national examination. At the level of higher education, lecturers play an important role in the transformation of knowledge to the students, because the lecturer is one of the few elements of education, which is required of lecturers or lecturers who are reliable in the field and has a high responsibility and professionalism appropriate to the task in accordance with the law of Republic of Indonesia No. 14/2005 article 1, paragraph 1 mentioned that "Lecturers are professional educators and scientists with the main task to transform, develop, and disseminate the science, technology, and the arts through education, research, and community service."

Some people think that being an educator is an easy job, whereas, if we return again to the basic understanding, then it is not easy in this profession as a lecturer. *Let alone* be a good lecturer in front of students both inside and outside school (Rusydie 2012: 7). Good materials, techniques and teaching strategies are not enough to be a good lecturer. There is no any short cut to be a high grade educator, even though having good models maybe very helpful and further knowing the way to imitate those models while keeping our integrity and appreciate our self uniqueness as an educator (Parini 2005: 59). Occasionally, outside critics may think that paying attention to lecturer retention is a narrow, self-interested approach. But the lecturer retention is not something that can be easily addressed without addressing many other facets of school life (Scherer 2003:10). On the other hand, the discussion induced most of the lecturers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching (Kumar in Akram 2010: 2).

Classroom is an active place, a place where the lecturer or lecturer constantly interact each other. The lecturers giving question, feedback, managing the reward and punishment, praise and giving critique, answering the question from the students and help them when they have some difficulties in learning process (Schunk, *et al* 2012: 465). There are seven performance dimensions of lecturers' job performance. These were preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, relations with other staff and relations with parents & community. Because of the lecturer is a professional educator, he / she must have ability to arrange and manipulate the situation which a learner tries to overcome the learning problems, the lecturer needs to be competent in content as well as in the way to deliver that content in order to facilitate learning (Akram 2010: 2), and the competences are personal, professional, pedagogical and social competence. It is very needed because every day the lecturer meets with the students which have different characteristics and as an English lecturer of course she/he must have one additional competence namely intra and intercultural competence. Therefore, being a good English lecturer should have those competences actually, but pedagogical competence must be concerned first.

### **The Concept Dealing with Good Lecturer**

In accordance with the law of Republic of Indonesia No. 14/2005 article 1, paragraph 1 mentioned that "Lecturers are professional educators and scientists with

the main task to transform, develop, and disseminate the science, technology, and the arts through education, research, and community service.

A good lecturer will build a deep closeness to their students and do not consider students as objects of learning but rather consider them as friends to share. According to Hakim (2010:12) in a learning process, lecturers provide learning materials to students in order to be understood by the students. The purpose of learning is a process of learning a person who is able to know and understand the purpose of the data, information, and knowledge they gained from a reliable source. However, a student is often regarded as an object of study, not as a subject of learning. It happened because of the dominance of the learning process is often controlled fully by a lecturer and instructor. Bad lecturers are intimidating, unwelcoming and put off the students rather than inspire them Domizio (2008: 3).

"In rereading my previous self-reflections, I saw again the power that my prior experiences have had in influencing the place in which I am today. . . . Peer coaching brought out my self-confidence about teaching. The coaching experience enabled me to not only believe in what I was doing but also to stand up for what I believe. . . . Applying the skills, I had developed as a peer coach to a mentoring relationship is a natural extension. Engaging in such in-depth professional development has forced me to become self-reflective about everything I do, not only with the students but with my colleagues as well (Spitz in Scherer 2003:180)."

Based on the description above the researcher can conclude that giving a good lecture is an art, akin to a stage performance in which the lecturer is the protagonist and holds the audience's attention to the end. Some of the skills involved in giving a good lecture stem from the lecturer's personality, but others can undoubtedly be practiced and learnt. While some lectures can be delivered as stand-alone teaching events, in most situations they form part of a course, which means that good lecturers must also understand the broader theories of good teaching.

#### **Indicators of Good Lecturer's Pedagogical Competence**

According to the Law of the Republic of Indonesia Number 14: 2005 on Lecturers and Lecturers, stated that competence is a set of knowledge, skills, and behaviors that must be owned, lived, and controlled by the lecturer or lecturer in carrying out their professionalism task. According to (Finch, *et al* in Fajar, 2012) "Competencies are those task, skills, attitudes, values, and appreciation that are deemed critical to successful employment". This statement implies that competence includes tasks, skills, attitudes, values; appreciation is given in order to successful living / income to live. It can be interpreted that competence is the combination of knowledge, skills, and application in performing the tasks in the job.

According to the Minister of National Education of the Republic of Indonesia Number 16: 2007 regarding Standards of Academic Qualifications and Competencies Lecturers, there are various competencies required by lecturers, among others: pedagogical, personal, professional and social acquired through professional education. The four competences are integrated in lecturer performance.

Pedagogical competence includes understanding lecturers on learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Described in detail each sub-competence become essential indicators as follows:

- a) Understand in depth the learners have the essential indicators: understanding learners by utilizing the principles of cognitive development; understand learners by utilizing the principles of the personality, and identify the provision of teaching early learners.
- b) Designing learning, including understanding the educational foundation for learning needs have the essential indicators: understanding the educational foundation, apply theory and learning; determine instructional strategies based on the characteristics of learners, the competency and teaching materials, as well as drafting a strategy based on the selected learning.
- c) Implement learning has essential indicator: set background (setting) learning, and implementing learning conducive.
- d) Designing and implementing instructional evaluation has essential indicators: designing and implementing evaluation (assessment) process and learning outcomes on an ongoing basis by various methods; analyze the results of the evaluation process and learning outcomes to determine the level of mastery learning (mastery learning), and learning to utilize the assessment improvement of the quality of learning programs in general.
- e) Developing learners to actualize its potential, have the essential indicators: facilitating learners to develop a variety of academic potential, and to facilitate learners to develop a range of potential non-academic.

### **Research Questions**

Based on the pre-observation, the researcher got a name of lecturer based on the students' perception to be a subject of this research who believed that the researcher got more information about a profile of good English lecturer by her pedagogical performance in teaching. The phenomenon guided the researcher to formulate the research questions as follows:

1. What is the lecturers' concept about pedagogical competence of English lecturers?
2. What factors influence the lecturer's pedagogical competence in the classroom? and
3. How the students' perception about pedagogical performance of good English lecturer?

### **Method**

#### **Design**

A case study was used in this research by in depth investigation of the case as a kind of qualitative research. It referred to kind of the research without using statistical procedure or quantification in finding. This dealing with Bodgan and Biklen (in Syamsuddin 2011) "case study is a detailed examination of one setting or one

subject or a document repository or a specific event, as well as Surachmad (1982) which limits a case study as an approach, focusing on the intensive and detailed case”.

### **Subject and Informants**

#### **Research Subject**

The subject of this research was a lecturer of English department of Universitas Muhammadiyah Parepare. She has been selected by entering three classes and then the researcher asked the students, “Who is a good English lecturer in your perception?” and all of the students in those three classes mentioned her name and that is the most important reason to choose the subject.

#### **Informants**

The informant including the students, the colleague and the subject itself. Nine students from three classes were interviewed as the informants and all of the students were chosen based on their friends' recommendation because they consider that the nine students will give more data to the researcher. Some of the informants were changed because of some reason such as she cannot give enough data to the researcher and another student was sick at that time. From the colleague, the researcher took two colleagues the first was the representative of the leader and another colleague was a lecturer there but now he move to another university. Both of them knew the subject well and have no any tendency to the subject. It is important to be considered to collect some natural data and to avoid the bias.

### **Data Collection**

#### **Nonparticipant observation**

Nonparticipant observation was also well known as external observation. This kind of observation was not directly involved the researcher in the situation being observed (Gay et.al 2006:414). This technique was used to find the phenomenon based on the fact in the field. The data were collected by doing observation for the teaching and learning process in the classroom. The observation was conducted six meetings in three different classes in the second semester.

#### **Interview**

An interview was a conversation that was directed to achieve certain goals by interviewing professors who teach. Qualitative interviews were conducted when the researcher intends to gain knowledge about the meanings of the individual conceived opinion regarding the topic under study, and intends to conduct exploration on the issue, something that cannot be done by another approach. (Banner *et al* in Naba 2008:51). Structured interview was used to found the verbal data dealing with the focus of the research. The interview guided for the subject and the students taken from the book of *penilaian portofolio dosen*, it consists of five categories of questions based on the lecturer competence and each category has its own question in it. For the subject, the researcher uses the lecturer perceptual assessment (*penilaian persepsional dosen*). For the students, the researcher used the students' assessment (*penilaian mahasiswa*) and for the colleague, the researcher designed different interview guide because the data needed from the colleague just the kind of secondary or supporting data. The interview guide of the subject and the students totally consists

of thirty questions and each question formed like questionnaire where including five kinds of score. They asked first to fulfill the score and then the researcher interview them why they gave those score. While in the colleagues' interview guide just consisted on six question to be answered orally.

#### Documentation

Documentation in this research was used to record the process of data collection, both of the observation and the interview through photo, video and recording in order that the data could be analyzed more than once to make the study more strength.

## DISCUSSION

### Lecturer Concept about Pedagogical Competence

To find out the concept of good English lecturer, the researcher started from arranging the interview guide, doing observation and paying attention for the documentation. To investigate the concept of a good English lecturer, the researcher did a persuasive approach with the subject to familiarize the relation so that the researcher could get a useful data. Observation and interviews to be the data collection techniques that considered were suitable for answering this question, especially semi-structured interviews. After talking approximately forty-five minutes, researcher began to focus to the content of the interview to find out her concept of a good lecturer by asking the question.

"In my mind, good English lecturer in my opinion is a responsible lecturer so responsible with the material which is they held. Basically is the moral responsibility, so in my opinion a good English lecture should be responsible with the task assigned to her, for example if he/she is assigned with speaking material, she/he must be responsible with that material, trying to teach maximally how the speaking subject itself. Then certainly she/he must master the material, having a good learning objective, that's it I think. So about the speaking subject is how to make the students achieve the learning objective and it should be proofed by learning application not only on the paper. what else, there are many criteria to be a good English lecturer but the core is about the responsibility."

### Factors that Influence Lecturers' Pedagogical Competence in the Classroom

As an initial perception, the answer above had given a description about her concept of a figure of good English lecturer. It was the first question; of course the answer was not enough so the researcher continued the interview process to get more specific and deep data about good English lecturer. During the interview, she talked flow with the perception in her mind because the researcher has made the condition closer with her till she restated her statement.

"Good English lecturer or qualified lecturer perhaps in my opinion when she/he has a good competence but even she/he has a good competence, she/he is kind, friendly, courteous and always make the students laugh but in fact she/he does not bring any effects to the students it is not useful I think. But in

terms of good, because you ask about good lecturer, if we talk about "good" yaaa she / he who can understand the students well and can accommodate them. So one of the characteristics of good English lecturer is she/he can manage and mastering the classroom well, can accommodate the students' wishes, it can be categorized good lecturer."

The seventh she was asked about her objectivity in assessing the students. She reported that the process-oriented assessment was objective because the lecturer directly concerned to the whole process of the students activity and knew the development of the students' achievement.

"I always think positively about the students' academic ability because I believe that everyone has the ability to be like that. So, I strongly believe that emotional quotient can make the students do better especially in terms of academic. It's not only about IQ. There are some students who entered the lecture starting with very standard capabilities but during the learning process because they get a support and motivation from their environment if we compare with their friends that already have a good IQ. So I really support them."

All of the questions that have been given to the subject answered by good or positive comment. The researcher found that she was very concerned to the pedagogical factor. It was also supported when the researcher did an observation in the sixth meeting. She could manage the classroom well, teach the students seriously, be discipline with the time and give score based on the students' ability without any discrimination.

### **The Students' Perception about Pedagogical Performance of Good English Lecturer**

#### **The readiness to deliver the lecture**

The first part of pedagogical competence, the students was asked about the lecturer's readiness in preparing the lesson and the material for the students. Among the nine students, most of them were agree that she was preparing the lesson well. They conveyed their perception in different statements. Most of the participants reported that she was ready because of her way in delivering the material was very good, understandable and some of them also said that she always came on time and she could match the material with the book, so the students enjoyed the material. After all the statements or the students' perception about the lecturer's readiness were positive.

RH: I give her 4 because she always ready to teach and giving material to the students, her readiness without waiting for certain book. The main point is she can use all of the chance.

HS: Ea mmm she is ready enough, in my opinion she is ready enough without waiting for any material yaaa she is ready.

SS: Yes, Sir, about her readiness she always ready, for example when she was unwell but she keeps give us some material and another example she always allocates her time and make the classroom efficient.

NY: Her readiness is very well 100% in giving a lecture and she always came on time, so that I give her 5.

AH: Because she always giving the material clearly when she is teaching so the students can prepare the all of the things before.

SR: I give her 5 because when she is teaching eeee she mastery the material that will be given to the students.

RF: 4, because the readiness of her in delivering the lecture is good Kak.

UH: I give her 4 because she prepares everything she teach for us as a students and she also adjust with the material on the book so that it is very helpful in receiving the things she conveys to us.

RM: In my opinion Sir, I give her 4 because I look at the way she delivers the material is very good, understandable and maybe she has prepared it before.

In several meetings, she came to the classroom, checked the students' attendance and directly reviewed the previous lesson without taking time to open the book because she already prepared the lesson before. It was dealing with the factor which influenced her teaching performance in the classroom.

"I think, before starting the course, I always prepare everything in terms of modules, material, either in terms of scheduling. What I would do in every meeting should be prepared well. That's what a professional teacher should have."

The regularity and orderliness in conducting the lecture

The second part of pedagogical competence was about the regularity and order in holding the lecturing process. This question was to know the students' perception about how regular she holds the lecturing process. In the same question, the students were given different perceptions and statements; there were some positive and negative point of view.

RH: Ooo because anuu, she always moves the subject and the time is also not fixed. (R)

HS: Yes, Sir, because Sometimes She comes late but after all the way she teaches is good.

SS: Ya it is very good because she is orderly, we can see from the way she dressed and behaved can be used as a role model. From her regularity, we can see the example when she is teaching is very regular where the boy and the ladies take seat in different place.

NY: Ya she is regular and discipline and sometimes she come late because of certain reason, so that I give her 4.

AH: 4 because sometimes in the middle or learning process she rather...(R)

SR: I give point 5 because she is teaching from basic the step by step eee the way she teaches is sustainable.

RF: 4 because the way she teaches is structured from week to week, like that Sir.

UH: In my opinion, I give her 4 because during following the lecturing process, she follows the rules and the lectures contract from the

beginning of the learning process and Alhamdulillah she can keep all that we agree on.

RM: Ya I give her 4, why? Because of the regularity and order in the lecturing process is good even very good because we can be discipline in following her lecture.

Sometimes she moved the schedule when the researcher would like to do the observation, but she informed the researcher before.

Having ability to enliven the classroom atmosphere should be owned by the lecturer. That was why, it was included in the interview draft.

RH: Yes .. I give her 3 because .. what emmm .. she is neither interested nor boredom mmm good.

HS: Yes, perfect because emmmm what ya eee she is friendly, nice guy to teach a new pack, soft voice and also loud.

SS: her ability in enliven the classroom is very good when we lose our spirit, she can do something to enliven the classroom again, but she will look at the condition where it is needed or no.

NY: Ya, she can when the students condition is boring, she directly enliven the classroom so that the students can learn and focus again so I give her 5.

AH: 5, because she understand when her students in boredom condition, she can enliven the condition whether by asking question or reviewing the task.

SR : The ability in enliven the classroom, I give 4 because the classroom condition sometimes saturated but more often the condition are happy and fun. (R)

RF : Because she do not use discussion method eee teacher centered I mean, but she use discussion method. Sometimes we ask question each other so that the classroom atmosphere can live.

UH : I give it 4 ya good value, in my opinion is good because she is in giving lecture material although sometimes we may receive it in maybe sometimes we feel bored because the methods used are the average ya a lecture but sometimes he was giving us a kind of stories that relate to the outside world so that's where he can enliven the classroom. Especially when she speaking English fluently and we think it's very good.

RM : In my opinion Sir she is kind in enliven the classroom, because the students in a classroom is different, there are active and less active. Nah sometimes if she fell the students need to be activated, she will give question.

Supporting data came from the observation, where in some meetings she always made the classroom very noisy with her jokes, and as soon as the noisy, she kept the classroom silent and brought the classroom back to the focus of the lesson. She also always told some stories to the students based on her experience with the aim of motivating the students to learn. It was also strengthening by her statement in the interview.

"I feel that I am able to manage the class. Why I say that because in my point of view, the keys to success in teaching process in the classroom is when a teacher is able to manage the class and I feel that I can do it because when I teach the students, they are always full attention to me."

The clarity in delivering the material and answering the question in the classroom.

RH: Waeeee I give her pcrfect score because she for me is seems like a perfect English lecturer, although nobody is perfect but that is my point of view, she can do all the things about English.

HS : Yes Sir, the way she answer the question is very clear so that it is easy to understand.

SS : Ooo yes Sir, it is very clear I thing because she mastery all of the material for example in free writing, structure, and speaking she mastery all of that and when there is something unclear with my friend, she directly give feedback and it is directly acceptable.

NY : Ehhh ya, when she explaining something it understandable and her answer toward the questions in the classroom are answered weil when the students do not understand something in the book, so that I give her 5.

AH : 5, because the answer and the question that given by her is connect in accordance with the students hope.

SR : I give her 5 because she give us very clear answer and also real example from the real live and easy to receive.

RF : Because eeee the answer she is give when we ask questions is fit with what we want and need.

UH : I give good score as well because I think the delivery of the material presented by her was very clear to me and also if there are friends among us who do not understand the explanation there he can answer with spontaneous and the answer is also very good and very clear.

RM : In my opinion very well because why in the presentation she gave to us was very clear for us to understand as well as the answers he gave and we gave anyway.

While teaching, she allowed the students to stop her when there was something unclear or if there was a student who wanted to ask question. She responded the question directly until the students understood and did not confuse anymore. It was also supported when the researcher interviewed her colleague.

"She is a lecturer who has implemented Model SCL (Student Learning Center) as a method of teaching that when talking about the pedagogic competence then she is a lecturer who truly manages effective and efficient in the learning process."

The usage of media and technology of learning

The students then were asked about the use of media and learning technologies. The result showed that most of the students said good and the other said it was rarely.

RH : Ya, because she sometimes use projector LCD so that I give her 4.

HS : Yes because it almost perfect because....sometimes she just use power point and it jus in a few times.

SS : Yaa if the problem was so very good utilization because this issue is always done every week for example in the structure lesson, we use an LCD projector in the lesson.

NY : Yes she utilize the existing technology such as projector and laptop so that I give her 5.

AH : Because I think there are still many technology that did not utilize by her.

SR : I give it a 3 because utilization of media and technology is rarely applied, Ibu just always using media such as books and LCD.

RF : Sometimes Sir

RM : I give her 3 Sir, because in applying the technology is very rarely.

In the observation, the researcher found that the students were given one topic about structure and then they were asked to prepare some power point related to their material and then they used LCD in the presentation session after that the other students were allowed to give some question related to the topic and the presenter should answer the question clearly.

The diversity in measuring the learning outcome

One aspect of learning was the diversity measurement of learning outcomes. It was included in the sixth point of interview guide. Every student gave different comment based on their perception and it was quite subjective because the assessment gave effect to the students so the statement they stated was based on their score.

RH : Yes, because Ibu could directly assess people who can writing, speaking .. yes that's how good his assessment.

HS : Yes sir nice how he could measure everything? yes because not only measured by the level of intelligence or stupidity, but objective way.

SS : Yes sir because if the problem is so, to measure the learning outcomes usually , ibu just conduct it in the end always been that evaluations do like this. hehehe.

NY : Yes yes She is quite able to measure the results of learning but it is not entirely so I give 4.

AH : Sometimes, because Ibu want to or depend on her willing, she want to generalize. (R)

SR : I give her 4 because sometimes Ibu look from, ee because she scoring the students based on their ability and her point of view toward the students and without any favoritism.

RF : I just give her 3, because she only understand the character of a few students.

UH : I give her 3, because she does not have more technique in assessing the students, she just give us chance to speak and then from that chance, she look the students were able to speak or not or moderate just like that.

RM : In my point of view, she is good because maybe she assess the learning outcomes by asking some questions and then we respond the questions

In several observations, she was always gave a chance to the students to express their idea, asked question to the students and evaluated the assignments. The diversity measurement was applied in the classroom because she considered the whole activities in the learning process.

“In conducting performance appraisals because I, eehhh, am a kind of teacher that is very concerned about the students' academic abilities. So I assess them based on the process or I called it assessment process. I focus on the whole process from the lecture. That's not only about the final examination. Therefore, I rarely do the final test although it is actually needed for the complementary value. It is an objectivity in the students' assessment.”

#### Giving feedback to the assignment

With regard to the feedback of the assignment, all of the participants gave positive score in their point of view; they felt that she was very concerned to the students' assignments. The students reported that she always gave feedback in every assignment, when the assignment were given last meeting, she would check it in the next meeting. The students also reported that she gave them the solution about the assignment.

RH : Ya, she fully pay attention with the assignment Sir, we cannot escape hehehe.

HS : Yes Sir, She always exist and Update.

SS : About giving feedback on task 5 because it's like, as in speaking lessons, structure, writing, every week we are given new assignment every week and it is reviewed again how it was his task, then for example if there are our friends less understood, she taught them again till they understand so good.

NY : She gives feedback to the assignment, if there was an assignment given last week she always explain it in the next meeting so that the students comprehend and do not forget, that is why I give her 5.

AH : 5, always conducted

SR : Ya , I give her 5 here because when she gives us an assignment, she review and check all of the assignments and if there is a students who did not collect his assignment, she will ask and check it.

RF : Yes, she always check our assignment so I give point 4 and I think it is good, her feedback is good.

UH : Yes I think is very good for 4 yah well as what tasks are given then she give feedback later on and then we were given suggestions so what should we do to improve this capability.

RM : Ya in my opinion she is good, why? Because in giving assignment she sometimes she checks it again and for example we are asked to write, she directly correct the mistakes.

After checking the attendance, in structure material, she asked about the students' assignment in the previous week and started to check it. While explaining the mistakes that have been made by the students and then she continued the lesson. In writing subject, she gave the students chance to write in every week and routinely checked and revised it, she also asked the students who did not finish their previous assignment and gave them chance to finish it in the limited time.

The suitability between the examination material and the learning objective

The respond of the participant when they were asked about the suitability of the examination material with the learning objective were different.

RH : Ya as for me, I am satisfy with my score, but I do not know with my friend because I think she only collect our assignment and she quite not objective sir, does not fit.

HS : Ya sometimes the material is like this, the final examination will also like this although the objective is the same but the way she deliver is different.

SS : I give 4 Sir because it was not fit at all, for example writing, it has many topics, but only one topic will be given by her.

NY : She give us examination material depends on the subject that have been taught because she understand the ability of the students in a classroom so I give her 5.

AH : 4, because sometimes the material that have been taught did not include in final test.

SR : I give her 5 because she teach us based on what we need in that subject.

RF : Very good, the material given is very suitable or what she explain and the assignment of the subject also very suitable.

UH : I give her 4 because very suitable, in my opinion it is suitable with what she given and the examination. Still in line with writing.

RM : In my opinion she is very good, because the material that have been taught and the examination material that given to us is connected.

In the final examination of writing, she just asked the students to choose a topic then asked them to write a paragraph based on the writing steps that have been taught before. In the structure subject, the students were given a topic and then they were asked to present the material in front of their classmate and it would be continued with discussion session. It was also supported by the lecturer's interview. She said that the lecturer should have a good learning objective and how the students achieve those objectives.

"... Must master the material then have a great teaching objective it's my opinion, such as speaking subject of course how to make the students achieved the target and it must be proved by learning application, not only a concept."

The suitability between the score and the learning result.

Dealing with the students' score, she has been assessed well in the students' point of view. Most of the students reported that she was very objective in giving score, where every student got an appropriate score based on what they have done, their work hard, ability and their attitude during the learning process.

RH : -

HS : Ya if the way is good the score also good

SS : Yes, she is objective in giving score where the smart get A, moderate B and enough is C.

NY : She give score is purely based on the students' ability, she measure based on how hard your work whether the students diligent, smart so she has known the students to be scored.

AH : Ya 5

SR : I give her 5 because our score is based on what we have done and dealing with what I have done and Alhamdulillah in accordance with what I want.

RF : 4 Sir

UH : I also gave good score there because in the first meeting, she gave us an assignment to measure how good our ability. So she can judge or measure whether the good, moderate or very good students so the score will be appropriate with the student's skill.

RM : Ya good, because she can give us appropriate score, she know those who can get good score and those who cannot.

She has told the researcher that some of the students reprogrammed the subject because they did not pass the exam; even there was a student who took remedial twice and did not pass, till she asked her to stop because if she did not want to study hard, she would never pass the subject (Interview). Another interview supported this data. She said that in assessing the students, she did assessment based process objectively.

"... Why my assessment is an assessment process because I saw from the side of objectivity. If I observed directly, then I will know their progress from beginning to end."

Pedagogical competence was a competence to manage the classroom. Every lecturer should have this competence. After conducting interview and observation, the researcher found that every student appreciated her pedagogical competence by giving a good perception or comments in most of the items although not all students gave her a good score. Nine items were interviewed and the result showed that eight of nine items were fulfilled by good score. The diversity in measuring the learning outcome, feedback of assignment, suitability among the examination material and the learning objectives, and suitability between the score and learning outcome.

## **CONCLUSION**

Overall, the students have their own character, behavior and its pleasure. Pedagogical competence covers all of the divergent and have big attention of the students. Based on the findings, the subject's concepts of pedagogical competence are

(1) the lecturer should have responsibility with the material they hold, (2) the learning objectives should be preparing well and it had to be achieved, (3) accommodating the students need, (4) controlling the classroom situation. Pedagogical factor becomes the most important factor to be considered in teaching performance. In the students' perception, pedagogical competence of good lecturer should cover the readiness in delivering the lesson, how they enliven the classroom condition, the application of media and technology in the classroom, giving feedback and evaluation skill. At last, an English lecturer should also have applied professional competence, personality competence, social competence in the classroom.

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