

**THE STUDENTS' PERCEPTION OF LECTURERS'  
CHARACTERISTICS IN CLASSROOM TEACHING**  
*(A Descriptive Study at the English Lecturers of Faculty of Teachers  
Training and Education in Muhammadiyah University of Makassar)*



**A THESIS**

*Submitted as the Fulfillment to Accomplish Sarjana Degree  
At faculty of Teacher Training and Education  
Makassar Muhammadiyah University*

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2017**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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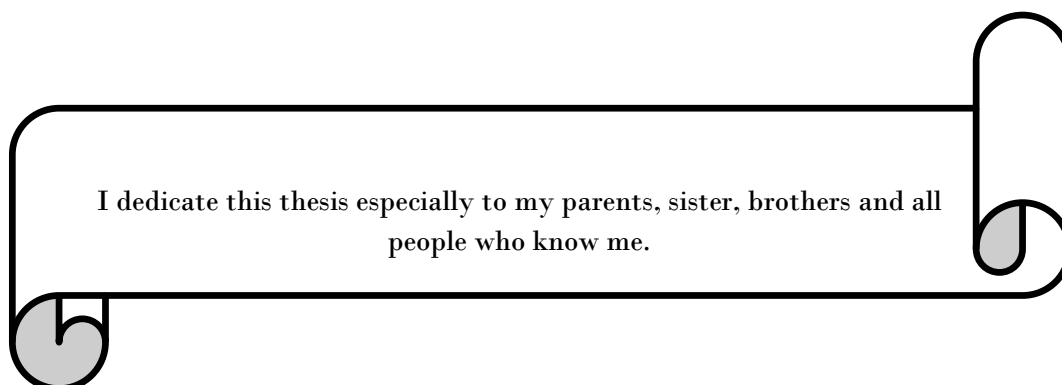
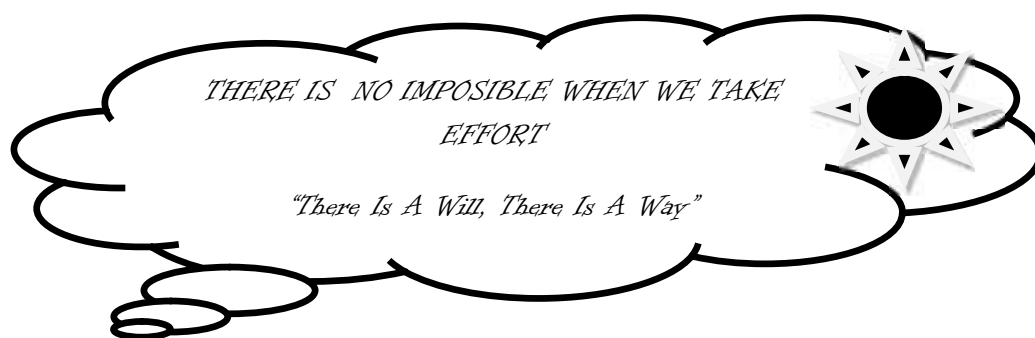
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# Motto



## ABSTRACT

Musdahariah. 2017. **The Students' Perception of Lecturers' Characteristics in Classroom teaching (A Descriptive Study at the English Lecturers of Faculty Teacher Training and Education in Muhammadiyah University of Makassar)** guided by **Ummi Khaerati Syam** and **Farisha Andi Baso**.

The lecturer is one of the main components in the education system of higher education. However, being a lecturer is not easy as the people think. There are some competences need to be had by the lecturer, such as professional competence, pedagogical competence, personality competence, and social competence. Many lecturers in the university, but not many lecturers have would be remembered as being good or favorite lecturers.

The objective of the research were to know the students' perception of lecturers' Characteristics at the 2<sup>nd</sup> and 4<sup>th</sup> semester students English Department in Muhammadiyah University of Makassar.

The researcher used descriptive-qualitative research. The researcher took 5 lecturers from the 2<sup>nd</sup> and 4<sup>th</sup> semester students. To collect the data, the questionnaire was administrated to 100 students, which selected by using purposive random sampling.

The findings of the research indicated that the students' perception of English lecturers' characteristics at the 1<sup>st</sup> year students about lecturers' planning reached 86% which categorized excellent, while delivery reached 79% which categorized good and for the assessment reached 80% which categorized good. Meanwhile, the students' perception of English lecturers' characteristics at the 2<sup>nd</sup> year students about lecturers' planning reached 87%, categorized excellent, while delivery reached 79%, categorized good and for the assessment reached 81%, categorized excellent.

**Keywords:** *Students' Perception, Lecturers Characteristics*

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Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background

The lecturer is one of the main components in the education system of higher education. A lecturer has a big role to create a young generation that is ready to participate in social work and society. In *UUD No.14 2005*, 1(2) the lecturer is a university teacher which is as a professional educator, researcher, and scientist with the main task of transforming, developing, disseminating science, technology, and art through of education and community service. It means that a lecturer has a responsibility as a facilitator of learning achievement.

However, being a lecturer is not easy as the people think. There are some competence need to be had by the lecturer, such as professional competence, pedagogical competence, personality competence, and social competence. A lecturer will become a model for the students. The students will see how the lecturer carries a big responsibility in the classroom. How the lecturer is influential in teaching-learning process. That is why the lecturer is not only required to master the science to be taught, but also required to display a personality that can be a figure for students. In the other words, the lecturer attitude and behavior in teaching would be imitated by the students.

There are many lecturers in the university, but not many lecturers have would be remembered as being good or favorite lecturers. Many students judged their lecturer who always coming late, who are very seriously in teaching, who are too discipline, or many others. Chireshe (2011:268) on his research found that based on the students' perspective, the ineffective lecturer is unknowledgeable in the subject area, does not has personality attributes, unorganized, unpunctual, do not deliver well prepare lectures, does not give clear explanations, unfair and not actively engages students in the learning process.

To be a good memorable lecturer, the lecturers should ask their self about the statement: why some college students learn more from some lecturers and much less from others do. This is important and relevant statement if anyone wants to be perceived as a good memorable lecturer. To do the statement, students' perception is needed to analyze the characteristic of a good memorable lecturer. The students' perception becomes a student's evaluation of teaching by the lecturers in the university. Some research studies used teaching evaluation through students' perception because the researchers aware that what students think are about should not be ignored, because of students has their own perception to improve teaching skill all educators should see, hear, and consider what their students think about. The lecturer should be ready to be evaluated.



Finally, lecturers are one of a great importance in education. Moreover, recognizing the characteristics of a good lecturer can promote quality of education. This research is designed to determine lecturer characteristics which focus in pedagogical competence.

## **B. Problem Statement**

Related to the background above, problem statement is formulated the as follows:

1. What are the students' perceptions about lecturers' characteristics in classroom teaching at the 2<sup>nd</sup> semester of English Department in Muhammadiyah University of Makassar?
2. What are the students' perceptions about lecturers' characteristics in classroom teaching at the 4<sup>th</sup> semester of English Department in Muhammadiyah University of Makassar?

## **C. Research Objective**

Based on the problem statements above, the objective of the research is formulated as follows:

1. To know the students' perceptions of lecturers' characteristics in classroom teaching at the 1<sup>st</sup> semester English Department in Muhammadiyah University of Makassar.
2. To know the students' perceptions of lecturers' characteristics in classroom teaching at the 4<sup>th</sup> semester English Department in Muhammadiyah University of Makassar.

#### **D. Significant of the Research**

After doing the research, the researcher hopes that the result of the research can be used

1. For the lecturers

The lecturer can use this result of research as information on how to be a good lecturer in teaching which focuses on the pedagogical competence is. Besides that, it can improve lecturers' teaching performance which can be a role model for the students.

2. For the researcher

As the information about what kind of lecturer's characteristic would be liked by the students in teaching. Besides that, the result of this study will become a reference what lecturer would be like in the future, especially in pedagogical competence characteristics

#### **E. Scope of the Research**

This research focused on the English lecturers' pedagogical competence which was effective teaching performance as the main objective included planning, delivery, and assessment. It was evaluated based on the students' perception of English department in Muhammadiyah University of Makassar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Previous Research Finding**

According to Muda, et.al. (2012:539) evaluation by students should be used by lecturers to improve teaching so that it will be more effective. Based on the students' perspective there are some factors that contributed to the effective teaching, namely;

##### **1. Lecturer preparation**

Preparation refers to the preparation and the organization of the lecturers to conduct lectures and courses. It covers the planning framework of regular lecturers, teaching and learning objectives, providing materials of exercises and assignments that relevant to the courses, provides time for question and answer session as well as feedback on the students' achievement.

##### **2. Teaching styles**

These include self-confidence when handling lecturers, voice control, and body gestures, the use of effective teaching tools, and deliver teaching with a creative and interactive teaching method.

##### **3. Responsibilities**

Responsibility is as an educator should always exist and be practiced by the lecturer. This includes the characters of the lecturers in terms of timeliness and evaluation. Lecturers should be responsible and care about their student's

achievement and be fair in making an assessment, and gives a constructive feedback to the students.

Furthermore, Liando (2010:134) found that students mentioned the best teachers should show personal attributes such as being nice, friendly, patient, and fair as well as academic elements like making the course more interesting and challenging students academically. Meanwhile in teachers' perspective has shown that several behaviors of teachers, verbal or nonverbal, influenced students who were studying English. Both teachers and students believed that a quality teacher should display personal as well as academic attitudes. Both parties also considered that there were certain verbal and nonverbal immediacy behaviors teachers performed which could be the source of motivating as well as demotivating the students.

In addition, Rahman (2014) stated that teachers' pedagogical competence is the ability to manage learning which includes planning, implementation, and evaluation of learning outcomes of learners. The result showed that the pedagogical competence give positive effect on the performance of Junior High School science teacher in Ternate.

Moreover, Mâ, et.al (2013:650) defined three component of pedagogical competence, namely the cognitive competence, the behavioral competence, and the attitudinal competence. The result of the research is according to the students' perception, is the competence related to teaching and learning methods and techniques, while at the level of attitudinal components, the values involved in the evaluation process are mostly appreciated.

Besides that, Yilmaz (2016: 209-219) stated that the pedagogical competence characteristics of lecturers included course introduction, courses process, and measurement and evaluation indicated that the views of students on “Course Introduction” vary according to grade level, third-year students expressed more positive views than fourth-year ones. The views of students in “Course Process” vary significantly according to grade level. These differences are in favor of third-year students. Third year students displayed more positive views compared to fourth-year students. In dimension regarding “Measurement and Evaluation”, the views of students differ according to the grade levels, third-year students made more positive views than that of fourth-year students.

The last, Suci and Liliana (2011:421) explained that pedagogical competence can be found in concrete terms with the other subcategories, such as communication and relationship competences or classroom management. Through this holistic approach, they were able to distinguish between general pedagogical competence, such as methodological and assessment competences and special skills that correspond to other categories, such as information technology, classroom management, career management.

From some previous result finding above, what are students’ think about the lecturers cannot be ignored. Believe or not what are the students’ think, what the students want about lecturers can be a foundation to the lecturers to evaluate their self. What am I looking in teaching? Do the students like me when I deliver the course? Am I being a memorable lecturer? Am I annoying lecturer or not? If the lecturers know the answer to the questions, learning process and the outcome

of the course will improve because the students enjoy the class. The one thing that makes this research be different from the previous research is the content of this research itself. The content of this research includes planning, delivery, and assessment.

## **B. Some Pertinent Ideas**

### **1. Concept of Perception**

#### **a. Definition of Perception**

Kartini (2006: 61) states that "Perception is a global observation, not yet accompanied by the awareness of the subject and the object has not been distinguished from each other (just no process of "owning"). Meanwhile, Walgito (2003: 53) argued that "Perception is a process preceded by the sensation of individuals through the brain receptors ". It can be concluded that perception is an assumption about the object being viewed.

According to Slameto (2003: 49-50), there are several factors that affect the perception that is:

- 1) Attention is the concentration or concentration of all individual activities aimed at the teacher
- 2) Set is the hope someone will stimulate that will arise
- 3) Needs means that a moment or self-settled, a person will affect the perception oaring it
- 4) Value System, the value system prevailing nature of a society affects perception



- 5) Personality traits, individuals have personality traits such as ignorance, arrogance, and sensitive to the environment and objects resulting in different perceptions

#### **b. Terms of Occurrence Perception**

Waligito (2003: 54) suggests several conditions that must be met so that individuals can realize and hold a perception that is:

- 1) The existence of the object of perception, the object generates a stimulus that concerns the tool or receptor
- 2) Sensory or receptor devices are tools for receiving stimuli. Besides, there must also be a sensory nerve as a means of continuing the stimulus received receptor to the central nervous system of the brain as the center of consciousness
- 3) To realize or to hold a perception of something is necessary also the attention that is the first step as a preparation in holding a perception

#### **c. Students' Perception**

The students' perception is the students' perceive about their lecturer relation with the personality, attitudes, emotion, experience, and expectation, or the perception of the student about the lecturer competence.

### 1) Personality

Personality is a set individual difference that is affected by the socio-cultural development of an individual: values, attitude, personal memories, social relationship, habits, and skill.

### 2) Attitude

Attitude is an expression of favor or disfavor, toward a person, place, thing, or event. There are four different groups attitudes based on their function. The first is utilitarian. It provides the students with the general approach or avoidance tendencies which people adopt attitudes that are rewarding and that help them avoid punishment. The second is knowledge. Knowledge helps people to recognize and interpret new information. The third is ego-defensive which is the attitudes can help people protect their self-esteem. The last is value-expensive. It is use to express the central values or beliefs.

### 3) Emotions

Emotions include motivation, feeling, behavior, and psychological changes which are related to the everyday speech, conscious experiences and the relationship that exist between emotions, such as having a positive or negative influence.

### 4) Experience

Experience is a master or knowledge of an event or subject gained in through involvement in or exposure to it. An experience in the subject field makes people be an expert.

## 5) Expectation

The expectation is a belief that something will happen or feel about successful, good, someone or something will be.

### **d. Measuring Perception**

Measuring perceptions is similar to measuring attitudes. Although the measured material is abstract, scientifically attitudes and perceptions can be measured, where attitudes toward objects are translated in numerical systems. Method of self-report is a method by which the answer given can be an indicator of one's attitude. One of measurement scale that can be used is Likert Scale. Likert Scale is used to measure attitude, opinion, and perception of someone or group about the social phenomenon (Sugiyono, 2012: 134).

## **2. Concept of Lecturer Characteristics**

### **a. Lecturer Definition**

On the vocabulary.com, a lecturer is someone who stands up in front of a class and gives an organized talk designed to teach you something. There are lots of lecturers at colleges and universities.

The position of lecturers as professionals in *UUD RI No. 14, 2005 chapter II article 6*, aims to implement the national education system and realize the goals of national education, namely the development of potential learners in order to become a man of faith and cautious to God Almighty, noble, healthy,

knowledgeable, capable, creative, independent, as well as being a democratic and responsible citizen.

In general, "lecturers" are classified as "educators". Who are educators? *UUD RI* No. 20, 2003 on National Education System, in *pasal* 39 (2) states that "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators on College". In *pasal* 40 (2) it is added that educators are obliged:

1. Creating a meaningful, fun, creative, dynamic and dialogical education atmosphere;
2. Have a professional commitment to improve the quality of education
3. To model and maintain the reputation of the institution, profession, and position in accordance with the trust given to it.

For that reason, in *UUD RI No. 14, 2005 article* 45, it is said that "Lecturer must have an academic qualification, competence, educator certificate, physical and spiritual health, and fulfill other qualifications required of higher education unit on duty, and have the ability to realize National education goals".

#### **b. Character Definition**

On the Indonesian dictionary (*Kamus Pusat Bahasa: 2008*), character is defined as behavior; personality; psychological traits, morality or character that distinguishes one from another. Based on the meaning, it can be said that

character building is the process of forming the soul in such a way. Therefore, each person is unique, interesting, different or distinguishable from others.

According to Freud S in Munawaroh (2010), character is striving systems which underlie behavior. It means that as a set of values that manifest in a system of thrust (power struggle) underlying thoughts, attitudes and behaviors, which will be displayed steadily.

In teaching, lecturers have their own characteristics which make different each other in teaching. Lecturers have their own behaviors and power itself in teaching. The attitudes of lecturers also give influence in teaching process. It can be concluded that lecturer characteristics is a set of values that underlie thinking, attitude, and behavior. Those will be shown confidently by a professional educator who is in charge of transferring the ability to the students and society with the values that are owned.

### **c. Lecturers' Characteristics**

Lecturers' characteristics can be identified through lecturers' competences. Teachers/lecturers competence as referred to in UUD No. 14 of 2005 on Chapter IV, Article 8, further clarified in article 10, paragraph 1, which states that "the competence of teachers/lecturers includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education".

### 1) Pedagogical Competence

Pedagogical competence is the ability of understanding of learners, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize different potentials. (Sukanti, Sumarsih, Siswanto, & Ani, 2008, cited in Astuty, 2015:153)

Pedagogical competence includes the sub competence:

- a) Understand the characteristics of learners from the physical aspect, social, moral, cultural, emotional, and intellectual.
- b) Understand the background of the family and the community of learners and the needs of students in a cultural context.
- c) Understanding the learning styles and learning difficulties.
- d) Facilitate the development of potential learners.
- e) Mastering the theory and principles of learning and educational learning.
- f) Develop a curriculum that encourages the involvement of students in learning.
- g) Designing learning educate
- h) Implement educational learning
- i) Evaluate the process and learning outcomes.

Syaeful Sagala in Mappanganro (2010:10) explained that pedagogical competence is the ability to manage the learners includes:

- a) The understanding of teacher's insight on the foundation and the philosophy of education

- b) The teachers understand the potential and diversity of learners
- c) The teacher is able to develop curriculum
- d) The teacher is able to arrange the planning and strategy of learning
- e) The teacher is able to implement the educational learning with innovative, creative, and fun.
- f) The teacher be able to evaluate the learning outcome
- g) The teacher is able to develop the ability and the interest of learners.

Pedagogical competence concerns various things, such as mastery of learning principles, consolidation of understanding of the function and the purpose of education, consolidation of understanding of the and content of the curriculum, and mastery of preparing a lesson plan.

Meanwhile, Astuty (2015) in her journal divided five dimensions of pedagogical competences. It is described below.

- a) The ability of lecturer in understanding learners.

There are two indicators here. Those are the ability of lecturer in understanding of difficulties the learners in learning process and understanding of necessary the learners in learning process.

- b) The ability of lecturer in designing of learning process.

It is about the ability of lecturer to determine the method of learning and determine the teaching strategies and also to adapt the teaching materials to the needs of learners face the world of work.

- c) The ability of lecturer in delivering the material in learning process.

It means that the ability of lecturer in controlling the learning implementation effectively and use the lesson time that has been already set correctly.

- d) The ability of lecturer designing and implementing the learning evaluation.

There are two indicators here. The first is the ability of lecturer in the designing problem based on the difficulty level. The second is the ability of lecturer to design the achievement of learning evaluation in order to improve the academic ability of students.

- e) The ability of lecturer to develop the ability of students to actualize its potential.

It means that lecturer's ability to facilitate learners to be able to actualize various potential and providing training to increase the skills learners.

### **Teaching Performance**

To improve teaching performance of the lecturer, the improving of pedagogical competence is needed. Rahman (2014:75) states that pedagogical competence is the ability to manage learning, which includes planning, implementation, and evaluation. Chan & Syuhaily (2011) also described model of lecturers' characteristics in teaching performance in similar aspects, those are planning, delivery, and assessment. Moreover, Montshiwa & Moroke (2014) defined lecturer evaluation in five aspects; three of them are preparation which related to the planning, presentation which related to delivery, and assessment.



## **1) Planning**

It is about of lecturer preparation related to teaching process. Planning is the most important before coming to the class and teaching. Without good planning, classroom management will not run well because there is no plan from the lecturer. The lecturer does not know well what she/he will explain.

Here there are two items of planning:

- a. Plans and prepares for class thoroughly where all teaching plan is given clearly to the students in the beginning of class
- b. Makes use of the study guide to prepare lessons. The study guide is a book or other learning resource intended to provide assistance and support for studying a particular topic or course.

## **2) Implementation/Delivery**

The implementation is the important one for the lecturer in teaching. How is better the teaching planning, if the lecturer cannot deliver the teaching plan well, the students cannot accept well the subject taught. Delivery means that the way of lecturer to convey the material of subject course to the students.

There are some aspects in delivery subject course material:

- a. Uses a level of language that the students can understand. It is the important one in teaching language, especially for foreign language such as English. The level of language that is used by the lecturer gives influence in students' understanding. If the lecturer using English in delivering material, it is better if the lecturer uses familiar words in

explaining the lecture then using unfamiliar/difficult words that make students confuse, do not understand what the lecturer explain about. Even the lecturer using Indonesian language, the lecturer should delivery the material that the students can understand.

- b. Presents stimulating lectures. It is the crucial thing to do in teaching. The lecturers should think how to stimulate and entertain lectures such as giving attention to the delivery method used which can stimulate students; therefore the students enjoy the classroom.
- c. Presents lectures that the students can learn from. The lecturers should present lectures to the students with a situation they can relate to from their own experience. In lecturing, it is important in ascertaining what will best to convey the content. Does it need to be by the student? When the students do not think they care about the content of lecture, do not think it is interesting
- d. States outcomes of each contact session. It is a way to motivate students to increase their learning. In the beginning of class, if the lecturer states the outcome will look like, the students know what they will do during the class and try to do the best. Besides that, if the students know the outcomes that they got during the learning process at the end of class, they will evaluate their self and do the best more in the next contact session.

- e. Makes use of multimedia support learning/makes effective use of visual aids. Multimedia is effective media to get students interesting in teaching. Using one of multimedia that support learning can help teacher in teaching and control the students' attention, because the students focus on the multimedia the teacher used and make the students pay attention what the lecturer convey about.
- f. Encourages the students to work together during lectures. One of the best lecturers is he/she can encourage the students to work together during the lectures. How the lectures make the all the students active in the class whether active as an individual or active as a group.
- g. Encourages the students to participate in the class discussions. Usually, only a few of student participate in the class discussion. If the lecturer cannot find a way/method that make all students participate in class discussion, it means the lecturer can be said success in teaching, because only a few of students that active during discussion.
- h. Encourage the students to ask questions/provides opportunities for assessment during class. Make the students active in the class in difficult one to do. After delivery the content of lectures, the lecturers usually ask to the students "Any questions so far?", but what happened next? No one giving question. Therefore, the lecturer should choose the best instruction to make the students ask before the lecturer tells the students to ask.

### 3) Assessment

After delivering the subject course material, assessment is the next important thing that lecturer should do. Assessment is the way to measure the ability and knowledge of students after joining in the teaching-learning process. Below are the lecturer should do in the assessment:

- a. Explain how outcomes will be assessed. It is the crucial one because usually, students will learn what is assessed. As anyone knows that learning outcomes prescribe what students are expected to demonstrate they have learned and assessment shows how they will demonstrate their learning. When the assessing the outcomes, the students can get suitable with their effort.
- b. Give feedback on tests and tasks within a reasonable time. Feedback has a positive impact on the students. Feedback encourages students to be more active in learning because their work is appreciated; the students understand the shortcomings of their work and immediately want to improve it after they get suggestions or comments. Moreover, giving tasks within a reasonable time helps the students to do the test better.
- c. Assesses assignments and projects fairly. The lecturer should pay attention in assessing fairly. How a pity of the students if they have learned hardly and do the best, but they do not get result despite their hard work.

- d. Bases assessment on learning outcomes. The lecturer should pay attention in doing assessment. The assessment planning should be suitable with the learning outcomes. There are some ways, strategies, methods to assess learning outcomes and the lecturer should choose the match one.
- e. Refers students to learning support when they achieve poorly. When the student's achievement is poorly, the lecturer has role giving support to the students to make the students to learn more and do not regret what they achieved by studying hard more.

From the explanation above, it can be concluded that lecturers' characteristics are related to the pedagogical competence. The researcher concludes that there are three aspects of lecturers' characteristics that can improve lecturer performance in effective teaching. Those are planning, delivery, and assessment.

## **2) Professional Competence**

Professional competence is mastery learning materials is broad and deep; this includes mastery of materials, curriculum, and scientific substance that houses the material, as well as mastery of the and methodology.

The professional competence includes the sub competence:

- a) Mastering the substance of the field of study and scientific methodology
- b) Mastering the and material studies curriculum

- c) Mastering and utilize information and communication technologies in learning
- d) Organize studies curriculum material
- e) Improving the quality of learning through action research

### **3) Personal Competence**

Personal competence is personal capacity reflects the personality of a solid, stable, mature, wise and authoritative, become role models for students, and noble.

Personal competence includes the sub competence:

- a) Present yourself as a person who is steady, stable, wise, and adults as well authoritative.
- b) Present yourself as a person of good character and as an example to students and community
- c) Evaluating the performance of its own
- d) Develop a self-sustainable manner

According to Ilorin (2013), they described eleven of lecturer characteristics based on the personal competence. Those are patience, mentorship, intellectual curiosity, role model, creative, confidence, compassion, maturity, enthusiasm, empathy, positive mental attitude.

a) Patience

The most important of quality that a lecturer should have is patience. A lecturer does more than teaching. As a matter of fact, the lecturer duty is “man making”. Man making has two aspects. The first is to impart knowledge in the various domain a student want and the others character building. (Chathanadath, 2016)

b) Mentorship

Myen (2016) said in his article that mentorship is the key to career success. L.Oyen (2012) mentoring is a natural part of her job, and arguably one of the most important aspects of her day as a lecturer in the Department of Engineering at the University of Cambridge. She mentored many students every day. In her article, she said that mentoring does not contribute to the students’ funding portfolio, but relationships built with students through mentoring can’t help but contribute significantly to the total group output.

c) Intellectual curiosity

What is intellectual curiosity? The intellectually curious person has a deep and persistent desire to know. She asks and seeks answers to the “why” questions. And she doesn’t stop asking at a surface level but instead asks probing questions in order to peel back layers of explanation to get the foundational ideas concerning a particular issue. (Austin, Michael W: 2014).

d) Role model

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make our own personal growth. We look to them for advice and guidance.

e) Creative

The creativity of lecturers is crucial to success in teaching and learning process. Without creativity, the class will feel boring. Creative lecturers are able to conjure up any frozen class condition to be exciting, festive and very meaningful even memorable for students. Creative lecturers always keep up with the times. Always look for fresh ideas as new science and insights to be delivered to students. Creative lecturers do their best for themselves, especially the students.

f) Confidence

Effective lecturers teach with confidence. Teaching without confidence is not much fun. Teaching with confidence is not easy, the lecturer should know the ingredients and components of effective instruction, prepare lecture well, listen to what students have to say about the lecturer's teaching and their learning.



g) Compassion

Compassion is empathy in action, and your actions don't have to be big or life-changing. Compassion is all about realizing that we ultimately all want the same things out of life (love, safety, health, happiness) and responding in an appropriate way.

h) Maturity

According to Anna Landers in Fiqry's (2011) articles, maturity is the ability to control anger and settle differences without violation or destruction. Maturity is humility. A mature person is able to say "I am wrong", He is also able to say "I am sorry" and when he is proved right, he does not have to say "I told you so". Maturity means dependability, integrity, keeping one's word. The immature have excuses for everything. They are chronically tardy, the no-shows, the gutless-wonder who fold in a crisis. Their lives are a maze of broken promises, unfinished business, and former friends. Maturity is the ability to live in peace with that we cannot change.

i) Enthusiasm

According to Tjiptadinata Effendi in *kompasiana* said that enthusiasm is the most important force in life. Therefore, it can be the key to success. For that reason, the enthusiasm is very important owned by the teacher. An enthusiastic person will be passionate or eager to do something. Likewise, a lecturer who is teaching enthusiastic means passionate or passionate in his task of carrying out learning.

j) Empathy

Empathy means ‘the ability to understand and share the feelings of another’ (as in both authors have the skills to make you feel empathy with their heroines). Teaching by empathy helps the lecturer to understand the students. Understand how the students learn, how the students receive the course. What the students want.

k) Positive mental attitude.

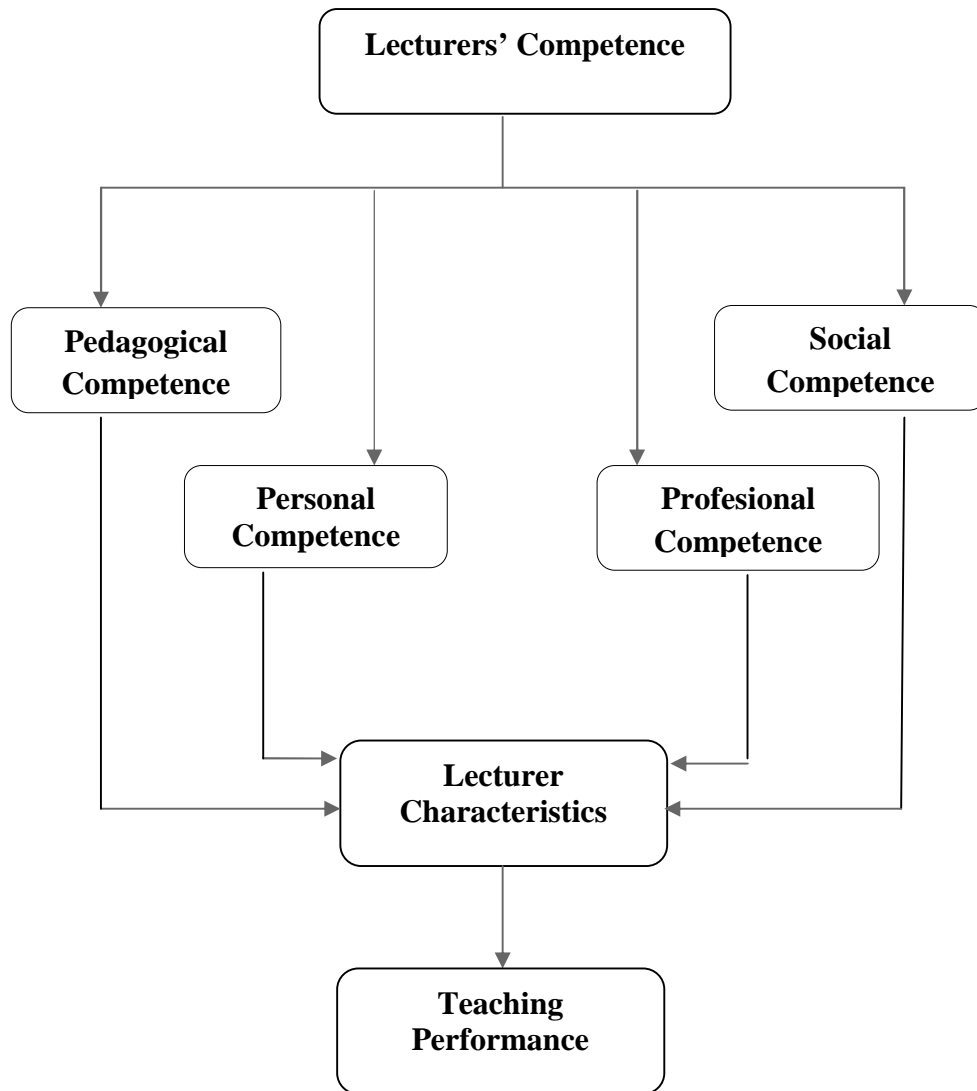
Positive Mental Attitude is a self-confident, honest, and constructive state of mind, in which the person makes and guards it by his own chosen method, done with his own strength of intention, based on his own adapted motivation. Based on the explanation above, if the lecturer has positive mental attitude, the lecturer will be a memorable lecturer.

#### **4) Social Competence**

Social competence is the ability of teachers/lecturers to communicate and interact effectively with students, staff, parents/guardians of students, and surrounding communities. The Social Competence includes the sub competence:

1. Communicate effectively and empathetically with the parents of learners students, fellow teachers, staff, and community
2. Contribute to the development of education in schools
3. Contribute to the development of education at the local, regional, national, and global
4. Make use of information and communication technologies to communicate and developing the student’s behavior

## 5) Conceptual Framework



**Figure 2.1 Conceptual Framework**

In the conceptual framework, the students and lecturers have a relationship with the lecturers in the classroom, especially in teaching and learning process. Lecturers have four competences that can be evaluated by using the students perception. However, in this reseacrh just focus on the pedagogical competence as a lecturers' characteristics. The pedagogical competence related to the lecturer performance in classroom teaching which is divided into three aspects. Those are planning, delivery, and assessment.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The researcher used a descriptive-qualitative research in this study. It was along with the objective of this study was to identify students' perception about lecturers' characteristics in classroom teaching. It was categorized as a qualitative research because the result of this research interpreted into sentences.

#### **B. Variable of the Research**

The variable of the research was the students' perception of lecturers' characteristics in classroom teaching by using three aspects. Those were planning, delivery, and assessment.

#### **C. Participant**

The participants of this research were the 2<sup>nd</sup> and 4<sup>th</sup> semester in English Department Muhammadiyah University of Makassar. Moreover, the researcher took 5 students (12%) in each class. The researcher selected 100 from 800 students as the participants. The participants were selected by using purposive random sampling. Purposive used because there were participant criterions, such as the chosen participants should actively attend the class until the end of class and fulfill the questionnaire gladly and without coercion.

Meanwhile, random sampling used because of each class has own atmosphere and sometimes the lecturers used different way in teaching.

**Table 3.1 Participants of the 2<sup>nd</sup> and 4<sup>th</sup> semester in Academic Year 2016/2017**

No	Name Class	Participants		Percentage	
		2 <sup>nd</sup> Semester	4 <sup>th</sup> Semester	2 <sup>nd</sup> Semester	4 <sup>th</sup> Semester
1.	Class A	38	40	5	5
2.	Class B	38	42	5	5
3.	Class C	38	40	5	5
4.	Class D	39	42	5	5
5.	Class E	40	43	5	5
6.	Class F	40	39	5	5
7.	Class G	38	42	5	5
8.	Class H	39	39	5	5
9.	Class I	40	42	5	5
10.	Class J	38	43	5	5
<b>TOTAL</b>		<b>388</b>	<b>412</b>	<b>50</b>	<b>50</b>

#### **D. Research Instrument**

There was only one instrument used in this research. It was a questionnaire. The questionnaire composed in close-ended question form by using positive statement. It consisted of 15 number of questions related to lecturers' characteristics in effective teaching which included three aspects; planning, delivery, and assessment.

**Table 3.2 Summary of questionnaire items**

No.	Aspects	Items Number	Description
1	Planning	2	This section comprises questions used to measure how well the lecturer prepares for the lecture
2	Delivery	8	To identify how well the lecturer presents the lecture
3	Assessment	5	These are questions related to how well the lecturer assesses the tests, assignment and how satisfied the student is with the feedback

The questionnaire using in this research was adapted from Montshiwa & Moroke (2014). The validation of the questionnaire was ensured. The reliability was established. The answers to the questionnaire used the scale from numbers 1 to 5.

## **E. Data Collection**

### **Questionnaire**

In collecting data, the researcher uses the questionnaire as the main method.

Before distributing the questionnaire to the participants, the questionnaire aspects had been explained to the participants to ensure that the participants understand what the mean and the purpose of the questionnaire itself. There were three steps in data collecting procedure for the questionnaire:

1. Constructing questions for the questionnaire
2. Distributing the questionnaire to the participant
3. Administrating the fulfilled questionnaire

#### F. Technique of Data Analysis

To analyze the data, the researcher employed the formulas as follows:

1. The Likert Scale and scoring

**Table 3.3 Likert Scale**

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

(Sugiono, 2012:135)

2. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used was:

$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

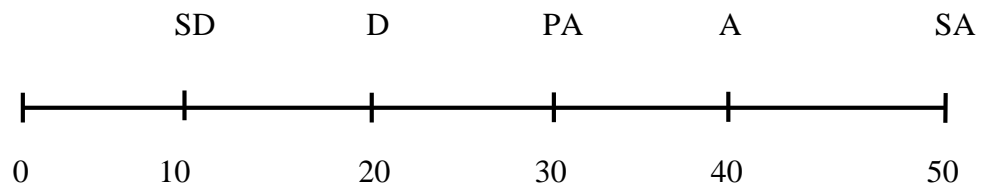
(Sugiyono, 2012:137)



**Table 3.4 Criterion Score**

Forms	Scale
5 x 10 = 50	Strongly agree
4 x 10 = 40	Agree
3 x 10 = 30	Partially agree
2 x 10 = 20	Disagree
1 x 10 = 10	Strong disagree

3. The next step identified the rating scale and interval distance.



(Sugiyono, 2012:137)

**Table 3.5 Rating Scale Interval of Agreement**

Answer Score	Scale
41-50	Strongly agree
31-40	Agree
21-30	Partially agree
11-20	Disagree
0-10	Strong disagree

4. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.
5. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Total ideal score}} \times 100\%$$

(Sugiyono, 2012:137)

6. The analytical process of the students' perception of English lecturers' characteristics classified into:

**Table 3.4 Interpretation Score**

No.	Category	Interpretation Score
1	Excellent	81%-100%
2	Good	61%-80%
3	Fair	41%-60%
4	Poor	21%-40%
5	Very poor	< 20%.

(Riduwan: 2012:15)

The use of the interpretation score above is to measure how well the lecturer does three aspects (planning, delivery, assessment) of lecturers' characteristics in teaching. For instance, if the interpretations score of planning is in the range 81% -100% means that the lecturer's planning is excellent. Moreover, if the lecturer's delivery is in the range 61% - 80%, it means good. On the contrary, if the assessment is in the range 21%-40% the lecturer's assessment is poor.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The finding covers the data of lecturers' pedagogical competence characteristics in classroom teaching which consists of planning, delivery, and assessment. The result of the research data shows how well the lecturers prepare for the lecture (planning), how well the lecturers present the lecture (Delivery), and how well the lecturers assess the tests of students (assessment). The researcher took structure lecturers at the 2<sup>nd</sup> semester and essay writing lecturers at the 4<sup>th</sup> semester in English Department, Muhammadiyah University of Makassar. The students' perception could be seen clearly in the following explanation:

#### **1. The students' perception of lecturers characteristics at the 2<sup>nd</sup> semester**

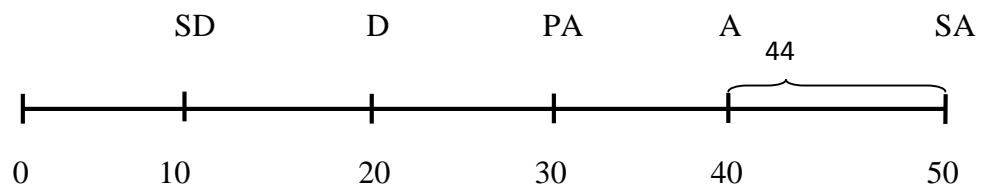
##### **1.1. Planning**

Lecturers' characteristics in planning for the 2<sup>nd</sup> semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

**Table 4.1 Students' perception of lecturers' planning at the 2<sup>nd</sup> semester**

Lecturers	Planning		Average	%
	1	2		
<b>L1</b>	47	44	45.5	91%
<b>L2</b>	45	44	44.5	89%
<b>L3</b>	39	41	40.5	81%
<b>L4</b>	41	47	44	88%
<b>L5</b>	44	39	41.5	83%
<b>Average</b>			<b>43</b>	<b>86%</b>

From the table above, it shows that the average of students' perception about lecturers' planning is 44. To identify the agreement level of respondents can be seen below.

**Figure 4.1 Agreement level of respondents about lecturers' planning**

From the figure above, it can be seen that the most respondents strongly agree with the planning of lecturers. Meanwhile, the percentage agreement level in the table shows 86%. It is categorized excellent because 86% is in the range 81% to 100% means that lecturers' planning is excellent.

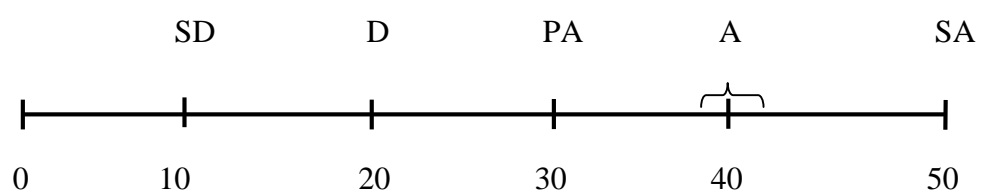
## 2.2.Delivery

Lecturers' characteristics in delivery at the 2<sup>nd</sup> semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

**Table 4.2 Students' perception of lecturers' delivery at the 2<sup>nd</sup> semester**

No.	Lecturers	Delivery								Average	%
		1	2	3	4	5	6	7	8		
1	<b>L6</b>	45	37	39	41	39	41	41	44	<b>41</b>	<b>82%</b>
2	<b>L7</b>	41	43	44	39	39	42	35	44	<b>41</b>	<b>82%</b>
3	<b>L8</b>	43	42	38	35	23	37	40	42	<b>37.5</b>	<b>75%</b>
4	<b>L9</b>	43	41	41	40	36	41	42	43	<b>41</b>	<b>82%</b>
5	<b>L10</b>	45	38	42	30	30	38	39	36	<b>37</b>	<b>74%</b>
<b>Average</b>										<b>40</b>	<b>79%</b>

The data in the table above shows that the average of lecturers' delivery is 40. To identify the agreement level of respondents can be seen below.



**Figure 4.2 Agreement levels of respondents about lecturers' delivery"**

From the figure above, the respondents mostly agree with the delivery of lecturers. Meanwhile, the percentage agreement level of respondents in lecturers' delivery in the table shows 79%. It is categorized good because 79% is in the range 61% to 80% means that lecturers' delivery is good.

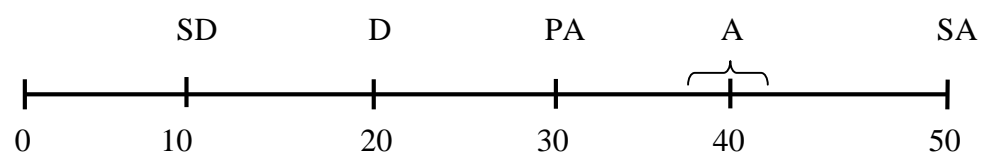
### 1.3 Assessment

Lecturers' characteristics in assessment at the 2<sup>nd</sup> semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

**Table 4.3 Students' perception of lecturers' assessment at the 2<sup>nd</sup> semester**

No.	Lecturers	Assessment					Average	%
		1	2	3	4	5		
1	<b>L1</b>	41	40	40	37	42	<b>40</b>	<b>80%</b>
2	<b>L2</b>	43	44	39	37	44	<b>41.4</b>	<b>82%</b>
3	<b>L3</b>	42	38	41	38	39	<b>39.6</b>	<b>79%</b>
4	<b>L4</b>	43	38	40	40	44	<b>41</b>	<b>82%</b>
5	<b>L5</b>	35	39	36	38	39	<b>37.4</b>	<b>75%</b>
<b>Average</b>							<b>40</b>	<b>80%</b>

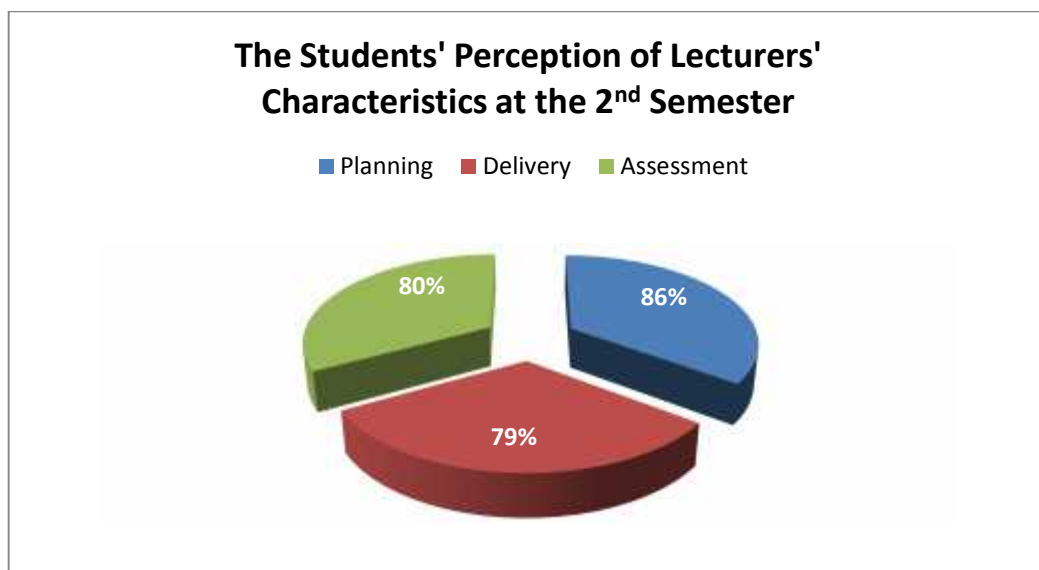
The data in the table above shows that the average of lecturers' assessment is 40. To identify the agreement level of respondents can be seen below.



**Figure 4.3 Agreement levels of respondents about lecturers' assessment**

From the figure above, the respondents mostly agree with the assessment of lecturers. Meanwhile, the percentage of respondents' agreement level in lecturers' assessment in the table shows 80%. It is categorized good because 80% is in the range 61% to 80% means that lecturers' assessment is good.

To make it clear, students' perception of lecturers' characteristics can be seen in the picture below.



**Picture 4.1 Pie chart of English lecturers' characteristics at the 2<sup>nd</sup> semester**

## 2. The Students' Perception of Lecturers' Characteristics at the 4<sup>th</sup> semester

### 2.1. Planning

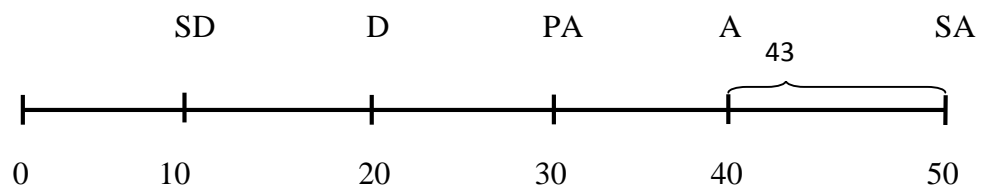
Lecturers' characteristics in planning at the 4<sup>th</sup> semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

**Table 4.4 Students' perception of lecturers' planning at the 4<sup>th</sup> semester**

Lecturers	Planning		Average	%
	1	2		
<b>L6</b>	43	42	<b>42,5</b>	<b>85%</b>
<b>L7</b>	48	46	<b>47</b>	<b>94%</b>
<b>L8</b>	42	43	<b>42,5</b>	<b>85%</b>
<b>L9</b>	44	43	<b>43,5</b>	<b>87%</b>
<b>L10</b>	43	42	<b>42,5</b>	<b>85%</b>
<b>Average</b>			<b>44</b>	<b>87%</b>

From the table above, it shows that the average of lecturers' planning is

43. To identify the agreement level of the respondents can be seen below.



**Figure 4.4 Agreement level of respondents about lecturers' planning"**



From the figure above, the most respondents strongly agree with the planning of lecturers. Meanwhile, the percentage of respondents' agreement level in lecturers' plans in the table shows 87%. It is categorized excellent because 87% is in the range 81% to 100% means that lecturers' planning is excellent.

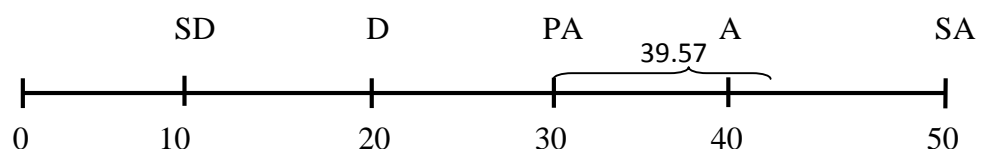
## 2.2. Delivery

Lecturers' characteristics in delivery at the 4<sup>th</sup> semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

**Table 4.5 Students' perception of lecturers' delivery at the 4<sup>th</sup> semester**

No.	Lecturers	Delivery								Average	%
		1	2	3	4	5	6	7	8		
1	<b>L6</b>	42	37	42	37	40	38	33	40	<b>38,62</b>	<b>77%</b>
2	<b>L7</b>	42	44	44	42	41	48	46	43	<b>43,75</b>	<b>87,50%</b>
3	<b>L8</b>	44	40	46	34	31	36	40	42	<b>39,12</b>	<b>78%</b>
4	<b>L9</b>	43	35	37	35	32	36	34	39	<b>36,37</b>	<b>72%</b>
5	<b>L10</b>	45	37	44	39	37	39	38	41	<b>40</b>	<b>80%</b>
<b>Average</b>										<b>39.57</b>	<b>79%</b>

The table above shows that the average of lecturers' planning is 39.57. To identify the agreement level of the respondents can be seen below.



**Figure 4.5 Agreement level of respondent about lecturers' delivery**

From the figure above, the respondents mostly agree with the delivery of lecturers. Meanwhile, the percentage of respondents' agreement level in lecturers' delivery is 39.57%. It is categorized good because 39.57% is in the range 61% to 80% means that lecturers' delivery is good.

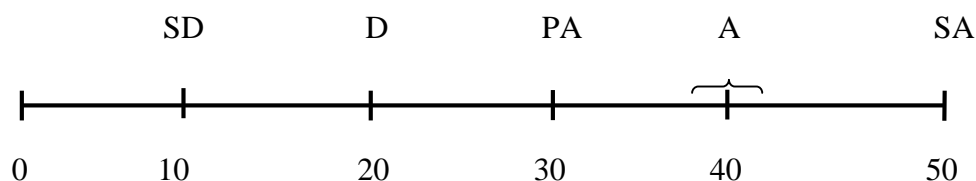
**2.3. Assessment**

Lecturers' characteristics in assessment at the 4<sup>th</sup> semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

**Table 4.6 Students' perception of lecturers' assessment at the 4<sup>th</sup> semester**

No.	Lecturers	Assessment					Average	%
		1	2	3	4	5		
1	A	39	42	40	38	35	<b>38,8</b>	<b>77.60%</b>
2	B	47	48	43	44	44	<b>45,2</b>	<b>90.04%</b>
3	C	40	45	39	44	40	<b>41,6</b>	<b>83.20%</b>
4	D	36	36	36	37	37	<b>36,4</b>	<b>72.80%</b>
5	E	43	42	39	42	37	<b>40,6</b>	<b>81.20%</b>
<b>Average</b>							<b>40,5 (40)</b>	<b>81%</b>

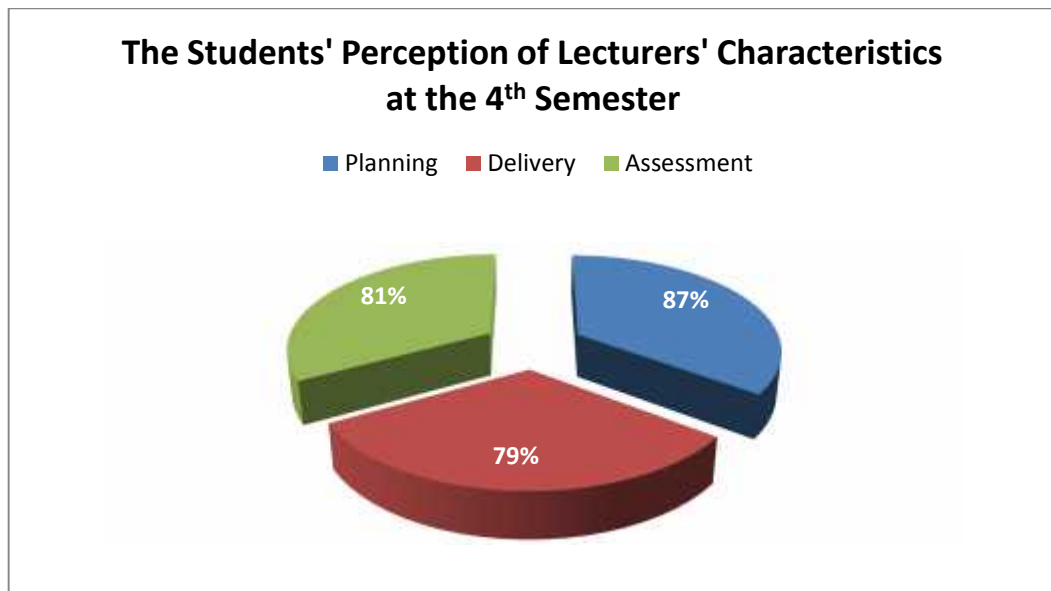
From the table above, it shows that the average of lecturers' assessment is 40. To identify the agreement level of the respondents can be seen below.



**Figure 4.6 Agreement level of respondent about lecturers' assessment**

From the figure above, the most respondents agree with the assessment of lecturers. Meanwhile, the percentage of respondents' agreement level in lecturers' assessment in the table shows 81%. It is categorized excellent because 81% is in the range 81% to 100% means that lecturers' planning is excellent.

To make it clear, students' perception of lecturers' characteristics can be seen in the picture below.



**Picture 4.2** Pie chart of lecturers' characteristics at the 4<sup>th</sup> semester

## **B. Discussion**

In this part, the discussion covers the interpretation of the research findings derived from the result of students' perception of lecturers' characteristics in classroom teaching. The previous research finding showed that according to Muda (2012), lecturers' characteristics in effective teaching included preparation, teaching style, and responsibilities by using a ranking method that identified based on the weights. From the analysis indicated that based on the students' perception of the effectiveness of their lecturers' was arranged in decreasing order; preparation, followed by the style of teaching, and finally responsibilities.

Furthermore, according to Yilmaz (2016: 214-215), the pedagogical competence characteristics of lecturers included course introduction, courses process, and measurement and evaluation indicated that the views of students on "Course Introduction" vary according to grade level, third-year students expressed more positive views than fourth-year ones. The views of students in "Course Process" vary significantly according to grade level. These differences are in favor of third-year students. Third-year students displayed more positive views compared to fourth-year students. In dimension regarding "Measurement and Evaluation", the views of students differ according to the grade levels, third year students made more positive views than that of fourth-year students.

In this research, the students' perception about lecturers' characteristics included planning, delivery, and assessment indicated that the students' perception of English lecturers' characteristics at the 2<sup>nd</sup> semester about lecturers'

planning was excellent (86%) while delivery was good (79%) and for the assessment was also good (80%). Meanwhile, the students' perception of English lecturers' characteristics at the 4<sup>th</sup> semester about lecturers' planning was excellent (87%) while delivery was good (79%) and for the assessment was excellent (81%). The explanation about the result of this research can be seen clearly below:

### **1. Lecturers' Planning**

Planning for teaching includes everything lecturers do to get organized for the role as a lecturer. Teaching plan begins the moment of the lecturer accepts in a teaching position. Planning is the best antidote for the nerves that many lecturers feel when teaching a subject for the first time or meeting a new group of students. It is also the only way to ensure that the educational objectives are achieved. Planning begins with thinking about how the lecturers would like the students to approach their learning in the subject, and what the lecturers would like them to understand, know or be able to do by the end of the session. Whether the lecturers are planning subject for the first time or reviewing an existing subject it is important to consider the effects of the teaching and assessment on students' learning.

The lecturers' planning was identified excellent (86% and 81%) by the students could be known from the items of the questionnaire itself.

- a. Plans and Prepare for class thoroughly
- b. Makes use of the study guide to prepare lessons

Based on the explanation of the researcher to the respondents before fulfilling the questionnaire, teaching plan consisted of identifying specific expectations or learning outcomes, selecting materials to foster these outcomes, providing direction, procedure, and rules which are described them orally and writing. It is related to the preparation mean by Muda (2012: 538) and course introduction by Yilmaz (2016:216) which is preparation referred to the teaching plan and organization of the lecturers to conduct lectures and courses, while course introduction included the teaching plan of the lecturers where they tell to the students about the planning and preparation of the course.

## **2. Lecturers' Delivery**

Delivery is a part of teaching performance after making a teaching plan. Delivery means that the way of lecturer to convey the material subject course to the students. The lecturers' delivery was identified good (79%) by the students' perception could be known from the items of the questionnaire itself.

- a. Uses a level of language that the students understand
- b. Presents stimulating lectures
- c. Presents lecturers that the students learn from
- d. States outcomes of each contact session
- e. Makes use of multimedia support learning/makes effective use of visual aids
- f. Encourages the students to work together during lecturers
- g. Encourages the students to participate in the class discussions

- h. Encourage the students to ask questions/provides opportunities for assessment during class.

It was related to course process by Yilmaz (2016: 216) and teaching style by Muda (2012: 539) that course process and teaching style mean that how the lecturers transfer the subject and how to handle it.

### **3. Lecturers' Assessment**

Assessment is the process of gathering information using various methods to systematically evaluate the students' knowledge, behaviors, and skills as a result of their collegiate experience. The assessment should make the students feel satisfied with the feedback of the assessment itself. The lecturers' assessment was identified good (80%) and excellent (81%) by the students could be known from the questionnaire items;

- a. Explain how outcomes will be assessed
- b. Give feedback on tests and tasks within a reasonable time
- c. Assesses assignments and projects fairly
- d. Bases assessment on learning outcomes
- e. Refers students to learning support when they achieve poorly

It was related to responsibilities by Muda (2012: 537) means that as an educator should always exist and be practiced by the lecturers includes the characters of the lecturers in terms of timeliness and evaluation. Lecturers should be responsible and care about their student's achievements and be fair in making an assessment, and gives a constructive feedback to the students. This

includes great interest and involvement of the students in teaching and learning process, provide a timetable for consultation with students out of class time and respect the students. In addition, Yilmaz (2016: 216) in measurement and evaluation means how competence of the lecturer to measure the knowledge achievement of the students and how competence the lecturers in giving evaluation test to the students which all of them is related to the assessment.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the result and the discussion of the findings previously, the students' perception of the lecturers' characteristics in classroom teaching focuses on pedagogical competence took conclusions as follows:

1. The students' perception of lecturers' characteristics at the 2<sup>nd</sup> semester in planning was excellent, delivery was good, and assessment was good. It can be said that lecturers' characteristic at the 2<sup>nd</sup> semester in Muhammadiyah University of Makassar was good.
2. The students' perception of lecturers' characteristics at the 4<sup>th</sup> semesters in planning was excellent, delivery was categorized good, and assessment was excellent. It can be said that lecturers' characteristic at 4<sup>th</sup> semester in Muhammadiyah University of Makassar was excellent.

#### **B. Suggestions**

Based on the conclusions, the researcher gave same suggestions as follow:

1. For the stakeholder
  - a. It is important to stakeholder to improve the lecturers' performance quality in teaching to create the students that are smart, creative, and innovative.

- b. It is important to the stakeholder to give motivation to the lecturers by giving reward or increasing the salary. It will greatly motivate lecturers in improving their performance.
2. For the lecturers
    - a. Always designing teaching plan well before coming to the class or before teaching. Using some teaching variation method in delivering the subject lecture. And use the suitable assessment for the lesson. Always assessing the students' assignment fairly and make sure the students get positive feedback.
    - b. It is good for the lecturer to ask for suggestion and criticism from the students related to the learning process.
    - c. The lecturer should be ready to evaluate by the students to improve their teaching quality.
  3. For the students
    - a. Do not be afraid to evaluate the lecturers, giving suggestions, and criticism about their teaching performance or anything else related to the learning process.
    - b. The students who would be an educator, it is important to know how to be a good memorable and effective educator.
  4. For the next researcher
    - a. It is better if the next researcher took one lecturer in each subject as representative to measure the quality of lecturers.

## APPENDIX A

## QUESTIONNAIRE

NAME :

CLASS :

Please tick according to your level of agreement regarding to the Lecturers' characteristics in classroom teaching item by using the scale below:

**Strongly Agree (SA), Agree (A), Partially Agree (PA), Disagree (D), Strong disagree (SD)**

No.	Item	SA	A	PA	D	SD
<b>Lecturer's Planning</b>						
1	Plans & prepares for class thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Makes use of the study guide to prepare lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lecturer's Delivery</b>						
3	Uses a level of language that I can understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Presents stimulating lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Presents lectures that I can learn from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	States outcomes of each contact session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Makes use of multimedia support learning/ makes effective use of visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Encourages us to work together during lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Encourages me to participate in the class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Encourages me to ask questions/ provides opportunities for assessment during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lecturer's Assessment</b>						
11	Explains how outcomes will be assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Gives feedback on tests and tasks within a reasonable time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Assesses assignments and projects fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Bases assessment on learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Refers students to learning support when they achieve poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Source: Montshiwa & Moroke (2014))

**APPENDIX B****QUESTIONNAIRE TRANSLATION**

1. Merencanakan dan menyiapkan kelas secara menyeluruh
2. Menggunakan study guide dalam menyiapkan pembelajaran
3. Menggunakan level bahasa yang bisa saya mengerti
4. Menyampaikan perkuliahan yang membangkitkan semangat
5. Menyampaikan perkuliahan yang bisa saya dapat pelajaran darinya
6. Menyatakan hasil pada setiap sesi pertemuan
7. Menggunakan multimedia yang mendukung pembelajaran/memanfaatkan kegunaan alat-alat peraga
8. Mendorong kita untuk berkerja sama selama perkuliahan
9. Mendorong saya untuk berpartisipasi di dalam diskusi kelas
10. Mendorong saya untuk bertanya/memberikan kesempatan untuk penilaian selama kelas
11. Menjelaskan bagaimana hasil pembelajaran akan dinilai
12. Memberikan umpan balik pada tes and waktu pemberian test berada dalam waktu yang masuk akal
13. Menilai tugas dan proyek secara adil
14. Penilaian berdasarkan pada hasil pembelajaran
15. Mengarahkan siswa untuk giat belajar ketika pencapaian mereka rendah

## APPENDIX C

Table 1 Students' Perception of Lecturers' Characteristic 1

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	7	3	0	0	0	47
2	Makes use of the study guide to prepare lessons	5	4	1	0	0	44
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	6	3	1	0	0	45
4	Presents stimulating lectures	3	3	2	2	0	37
5	Presents lectures that I can learn from	2	5	3	0	0	39
6	States outcomes of each contact session	2	7	1	0	0	41
7	Makes use of multimedia support learning/ makes effective use of visual aids	4	3	1	2	0	39
8	Encourages us to work together during lectures	4	3	3	0	0	41
9	Encourages me to participate in the class discussions	4	4	1	1	0	41
10	Encourages me to ask questions/ provides opportunities for assessment during class	4	6	0	0	0	44
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	2	7	1	0	0	41
12	Gives feedback on tests and tasks within a reasonable time	2	6	2	0	0	40
13	Assesses assignments and projects fairly	2	6	2	0	0	40
14	Bases assessment on learning outcomes	0	7	3	0	0	37
15	Refers students to learning support when they achieve poorly	4	4	2	0	0	42

## APPENDIX D

**Table 2 Students' Perception of Lecturers' Characteristic 2**

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	5	5	0	0	0	45
2	Makes use of the study guide to prepare lessons	4	6	0	0	0	44
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	2	7	1	0	0	41
4	Presents stimulating lectures	3	7	0	0	0	43
5	Presents lectures that I can learn from	4	6	0	0	0	44
6	States outcomes of each contact session	1	7	2	0	0	39
7	Makes use of multimedia support learning/ makes effective use of visual aids	2	5	3	0	0	39
8	Encourages us to work together during lectures	3	6	1	0	0	42
9	Encourages me to participate in the class discussions	3	2	4	0	0	35
10	Encourages me to ask questions/ provides opportunities for assessment during class	5	4	1	0	0	44
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	4	5	1	0	0	43
12	Gives feedback on tests and tasks within a reasonable time	4	6	0	0	0	44
13	Assesses assignments and projects fairly	1	7	2	0	0	39
14	Bases assessment on learning outcomes	1	5	4	0	0	37
15	Refers students to learning support when they achieve poorly	4	6	0	0	0	44

## APPENDIX E

Table 3 Students' Perception of Lecturers' Characteristic 3

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	2	5	3	0	0	39
2	Makes use of the study guide to prepare lessons	2	8	0	0	0	42
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	4	5	1	0	0	43
4	Presents stimulating lectures	2	8	0	0	0	42
5	Presents lectures that I can learn from	2	4	4	0	0	38
6	States outcomes of each contact session	0	5	5	0	0	35
7	Makes use of multimedia support learning/ makes effective use of visual aids	0	0	3	7	0	23
8	Encourages us to work together during lectures	2	3	5	0	0	37
9	Encourages me to participate in the class discussions	2	6	2	0	0	40
10	Encourages me to ask questions/ provides opportunities for assessment during class	4	4	2	0	0	42
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	4	4	2	0	0	42
12	Gives feedback on tests and tasks within a reasonable time	3	2	5	0	0	38
13	Assesses assignments and projects fairly	4	3	3	0	0	41
14	Bases assessment on learning outcomes	3	2	5	0	0	38
15	Refers students to learning support when they achieve poorly	2	5	3	0	0	39

## APPENDIX F

Table 4 Students' Perception of Lecturers' Characteristic 4

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	3	5	2	0	0	41
2	Makes use of the study guide to prepare lessons	7	3	0	0	0	47
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	4	5	1	0	0	43
4	Presents stimulating lectures	3	5	2	0	0	41
5	Presents lectures that I can learn from	3	5	2	0	0	41
6	States outcomes of each contact session	2	6	2	0	0	40
7	Makes use of multimedia support learning/ makes effective use of visual aids	1	4	5	0	0	36
8	Encourages us to work together during lectures	1	9	0	0	0	41
9	Encourages me to participate in the class discussions	2	8	0	0	0	42
10	Encourages me to ask questions/ provides opportunities for assessment during class	3	7	0	0	0	43
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	3	7	0	0	0	43
12	Gives feedback on tests and tasks within a reasonable time	2	4	4	0	0	39
13	Assesses assignments and projects fairly	1	8	1	0	0	40
14	Bases assessment on learning outcomes	1	8	1	0	0	40
15	Refers students to learning support when they achieve poorly	5	4	1	0	0	44



## APPENDIX G

Table 5 Students' Perception of Lecturers' Characteristic 5

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	4	6	0	0	0	44
2	Makes use of the study guide to prepare lessons	3	3	4	0	0	39
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	7	1	2	0	0	45
4	Presents stimulating lectures	4	2	2	2	0	38
5	Presents lectures that I can learn from	2	8	0	0	0	42
6	States outcomes of each contact session	0	3	4	3	0	30
7	Makes use of multimedia support learning/ makes effective use of visual aids	1	2	3	4	0	30
8	Encourages us to work together during lectures	2	5	2	1	0	38
9	Encourages me to participate in the class discussions	3	4	2	1	0	39
10	Encourages me to ask questions/ provides opportunities for assessment during class	2	4	2	2	0	36
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	2	4	1	3	0	35
12	Gives feedback on tests and tasks within a reasonable time	2	6	1	1	0	39
13	Assesses assignments and projects fairly	0	6	4	0	0	36
14	Bases assessment on learning outcomes	2	4	4	0	0	38
15	Refers students to learning support when they achieve poorly	1	7	2	0	0	39

## APPENDIX H

Table 6 Students' Perception of Lecturers' Characteristic 6

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	3	7	0	0	0	43
2	Makes use of the study guide to prepare lessons	2	8	0	0	0	42
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	5	2	3	0	0	42
4	Presents stimulating lectures	1	5	4	0	0	37
5	Presents lectures that I can learn from	3	6	1	0	0	42
6	States outcomes of each contact session	1	5	4	0	0	37
7	Makes use of multimedia support learning/ makes effective use of visual aids	2	6	2	0	0	40
8	Encourages us to work together during lectures	1	7	1	1	0	38
9	Encourages me to participate in the class discussions	0	3	7	0	0	33
10	Encourages me to ask questions/ provides opportunities for assessment during class	3	4	3	0	0	40
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	2	5	3	0	0	39
12	Gives feedback on tests and tasks within a reasonable time	3	6	1	0	0	42
13	Assesses assignments and projects fairly	2	6	2	0	0	40
14	Bases assessment on learning outcomes	1	6	3	0	0	38
15	Refers students to learning support when they achieve poorly	0	6	4	0	0	36

## APPENDIX I

Table 7 Students' Perception of Lecturers' Characteristic 7

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	8	2	0	0	0	48
2	Makes use of the study guide to prepare lessons	6	4	0	0	0	46
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	4	4	2	0	0	42
4	Presents stimulating lectures	6	2	2	0	0	44
5	Presents lectures that I can learn from	5	4	1	0	0	44
6	States outcomes of each contact session	5	2	3	0	0	42
7	Makes use of multimedia support learning/ makes effective use of visual aids	2	7	1	0	0	41
8	Encourages us to work together during lectures	8	2	0	0	0	48
9	Encourages me to participate in the class discussions	6	4	0	0	0	46
10	Encourages me to ask questions/ provides opportunities for assessment during class	7	0	2	1	0	43
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	7	3	0	0	0	47
12	Gives feedback on tests and tasks within a reasonable time	8	2	0	0	0	48
13	Assesses assignments and projects fairly	6	1	3	0	0	43
14	Bases assessment on learning outcomes	6	2	2	0	0	44
15	Refers students to learning support when they achieve poorly	7	0	3	0	0	44

## APPENDIX J

Table 8 Students' Perception of Lecturers' Characteristic 8

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	2	8	0	0	0	42
2	Makes use of the study guide to prepare lessons	3	7	0	0	0	43
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	5	4	1	0	0	44
4	Presents stimulating lectures	2	6	2	0	0	40
5	Presents lectures that I can learn from	6	4	0	0	0	46
6	States outcomes of each contact session	0	4	6	0	0	34
7	Makes use of multimedia support learning/ makes effective use of visual aids	0	4	3	3	0	31
8	Encourages us to work together during lectures	2	4	2	2	0	36
9	Encourages me to participate in the class discussions	3	5	1	1	0	40
10	Encourages me to ask questions/ provides opportunities for assessment during class	4	5	0	1	0	42
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	2	6	2	0	0	40
12	Gives feedback on tests and tasks within a reasonable time	5	5	0	0	0	45
13	Assesses assignments and projects fairly	2	6	1	1	0	39
14	Bases assessment on learning outcomes	5	4	1	0	0	44
15	Refers students to learning support when they achieve poorly	2	6	2	0	0	40

## APPENDIX K

Table 9 Students' Perception of Lecturers' Characteristic 9

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	4	6	0	0	0	44
2	Makes use of the study guide to prepare lessons	3	7	0	0	0	43
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	1	8	2	0	0	43
4	Presents stimulating lectures	0	5	5	0	0	35
5	Presents lectures that I can learn from	0	7	3	0	0	37
6	States outcomes of each contact session	0	5	5	0	0	35
7	Makes use of multimedia support learning/ makes effective use of visual aids	1	3	5	0	0	32
8	Encourages us to work together during lectures	0	5	4	2	0	36
9	Encourages me to participate in the class discussions	1	4	3	2	0	34
10	Encourages me to ask questions/ provides opportunities for assessment during class	1	7	2	0	0	39
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	0	6	4	0	0	36
12	Gives feedback on tests and tasks within a reasonable time	0	6	4	0	0	36
13	Assesses assignments and projects fairly	0	6	4	0	0	36
14	Bases assessment on learning outcomes	1	5	4	0	0	37
15	Refers students to learning support when they achieve poorly	1	6	2	1	0	37

## APPENDIX L

Table 10 Students' Perception of Lecturers' Characteristic 10

No.	Item	SA	A	PA	D	SD	Total
<b>Lecturer's Planning</b>							
1	Plans & prepares for class thoroughly	3	7	0	0	0	43
2	Makes use of the study guide to prepare lessons	2	8	0	0	0	42
<b>Lecturer's Delivery</b>							
3	Uses a level of language that I can understand	6	3	1	0	0	45
4	Presents stimulating lectures		7	3	0	0	37
5	Presents lectures that I can learn from	4	6	0	0	0	44
6	States outcomes of each contact session	2	5	3	0	0	39
7	Makes use of multimedia support learning/ makes effective use of visual aids	2	4	3	1	0	37
8	Encourages us to work together during lectures	1	7	2	0	0	39
9	Encourages me to participate in the class discussions	1	7	1	1	0	38
10	Encourages me to ask questions/ provides opportunities for assessment during class	2	7	1	0	0	41
<b>Lecturer's Assessment</b>							
11	Explains how outcomes will be assessed	4	5	1	0	0	43
12	Gives feedback on tests and tasks within a reasonable time	2	8	0	0	0	42
13	Assesses assignments and projects fairly	1	7	2	0	0	39
14	Bases assessment on learning outcomes	2	8	0	0	0	42
15	Refers students to learning support when they achieve poorly	0	7	3	0	0	37

**APPENDIX M**

**DOCUMENTATION**



## CURRICULUM VITAE



**Musdahariah** is the third child of marriage between Abuhaerah and Wardiah. She was born on 3<sup>rd</sup> March 1988 in Takalala. She lost her father in 2004 because of Chronic Kidney Disease (CKD). She has two brothers, Asmayadi, S.Pd.I and Masyhuri, A.Md.Com and one sister, Ida Fitriani but she had gone in 2015.

She graduated at Elementary School “SDN 218 Mario” in 2000, then Junior High School “MTs N Takalala” in 2003, and Senior High School MAN 1 Watansoppeng in 2006. After graduating from senior High School, she had been taught at TPA (*Taman Pendidikan Al-Qur’an*) and Madrasah Ibtidaiyah. She also opened English and Korean Course in The Mosque as the one of project Mosque adollescent in 2011. The all her teaching activity stopped after she decided to continue her study at the University in 2013. She was accepted as a student in English Education Department of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the University, she gathered in UKM BAHASA. At the end of her study, she could finished her thesis in 2017 entitle: “**The Students’ Perception of Lecturers’ Characteristics in Classroom Teaching (A Descriptive Study at the English Lecturers of Faculty Teacher Training and Education in Muhammadiyah University of Makassar)**”