

SKRIPSI

**THE STUDENTS' PERCEPTION TOWARDS THE GOOD
ENGLISH LECTURERS' PEDAGOGICAL COMPETENCE
AT THE ENGLISH PROGRAM OF IAIN
PAREPARE**



By

SYAHRUL

Reg Num.15.1300.146

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)

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Skripsi

**As a Part of Fulfilment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

**SYAHRUL
Reg Num.15.1300.146**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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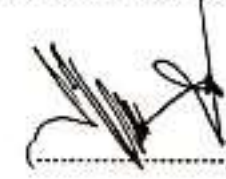
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Submitted by

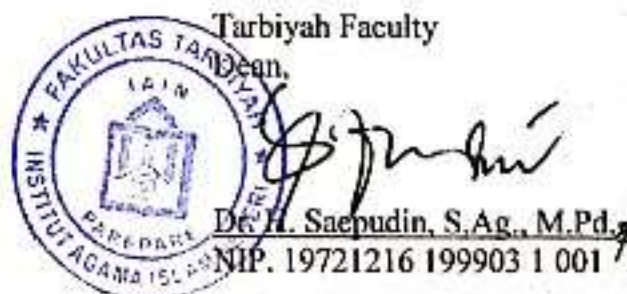
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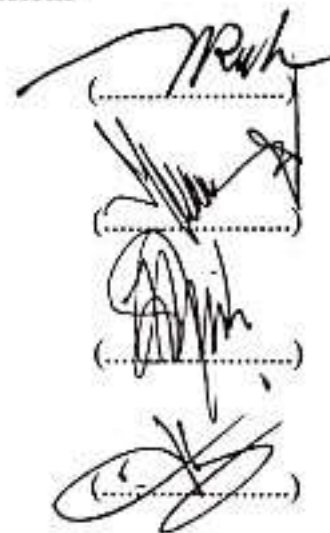
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Parepare, 11th November 2019

The Writer,



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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 11th November 2019

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ABSTRACT

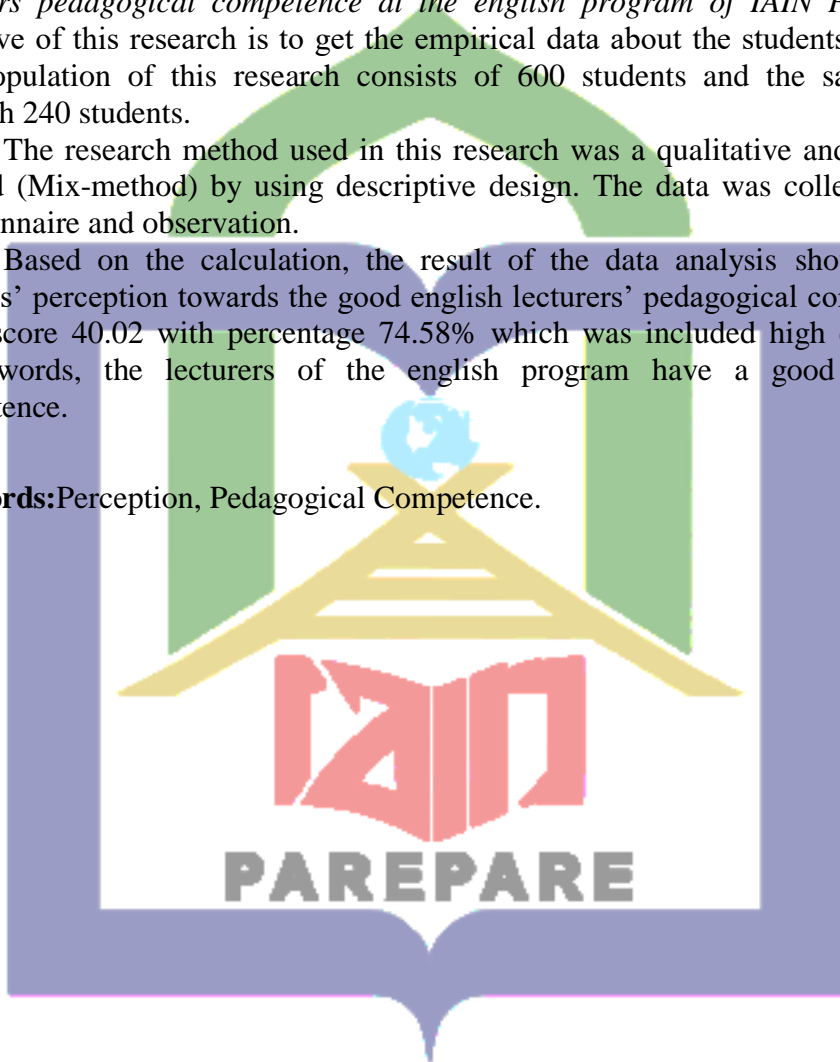
Syahrul. *The Students' Perception towards the Good English Lecturers' Pedagogical Competence at the English Program of IAIN Parepare* (Supervised by Abd. Rauf Ibrahim and Amzah.)

This study was aimed to see *the students' perception towards the good english lecturers pedagogical competence at the english program of IAIN Parepare*. the objective of this research is to get the empirical data about the students' perception. The population of this research consists of 600 students and the sample of the research 240 students.

The research method used in this research was a qualitative and quantitative method (Mix-method) by using descriptive design. The data was collected through questionnaire and observation.

Based on the calculation, the result of the data analysis showed that the students' perception towards the good english lecturers' pedagogical competence got mean score 40.02 with percentage 74.58% which was included high category. In other words, the lecturers of the english program have a good pedagogical competence.

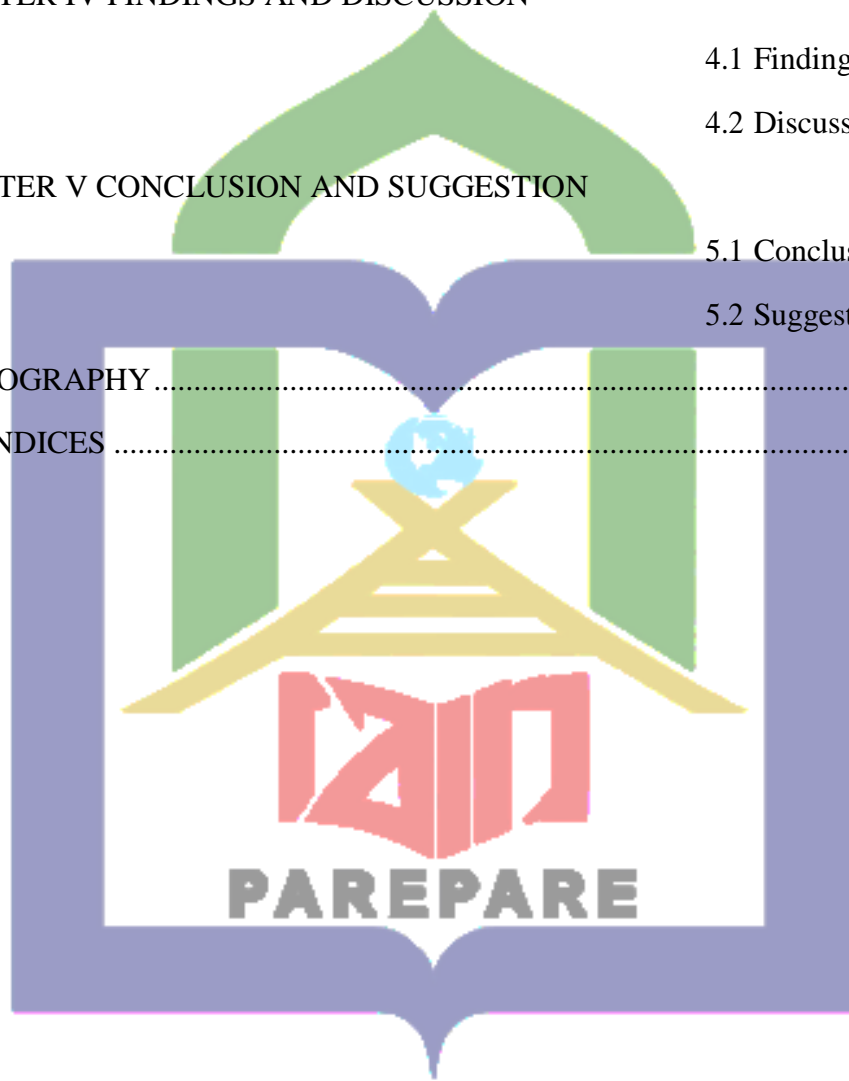
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CHAPTER I

INTRODUCTION

1.1 Background

In education, there are some elements which have to be known. They are the student, educator, goal, method, and environment. The educator in the level of higher education is called “Lecturer”. The lecturer has an important role for the transformation of knowledge to the students. The lecturer is reliable in the field and has a high responsibility and professionalism that is 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 art through education, research and community service.”¹

As a professional lecturer, she/he needs to have ability to organize and control the situation which a learner tries to resolve the learning problems. the lecturer must be competent in content as well as in the way to deliver that content in order to facilitate learning and the competences are personal, professional, pedagogical and social competence. Every day, the lecturer meets with the students who have different characteristics. It means the competences are very needed and as an English lecturer, she/he must certainly have the competences to be a good English lecturer, but pedagogical competence must be concerned first.²

¹Departemen Pendidikan Nasional, *Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen* (Jakarta: Depdiknas, 2005)

²Ali Wira Rahman, *“Students’ Perception toward Good Lecturer Pedagogical Competence”* (Publish Thesis: University of Muhammadiyah: Parepare, 2017), p. 4.

Pedagogical competence is the ability of the lecturer to manage student learning which includes understanding of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials.³ Furthermore, Ermin stated that pedagogical competence is a distinctive competency which will distinguish teacher/lecturer from other professions and determine the level of success of the learning process and results of their students.⁴

Every human in the world have their own perception, perception about someone, something or anything around them. Perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual, so that the individual can recognize himself and his surrounding.⁵ Students as human and also is the object of education in every process of learning, include in English whereas students is an aim in learning process. As human, students must have their own perception about something in their life like a perception about situation, or person. Students' perception about lecturer pedagogical competence is very important thing in learning process, based on perception about lecturer, students may be interested, motivated or may not care about learning.

Be a good lecturer's pedagogical competence means that have to be loved by the students, many lecturers have a great knowledge but they can transfer that

³Eriana Astuty, "Implementation of Lecturer's Pedagogical Competence on Student's Academic Achievement" (Journal of management Research: Macrothink Institute: Bandung, 2015), Vol.7, No.2, p. 153.

⁴Ermin, *Peningkatan Kompetensi Pedagogik melalui Pendekatan Self Supervision bagi Guru di SMAN 3 Parepare* (Journal: SMAN 3: Parepare, 2013), Vol.1, No. 4, p. 3.

⁵Walgito, *Psikologi Umum* (Yogyakarta: ANDI, 1981), p. 90.

knowledge by a good way, students sometimes did not care to the lecturer in the class because they are bored. It is because the lecturer did not have a good way to deliver the material. Sometimes lecturer just explain the material and told the students to answer the question based the explanation, actually is not a wrong way but student not interest if always used that method. We can imagine when all of lectures in 5 days a week always use the same method. It can make the students to be bored. So, as a good lecturer must have a good pedagogical competence to make a comfortable learning situation. Therefore, the researcher is inspired to know about students' perception towards the good English lecturers' pedagogical competence at English Program of IAIN Parepare.

IAIN Parepare is one of the most desirable institute in the Parepare. This campus has just undergone a transformation from STAIN Parepare to IAIN Parepare so that the campus is required to improve its quality, both in terms of lecturers, facilities and others. Therefore, the researcher chooses IAIN Parepare as a place of research to find out how pedagogical competencies possessed by lecturers, especially lecturers in English program.

Based on all of explanation above, the researcher is interesting conduct research to know about *“Students’ Perception towards the Good English Lecturers’ Pedagogical Competence at English Program of IAIN Parepare”*.

1.2 Problem Statements

Based on the background of the research previously covered, the researcher formulated the problem statement as follow :

“How are the students’ perception towards the good English lecturers’ pedagogical competence?”

1.3 Objective of the Research

The objective of the research was to find out the students' perception towards the good English lecturers' pedagogical competence.

1.4 The Significance of the Research

In this research, the researcher is expected to give significant contribution in key terms of theoretical and practical as follows:

1.4.1 Theoretical Significance

This research is expected to have a significant contribution for the development of the lecturers' pedagogical competences theory especially for the English lecturers.

1.4.2 Practical Significance

1. For the students

This research can give more knowledge to the students that being a good educator must have a good pedagogical competence.

2. For the campus

This research is expected to be a reference for college to pay more attention to their lecturers' Quality in teaching and educating the students.

3. For other researcher

The result of this research can be used as a reference for further researcher who is interested in conducting similar case study and is expected to improve knowledge and information about the good English lecturers' pedagogical competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Previous Research Findings

In contrasting this research, the researcher was considering some previous research finding to support the research proposal. Those research are as follows:

Sitti Rohma in her research about “Students’ perception of the English teaching and Learning Process in the tenth grade of MA NU Mu’Allimat Kudus.” She concludes that the students’ perception really important in English because it determine the student motivation in learning process.¹

M. Syahrul in his research about “The analysis of pedagogical competence of the English teachers’ of the second grade students at MTs Negeri 1 Jeneponto in teaching English.” He concludes that the Teachers’ Pedagogic Competence is very good in Teaching English in the second grade students of MTs Negeri 1 Jeneponto. The mean score of students’ pedagogic perception on the teachers’ pedagogical competence is 31. The data shows that Teachers’ Pedagogic Competence is very good in teaching English.²

¹Sitti Rohma “*Students’ Perception of the English Teaching and Learning Process in the Tenth Grade of MA NU Mu’Allimat Kudus*” (published skripsi: Muria Kudus University), p. 57.

²M. Syahrul “*The Analysis of Pedagogical Competence of the English Teachers’ of the Second Grade Students at MTs Negeri 1 Jeneponto in Teaching English*” (published Thesis: UIN Alauddin Makassar), p. 40.

Haci Bayram Yilmaz in his research about “Students’ views about pedagogical competence of lecturers”. The researcher found that the lecturers’ pedagogical competence is not at satisfying level according to their students.³

As the conclusion of the third previous research findings that the students’ perception is very important and it has an effect to teachers or lecturers’ pedagogical competence. Then, the previous research findings above has a very close relationship with this research which is the same as wanting to see the pedagogical competence of an educator through the perceptions of students. Furthermore, as for the differences in the three studies with this research, it is found in the object of the research. In this research, the object is specific to the lecturers of English language education while the third previous research objects were the teachers and lecturers of theology, engineering, economic and administrative sciences faculties.

2.2 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.2.1 The Concept of Perception

2.2.1.1 The definition of Perception

Perception is a person’s response to an object through its senses. According to Longman; perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.).⁴ Furthermore, according

³Haci Bayram Yilmaz, *Students’ Views about Pedagogical Competence of Lecturers* (Journal: Ondokuz Mayıs University: Turkey, 2016), Vol. 6. No. 2. p. 217.

⁴Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ. Press, 1992), p. 391.

to Oxford perception is the ability to perceive something, the way of seeing or understanding.⁵

Some experts are trying to make a definition of perception, consist by:

1. Markus Raab; the part of the information-processing system is called perception. It is a complex phenomenon that provides the input for so-called higher-order processes such as a creative choice. From an ecological perspective, perception refers to perceiving a stimulus directly.⁶
2. Elizabeth A. Styles stated that sensory processing is the most general meaning of the term of perception. The sense organs transduce physical energy from the outside world, which is encoded and delivered to the brain via sensory neurons for interpretation by the perceptual system. Perceptual analysis is refined as it moves through the visual pathways. This information can be used to judge distance, specify the spatial layout of a scene, identify faces and objects, or guide eye movements or reaching. Most early stages of perceptual processing are automatic and unconscious. A more specific definition of perception refers to this conscious, or phenomenal, experience of seeing, hearing, touching, etc.⁷
3. Tony Malim; Perception was an active one. Data is received from the senses resulted in a perceptual hypothesis being set up. An individuals' experience of the world and expectation resulting from that experience provided the means to

⁵Oxford Learner's Pocket Dictionary (Oxford: Oxford University Press, 2011), 4th ed, p. 325.

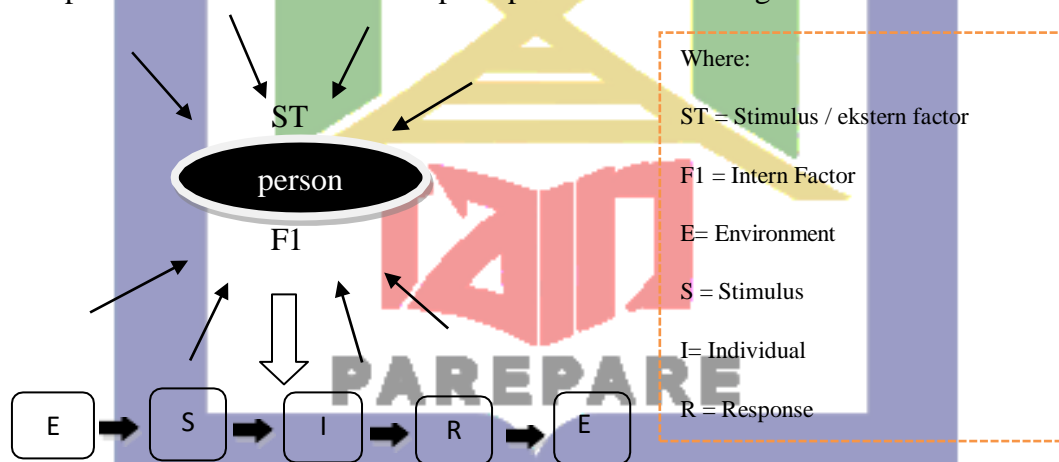
⁶Markus Raab, et al., *Performance Psychology Perception, Action, Cognition, and Emotion* (Cologne: Elsevier Inc., 2016), p. 4.

⁷Elizabeth A. Styles, *Attention, Perception and Memory an Integrated Introduction* (Canada: Psychology Press, 2005), p. 7.

test hypothesis. The perceptual hypothesis was a first guess at what the sensory data meant, based upon experience.⁸

4. Paul M.W. Hacket; perception is more than simple sensation. It is usually understood that perception is the identification, organization and interpretation of sense data.⁹

From the discussion of perceptions that have been expressed by some experts, it can be concluded that perception greatly affect our daily behavior. There are so many choices we make in this life, depending on our view of the object of choice. In other words, the perception is the way to change our physical energy of the environment into a meaningful experience. Everything in this world needs a process, same like someone perception. Perception does not just appear in spontaneity but it has process this is the scheme of perception based on Walgito.



Picture 2.1 process of perception (source:Walgito. *Psikologi Umum*).

From the scheme of the process of perception can be explained as follows, the object generates a stimulus then the stimulus is received by the senses or receptors of

⁸Tony Malim, *Cognitive Processes* (London: Macmillan Press, 1994), p. 57.

⁹Paul M.W. Hacket, *Psychology and Philosophy of Abstract Art: Neuro-aesthetics, Perception and Comprehension* (London: Palgrave Macmillan, 2016), p. 131.

the individual. Individuals are not only subject to a single stimulus but there are many stimuli that hit. However, not all stimuli get an individual response to perception. Which stimulus will be perceived by the individual depends on his attention. Then the next scheme is a continuation of the first process. As a result of the stimulus chosen and accepted by the individual, then he will realize and respond.¹⁰

2.2.1.2 The types of perception

According to Longman Dictionary, there are three types of perception:

1. Visual perception

The perception about visual information or stimuli is accepted by eyes. the eye which is almost spherical and has a diameter of 2-2,5 cm, is a set of structures which allows the transformation of the light into a code that the brain can understand.

2. Auditory perception

The perception about information and stimuli are received through the ears. Auditory perception needs a listener to detect the different kinds of acoustic signals, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation.

3. Speech perception

Speech perception is a product of auditory processing that speech perception can be understood within an auditory perceptual framework. Speech perception necessarily entails the processing of the talkers' intended articulations and that requires the processing of motor representation.¹¹

¹⁰Walgito, *Psikologi Umum* (Yogyakarta: ANDI, 1981), p. 90.

¹¹Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ.Press, 1992), p. 391.

2.2.1.3 The factors that influence perception

Because perceptions are more psychological than just sensing processes, there are several factors that influence:

1. Selective attention

In human life at any time it will receive a lot of excitement from the environment. Even so, he does not have to respond to all the stimuli which he receives, for that individuals only focus on certain stimuli. Thus, other objects or symptoms will not appear as objects of observation.

2. Stimulation

Every time, the someone always receive stimuli by their senses. Stimuli that moves between silent stimuli will attract more attention. Likewise the biggest stimulation between the small ones, which contrasts with the background and the intensity of the stimulation is strongest.

3. Individual values and needs

In this life, everyone has different needs and values. For example an artist certainly has a different pattern and taste in his observations than someone who is not an artist. Research also shows that children from low economic groups see coins more than the children from high economic groups.

4. Previous experience

In the world of perception, previous experience is very important and greatly influence how someone perceives the world. For example the mirror for us is certainly not new thing, but it is different for the Mentawai people in the rural Siberut or our brothers in the rural Irian.¹²

¹²Abdul Rahman Shaleh, *Psikologi: Suatu Pengantar dalam Perspektif Islam* (Jakarta: Kencana, 2004), P. 128-129.

2.2.2 The concept of the Good English Lecturers' Pedagogical Competence

2.2.2.1 The definition of Lecturer

The lecturer is a teaching staff in higher education that does not only teach but has an important role in educating and developing the potential of students. According to Oxford, Lecturer is an educator who has responsibility for students in the process of transferring knowledge and educating to achieve educational goals.¹³ According to the decision of the coordinating minister for the supervision of development and utilization of state apparatus No. 38 / KEP / MK.WASPAN / 8/1999, determines that the lecturer is a functional official with the main task of teaching in higher education. The main task of the lecturer is to carry out education, teaching, research and community service.¹⁴

2.2.2.2 The Indicators of the good English lecturers' pedagogical competence

As a good english lecturer must have four competences which called personal, professional, social and pedagogical compentence. The pedagogical competences is concern first. There are some indicators to know a lecturer who has a good pedagogical competence, which are: mastering the characteristics of learners, developing curriculum, mastery learning theory, facilitating the development of students' potentials, conducting educational learning, assesment and evaluation of learning processes and outcomes. According to the Law of the Republic of Indonesia Number 14 : 2005 on Teachers and Lecturers, stated that competence is a set of knowledges, skills, and behaviors that must be owned, lived, and controlled by the

¹³Oxford Learner's Pocket Dictionary (Oxford: Oxford University Press, 2011), 4th ed, p.251.

¹⁴Trianto, *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan* (Jakarta: Kencana, 2010), p. 38.

lecturer or lecturer in carrying out their professionalism task.¹⁵ Finch, et al. Said that competencies are those tasks, attitudes, values, skills and appreciations 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 knowledges, skills, and applications 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 designs and implementations, evaluation of learning outcomes, and the development of learners to actualize their potential. Described in detail each sub-competence becomes essential indicators as follows:

1. Understanding in depth the learners have the essential indicators: understanding learners by utilizing the principles of cognitive development; understanding learners by utilizing the principles of the personality, and identify the provision of teaching early learners.
2. Designing learning, including understanding the educational foundation for learning needs have the essential indicators: understanding the educational foundation, applying theory and learning; determining instructional strategies

¹⁵Republik Indonesia, "Undang-Undang RI Nomor 14 Tahun 2005 tentang Guru dan Dosen," dalam Ali Wira Rahman, *Students' Perception toward Good Lecturer Pedagogical Competence* (Parepare: University of Muhammadiyah Parepare, 2017), p. 5.

based on the characteristics of learners, the competency and teaching materials, as well as drafting a strategy based on the selected learning.

3. Implementing learning has essential indicator: set background (setting) learning, and implementing learning conducive.
4. 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.
5. 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.¹⁶

2.2.2.3 The definition of Competence

Competence is the ability, attitude and skill that a person has in carry out their duties and responsibilities in accordance with the work assigned to them. Competence is something that someone should have to do all good activities to obtain life worthiness and recognition from their superiors. The ideal competency is competence that is appropriate the main tasks and functions for a person both in formal and non-formal environments.

According to Holmes, competence is a capability that must be demonstrated in the work environment in the form of behavior and work results. While, according to

¹⁶ Ali Wira Rahman, “*Students’ Perception Toward Good Lecturer Pedagogical Competence*” (Publish Thesis: University of Muhammadiyah: Parepare. 2017), p. 5.

Moqvist, competence is the basic ability possessed by someone who is relating to the work environment, both as individuals and as workers.

From these two opinions, it can be said that competence is basically a description of what someone does in a job, in the form of activities, behaviors and results that can be displayed or shown. in order to do something in his job, of course someone must have the ability in form knowledges, attitudes and skills in accordance with the field of work. Referring to the definition of competence above, in this case the competence of the teacher / lecturer can be interpreted as an illustration of what a teacher / lecturer should be able to do his work, both in the form of activities, behaviors and results that can be demonstrated.¹⁷

2.2.2.4 The definition of Pedagogic

Pedagogic is a study of children's education, derived from the Greek word "paedos", which means boy, and "agogos" means to deliver, guide. So pedagogically literally means helpers of boys in ancient Greece whose work took their employer's children to school. Then in terms pedagogic is an expert who guides a child towards a particular purpose in life. Then interpreted also by education is an activity in a responsible manner to realize the core of children's education, namely the act of educating morally on the children of education.¹⁸ So, pedagogic is a theory and study that are meticulously, critically, and objectively developing its concepts regarding the nature of human beings, the nature of children, the nature of the purpose of education and the nature of the process of education.

¹⁷Ermin, "Peningkatan Kompetensi Pedagogik melalui Pendekatan Self Supervision Bagi Guru di SMAN 3 Parepare" (Journal: SMAN 3: Parepare, 2013), Vol. 1, No. 4, p. 3.

¹⁸Waini Rasyidin, *Pedagogik Teoretis dan Praktis* (Bandung: PT Remaja Rosdakarya, 2014), p. 5.

2.2.2.5 The Pedagogical competence

The Pedagogical competence is one of competences that are absolutely necessary to be mastered by the teacher / lecturer. Pedagogic competency is basically the ability of the teacher / lecturer to manage students' learning. Pedagogic competency is a distinctive competency, which will distinguish teachers / lecturers from professions others and will determine the success rate of the learning process and results of their students. This competence is not obtained suddenly but through systematic and continuous learning efforts, both in the pre-service period (the education of prospective teachers / lecturers) and during their positions, which supported by talents, interests and other potentials of each individual who concerned.¹⁹

2.3 Variable and Operationals' Defenition of the Research

2.3.1 Variable of the research

There are two variables in this research, namely dependent variables and independent variable.

1. Dependent variable is students' perception.
2. Independent variable is the good english lecturers' pedagogical competence.

2.3.2 Operational defenition of the research

1. Students' perception is a view or response made by students to an object, namely an English lecturers.
2. The good english lecturers' pedagogical competence is a competency that must be possessed by a lecturer especially English language lecturers in

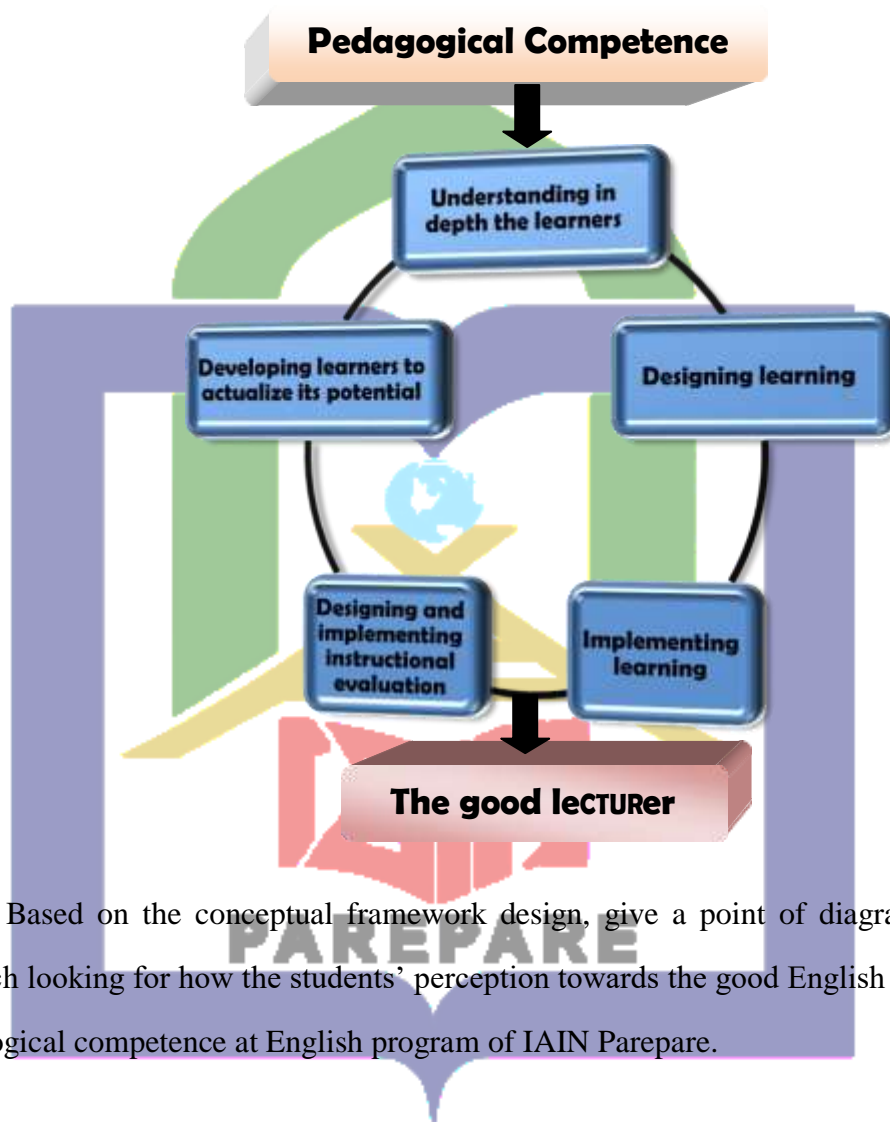
¹⁹Ermin, "Peningkatan Kompetensi Pedagogik melalui Pendekatan Self Supervision bagi Guru di SMAN 3 Parepare" (Journal: SMAN 3: Parepare, 2013), Vol. 1, No. 4, p.3.

teaching and educating students to create a comfortable and effective learning atmosphere so that educational goals can be realized.



2.4 The Conceptual Framework

The conceptual framework of this research as follow:



Based on the conceptual framework design, give a point of diagram which research looking for how the students' perception towards the good English lecturers' pedagogical competence at English program of IAIN Parepare.

CHAPTER III

RESEARCH METHOD

In this part, the researcher described about the description of the research design, location and duration, population and sample, types and data sources, procedure of collecting data, technique of collecting data, and technique of data analysis.

3.1 Research Design

This research applied descriptive method. It being qualitative and quantitative approaches by using descriptive design.

Sugiono argues that:

“Qualitative research is often called the method of naturalistic because the research is done on the natural condition (natural setting), also known as ethnography, because this method initially is more widely used for the research in the field of cultural anthropology, also called qualitative methods for the data collected and analysis is more qualitative”.¹

According to Margono:

“Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain populations which aim to solve the actual problems faced now and collect data or information to be arranged, described, and analyzed”.²

Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (i.e., why people think or

¹Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), p. 14.

²Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2003), 2nd ed. p. 158-159.

do certain things), we quite often talk of ‘Motivation Research’, an important type of qualitative research.³

The selection of method is intended to provide a careful description of the students’ perception towards the good English lecturers’ pedagogical competence at English program of IAIN Parepare based on the facts.

3.2 Location and Duration of the Research

The location of the research took a place at the English Program of IAIN Parepare. The research used the qualitative research that has several times to collect and analyze data. The researcher did the research less more than a month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of the research took 600 students of the English Program which are: the third semester, the fifth semester, the seventh semester and the ninth semester.

3.3.2 Sample

The sample of the research took around 240 students of the English program started from the third semester until the ninth semester. This sampling is called Purposive sampling.

3.4 Types and Data Sources

In this research, the researcher used several components that become data sources. As for what was meant by the data source in this research was the subject

³C.R. Kothari, *Research Methodology: Method and The Techniques. Second Revised Edition* (India: New Age Internasional Publishers, 2004), p. 3.

from which data was obtained. The sources of data in this research were divided into primary and secondary data. They were as follows:

3.4.1 Primary Data

The data sources in this research were the results of questionnaire from students.

3.4.2 Secondary Data

The supporting data in this research was the result of observation in the class when the lecturers taught the students. This data can be used to assist in answering the research question.

3.5 Instrument of the Research

3.5.1 Questionnaire

The questionnaire was used to find out the students' perception towards the good english lecturers pedagogical competence. The data from the results of this questionnaire aim to answer the research question about the students perception.

3.5.2 Observation

The observation was done by the researcher when the lecturers were teaching in the class. This observation was used as a supporting data to assist in answering the research question.

3.6 Technique of Collecting Data

To collecting data in this research, the researcher used two instruments that consists of observation and questionnaire

3.6.1 Observation

Observation is a very important part of qualitative research. By observation, the researcher can document and reflect systematically on the activities and

interactions of research subjects. All that are seen and heard as long as it is in accordance with the theme of the research, all of which are recorded in planned and flexible, opened observation activities.⁴

Observation is a technique or how to collect data by making observations on ongoing activities. Observation can be done in a participatory or non-participatory manner. In participatory observation, the observer participates in ongoing activities. Whereas in nonparticipatory observation the observer does not participate in the activity, he only plays a role in observing the activities, not participating in the activities. Before making observations, the researcher or observer should prepare an observation guide. In qualitative research, this observation guide is only in the form of outlines or general items of activities to be observed.

The researcher used this technique to find out the data about the good English lecturers' pedagogical competence. The researcher observed the situation in the class when the lecturer is teaching and delivering the material whereas the researcher takes observation to see and collect data in the beginning to making another movement in the questionnaire.

3.6.2 Questionnaire

Questionnaire is a technique of indirect data collection (the researcher does not directly ask questions with respondents). Instruments or data collection tools are called questionnaires that contain a number of questions or statements that must be answered by the respondent. Together with interview guidelines, the form of questions can be varying, namely opened questions, structured questions and closed questions. On the questionnaires with opened questions, questionnaires contain key

⁴Basrowi & Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), p. 93.

questions or statements that the respondent can answer or respond freely. In structured questionnaires, questions or statements have been structured, in addition to the main questions or statements, there are also sub question. In a closed questionnaire, the question or statement has an alternative answer that is left to be chosen by the respondent. Respondents cannot provide answers or other responses except those that have been available as alternative answers.⁵

“Questionnaire items can be relatively closed or opened ended. A closed item is one in which the range of possible responses is determined by the researcher, for example: ‘Foreign languages should be compulsory in high school. Agree/neutral/disagree’. An opened item is one in which the subject can decide what to say and how to say it, for example: ‘what do you think about the proposal that foreign languages should be compulsory in high school?’. The questionnaire can consist entirely of closed questions, entirely of opened questions, or a mixture of closed and opened questions. While responses to closed questions are easier to collate and analyse, one often obtains more useful information from opened questions. It is also likely that responses to opened questions will more accurately reflect what the respondent wants to say”.⁶

The questionnaire that used in this research is closed questionnaire because the respondents give their opinion toward the question/statement by choosing the available answer. Every question or statement in the questionnaire has four answer choices. In the questionnaire students was checklist the statement based on their perception about the lecturers’ pedagogical competence.

⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2008), p. 216-221.

⁶ David Nunan, *Research Methods in Languages Learning* (Cambridge: Cambridge University Press, 1992), p. 143.

The percentage of the students answer by using the formula of the Likert scale as followed:

Table 3.1
The Likert scale rating

Classification	Scale (+)	Scale (-)
Always	4	1
Often	3	2
Sometimes	2	3
Never	1	4

(Source of Data: Sugiono. *Metode Penelitian Pendidikan*, 2014)

3.6.3 Documentation

In the qualitative research, the researcher can use the documentation to gain historical insights, concept of something and explaining how things got to be the way they are.⁷

3.7 Procedure of Collecting Data

The data of this research was collected by using the following procedure:

3.7.1 The researcher introduced to the students about the purpose of this research.

3.7.2 The researcher gave questionnaire to the students and asked them to answer the questionnaire.

3.7.3 The researcher observed the situation in the class when the lecturer was teaching.

⁷L.R. Gay et al., *Educational Research* (America: Pearson, 2012), p. 389.

3.8 Technique of Data Analysis

The activity of the data analyzing for qualitative requires the researcher to be comfortable with developing categories, making comparisons and contrasts. It also required the researcher to be opened to possibilities and to see contradicting explanation or alternative for the finding.⁸

3.8.1 Qualitative Data

The data analysis is the process of systematically searching and arranging the interview scripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involves the description and interpretation of the data. So, the data collected of this research is described and interpreted into own sentences.

The data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection in a particular period. Miles and Huberman argue that the activity in the qualitative data analysis is performed interactively and runs continuously until complete, so that the data is already saturated. Activities in the data analysis, namely data reduction, display data, and the data conclusion drawing / verification.

1. Data Reduction

In data reduction, the researcher tried to focus on the important data and finding theme and throws the data that is not important. Therefore, the data reduction gave clearer description so that the researcher was easily to find the data needed. Data

⁸John W. Creswell, *Research Design: Qualitative and Quantitative Approaches* (London: SAGE Publication, 1994), p. 153.

reduction referred to the process of selecting, focusing, simplifying, abstracting and transforming the data that appeared in written-up field notes or transcription.

2. Data Display

In the qualitative approach, the data display has been done in short essay. Miles and Huberman stated that, “the most frequent form of displaying data for qualitative research data in the past has been narrative text.

3. Conclusion

The conclusion of qualitative research answered the problem of the research which has been formulated in the first planning of the research. The conclusion was new finding that has never been existed yet. The finding can be like the description of the object, causal correlation, or theory. The research can be verified in sense to be confirmed, revised and repeated by the same or different way.⁹ The data conclusion will refer to illustrate the students’ perception towards the good English lecturers’ pedagogical competence.

3.8.2 Quantitative Data

Suharsimi Arikunto mentioned that the steps of data analysis are:

1. Tabulation

Tabulation in this research means grouping activities into a table frequency to ease the researcher in the data analysing. The tabulation activities are coding and scoring.

⁹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: SAGE Publications, 1994), p. 8-11.

- a. Coding is giving code at every single edited data.
- b. Scoring is giving score into every single answer of the respondent to obtain the quantitative data for scoring. This research was using Likert Scale. The answer modification was SS=4, S=3, KK=2, and TP=1. After gaining the data from the students, the answer was converted from SS = sangat sering to SB = sangat baik, S = sering to B = baik, KK= kadang-kadang to TB = tidak baik, and TP= tidak pernah to STB = sangat tidak bagus. The researcher intervred the answer category to keep the appropriateness with the English lecturers' pedagogical competence.¹⁰

2. The Data Application adjusted to the research approach

After that, the next step was description of analyzing the errors. The researcher used the descriptive analysis technique to describe errors in the table percentage, and the formula was as follows:

3.8.2.1 Percentage

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

f =Frequency

N = The Total Respondent.¹¹

¹⁰Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 1998), p. 241-244.

¹¹L.R. Gay, *Education Research* (Columbus: A Bell & Howell Company, 1981), p. 298.

3.8.2.2. Mean Score

Calculating the mean score of students by using the formula.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

$\sum X$: Sum of all Scores

N : Total number of Subject.¹²

This formula has been used by the researcher to analyze the questions include in the questionnaire to find out the average count of all numbers of the questions.

According to Syofian Siregar, the calculation of tendency categories was:

ST = Score Total

Total Item = 14

S_{min} = Score minimal

$$= 1 \times 14 = 14$$

S_{maks} = Score maksimal

$$= 4 \times 14 = 56$$

Rentang (R) = 56 – 14 = 42

$$\begin{aligned} \text{Panjang kelas (P)} &= \frac{R}{\text{Jumlah Kategori}} \\ &= \frac{42}{4} \\ &= 10.5 \text{ (dibulatkan 10)} \end{aligned}$$

¹²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta, 2010), p.354.

Very low $= S_{\min} \leq ST < S_{\min} + P$
 $= 14 \leq ST < 14 + 10$
 $= 14 \leq ST < 24$

Low $= S_{\min} + P \leq ST < S_{\min} + 2P$
 $= 14 + 10 \leq ST < 14 + 20$
 $= 24 \leq ST < 34$

High $= S_{\min} + 2P \leq ST < S_{\min} + 3P$
 $= 14 + 20 \leq ST < 14 + 30$
 $= 34 \leq ST < 44$

Very High $= S_{\min} + 3P \leq ST < S_{\min} + 4P$
 $= 14 + 30 \leq ST < 14 + 40$
 $= 44 \leq ST < 54^{13}$

Table 3.2
Tendency category of the Students' Perception towards the Good English Lecturers' Pedagogical Competence

No.	Score	Category	f	Percentage
1	14 – 24	Very low		
2	25 – 35	Low		
3	36 – 46	High		
4	47 – 57	Very High		

¹³Syofian Siregar, *Metode Penelitian Kualitatif: Dilengkapi dengan Perbandingan Perhitungan Manual dan SPSS* (Jakarta: Kencana, 2013), p. 252.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings and its discussion. It provides information about the result of data collected through the questionnaire and observation that can be discussed in this section below:

4.1 Findings

To find out the result of this research, the researcher has done the observation and giving the questionnaire to the students at the english program began of the third until the ninth semester which consists of two hundreds and forty students.

4.1.1 The Results of Questionnaire

The researcher had known the students' perception by looking the scores of the questionnaire. The researcher had given questionnaire of two hundreds and forty students started from the third semester, fifth, seventh and the ninth semester. Each group had been chosen around sixty students to answer the questionnaire. In analyze the questionnaires, the researcher used the formulas as follow:

Table 4.1 The Results of Questionnaire

No.	Name of Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
1	A. Novitasari Ramadani	4	3	4	3	3	2	3	3	3	3	1	2	2	2	38
2	Alia Wahid	3	3	4	3	3	2	4	3	3	2	3	3	3	3	42
3	Andi Muh. Hazym H	3	3	4	3	2	2	2	3	3	3	3	3	2	2	38
4	Andi Siti Alya	3	2	4	2	3	2	3	2	4	4	4	3	3	2	41
5	Anisa	2	3	3	3	3	2	4	3	3	3	3	2	2	2	38
6	Aswin	2	3	2	3	3	3	3	3	3	2	4	4	4	4	43
7	Ersa Firda	3	2	4	3	3	3	4	3	3	3	3	2	2	2	40
8	Habiba	4	4	4	3	3	3	3	3	4	3	3	3	3	4	47
9	Harda S	3	3	3	3	3	2	3	3	3	3	3	3	3	3	41

10	Harmayani	3	4	3	3	3	2	2	2	2	3	3	3	2	2	37
11	Hartati	2	2	3	2	3	2	3	2	2	2	2	3	3	2	33
12	Hikmah Safira	3	3	4	4	4	2	3	3	3	3	3	2	3	4	44
13	Indah Sulistiawati	2	4	3	4	4	3	2	3	3	3	2	3	4	3	43
14	Indrawan Priyatno. N	3	3	4	2	3	3	4	3	2	3	2	2	3	3	40
15	Intan	3	3	4	2	3	2	2	3	2	3	3	3	3	2	38
16	Irfan	3	2	4	3	4	2	2	3	2	3	3	4	3	2	40
17	Irnayanti	3	3	4	3	2	2	3	3	2	3	2	2	2	1	35
18	Lilis Suryani	2	2	3	2	2	2	2	2	2	2	2	3	3	2	31
19	Lisa Lestari Heri	3	3	4	3	3	2	4	3	2	3	4	2	2	2	40
20	Mahda Ariyani	3	3	3	3	3	3	4	4	2	2	3	3	3	3	42
21	Mariana	3	3	2	4	4	3	4	4	4	3	3	2	3	3	45
22	Masyitha Adinda P.	3	3	2	4	3	3	2	3	3	3	3	3	4	4	43
23	Melri Riadirsa	3	3	3	2	4	3	4	3	2	3	3	3	3	4	43
24	Muh. Kamil Said	2	2	3	2	3	2	2	3	3	3	2	2	3	2	34
25	Muhammad Fachril	3	3	4	2	3	3	1	3	2	2	4	4	4	2	40
26	Nabilah Lathifah P.	3	3	3	2	4	3	3	3	4	3	4	3	2	3	43
27	Nadhilah Zahrina P.	2	4	4	2	4	3	4	3	3	3	2	2	3	2	41
28	Nadia Aloatuan	3	2	3	3	4	2	2	2	3	4	4	3	2	3	40
29	Novita Ayunanda	2	4	3	2	4	3	4	3	3	3	2	2	3	2	40
30	Nur Afika	4	3	4	3	4	3	2	2	3	4	2	3	4	2	43
31	Nur Alviah	4	4	3	3	2	3	2	3	4	2	2	3	3	2	40
32	Nur Amalia S.	3	3	3	3	3	3	2	3	3	2	3	3	3	2	39
33	Nur Aulia	2	2	3	3	2	2	3	3	3	3	2	2	3	3	36
34	Nur Fadillah S.	3	3	4	3	3	2	4	3	3	3	3	3	3	2	42
35	Nurfadillah	3	3	3	2	2	2	2	3	2	3	2	4	4	3	38
36	Nurhayati Samir	3	4	4	2	4	4	4	2	2	3	3	2	3	4	44
37	Nurul Hikmah	2	3	4	2	3	2	4	3	2	3	3	3	3	4	41
38	Pibrianti	3	3	3	3	3	3	3	3	3	3	3	3	2	2	40
39	Putri Liana	3	2	4	2	3	3	2	2	3	3	4	3	3	3	40
40	Putri Nasrinda	3	3	3	4	3	3	3	2	3	3	3	3	3	2	41
41	Rahmatia Arman	4	3	4	3	3	2	3	3	3	3	1	2	2	2	38
42	Rezky Pauzia	2	3	3	3	2	2	3	2	2	2	2	2	3	2	33
43	Rini Angraeni	3	4	4	4	2	4	2	4	4	4	4	4	4	4	51
44	Saadah Hayida-o	3	2	2	2	3	3	2	3	3	3	3	2	3	2	36
45	Sawaibah Hayee	3	3	4	3	3	3	4	3	3	2	3	3	3	3	43
46	Serina	2	4	3	3	3	3	2	3	4	3	3	3	4	2	42
47	Sharfina	2	4	4	2	4	2	2	4	4	2	4	4	4	2	44

48	Siti Israyani Armil	2	3	4	3	3	2	3	3	3	2	3	3	3	3	40
49	Siti Nur Janna	3	4	4	2	4	2	2	3	3	3	2	4	4	2	42
50	Sitti Suleha	3	3	3	2	3	2	3	3	2	3	3	3	3	3	39
51	Sofia	2	3	4	3	3	2	3	3	3	2	3	4	4	3	42
52	Suci Hanawali	3	2	3	4	3	3	4	2	3	3	2	3	3	2	40
53	Sukma	4	4	2	3	3	2	1	3	3	2	4	2	3	3	39
54	Sumarni	2	2	3	2	3	2	3	3	2	2	3	3	3	3	36
55	Syahrani	3	4	4	2	4	2	2	2	3	4	4	4	4	4	46
56	Syaiful	2	3	3	3	3	3	3	3	2	3	3	3	3	2	39
57	Tuan Nurmee H.	4	3	3	2	2	2	2	3	3	3	3	2	2	2	36
58	Umy Sahra	3	3	4	3	3	3	3	3	3	3	2	2	3	2	40
59	Wahyu Rustam	3	3	3	3	3	2	2	3	2	2	2	2	2	2	34
60	Wisma Angraeni	3	4	3	2	4	4	3	4	3	2	2	4	3	4	45
61	Adiprasetya Warsito	3	3	2	3	2	2	4	3	2	3	2	3	3	2	37
62	Ahmad Fauzi D	3	4	4	3	4	2	3	3	2	2	3	3	3	2	41
63	Ahmad Yusri	3	2	3	3	2	3	3	2	2	3	3	2	2	2	35
64	Annisa Asha	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
65	Arif Rahman	4	2	4	2	3	4	4	4	3	4	3	3	2	3	45
66	Arifuddin	3	3	3	3	3	3	3	3	3	3	3	3	3	2	41
67	Arisma Sari Dewi	3	3	3	3	3	2	3	3	3	3	2	2	3	3	39
68	Ayu Annisyah Amir	2	3	3	2	2	2	3	2	2	3	3	3	2	2	34
69	Ayu Astari	3	3	3	2	3	4	3	3	2	3	2	2	2	3	38
70	Basmala	3	3	3	3	3	3	4	4	3	3	3	3	3	3	44
71	Dea Amanda Putri	3	3	3	2	3	2	3	3	3	2	2	3	3	2	37
72	Dian Safitri	4	4	4	4	4	3	4	4	3	3	3	4	4	3	51
73	Dirgahayu Bustang	3	3	3	3	3	2	2	3	2	3	3	3	3	2	38
74	Elwianto	4	3	4	3	3	3	2	3	4	3	3	2	4	4	45
75	Erniati	3	3	2	2	3	2	3	3	3	2	2	2	2	2	34
76	Fahrul Fauzi	4	4	2	3	3	4	2	3	4	4	3	3	4	4	47
77	Fitri Ayu	4	3	4	4	3	3	3	2	3	2	3	4	3	2	43
78	Gali Rakasimin	3	3	4	2	4	3	4	4	4	4	4	4	3	3	49
79	Hasmi	3	3	3	2	2	2	2	3	2	2	2	2	3	2	33
80	Hasrianti	3	4	3	4	3	2	2	2	3	3	3	4	3	3	42
81	Herawati	2	3	4	2	4	2	4	2	3	2	2	2	3	2	37
82	Herwinda Hermi	2	3	4	3	3	2	2	3	3	2	3	4	3	2	39
83	Ifa Muliana	3	3	4	2	3	2	4	3	2	2	4	4	4	3	43
84	Indah Fitriani	3	3	4	2	4	2	4	4	3	3	2	4	3	3	44
85	Irma Yanti	3	3	4	2	3	4	4	4	3	4	3	2	3	2	44

86	Jumrah	3	3	3	3	3	3	4	3	4	3	3	3	2	2	42
87	Karmila. M	3	3	3	3	3	3	2	2	3	2	2	2	3	3	37
88	Maulana	2	2	3	2	3	3	3	2	3	3	3	3	4	4	40
89	Megawati Faisal	2	2	3	2	2	2	4	4	3	3	4	3	3	2	39
90	Mirnawati B	2	3	3	2	2	2	3	3	2	2	2	3	2	3	34
91	Mirnayanti	3	2	3	3	3	3	3	3	3	2	3	3	2	3	39
92	Muh. Aslan	3	4	4	2	3	2	3	3	3	3	3	3	2	2	40
93	Muh. Firmansyah	2	3	3	2	3	2	2	1	3	3	3	2	2	2	33
94	Muh. Idris Yasin	3	4	4	2	4	2	3	4	3	3	3	4	4	3	46
95	Muhammad Akbar N.	3	4	4	3	3	3	3	3	4	4	4	4	3	3	48
96	Muhammad Ridha	4	3	4	3	4	2	4	4	3	3	3	2	3	3	45
97	Murni	4	3	4	3	4	3	4	3	3	3	3	2	2	2	43
98	Natasya Diyanti Putri	3	3	3	3	3	3	4	3	3	3	3	3	3	3	43
99	Neno Aulia	4	3	3	3	2	2	2	3	4	3	4	3	2	3	41
100	Nunu	4	3	2	2	2	3	3	2	2	3	3	2	3	3	37
101	Nur Fajriyani H.	3	4	4	2	3	2	4	4	3	4	4	3	3	4	47
102	Nurfadila	3	3	3	2	3	2	3	2	2	3	3	3	2	2	36
103	Nurfatima	3	4	4	2	4	2	4	4	3	3	3	3	3	2	44
104	Nur Fitriana	2	3	4	2	3	3	4	4	3	2	3	3	3	3	42
105	Nurmiftah Sri R.	2	3	4	3	2	2	4	3	3	3	3	3	2	2	39
106	Nurul Alifiah Hatim	2	3	4	2	3	2	4	3	3	3	2	4	3	2	40
107	Rafida R	2	3	4	2	4	2	3	3	2	2	2	3	2	2	36
108	Rahmi Rusdin	4	4	4	3	3	3	4	4	3	4	3	3	2	3	47
109	Ramadani Fitri Majid	3	3	4	2	4	2	3	4	3	3	3	3	2	2	41
110	Rhesma Hesti	2	4	3	3	3	2	3	3	3	2	3	3	3	2	39
111	Riska Ramdani	3	4	4	4	4	3	4	4	4	4	3	4	3	2	50
112	Sahijrah	3	3	3	4	3	4	3	3	3	2	2	2	4	4	43
113	Selviana	3	4	3	2	3	3	3	3	3	3	3	3	3	3	42
114	Shindy	3	3	3	3	3	3	2	2	2	4	4	4	3	3	42
115	Shinta Shafira	3	4	3	4	4	2	3	3	3	3	3	3	3	3	44
116	Siti Rahmayani	3	4	3	2	3	2	3	4	3	4	3	4	3	4	45
117	Sri Handayani	3	3	4	3	3	4	2	4	3	3	3	3	4	2	44
118	St. Nurlina	3	3	4	2	4	2	4	4	4	3	3	3	3	3	45
119	Sutriani	3	4	4	3	3	2	2	3	4	2	2	2	4	3	41
120	Zulfadillah Paddai	2	3	3	3	3	2	3	3	3	3	3	2	2	2	37
121	A. Wilda Muftiara	2	3	4	2	2	3	2	2	3	2	3	2	2	4	36
122	Adhyaksa	4	3	4	2	3	2	4	4	3	3	3	3	3	2	43
123	Akmal Hidayah	3	2	3	3	3	2	3	4	3	3	2	2	1	3	37

124	Andi Akbar H.	2	3	4	4	4	3	2	3	2	3	3	2	2	2	39
125	Andi Nur Ilham Tahir	3	3	3	2	3	2	2	3	3	3	3	2	2	3	37
126	Anita	3	3	2	2	4	3	4	3	2	4	4	2	4	4	44
127	Armawati	2	3	2	2	3	2	2	3	2	3	2	3	3	3	35
128	Ashari Lubis	2	2	4	3	3	2	2	3	2	2	3	2	3	4	37
129	Dwi Indriani Muhlis	2	3	3	2	2	2	2	3	2	2	2	3	2	3	33
130	Erna	3	3	3	3	3	2	4	4	3	2	4	3	3	2	42
131	Fitriani	3	3	4	2	3	3	4	3	2	3	3	3	3	3	42
132	Hadirah	4	4	3	3	3	3	3	3	4	4	3	4	3	3	47
133	Hardiyanti SF	4	3	4	3	3	2	4	3	3	3	3	3	3	4	45
134	Haslinda	3	2	3	3	4	2	4	4	3	3	3	3	3	3	43
135	Hasniyanti	2	3	3	3	3	1	4	4	2	3	2	4	4	3	41
136	Hilyah Ramli	3	3	3	3	4	3	2	2	3	3	2	2	2	3	38
137	Ilham Sanusi	2	4	4	2	3	2	4	1	2	2	2	3	3	3	37
138	Indah Khairunniza	3	3	4	3	3	2	3	3	3	3	2	3	2	3	40
139	Isma Yunita	3	2	3	2	2	2	3	3	3	3	2	4	3	1	36
140	Kartini	2	4	4	4	3	3	4	4	3	3	2	3	2	2	43
141	Kasmianti	4	4	4	3	3	2	3	3	2	3	2	2	2	2	39
142	Khadijah Abdullah	4	3	3	3	3	2	2	3	4	3	3	3	4	3	43
143	Kiki	3	4	2	3	3	2	4	3	4	4	4	3	4	4	47
144	Lufna Lathifa	2	4	4	4	4	4	4	3	4	4	3	3	4	4	51
145	Muh. Arham	2	2	4	2	3	2	4	2	3	3	2	2	3	2	36
146	Muhammad Idul	2	2	2	2	2	2	1	2	2	2	3	2	2	2	28
147	Nasirah	2	4	4	2	4	3	3	4	3	3	4	3	3	2	44
148	Nur Afni Arisma	3	3	3	2	3	2	3	2	2	3	2	3	2	2	35
149	Nur Aisyah	4	4	4	3	3	3	2	3	3	2	3	3	3	2	42
150	Nur Andini	3	3	3	3	2	2	2	2	3	3	3	4	4	2	39
151	Nur Asia	3	3	4	4	3	2	3	2	3	3	4	2	2	3	41
152	Nurjannah Jasruddin	4	3	3	3	3	2	4	4	3	3	4	3	3	2	44
153	Nurul	3	4	2	3	3	2	4	3	4	4	4	3	4	4	47
154	Putri Mutmainnah	3	4	3	3	3	3	3	4	3	3	3	4	3	3	45
155	Putriani M	3	3	2	3	4	3	4	3	3	3	3	2	2	2	40
156	Rahmiaty. SN	2	2	4	1	4	3	4	4	2	2	2	4	4	3	41
157	Raoda	2	2	2	2	3	2	2	3	2	2	3	3	3	2	33
158	Rasdiyanah	2	3	3	1	2	2	2	2	2	2	2	2	2	2	29
159	Resky Amalia	2	3	4	2	3	2	4	4	3	3	3	4	4	3	44
160	Riska Vivinengsi	2	4	4	2	4	3	4	4	4	3	4	3	4	4	49
161	Riski Amalia. M	3	3	2	2	2	2	4	2	3	3	2	3	2	2	35

162	Rismayanti	3	3	4	2	3	2	2	3	3	3	2	2	3	3	38
163	Rosnawati	2	3	4	4	4	4	4	3	3	2	4	3	3	3	46
164	Sandy Pradana	2	4	4	3	3	2	2	3	2	4	2	1	1	3	36
165	Siti Hasnizan	2	2	4	2	3	2	3	4	4	3	3	3	3	4	42
166	Sitra Hamsi Padaloi	2	3	2	2	2	3	4	4	2	2	3	4	2	2	37
167	Sri Widayanti	4	4	3	4	4	4	4	2	4	2	4	4	4	2	49
168	Sulfi	2	3	3	2	3	2	3	3	3	2	2	3	3	3	37
169	Suriana	2	3	3	2	2	2	4	4	2	2	3	2	4	3	38
170	Suriati Daim	3	3	3	2	3	2	3	3	2	2	2	2	2	2	34
171	Sutra Nafasari	3	4	4	2	3	2	3	2	4	3	4	2	3	4	43
172	Sutriani	2	4	4	2	3	2	4	4	3	2	2	4	4	1	41
173	Syamsul Alam	3	3	3	2	2	2	2	3	2	2	2	2	2	2	32
174	Syukron Fajriansyah	2	3	3	3	3	2	4	4	3	3	3	4	2	1	40
175	Udaibah Tabiin Putri	3	4	3	4	3	2	2	3	2	3	3	4	3	2	41
176	Wanda Hamida	3	3	3	2	3	2	2	2	3	3	1	2	2	1	32
177	Wildayati	2	2	2	2	3	2	3	3	2	2	2	4	3	2	34
178	Wulan	2	3	4	4	4	2	4	3	2	2	1	1	2	2	36
179	Yuca Yunita	2	3	3	2	3	3	4	3	3	2	3	3	2	2	38
180	Yunarsi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
181	Abd. Rahim	1	3	4	1	3	1	3	4	2	2	2	1	2	2	31
182	Afriani Tanjung	4	4	4	4	4	4	3	4	4	4	4	4	4	4	55
183	Andi Al-Amirah	2	3	2	3	3	2	1	2	3	2	3	3	2	3	34
184	Andi Syafitri	2	3	3	2	3	3	3	3	2	2	3	4	4	3	40
185	Bakri M. Alik	2	3	2	2	2	2	3	3	2	2	3	3	2	1	32
186	Billahsari	2	3	3	3	2	3	2	2	3	3	3	3	3	3	38
187	Cakra Sandi	3	3	4	4	3	4	4	4	4	3	4	4	3	4	51
188	Dewi Sahraeni	3	2	3	2	2	2	2	3	3	3	3	3	3	3	37
189	Dian Aisyah Abidin	3	3	4	3	2	2	3	3	3	3	3	4	3	3	42
190	Dian Nurhayati	2	2	3	2	2	2	2	2	3	3	3	3	3	2	34
191	Dwi Wulandari	4	4	3	3	2	2	2	2	2	3	4	4	4	4	43
192	Era Dahlan	4	4	4	2	4	4	4	4	2	2	2	2	2	4	44
193	Evi Karmila	3	2	3	3	3	3	2	2	2	2	2	2	2	3	34
194	Fadhilah Santri	2	2	2	3	3	2	2	2	2	2	3	3	3	2	33
195	Fatriadin	1	2	3	2	2	2	2	2	2	2	2	1	1	1	25
196	Fitria Fathun Rohma	2	2	2	2	3	1	2	3	2	3	2	2	2	2	30
197	Fitriyani Barsyam	3	3	3	2	3	3	2	3	3	3	3	3	3	3	40
198	Gusriana	4	4	4	2	2	2	4	4	2	4	4	4	2	4	46
199	Hadijah	3	3	3	4	3	2	3	3	2	3	3	3	3	2	40

200	Hardiana Kalla	2	2	2	2	3	2	3	2	2	2	2	4	2	3	33
201	Hardiana	1	2	4	2	3	2	4	3	2	2	2	3	3	2	35
202	Harpia	3	4	3	4	4	4	2	2	4	4	3	4	3	2	46
203	Hasnidar	1	2	4	2	3	2	4	3	2	2	2	3	3	2	35
204	Hasria	2	3	3	2	2	3	4	3	2	2	2	3	3	3	37
205	Herni Tri Handayani	4	4	3	3	3	3	2	3	3	3	2	2	3	3	41
206	Intan	3	3	3	2	2	2	4	3	2	2	3	3	3	2	37
207	Jumriati	2	3	4	4	2	2	4	4	2	3	2	4	3	2	41
208	Khusnul Khotimah	3	3	3	2	2	2	4	3	2	3	2	3	3	2	37
209	Mardhatilah	3	3	3	4	2	2	3	3	3	3	3	3	3	2	40
210	Mardhatillah	3	3	2	1	4	3	4	3	3	2	3	2	2	3	38
211	Marlah	2	4	3	2	3	3	3	2	2	3	3	4	3	4	41
212	Mega Darma Ayu	3	2	3	3	3	3	2	2	2	2	2	2	2	3	34
213	Miftahul Jannah	4	4	3	3	4	3	2	3	3	3	3	3	2	3	43
214	Miftahul Nurul Asmi	3	3	3	2	2	2	2	2	2	3	2	4	2	3	35
215	Muh. Asshiddiq	4	4	4	3	3	3	3	4	3	4	3	4	3	2	47
216	Multi Khairat	4	4	3	2	4	3	4	3	3	3	4	3	4	3	47
217	Mu'minati	3	3	3	2	3	2	3	2	3	3	3	3	3	3	39
218	Munarti	2	4	2	3	2	2	2	2	3	4	4	3	2	1	36
219	Nasrullah	2	4	3	2	4	2	3	3	3	2	3	2	1	1	35
220	Nirwana	2	3	2	2	3	2	4	4	3	3	2	2	3	2	37
221	Nisra	2	3	3	2	2	2	3	2	4	2	2	1	1	2	31
222	Norzulya Aries	2	3	2	4	3	2	1	2	3	3	4	4	4	4	41
223	Nurfadil Arham	3	3	4	3	4	2	2	2	3	3	3	4	4	4	44
224	Nurfadilatul Qur'an	3	2	3	3	3	3	2	2	2	2	2	2	2	3	34
225	Nurhaliza	3	3	2	3	3	2	4	3	2	3	3	2	2	2	37
226	Nurhikma	4	4	4	2	2	2	1	1	4	4	3	3	4	2	40
227	Nursyafitri	4	4	3	3	3	3	3	3	4	4	3	3	2	2	44
228	Nurul Wahyuni	2	2	3	2	2	2	2	2	3	3	3	3	3	3	35
229	Ramadhan Aras	2	3	2	2	3	2	1	2	3	2	2	2	2	1	29
230	Reski	4	4	4	2	2	3	4	2	4	4	4	4	4	4	49
231	Reskiyanti	2	4	3	3	2	2	4	4	2	2	3	2	2	2	37
232	Rezky Alvionita	4	3	4	3	4	2	2	2	3	4	3	4	4	4	46
233	Rezky Jaihan	3	4	4	2	3	2	3	3	3	3	3	3	3	3	42
234	Riska Pratiwi	3	4	3	2	4	2	2	2	4	4	3	2	3	2	40
235	Salmawati	3	4	3	2	4	2	2	2	3	3	2	1	3	4	38
236	Suriyani	2	4	3	2	3	2	2	3	2	2	3	4	4	2	38
237	Titian Ekasari	3	3	4	2	4	1	4	4	4	3	4	3	2	3	44

238	Usmayani	3	4	4	2	3	3	2	3	3	4	2	3	3	3	42
239	Wahyuni Abidin	3	3	4	2	4	1	4	4	4	4	4	3	2	3	45
240	Yatriani	3	2	2	3	3	3	4	3	4	3	2	3	4	3	42
Total																9.606

4.1.1.1 Calculating the mean score of students by using the formula.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

$\sum X$: Sum of all Scores

N : Total number of Subject

$$\bar{X} = \frac{9.606}{240}$$

$$\bar{X} = 40.02$$

Based on the mean score about students' perception towards the good english lecturers' pedagogical competence was 40.02

4.1.1.2 The percentage of tendency category

No.	Score Interval	Category	f	Percentage
1	14 – 24	Very low	0	0%
2	25 – 35	Low	41	17.09%
3	36 – 46	High	179	74.58%
4	47 – 57	Very High	20	8.33%

Based on the percentage about students' perception towards the good english lecturers' pedagogical competence was 74.58% including high category.

4.1.1.3 Test of validity

The item is valid if the result of test validity is bigger than R_{table} .

1. The value of the first item = $490 \geq R_{table} 126 = \text{Valid}$

2. The second item = $506 \geq R_{table} 126 = \text{Valid}$

3. The third item = $396 \geq R_{table} 126 = \text{Valid}$

4. The forth item = $382 \geq R_{table} 126 = \text{Valid}$

5. The fifth item = $464 \geq R_{table} 126 = \text{Valid}$

6. The six item = $471 \geq R_{table} 126 = \text{Valid}$

7. The seventh item = $358 \geq R_{table} 126 = \text{Valid}$

8. The eighth item = $433 \geq R_{table} 126 = \text{Valid}$

9. The ninth item = $566 \geq R_{table} 126 = \text{Valid}$

10. The tenth item = $525 \geq R_{table} 126 = \text{Valid}$

11. The eleventh item = $537 \geq R_{table} 126 = \text{Valid}$

12. The twelfth item = $475 \geq R_{table} 126 = \text{Valid}$

13. The thirteenth item = $522 \geq R_{table} 126 = \text{Valid}$

14. The fourteenth item = $512 \geq R_{table} 126 = \text{Valid}$

Based on the result of the validity test. It showed that all of the items of the questionnaire are valid. In this validity test, the researcher used the SPSS standard 2.1

4.1.1.4 Test of Realibility

Reliability Statistics	
Cronbach's Alpha	N of Items
,729	14

N	The Level of Significance	
	5%	1%
3	0.997	0.999
4	0.950	0.990
5	0.878	0.959
6	0.811	0.917
7	0.754	0.874
8	0.707	0.834
9	0.666	0.798
10	0.632	0.765
11	0.602	0.735
12	0.576	0.708
13	0.553	0.684
14	0.532	0.661

Based on the realibility test, it showed that the value of realibility test was $729 \geq R_{table} 532$. So, the data of the questionnaire is reliable

4.1.2 The Result of Observation

Mr. L₁

When in the class, the lecturer often asked students before teaching to find out students' insights and knowledge of the material being taught. Furthermore, the lecturer also strongly demands students to be able to speak English well so that the lecturer used a role-playing strategy with the aim that students can create to work in English. In the classroom, the lecturer not only taught but always prioritizes morals in educating students to create good harmony between students and lecturers. besides the comfortable classrooms, the lecturer also can operate various media learning includes electronic media and, other media. To measure the level of students' knowledge and understanding of the material that has been taught, the lecturer evaluated each meeting, midterm, and final semester exams.

Mr. L₂

Before the learning process began the lecturer first checked the attendance list by mentioning the names of the students one by one. Then he gave a quiz to students about the previous material and continued with new material to be taught but interspersed with religious advice so that students can have a provision of good character. In the class, lecturers also often did in interactive or dialogues with students. In the learning process, he was not monotonous using one medium but varied, such as print media and electronic media. Then to find out and measure the level of knowledge and understanding of students, the lecturer did evaluation each meeting, midterm and final semester exams.

Based on the result of observation, the researcher found some items on the observation list which was:

1. The lecturers really know the characteristic of students so that the lecturers can give a good method, strategy, and technic in english teaching.
2. The lecturers always developed the lesson plan when they taught the students.
3. The lecturers always gave educational and dialogical implementation of learning.
4. The lecturers always taught the students by using varied media.

4.2 Discussion

4.2.1 The Students' Perception towards the good English Lecturers' Pedagogical Competence

Based on the description of the data through the questionnaire, each items of the questionnaire are analyzed from the item number one until fourteen or the last item. The analysis of each item is based on the result of the students' answer. The mean score of the result of questionnaire was 40.02 while the percentage of the result was 74.58%. the result of the questionnaire show that the students' perception is high category.

Students' perception is students' views about their environments seems like the lecturers' pedagogical competence in organizing learning, starting from the planning stage to the results of the evaluation. Furthermore, D.M. Parker stated that Perception is a matter of describing, symbolizing, and recording an object through the five senses.¹

¹D.M Parker, at al., *Perception and Artistic Style* (Netherlands: Elsevier Science Publishers B.V., 1990), p. 13.

Besides giving the questionnaire, the researcher also did the observation during the lecturers teach in the classroom to see their pedagogical competence. There were some parts of the pedagogical competence that have been observed, they are: Understanding towards the students, The educational and dialogical implementation of learning, using media/technology of learning, Organizing assessment and evaluating the results' process of Learning and doing the reflective action for improvement the quality of learning.

Based on the the findings through the questionnaire and the observation, it has been found that a lot of students give a good perception to their lecturers pedagogical competence. Then, the English lecturers of the English program really competent to teach the students and also they are very master in pedagogical competence. Adnan Hakim stated that the pedagogical competence is a competency that is needed and must be owned by a teacher / lecturer in management of learning.²

As a lecturer is not only required to provide teaching to students but is also expected to understand students in depth both in terms of cognitive, affective and psychomotor. Seems like with lecturers of english program at IAIN Parepare, they always try to be understandable students. so that learning activities that are comfortable and effective are established. Adnan Hakim stated that he lecturer needs knowledge with following areas: the subject, how students learn, the teaching process, teaching methods and the goal of the learning.³ Then, in designing learning,

²Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning* (Journal: Halu Oleo University Kendari, 2015), Vol. 4, No. 2, p. 2.

³Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning* (Journal: Halu Oleo University Kendari, 2015), Vol. 4, No. 2, p. 4.

an educator must pay attention to various methods, approaches and strategies that are appropriate to the characteristics of students. Dianne L. Ferguson stated that designing learning must be suitable with the characteristic and students' needs.⁴

As a lecturer who has a good pedagogical competence. they are certainly able to implement learning well and effectively so that conducive learning is created. Robyn M. Gillies stated that in implementing learning the lecturer ought to use varied methods, techniques, strategies and approaches. So, the students can be understandable the material well.⁵

In evaluating students, the lecturers of English program at IAIN Parepare did design the evaluation instruments well, clearly and easily understood by students. so that the implementation is in accordance with expectations and appropriate for measuring student learning outcomes. Donna M. Mertens Stated that evaluation as a selective exercise that seeks to systematically and objectively assess students progress toward achieving an outcome.⁶ A good lecturer is not only able to manage learning well but he must also be creative to facilitate students in developing various potentials possessed by students. David J. Adams stated that as the lecturer must remains students to do several thing for developing its potential which is:

1. students don't be afraid to ask question and challenge assumption.

⁴Dianne L. Ferguson, *Designing Personalized Learning* (United States: ASCD, 2011), P. 1.

⁵Robyn M. Gillies, *The Teacher's Role in Implementing Cooperative Learning in the Classroom* (New York: Springer, 2008), p. 1

⁶Donna M. Mertens, *Research and Evaluation in Education and Psychology* (California: SAGE Publications, 2010), p. 51.

2. Try solving problems by thinking laterally or outside the box.
3. Look for connection and analogies between the apparently unrelated.
4. Allow time for incubation of problems and ideas



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about two sections. The first sections deals with the conclusion of the findings and the second one deals with suggestions.

5.1 Conclusion

Based on the findings and data analysis in the previous chapter, the researcher concludes that:

- 5.1.1 The pedagogical competence is really important for the lecturers. As the good lecturers pedagogical competence must be understandable about the concept of pedagogical competence. As for the indicators in pedagogical competence that must be mastered by lecturers, namely: Understanding in depth the learners, designing learning, implementing learning, designing and implementing instructional evaluation and developing learners to actualize its potential.
- 5.1.2 A lot of students in english program give a good perception to their lecturers' pedagogical competence. It means the english lecturers have a good pedagogical competence. It can be seen from the result of the questionnaire who have been given to the students with percentage 74.58% including high category.

5.2 Suggestion

Based on the conclusion above, the researcher gives the following suggestions:

- 5.2.1 The lecturers should give or prepare good material to make the students more interested in learning.

522 The lecturers must participate in a lot of training so that knowledge becomes wider and pedagogical competence is better.

523 The students should pay attention what the lecturers explain for making the learning process running well. If you do not understand the material or lecturers' explanation, you should ask to your lecturer.

524 For all people, make it easy for others, Allah will give you convenience.



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