A STUDY OF STUDENTS' PERCEPTIONS ON LECTURERS' COMPETENCE IN TEACHING ENGLISH

(A Descriptive Study at Fifth Semester Students of English Education Department in Muhammadiyah University of Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Department

DESSY KUSUMAWATI
10535585914

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Makassar, $\frac{\text{14 Rabiul Awal 1440 H}}{\text{22 November 2018 M}}$

Panitia Ujian :

1. Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M. (.................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.................)

3. Sekretaris : Dr. Baharullah, M.Pd. (.................)

4. Dosen Penguji : 1. Dr. H. M. Arif Paturusi, M.Pd. (.................)

                    2. Nunung Anugrawati, S.Pd., M.Pd. (.................)

                    3. Herlina Daddi, S.Pd., M.Pd. (.................)

                    4. Hj. Ilmiah, S.Pd., M.Pd. (.................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

بســـم اللّـه الرحمن الرحيـم

APPROVAL SHEET

Title   :   **A Study of Students Perceptions on Lecturers Competence in Teaching English (*A Descriptive Study at Fifth Semester in Muhammadiyah University of Makassar*)**

Name   :   **DESSY KUSUMAWATI**

Reg. Number   :   10535 5859 14

Programmer   :   English Education Department Strata 1 (S1)

Faculty   :   Teacher Training and Education

Makassar,   November 2018

Approved by

Consultant I   Consultant II

<u>Nunung Anugrawati, S.Pd., M.Pd.</u>   <u>Yassir Mallapiang, S.S., M.Pd.</u>

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

<u>Erwin Akib, M.Pd., Ph.D.</u>   <u>Ummi Khaerati Syam, S.Pd., M.Pd.</u>
NBM: 860 934   NBM : 977 807

iii

Terakreditasi Institusi
BAN-PT

COUNSELLING SHEET

Name : DESSY KUSUMAWATI

Reg. Number : 10535 5859 14

Jurusan : Pendidikan Bahasa Inggris

Title : A Study of Students' Perception on Lecturers' Comptence in Teaching English (A *Descriptive Study of Muhammadiyah University of Makassar*)

Consultant I : Nunung Anugrawati, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
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Makassar,   2018
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

COUNSELLING SHEET

Name	: DESSY KUSUMAWATI
Reg. Number	: 10535 5859 14
Jurusan	: Pendidikan Bahasa Inggris
Title	: A Study of Students' Perception on Lecturers' Comptence in Teaching English (A Descriptive Study of Muhammadiyah University of Makassar)

Consultant II : Yasser Mallapiang, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
10/9/18	I, IV		
2/7/18		acc	

Makassar,   2018
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 80?

بسم الله الرحمن الرحيم

APPROVAL SHEET

Title	:	A Study of Students' Perception on Lecturers' Competence in Teaching English (*A Descriptive Study at Muhammadiyah University of Makassar*)
Name	:	DESSY KUSUMAWATI
Reg. Number	:	10535 5859 14
Department	:	English Education Department
Faculty	:	Teacher Training And Education

After being checked and observed this thesis has fulfilled qualifications to be examined.

Approved by:

Consultant I   Consultant II

Nunung Anugrawati, S.Pd., M.Pd.   Yasser Mallapiang, S.Pd., M.Pd.

Dean of FKIP   Head of English
Universitas Muhammadiyah Makassar   Education Department

Erwin Akib, M.Pd., Ph.D.   Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 860 934   NBM. 977 807

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Saya yang bertanda tangan di bawah ini:

Nama	:	**Dessy Kusumawati**
Nim	:	10535585914
Jurusan	:	Pendidikan Bahasa Inggris
Judul proposal	:	A Study of Students' Perception on Lecturers' Competence in Teaching English at 5th Semester Students in Muhammadiyah University of Makassar

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Dessy Kusumawati

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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : **Dessy Kusumawati**
Nim   : 10535585914
Jurusan   : Pendidikan Bahasa Inggris
Fakultas   : Keguruan Dan Ilmu Pendidikan

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Dessy Kusumawati

Mengetahui
Ketua Jurusan
Pendidikan Bahasa Inggris

Ummi Khaerati Syam, S.Pd, M.Pd
NBM. 977 807

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Makassar, July 2018

Dessy Kusumawati

TABLE OF CONTENT

ABSTRACT

Dessy Kusumawati. 2018. *A Study of Students Perceptions on Lecturers Competence in Teaching English (A Descriptive Study at the 5th Semester Students of English Education Department in Muhammadiyah University of Makassar).* (Supervised by Nunung Anugrawati and Yasser Mallapiang).

The objective of this research was intended to find out the students' perceptions on lecturers' competence in teaching grammar and speaking English at English Education Department in Muhammadiyah University of Makassar.The method of this research was a qualitative method. The subject of this research consisted of 100 students at the fifth semester students of English Education Department in Muhammadiyah University of Makassar. This research used purposive sampling technique. The instruments of this research were questionnaire and interview. The questionnaire consisted of 15 close-ended questions and the interview consisted of 4 questions that have been asked to the students. There were some steps in collecting data in questionnaire and interview.

The result of this research showed that the students' perception about lecturers' pedagogic competence included planning, delivery, and assessment indicated that the students' perception of English lecturers' competence at fifth semester about lecturers' planning was good while delivery was good and for the assessment was excellent.

Keywords: *Students perceptions, Lecturers competence, Pedagogic Competence of Lecturers*

CHAPTER I

INTRODUCTION

A. Background

Universities are one of the important places where the students take place to shape the behavior and educational future in the teaching and learning process. According to Rashid (2012) there are four factors that influence the teaching and learning process available to take place in the classroom, such as: Lecturer, students, material, context of time and place. All of this items are related each other. According to Musdariah (2018) lecturers have important role for the success in teaching and learning process. The lecturers are the carrier of negative and positive behavior toward students. Lectures are the entire personality of students minds. Lecturers are the inspiratory in which that the students can follow. Lecturers are the single most important resources to a students learning.

However, being lectures is not as easy as people think. There are four competences that lecturer should have. The four competences are professional competence, pedagogical competence, personal competence, and social competence. Among the competences described above, the most primary competence which lecturers should have is pedagogical competence. The Pedagogical competence of lecturers becomes the central of higher education

also it pertains to the gaining of quality in their profession. The pedagogical competence will help the lecturer in the process of teaching and learning in the classroom. When the lecturers have pedagogical competence, the lecturers are required to have intangible resources and have abilities to transfer those resources in the process of teaching and learning in the classroom. The pedagogical competence requires the lecturer to have insight-ability, habits, and skills in processing and using material as educational tool.

Being a good lecturer through pedagogical competence, the lecturer should ask themselves, why the students have perception that the students prefer learn from one lecturer to another. To find out the reason, the lecturers need to be evaluated by the students. According to some researchers, Musda (2018) sates using the students perception to measure the lecturer teaching is effective because the student has own opinion, think is not ignored, and aware the student thinking. However, the lecturer must be ready to be evaluated.

The lecturers are the importance role of the education. Therefore, it is important to conduct the research entitled: Students' perception on lecturers competence in teaching English. Recognizing the lecturer competence is able to promote the qualities of education. In this research the researcher focus on the lecturer competence in pedagogical competence.

B. Research Problem

Based on the background that the researcher explained, the following research problem in this research is:

How do the students' perceive the lecturers' pedagogical competence in teaching grammar and speaking at 5th semester students in Muhammadiyah University of Makassar ?

C. Research objectives

Based on the research problem, the research objective of this study is:

To find out the students' perceive in the lecturers' pedagogical competence in teaching grammar and speaking at 5th semester students in Muhammadiyah University of Makassar.

D. Significance of the study

The significances of the study is:

1. For the lectures

The lecturers are available to use this research as information as about how to be the great lecturers in effective teaching focus on pedagogical competence.

2. For the researcher

The research able as the information what kind of the lecturers competence in teaching would the students like. Also to knows the

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The research able as the information what kind of the lecturers competence in teaching would the students like. Also to knows the

effective competence in teaching in the future especially in pedagogical competence.

3. For students

The study can be source for students that would give value impact to the students.

E. Scope of the study

This research focused on planning, delivery, and assessment of English pedagogical competence lecturers which was effective their teaching process performance. It evaluated by students' perceptions at 6th semester students in Muhammadiyah University of Makassar.

CHAPTER II

LITERATURE REVIEW

A. The Previous of Research Finding

Suciu (2011) states the concept of pedagogical compete4nce can be found in concrete terms with the other subcategories, such as communication competences or classroom management. Through this holistic approach, the students were able to distinguish general pedagogical competence, such as methodological competence in special skills that correspond to other categories, such as information technology, classroom management, career management.

Yilmaz (2016) states that the study of pedagogical proficiencies, students think most all of the lecturers are sufficient in attitude. However, the students sufficient also in learning course, measurement and evaluation indicated the views of students perception by the students grade level the third students more expressed positive views than the fourth students expressed.

Tichenor & Tichenor (2005) states that the professional of education of the lecturers what are the basic qualities of professional teachers and what aspects of professionalism ideal teachers exhibit, professionalism is exhibited in many teachers attitude.

From some previous result finding above, what the students think about the lecturers cannot be ignored. Believe or not what are the students think or want to the lecturers can be a foundation to the lecturers to evaluate themselves. The one thing the study of this research is not same to the previous research is the research focus in pedagogical competence in teaching performance that includes : planning, delivery, assessment.

B. Some pertinent ideas

1. Concept of perceptions

a. Definition of perception

According to Talis (2018) states that Perception is correlates, integrates, and comprehend diverse also information from many organs of the body by means of which a person identifies things or objects.

Perception is the process of how the information is acquired through the sensory receptors consists of eyes, ears, nose, and skin which transform into a perception4 of what would be think, see, hear, smell, taste, or touch. Based on Kumar (2010) perception is process of selection, organization, and interpretation to be coherent and meaningful picture the word. It is means by the perceptual process, people can interpret the idea meaningfully based on what they see, hear, taste, smell, and touch. According to Walgito (2001) states that perce4ption is began by the process of feeling, of measuring something

which is also the process of accepting by individuals through sense organs or called sensory process. Perception is a process preceded by the sens4ation of individual trough the brain receptors. So, it is able to conclude that perception is the assumption about the object being reviewed.

According to Walgito (2001) there are some factors that affect the perceptions:

1) Internal Factor

   Internal factors is consists of the process of perception in every feeling, motivation, and attention.

2) External factors

   External factors includes of stimulus, environment, and believe that influence by the outside of the factors.

2. **Terms of Occurrence Perceptions**

There are several conditions that must be met by the students can realize and hold perceptions are:

a. The existence of the object perception. It is means the object generates a stimulus concerns the tools.

b. The receptors devices are tools for receiving. There must be a sensory 4nerve as a means of continuing the stimulus received the receptor to the central nervous of the brain as a center of consciousness.

c. To realize the students perceptions of something is necessary or the atten4tion that is as a preparation in holding perception.

3. **Students perceptions**

The students perception is students measure the teacher by the students receptor brain that use the eyes, ears, nose. The students perception is the students perceive about the teacher related to the teacher personality, attitudes, experience, and expectation, also the perception of students about the teacher competence.

a. Personality

Personality is talk about a set students reference that is affected by the socio-cultural development of students values, attitude, personal memories, social relationship, habits, or skills.

b. Attitude

There are four kinds of the attitude based on the function.

1) Utilitarian

Utilitarian is provides the general approach which people adopt attitudes that are reward also help avoid of the punishment.

2) Knowledge

Knowledge helps the students recognize students get the information so the students easier to 4know the knowledge.

3) Ego-defensive

Ego-defensive is help the students protect students self-esteem of students attitudes.

4) Value-expensive

Value-expensive is use to express the students values or beliefs.

c. Emotions

Emotions is includes motivation, feeling, behavior, psychological change that related to the everyday dialogues, experiences and relationship relate to the positive or negative affect.

d. Experience

Experience is a master of the knowledge that gained the students subject or event trough exposure to it. The experience in the subject fields makes students be expert.

e. Expectation

The expectation is believe that something will be happen or successfully, good, something will be.

Measure the students perceptions to evaluate the lecturers competence is useful in improving the lecturers teaching process in learning. According to the students perceptions there are some factors that influence teaching.

1. Lecturers preparation

The preparation is refers to the how lecturers preparation and organization class and course. Preparation is consist of planning framework, teaching and learning goals, providing materials which is the exercise, assignment, and the materials that relevant to the courses, interaction the students and lecturers, and the achievement of the students.

2. Teaching styles

The teaching styles consist of how the lecturers set the self-confidence when handle class, control voice, the teacher self-confidence when handle the class, voice control, body gestures, effective tools in using, deliver the materials when teaching. Use the creative and interactive method.

3. Responsibility

The responsibility is really important for the lecturers. The responsibility includes of the character of the teacher in timeliness of terms and evaluations. The teachers should be responsibility also be careful in give assessment in students achievement, fair in the assessment and give the constructive of the assessment.

According to Samian (2012) states that the main purpose of the students perception is to provide information and feedback to academic staff on their teaching performance which in turn should enable them to do some self-reflection and eventually take some necessary actions to enhance their teaching performance in the future.

In additional, Liando (2010) states students perspective includes of some behaviors such as verbal and nonverbal, influenced students who studying English. The lecturers and the students believe that the quality of lecturers show the personal as well as academic attitudes.

4. **Measuring perception**

Measuring perceptions is abstract. It is actually same with the attitude measure. Scientifically perception can be measure. The method that can use for measure the perception is able to use Likert scale. Likert Scale is use to

measure attitude, opinion, and perception of someone or group about the social phenomenon.

C. Concept of Lecturers Competence

1. Lecturer Definition

Lecturers are the spearhead of success in shape the generations of students of quality. It seems like to have really high professional abilities and attitudes, so it can work under the control in educating the students to be qualified.

Senge (2000) states that lecturer is expert who is capable of importing knowledge will help the learners to build, identify and to acquire skills that will be used to face the challenges in life. The lecturer also provides to the learners knowledge, skills, and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life all skills enable the teacher to interact well in society.

A lecturer has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The lecturer is the person who is capable of creating behavioral change in terms of cognitive, psychomotor, as well as effective domain.

It is can be concluded the lecturer is the only person is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. The lecturers are capable of living and molding the youths such that the power is paramount as they determine the fate of the society. The teachers live with the students and hence the capable of imparting knowledge, skills and values that cannot be easily challenged by the society.

2. Competence Definition

Competency is a skill that expressed in affective behavior in critical professional situations. The competency consist of a combination of two or more of the following components: knowledge, skills, attitude, personal characteristics.

In teaching and learning process when a lecturer teach students, the lecturer will has own way in attitude and power of lecturer so make the lecturer different with others. However the attitudes of teacher have a great affect in teaching. The professional teacher will show the by confidently of transferring the skills in teaching to students or society by lecturer way.

3. Lecturer Competence

Lecturers competences are a set of skills, knowledge, and behaviors must be lecturers have, master, also actualized by the lecturers in performing professionals duties as a teachers. According to the Law No.14 Year 2005 states that lecturers who certify professional lecturers in addition to having minimum S1 academic qualification, also the lecturers r should be have the four lecturers competences consists of Pedagogic competence, professional competence, social competence, personality competence.

a. Pedagogic competence

According to the Dariyo (2013) peadogic comes from the Greek term, namely pandos which means a child who is learning something from others (adults) who have the knowledge, experience, and expertise better. Pegogos means is someone who performs the duty of teaching, mentoring, coaching professionally on individual or group of individuals, the growth being personally responsible in community.

Pedagogic competence is a discipline of science that studies in processes, purposes in benefits of educational activities for development of the entire potential of individuals and groups.

It can be concluded that pedagogic competence is the ability of lecturers in managing learning that includes understanding of learners,

planning and implementation of learning, evaluation of learning outcomes, and development of learners to actualize the various potential it has.

Based on Ryegard et, al (2010) pedagogical competence refers to the educational and qualification. One of the qualifications the lecturers should have the ability to manage and run the process of teaching and learning in the classroom.

(Journal, Sciences, & Suciu, 2011) states that pedagogical competence as the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy.

The following categories of pedagogical competences according to (Journal et al., 2011) : professional-scientific, psycho-pedagogical, psycho-social and relational, managerial and institutional sometimes all of these being analyzed according to some standards (therefore being measurable) and other times, having no standard to relate to (therefore with a high degree of subjectivity).

Pedagogic competence is the ability of English lecturers in the management of learning that consists of:

1) Understanding of knowledge or educational platforms.

2) Understanding of the students.

3) Curriculum or syllabus development.

4) The planning of learning.

5) The implementation of learning and dialogue.

6) The use of learning technology.

7) Evaluation of learning outcomes.

8) The development of students to actualize the potentials.

In addition, Pedagogy is to guide or to manage the students. The competence of pedagogy seems to be the oldest competence and even has become the absolute guidance of man throughout the age, because the competence the competence interest in human dignity in educators.

According to Ma, et al (2013) defined the three component of pedagogical competence consist of: the cognitive competence, the behavior competence, and the attitudinal competence. The result of the result based on the students perception whether the competence that the teachers have related to the teaching method. While the attitudinal competence based on the values involves the evaluation process which mostly appreciated.

Based on the Ryegard, et al (2010) pedagogical competence refers to the educational and classroom setting that faces real problems and students with various characteristics. However, some teachers may not have fortunate condition in executing the jobs. The condition can be in several forms, the minimum source in designing the lesson plan, the lower competence of the students, the lack of facilities, and so on.

Teaching Performance

The improving of lecturers competences in pedagogic is related to improve of the teaching performance. In lecturer performance there are three aspects consist of planning, delivery, and evaluation.

1. Planning

It is about the teachers preparation related to the teaching process. Planning is the most important before the lecturers come to the class to teach. Without the lecturers have the good planning, the classroom management will not run well. The lecturers don't know well what will to say in the class. Planning consists of two items:

1. Plans and prepares for class thoroughly where all teaching plan is given clearly to the students in the beginning of class

2. 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 one of the important in teaching. How is the teaching well depends of the lecturers implementation. If the lecturers cannot deliver the teaching plan well the students accept the learning process is not better also. Delivery means is the way to convey the materials of subject course to the students. The implementation of subject course consists of:

a. The lecturers use the level of language based on the students able to understand. It is the important thing in teaching, especially for foreign language such as English. The level of the language that the teacher use give affect in students understanding.

b. The lecturers present stimulating. The urgent thing that the lecturers should do in teaching process. The lecturers think how to give entertain to students such as give focus to the method of delivery which is success for the students learning. Therefore the students like the learning of the lecturers.

c. The lecturers present the lessons that students learn from. The teachers present the materials related to the students experience. In

learning the lecturers ascertaining the best convey based on the content. Does the materials the students need ? When the students don't attention to the learning it is not the learning uninteresting.

d. States the outcomes of each contact section. One of the way to improve the students motivate is use this way in the learning. The teachers should be tell to the students outcome will look like so the students available to know what will they do during the process of the class also try to do the best. At the end of the learning the students will evaluate and do best more in the next learning.

e. Make multimedia support learning. Multimedia is effective for learning process to get the students interesting in teaching. The use of multimedia to support the learning able to help lecturers in teaching and control students attention, because the students focus to the multimedia by teachers used and students only see lecturers in teaching.

f. Encourages the students cooperative learning during learning process. the lecturers encourage students to work together during learning in teaching. It is discuss about the lecturers set students active in the class. Whether the student active as individual or group.

g. Encourages the students to participate in class discussion. The lecturers usually find that only a few of students participate in the

class. Lecturers should be available to find the method to make half or all of the class can be active.

h. Encourage the students to ask questions or provides class assessment. The lecturers should choose the best instruction to make the students ask before the lecturers asking to the students. the method of this different way the lecturers always ask any question so far ? but the students no giving.

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' competences are related to the pedagogical competence. The researcher concludes that there are three aspects of lecturers' competences that can

improve lecturer performance in effective teaching. Those are planning, delivery, and assessment.

b. Personality Competence

Modeling as educator has the important role that is needed for of the students. Therefore, the educator should have capability with regard to the development personality. The personality competence is a personal competence of the teacher. It is namely regard to the personal ability of self -understanding, self-acceptance, self-direction and realization.

The personality of teacher competence is as the measure of the lecturers qualified. The lecturers have the qualified as the professional lecturers. The skill of the teacher competence especially in personality competence is should be have by the lecturers. Personality characteristic is includes personality traits and individuals internet which is classified in five groups :

1) Professionalism

In professionalism consist of commitment, confidence, trustworthiness, respect. Thinking

2) The professionalism of teacher personality consists of analytic and conceptual thinking.

3) Expectation

The expectation of teacher personality is consist of Disposal of achievement of high objectives disposal for permanent comprehension of reality.

4) Leadership

The leadership in lecturers personality consists of flexibility, accountability, passion for learning.

5) Relations with the other.

The relations in teacher personality are consists of fertile interaction with involved in the educational process skills of common comprehension.

According to Astuty (2015) 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:

1. Present yourself as a person who is steady, stable, wise, and adults as well authoritative.

2. Present yourself as a person of good character and as an example to students and community

3. Evaluating the performance of its own

4. Develop a self-sustainable manner

c. Professional Competence

Competencies are related to the lecturers ability in the learning process that included in professional competence. According to Jamal (2009) Professional competence is the mastery of the learning materials is broad and deep covering mastery of curriculum content and substance of scientific subjects philosophically.

The professional of lecturers competences consist of:

1) Mastering the substance of the field in study and scientific methodology.

2) Mastering materials in studies of curriculum.

3) Mastering and utilize information and communication use technologies in learning process.

4) Organized studies curriculum materials.

5) Improving the quality materials of learning through action research.

The professional competence is the ability of dealing with the adjustment task and competence of lecturers is very important because it is directly relates to the performance shown.

Based on the Saragih (2008) the ability of professional to be possessed teacher in the learning process is control of materials, manage learning programs, managing the classroom, using media source, mastering the foundations of education, managing the

interaction of learning teaching, assessing students achievement for the sake of teaching participants, knowing the functions and programs, and interpret the results of educational research for teaching purposes. The indicators that can see for measure the professional competence includes of understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other science, as well as mastering the steps in the research and critical analysis to explore teaching materials.

d. Social competence

Surya in Hamidi (2003) states social competence is required by a person's ability to so succeed in dealing with others, including skills in social interaction and social responsibilities. Social competence includes the ability in communication, get along in school and society, also the part of the public communicate and interact effectively with others include: learners, follow teachers guardians of the students and the community. The Social competence indicator for measure consists of the ability to communicate and interact effectively with students, fellow lecturers and educational personal and the guardians of the students and the community.

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

D. Conceptual Framework
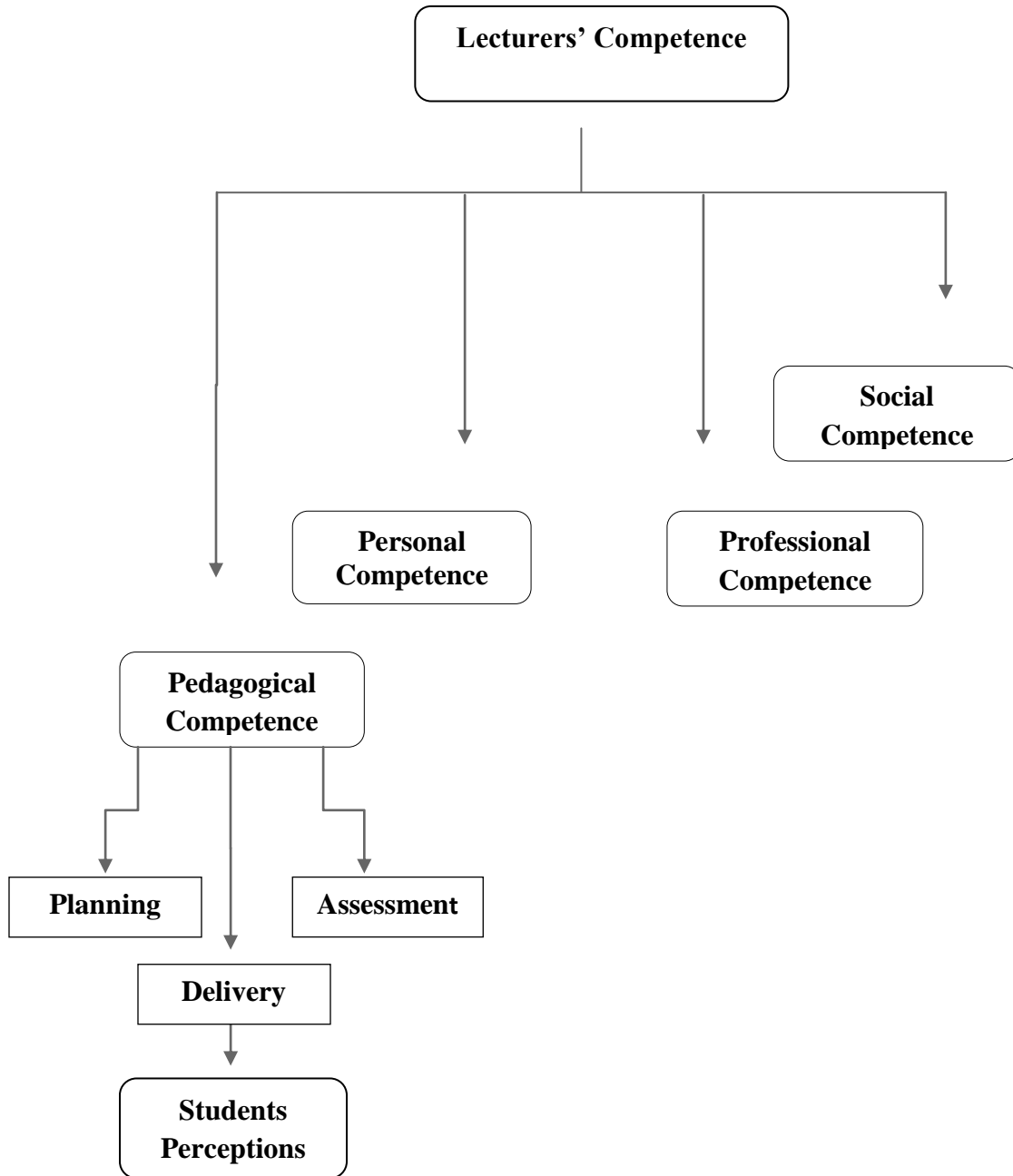
Figure 2.1Conceptual Framework

The conceptual framework explained that the students and the lecturers have a relationship in the classroom while in teaching and learning process. Lecturers have the four competences that the lecturers should have that evaluated by the students perceptions. Therefore in this study the researcher focused only in pedagogic competences as the lecturers competence. In this researcher the pedagogy of the lecturers focused on lecturers performances in the classroom which was divided in three aspects: planning, delivery, assessment.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a descriptive qualitative research in this study. It was with the objective study that identified students perceptions about lecturers competence in classroom teaching.

B. Focus of The Research

The variable of the study was the students of lecturers pedagogical competence in classroom teaching that used aspect teaching performance consists of planning, delivery, and assessment.

C. Participant

The participant of this study was the 5th semester students in Muhammadiyah University of Makassar. Therefore the researcher took 100 students of the 388 students in Muhammadiyah University of Makassar. At the fifth semester students consisted of 10 classes so each class the researcher took 10 students. The researcher also divided the class in to 2 that class A to E in Grammar and F to J Speaking lecturers. The students selected by used purposive random sampling. The purposive used in this study because the sample helped the researcher collected the data also there was participant

criterion. The criterion of this study was chose participants which active attend in the class until the end of the class and fulfilled the questionnaire happily without feel coercion.

D. Research Instrument

The instruments of this study used questionnaire and interview.

1. Questionnaire

The questionnaire required to collect the data from the students or participants. The researcher used Likert Scale to got data questionnaire from the students. A Likert Scale is a method of ascribing qualitative value to qualitative data. Likert scale consisted of potential items such as: Strongly Agree (5), Agree (4), Partially Agree (3), Disagree (2), Strong Disagree (1). The questionnaire consisted of close-ended form used positive statement. The questionnaire consisted of 15 number relate to the lecturers competence in effective teaching that included of the planning, delivery, assessment.

The questionnaire of the study used questionnaire of Montshiwa & Maroke (2004). The validation of the questionnaire was ensured. The reliability of the questionnaire was established. The answered of the questionnaire used the scale from number 1 to 5.

2. Interview

Interview in qualitative research used conversation where the questions were asked to get information. The structure of interview based on the questionnaire with a sequence questions. In this study, the researcher interviewed the students to make more accurate the data of this research. The purposed of the interview was, as follows: the interview was to get the data from the first hand (primary), the interview was as a complement to other collection techniques, the interview was to test the results of other data collection.

E. Data Collection

The data collection used in this study is questionnaire and interview. The researcher gave the questionnaire to students consisted of 15 close-ended questions, the researcher gave 60 minutes to the students to answered the questions based on their own thinking. The researcher also interviewed the students to know the more opinion of students. In gathering the data, the researcher used the following procedures:

a) The researcher gave questionnaire to the students of the research.

b) The researcher collected the data.

c) The researcher interviewed the students.

d) The researcher analyzed the data.

e) The researcher classified the answer of the students based on the questions.

f) The researcher did the data and made conclusions.

F. Techniques of data analysis

There were some procedures to did the data analysis that used interview and questionnaire.

1. Interview

According to Lodico (2010) in interview the data, there were six steps involved in qualitative data analysis of research, the steps of the interview consisted of:

a. Prepared the data of research.

b. Organized of the research data.

c. This type of transcription involved of data analysis as well as preparation. The researcher analysed the data at the same time that one prepared and organized. Also the interview that recorded by used a tap have written by own word of the researcher.

d. Reviewed and explored the data.

The researcher made note about the data as she collect it. This means the researched began the process of reviewed the data before began the formal analyzed for it.

e. Coded data into categories.

The researcher identified different segments of the data that related of the research study.

f. Explained the data.

The researcher was interpretation of the data in mostly of non-quantitative data, the researcher used the narrative manner explained data which was often easier to read.

2. Questionnaire

The researcher collected the data to be analyzed then classify the answered by the questioned. The researcher used some formulas arranged the study in questionnaire.

a. The researchers used Likert Scale and scoring.

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

Sugiyono (2012)

b. Determined the ideal score.

Ideal score used to count the score to determine rating and total answering. The formula of the scale is:

Criterion score = Scale score x total of respondent

Table 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

c. Identified the rating scale and interval distance

```
  +   +   +   +   +   +
  0   10  20  30  40  50
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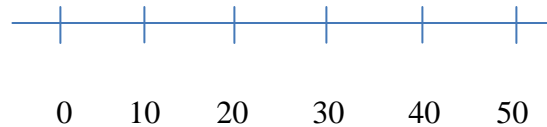
Rating Scale Interval of Agreement

Answer Score	Scale
41-50	Strongly agree
31-40	Agree
21-30	Partially agree

11-20	Disagree
0-10	Strong disagree

d. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.

e. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

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

Sugiyono (2012)

f. The analytical process of the students' perception of English lecturers' competence 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%.

The used of the interpretation score above measured how well the lecturer did three aspects (planning, delivery, assessment) of lecturers' competence in teaching. For instance, if the interpretations score of planning was in the range 81% -100% mean that the lecturer's planning was excellent. Moreover, if the lecturer's delivery is in the range 61% - 80%, it mean was good. On the contrary, if the assessment was in the range 21%-40% the lecturer's assessment was poor.

CHAPTER IV

FINDINGS AND DISCUSSIONS

B. Findings

The finding of this study was to cover of a study lecturers' pedagogical competence in classroom teaching which consists of planning, delivery, and assessment. The result of the research data shows that how well the lecturers prepares for teaching the lecture (planning), how well the lecturer presents the lecture (delivery), how well the lecturer assess the test of students (assessment). The researcher took structure and speaking lecturers at the fifth semester students in English Department students in Muhammadiyah University of Makassar. The students perceptions could be seen in briefly or clearly explanation:

1. **The students' perception of lecturers competence at the 5th semester**

a. **Planning**

The lecturers' planning be known from the items of the questionnaire.

1) I get the lesson that have Planned and Prepared by lecturer for class thoroughly.

2) I study use the study guide in learning process.

Lecturers' competence in planning for the 5th semester students 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 5th semester

No	Lecturers'	Planning		Average	%
		1	2		
Grammar Lecturers'					
1	L1	44	38	**41**	82%
2	L2	40	35	**37.5**	75%
3	L3	36	37	**36.5**	73%
4	L4	42	44	**43**	86%
5	L5	42	39	**40.5**	81%
Speaking Lecturers'					
6	L6	44	35	**39.5**	79%
7	L7	39	40	**39.5**	79%
8	L8	38	39	**38.5**	77%
9	L9	43	39	**41**	82%
10	L10	35	34	**34.5**	69%
	Average			**39**	78%

From the table above, it shows that the average of students' perception about lecturers' planning is 39. To identify the agreement level of respondents can be seen below.

SD   D   PA   A   SA

39

0   10   20   30   40   50
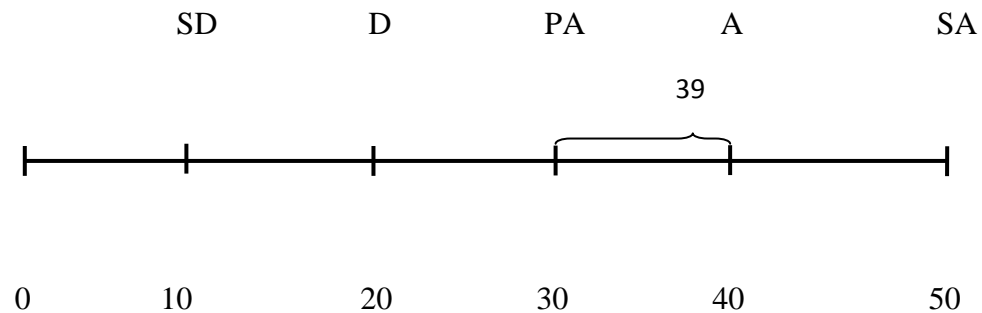
Figure 4.1 Agreement level of respondents about lecturers' planning

From the figure above, it can be seen that the most respondents agree with the planning of lecturers. Meanwhile, the percentage agreement level in

the table shows 78%. It categorized good because 78% is in the range 60% to 80% means that lecturers' planning is good.

b. **Delivery**

The lecturers' delivery could be known from the items of the questionnaire itself.

1) My lecturer in teaching process use discussion method that I would like.

2) My lecturer has presented the lesson use the method that easier to understand

3) My lecturer has given the lesson use the method I can understand.

4) My lecturer explained the lesson use pleasure variation method in the learning class

5) My lecturer has used medias that supported in teaching process

6) My lecturer always encourages me work with classmates during the lecture process

7) I always participate in each class discussion

8) My lecturer always encourages to actively ask questions and provide opportunities to get grades

Lecturers' competence in delivery at the 5^{th} semester of English Department, Muhammadiyah University of Makassar can be seen clearly in the following table:

Table 4.2 Students' perceptions of lecturers' delivery at the 5th semester

Lecturers'	Delivery								Average	%
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**		
Grammar Lecturers'										
L1	40	42	43	41	43	35	43	47	**41**	**82%**
L2	39	41	34	36	43	45	32	45	**39**	**80%**
L3	35	34	32	46	37	34	41	43	**37**	**78%**
L4	42	32	41	45	42	47	42	49	**42**	**80%**
L5	43	42	42	38	46	45	43	47	**43**	**80%**
Speaking Lecturers'										
L6	39	43	38	40	46	45	39	45	**41**	**81%**
L7	34	37	35	36	37	42	42	46	**38**	**81%**
L8	40	46	43	42	46	47	38	49	**43**	**81%**
L9	41	44	41	35	46	47	47	46	**43**	**80%**
L10	39	36	35	35	38	36	38	42	**37**	**80%**
Average									**45**	**80%**

The data in the table above shows that the average of lecturers' delivery is 45. To identify the agreement level of respondents can be seen below.

SD   D   PA   A   SA

41

0   10   20   30   40   50

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 80%. It categorized good because 80% is in the range 61% to 80% means that lecturers' delivery is good.

c. **Assessment**

The lecturers assessment could be known from the items of the questionnaire itself

1) My lecturer explains how the results of the learning process will be assess

2) My lecturer gives feedback on the test and the time to give a test in rational time

3) My lecturer gives a score that accordance in my ability because the lecturer assess the assignments and projects fairly

4) My lecturer understand that assessment is done according to the results of the learning process

5) My lecturer gives encouragement that I can study hard if the learning achievement results are low

Lecturers' competence in assessment at the 5^{th} 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 5^{th} semester

Lecturers'	Assessment					Average	%
	11	12	13	14	15		
Grammar Lecturers'							
L1	41	44	45	45	45	44	84%
L2	41	43	43	43	34	40.8	81%

L3	**33**	**39**	**36**	**37**	**39**	**36.8**	**75%**
L4	**46**	**45**	**46**	**45**	**47**	**45.8**	**86%**
L5	**41**	**40-**	**46**	**46**	**42**	**43.7**	**82%**
Speaking Lecturers'							
L6	**41**	**41**	**45**	**45**	**45**	**43.4**	**83%**
L7	**36**	**34**	**42**	**34**	**44**	**38**	**78%**
L8	**44**	**41**	**47**	**48**	**47**	**45.4**	**85%**
L9	**36**	**44**	**47**	**46**	**49**	**44.4**	**84%**
L10	**32**	**36**	**32**	**39**	**37**	**35.2**	**74%**
Average						**41**	**82%**

The data in the table above shows that the average of lecturers' assessment is 41. To identify the agreement level of respondents can be seen below.
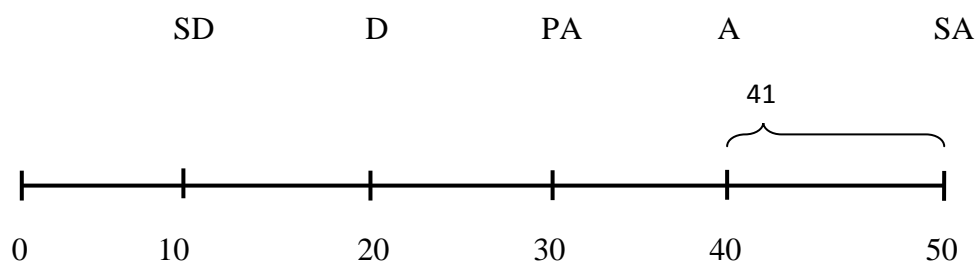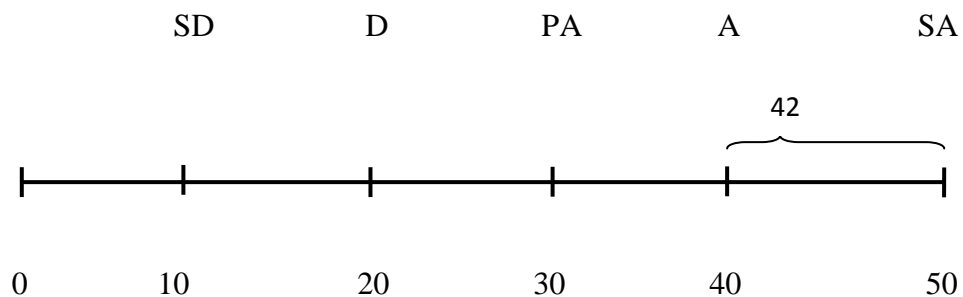

Figure 4.3 Agreement levels of respondents about lecturers' assessment

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 82%. It is categorized excellent because 82% is in the range 80% to 82% means that lecturers' assessment is excellent.

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

The Students' Perceptions of Lecturers' competence at the 5th Semester

■ Planning   ■ Delivery   ■ Assessment

82%

78%

80%
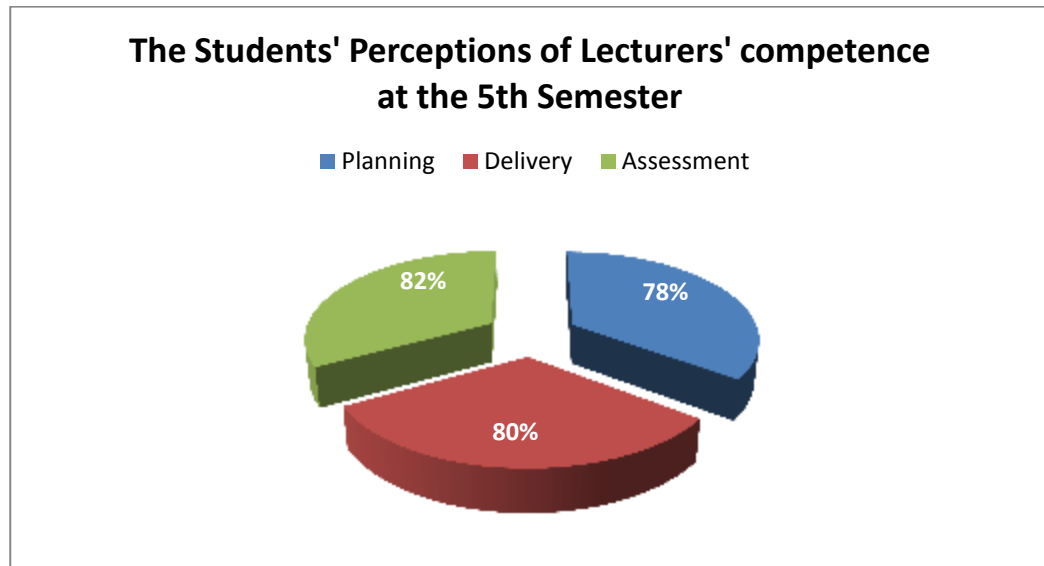
Picture 4.1 Pie chart of English lecturers' competence at the 5th semester

2. Lecturers Pedagogic Competence

After the researcher did to share the questionnaire, the researcher did interview to the students to get the supporting data. In interviewed the researcher gave 4 questions to the students of showing the lecturers pedagogic to find the result. Here were the questions of interview by the students.

a. How does the lecturer apply creative approaches, strategies, methods, and techniques that are creative in English ?

b. Does the lecturer develop by their own syllabus and lesson plan in accordance to the characteristic of learners or educational units or potential areas ?

c. Does the lecturer use relevant learning medias and learning resources with students characteristic to achieve the goal of learning in its entirety ?

d. How does the lecturer achieve the objective of evaluating process and learning outcomes ?

Based on the students answer of the interview, the researcher concluded the interview of the students are the lecturers used emotional approached to know what the students requirement and what made them lack in the learning, the lecturers used cooperative learning in teaching so that the lecturers can be able to increase the students knowledge. The lecturers tried to develop the syllabus and lesson plan because the lecturer wants to available with the university conditions. The lecturers used picture as a media to help students known every meaning of the lesson also the lecturers used the learning source is based on the subject. The lecturers evaluated the students by the students actively in the class, assignments and project, final test, also the attendance list.

To concluded the lecturers pedagogic competence in teaching English at 5th semester students in Muhammadiyah University of Makassar were excellent because in the result of the students interviewed the researcher found

the students answers that the lecturers apply all of the each item of the students interview by the researcher.

C. Discussions

1. The students' perception of lecturers competence at the 5th semester

In this section, the discussion covers the interpretation of the research findings derived from the result of students' perception of lecturers' competence in classroom teaching. The previous finding research showed that Tichenor & Tichenor (2005) states that the professional of education of the lecturers what are the basic qualities of professional teachers and what aspects of professionalism ideal teachers exhibit, professionalism is exhibited in many teachers attitude. Based on the analysis indicated the research of students perceptions on lecturers competence in teaching English of the effectiveness of the lecturers was arranged in decrasing order; preparation, followed by the style of teaching, and finally responsibilities.

Furthermore, Suciu (2011) states the concept of pedagogical compete4nce can be found in concrete terms with the other subcategories, such as communication competences or classroom management. Through this holistic approach, the students were able to distinguish general pedagogical competence, such as methodological competence in special skills that correspond to other categories, such as information technology, classroom management, career management.

In this research, the students' perception about lecturers' pedagogic competence included planning, delivery, and assessment indicated that the students' perception of English lecturers' competence at fifth semester about lecturers' planning was good while delivery was good and for the assessment was excellent. The explanation about the result of this research can be seen clearly below:

a. Lecturers' Planning

Planning for teaching in the classroom 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 way to ensure that the educational objectives are achieved. Planning is thinking about how the lecturers could be like the students to approach the learning in the subject and what the lecturer are could be like the students understand, or know the students are able to do by the of the session. The lecturers prepared the lessons planning before come to the class or reviewing the lessons is really important to consider the effects of the teaching and assessment on students learning. 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.

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 relate to Suciu (2011) states the concept of pedagogical competence can be found in concrete terms with the other subcategories, such as communication competences or classroom management. So, the lecturers' planning was identified good (61%-80%) by the students perceptions.

b. 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 (80%) by the students' perception could be known from the items of the questionnaire itself.

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

c. 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 excellent (82%).

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) 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 relate.

2. Lecturers Pedagogic Competence

Lecturer understood as people who work in teaching university, building a place of learning, colleges, high schools or universities. Lecturers are people who are very influential in the teaching learning process. Therefore, lecturers should really bring the students to the objectives to be achieved. Lecturers must be able to give the well value to the students. Lecturers must be visionary and authoritative.

Based on the interview, the lecturers pedagogic competence were excellent because in the result of the interviewed the researcher found that all of the lecturers almost do the each item of the questions by the interview of the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

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

1. The students' perception of lecturer competence at the 5th semester in planning was good, delivery was good, and assessment was excellent. It can be said that lecturers' competence at the 5th semester in Muhammadiyah University of Makassar was good.

2. The interview students' perception of lecturers' competence at the 5th semesters in Muhammadiyah University of Makassar was excellent. The lecturers used emotional and creative approaches, strategies, methods and techniques to know what the students requirement and what made them lack in the learning, also used a cooperative learning to increase the students knowledge. The lecturers tried to develop the syllabus and lesson plan in teaching process. The lecturers used a media as resources and used related resources lesson to teaching the students. The lecturers assess the students by the students active, assignments, and project.

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 smarter, more creative, and more innovative focus on the pedagogic competence.

    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 especially in teaching learning process in the classroom.

2. For the lecturers

    a. The lecturers always improve the lecturers designing in teaching plan well before coming to the class of before teaching. Using some teaching variations method in delivery the lesson. Use also the suitable assessment for the lesson. Assessing the students in correct and make sure the students get positive feedback

    b. It is well for the lecturer to ask for suggestion and criticism from the students related to the learning process.

    c. The lecturer should be ready to evaluated by the students to improve the lecturers teaching quality.

3. For the students

a. Do not be afraid to evaluate the lecturers, giving suggestions, and criticism about lecturers teaching performance or anything else related to the learning process.

b. The students who would be an educator later, it is really important to know how the excellent 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 focus on the lecturers pedagogic competence.

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CURRIULUM VITAE

DESSY KUSUMAWATI is a student of English Department in Muhammadiyah University of Makassar. She was born on 1st December 1996 in Dompu. She is the sixth daugther of marriage between A. Hamid Husen S.Pd and Gamar A. Hamid. She has 3 sisters and 2 brothers (Rosita, Muhammad S.E, Ridwan S.Kep, Nur Aeni S.E, Ayu Angreani Purningsih S.H).

In 2002, she started in elementary school at SDN Inpress Karijawa Dompu, graduated in 2008. Then she continued her junior high school at SMPN 1 Dompu and graduated in 2011. After that she continued her senior high school at SMA Kesehatan Dompu and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle "*A Study of Students' Perceptions on Lecturers' Competence in Teaching English" (A Descriptive Study at Fifth Semester Students of English Education Department in Muhammadiyah University of Makassar).*

Interviews

Nama   :

Kelas   :

1. Bagaimana dosen menerapkan berbagai pendekatan, strategi, metoden, dantehnik yg mendidik secara kreatif dalam mata pembelajaran bahasa inggris ?
2. Apakah dosen mengembangkan silabus atau RPP sesuai dengan karakteristik peserta didik atau satuan pendidikan atau potensi daerah ?
3. Bagaiman dosen menggunakan media [embelajarn dan sumber pembelajaran yang relevan dengan karakteristik peserta didik untuk mencapai tujuan pembelajaran secara utuh ?
4. Bagaimana dosen melakukan evaluasi proses dari hasil belajar ?

Makassar. 9 July 2018

Student   Researcher

_____   Dessy Kusumawati
NIM: NIM: 10535585914

NO	ITEM	SS	S	KS	TS	STS	TO

Table 1 Students Perception on Lecturers Competence in Teaching English 1

Lecturers' Planning

1	Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh	4	6	0	0	0	44
2	Saya belajar dengan menggunakan study guide dalam proses pembelajaran	4	5	1	0	0	38

Lecturers' Delivery

3	Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan	2	6	2	0	0	40
4	Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti	2	8	0	0	0	42
5	Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai	3	7	0	0	0	43
6	Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran	3	5	2	0	0	41
7	Dosen saya memanfaatkan media untuk mendukung proses pembelajaran	3	7	0	0	0	43
8	Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan	3	4	1	2	0	35
9	Saya selalu ikut berpatisipasi setiap d4iskusi kelas	5	4	0	1	0	43
10	Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai	7	3	0	0	0	47

Lecturers' Assessment

11	Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai	6	2	1	1	0	41
12	Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional	5	4	1	0	0	44
13	Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil	5	5	0	0	0	45
14	Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran	5	5	0	0	0	45
15	Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah	6	3	1	0	0	45

Table 2 Students Perception on Lecturers Competence in Teaching English 2

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	2	6	2	0	0	40
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	1	6	2	1	0	35
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	2	2	5	1	0	39
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	5	5	0	0	0	41
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	0	4	6	0	0	34
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	1	4	5	0	0	36
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	4	5	1	0	0	43
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	5	5	0	0	0	45
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	3	6	1	0	0	32
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	5	5	0	0	0	45
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	3	4	2	1	0	41
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	4	5	1	0	0	43
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	3	7	0	0	0	43
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	5	4	0	1	0	43
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	5	4	0	1	0	34

Table 3 Students Perception on Lecturers Competence in Teaching English 3

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	2	5	0	3	0	36
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	2	5	1	2	0	37
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	0	6	3	1	0	35
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	2	4	2	1	0	34
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	2	4	4	0	0	32
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	6	4	0	0	0	46
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	1	6	2	1	0	37
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	2	5	3	0	0	34
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	1	8	1	0	0	41
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	3	7	0	0	0	43
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	2	6	2	0	0	33
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	2	6	1	1	0	39
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	2	6	2	0	0	36
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	2	7	2	0	0	37
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	1	7	2	0	0	39

Table 4 Students Perception on Lecturers Competence in Teaching English 4

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	4	6	0	0	0	44
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	3	6	1	0	0	42
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	4	4	2	0	0	42
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	3	6	1	0	0	32
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	2	7	1	0	0	41
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	6	3	1	0	0	45
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	3	6	1	0	0	42
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	7	3	0	0	0	47
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	4	6	0	0	0	42
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	9	1	0	0	0	49
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	6	4	0	0	0	46
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	5	5	0	0	0	45
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	6	4	0	0	0	46
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	5	5	0	0	0	45
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	7	3	0	0	0	47

Table 5 Students Perception on Lecturers Competence in Teaching English 5

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh	4	4	2	0	0	42
2	Saya belajar dengan menggunakan study guide dalam proses pembelajaran	3	7	0	0	0	39
Lecturers' Delivery							
3	Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan	5	3	2	0	0	43
4	Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti	3	6	1	0	0	42
5	Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai	2	5	3	0	0	42
6	Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran	1	6	3	0	0	38
7	Dosen saya memanfaatkan media untuk mendukung proses pembelajaran	6	4	0	0	0	46
8	Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan	7	1	2	0	0	45
9	Saya selalu ikut berpatisipasi setiap d4iskusi kelas	2	7	1	0	0	43
10	Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai	8	1	1	0	0	47
Lecturers' Assessment							
11	Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai	3	5	2	0	0	41
12	Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional	0	10	0	0	0	40
13	Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil	5	4	0	0	0	46
14	Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran	6	4	0	0	0	46
15	Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah	3	6	1	0	0	42

Table 6 Students Perception on Lecturers Competence in Teaching English 6

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	6	3	0	1	0	44
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	1	5	2	2	0	35
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	2	6	1	1	0	39
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	4	5	1	0	0	43
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	3	3	3	1	0	38
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	5	1	3	1	0	40
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	6	4	0	0	0	46
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	5	5	0	0	0	45
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	2	5	3	0	0	39
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	6	4	0	0	0	45
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	3	5	2	0	0	41
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	3	5	2	0	0	41
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	5	5	0	0	0	45
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	5	5	0	0	0	45
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	5	5	0	0	0	45

Table 7 Students Perception on Lecturers Competence in Teaching English 7

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	2	5	2	0	0	39
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	0	10	0	0	0	40
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	3	2	3	0	2	34
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	4	3	1	2	0	37
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	2	3	3	2	0	35
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	2	4	2	2	0	36
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	3	5	0	0	2	3 7
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	2	8	0	0	0	42
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	2	8	0	0	0	42
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	6	4	0	0	0	46
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	4	4	0	0	2	36
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	2	4	2	0	2	34
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	4	4	2	0	0	42
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	3	5	0	2	0	34
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	5	5	0	0	0	44

Table 8 Students Perception on Lecturers Competence in Teaching English 8

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	4	3	3	0	0	38
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	3	5	0	2	0	39
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	6	1	2	1	0	40
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	7	2	1	0	0	46
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	5	3	2	0	0	43
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	5	2	3	0	0	42
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran8 0**	8	0	2	0	0	46
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	7	3	0	0	0	47
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	2	4	4	0	0	38
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	9	1	0	0	0	49
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	6	2	2	0	0	44
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	4	3	3	0	0	41
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	7	3	0	0	0	47
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	8	2	0	0	0	48
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	8	1	1	0	0	47

Table 9 Students Perception on Lecturers Competence in Teaching English 9

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	3	7	0	0	0	43
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	1	7	2	0	0	39
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	3	5	2	0	0	41
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	5	4	1	0	0	44
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	3	5	2	0	0	41
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	6	3	1	0	0	35
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	2	8	0	0	0	46
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	7	3	0	0	0	47
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	7	3	0	0	0	47
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	7	2	1	0	0	46
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	3	7	0	0	0	35
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	4	6	0	0	0	44
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	7	3	0	0	0	47
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	7	2	0	0	0	46
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	9	1	0	0	0	49

Table 10 Students Perception on Lecturers Competence in Teaching English 10

NO	ITEM	SS	S	KS	TS	STS	TO
Lecturers' Planning							
1	**Saya mendapatkan pembelajaran yang direncanakan dan disediakan oleh dosen kelas secara menyeluruh**	1	3	6	0	0	35
2	**Saya belajar dengan menggunakan study guide dalam proses pembelajaran**	0	5	4	1	0	34
Lecturers' Delivery							
3	**Dosen saya dalam proses pembelajaran menggunakan metode diskusi yang saya inginkan**	1	5	3	1	0	39
4	**Dosen saya menyampaikan proses pembelajaran menggunakan metode pembelajaran yang dapat saya mengerti**	1	7	2	0	0	36
5	**Dosen saya dalam menyampaikan materi dengan metode yang dapat saya kuasai**	1	3	6	0	0	35
6	**Dosen saya dalam memberikan materi menggunakan variasi metode yang menyenangkan di dalam kelas pembelajaran**	3	7	0	0	0	35
7	**Dosen saya memanfaatkan media untuk mendukung proses pembelajaran**	2	5	3	0	0	39
8	**Dosen saya selalu mendorong untuk bekerjasama dengan teman di dalam kelas selama proses perkuliahan**	1	4	5	0	0	36
9	**Saya selalu ikut berpatisipasi setiap d4iskusi kelas**	2	4	4	0	0	38
10	**Dosen saya selalu mendorong untuk aktif bertanya dan memberikan kesempetan untuk mendapatkan nilai**	3	6	1	0	0	42
Lecturers' Assessment							
11	**Dosen saya menjelaskan bagaimana hasil dari proses pembelajaran di nilai**	2	4	3	1	0	32
12	**Dosen saya memberikan umpan balik pada test dan waktu memberikan tes dalam waktu yang rasional**	1	5	3	1	0	36
13	**Dosen saya memberikan nilai yang sesuai dengan kemampuan saya karna dosen menilai tugas dan proyek secara adil**	2	7	1	0	0	32
14	**Dosen saya memahami bahwa penilaian di lakukan sesuai dengan hasil proses pembelajaran**	3	3	4	0	0	39
15	**Dosen saya memberikan dorongan agar saya dapat giat belajar apabila hasil pencapaian belajar rendah**	3	4	3	0	0	37

Questionnaire Documentaion