

STUDENTS' RESPONSES ON ENGLISH DEPARTMENT LECTURERS' COMPETENCE

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ABSTRACT

Lecturers have an important role in students academic achievement. There are a number of qualities and competences required by good lecturers. This research is conducted to find out students' responses and their expectations on English department lecturers' competence . There are ninety students of English Department which are taken from the fourth, sixth and eighth semester students involved in this study. Questionnaire, interview, and documentation are used to gather the data . The result showed that students' responses on English Department lecturers' professional competence is in good category with mean score 4.1 and total percentage 82%. Meanwhile, students' responses on English Department lecturers' pedagogical competence is categorized as good with mean score 4.0 and total percentage 80%. Most students expect that the lecturers come on time to the class. They also expect that the lecturers use interesting media in teaching and learning, select appropriate method and technique in teaching, and give more feedbacks to the students. They also hope their lectures provide much time for consultation.

Key Words: Students' response, English Department, Lecturers' Competence

Teaching is soul of education as it guides and facilitates learning, enables the learner to learn, and set the conditions for learning. Teaching and learning certainly involves the interaction between teacher and students. They participate for their mutual benefit. Both have their own objective and target is to achieve them. To reach the objective of teaching and learning, both teacher and students play great role in it. In this case, teacher is not only play role as a teacher or lecturer (in university) who teach or convey information about the lesson, but also play role as an educator who is able to educate and give a good example for the students.

Profession as a teacher or a lecture should be appreciated and developed as the profession that has good quality and prestige. Professional teacher or lecturer can be said as the determining factor of education quality. To be able to become professional teacher or lecturer, they should be competent in their field. Moreover by the development of technology in this era, they are expected to be able to guide their students to use technology and resources appropriately. Besides, they are not supposed to teach the lesson dealing with students' course only, they also should be able to

manage the learning process and convey good moral value to give positive influence to their students. Because of the important role of teachers and lecturers, it is very important for them to have some competences those are required for becoming a good educator.

There are four competences that teacher or lecturer should have. As the Teacher law describes in four key competencies required of teachers. They are pedagogical competency, personal competency, professional competency, and social competency (Jalal, Samani, Chang, Stevenson, Ragatz, Negara, 2009, p. 35-36).

In this research, the writers limit the study by discussing only two competences, that is *Pedagogical competence* and *Professional competence*, in order to the study will not too wide. So, the writers decide to specify by taking two of four teacher's competences. And the reason for taking *Pedagogical competence* and *Professional competence* because the writers think that they are very important competences that teacher or lecturer must have and they related each other. Besides, it is easier to be measured, and the result will be objective rather than *social competence* and *personal competence* that tend to be subjective.

IAIN Antasari Banjarmasin, particularly English department has a number of lecturers who teach the subjects that match with their educational background. All the lecturers certainly held a great role on students' achievement in study. Therefore, they should have good competence in order to help students in reaching their objective in educational field. Pedagogical competence and professional competence are two aspects that relate each other, both of them are the very important aspect that the lecturers must have.

So, in order to give valuable information for the lecturers, convey students' opinion and feeling about the lecturers' competence in teaching and learning, and enrich writers' knowledge about becoming a good teacher, the writers are interested to conduct the research entitled Students' Responses on English Department Lecturers' Competence.

OBJECTIVE OF STUDY

This research is conducted to find out students' responses on English department lecturers' competences and their expectations on English department lecturers' competence

THEORETICAL FRAMEWORK

Definition of Student

Generally, the word "Student" is defined as a person who is studying. It is not clear whether studying at school or college, or other institution. Oxford dictionary specialize that student is a person who is studying at a college or university. Another definition is person who is studying at secondary school (Oxford dictionary: 2008).

Terminologically student is defined as a person who gets influence from a person or group of people who conduct education activity. Djamarah argue that student is an important element of human in educative interaction activity. Students are considered as the main discussion in all of education activity (Djamarah: 2010, p. 51).

As the main discussion, students have determining position in an interaction. Teacher has no meaning without the students as the subject of education. So, student is “the key” which determine the educative interaction.

In this study, students are people who are studying at a college that is students of English Department of IAIN Antasari Banjarmasin.

Definition of Teacher (Lecturer)

The term teacher or lecturer actually has the same meaning, which is a person who teaches. But the difference is that a lecturer is a teacher at a university or college, while a teacher is a person who teaches, usually as a job at a school or similar institution (Collins Cobuild Dictionary: 2006).

Djamarah (2010, p.31) states that “Teacher” in a simple definition is a person who gives knowledge to his or her students. And according to Dictionary of Indonesia, teacher is defined as a person whose occupation is teaching.

In addition, Syah (2011, p.222) defines teacher as “Professional educator who obligates to have a commitment to develop quality of education.” This definition deals with the meaning of teacher or lecturer in this research topic that emphasize on the lecturers who should have competences to help their students in reaching their goal of education.

Role of Teacher (Lecturer)

Beside student, teacher or lecturer has important role in education activity as our government explain about the task of teacher or lecturer in law “Teacher is a professional educator who has the main task to educate, teach, guide, direct, train, assess, and evaluate the students in formal school (UU RI No. 14 Thn 2005 Tentang Guru dan Dosen, p.3). It indicates that teacher or lecturer play role as educator, teacher, guider, director, trainer, assessor, and evaluator. Robiah Sidin (1993: 8), stated that teacher has two principle roles, they are (1) The management role, (2) The instructional role.

From these roles, teacher can be called as manager and instructor. Besides the two roles, teacher also has another function in class that is as: (1) Students’ guide in solving their difficulty in learning, (2) as a source who can help in solving and answering students’ questions to find answers or get further information, (3) assessor of learning outcome, to decide the improvement of students’ learning outcome (Suparlan: 2006, p. 39).

The explanations above indicate that teacher or lecturer has various roles, it means that to be a teacher or a lecturer is not easy thing.

Definition of Profession

Profession refers to a job or an occupation required to the expertise, responsibility and loyalty to the job (Suparlan: 2006, p. 71). So, profession emphasize on the job or occupation and its requirement.

Definition of Professional

If profession refers to the job or occupation and its requirement, professional refer to two things, that is appearance and performance of the person in implements their duty or job (2006: p. 71). It means that professional refers to the way how someone performs his or her job.

Definition of Professionalism

Professionalism refers to the degree or performance's level of a person as a professional who implement the noble profession (2006: p. 72). It can be said that professionalism refers to how professional someone in performing his or her job.

Teacher as Profession

Teacher can be said as a profession if it is fulfills certain requirements of teacher as a profession as Suparlan describes the requirements of teacher as profession, they are:

(1) Have function and social significance as field of teacher's dedication to the society, (2) required of having the skill gotten through education and training, (3) Supported by a discipline of science (4) Have organization of profession and code of ethics for the member in behaving and follow by certain sanction (5) be entitled to get financial retained or material (Suparlan, 2006, p. 76-78). In conclusion, teacher can be said as a profession by the requirements as the explanation above.

Definition of Response

Etymologically response can be meant as reaction. A reaction itself can be defined as a response from an action or deed. From the definition above, we can take the word reaction as a synonym of the word response defined as "estimation or shadow that becomes an impression that resulted from observation. That impression becomes content of awareness which can be developed in connection with context of experience at the present and as anticipation to the future situation" (Soemanto, 2006, p. 25).

Every human has reaction to the activity or deed as the result from their thought and their observation. As Johann Frederich Herbart (1776-1881) states "Reaction is an element basic of human which is gotten from sensory perception and observation" (Soemanto, 2006, p. 25).

Thus, reaction here can be define as students' argument to their lecturers' competence they do based on their experience, observation and feeling while teaching and learning process.

Kind of Response

Response or reaction as defined above is an element basic of human which is gotten from sensory perception and observation can be classified into two, they are:

Conditioned Response

Conditioned and unconditioned responses are behaviors that result from specific stimuli. Cherry (2014) explain that “Conditioned response is the learned response to the previously neutral stimulus” (para. 1). To make it clearer, we need to understand the example. One of the examples of Conditioned response is “Many phobias begin after a person has had a negative experience with the fear object. For example, after witnessing a terrible car accident, a person might develop a fear of driving”. This is a conditioned response (p. 2).

In conclusion, conditioned response appears because of the previous accident which is experienced by someone.

Unconditioned Response

Conversely, Cherry (2014) explains that unconditioned response is “the unlearned response that occurs naturally in reaction to the unconditioned stimulus” For example, if the smell of food is the unconditioned stimulus, the feeling of hunger in response to the smell of food is the unconditioned response” (para. 1).

From the definition above, it can be said that unconditioned response appears without the previous accident which is experienced by someone. It can be appears because of something happened around us, but it does not mean experienced directly by someone.

Quality of Effective lecturer

The quality of effective teacher or lecturer can be seen from many indicators, such as prepare and develop teaching materials, mastery of teaching materials, having knowledge as a reflection of intelligence constructed through a process of education, having the knowledge and expertise in his profession, provide support services / guidance to students on specified time (DewiAnggraeni, 2013), etc.

All of the indicators above include in Teacher or lecturer’s competence which every teacher and lecturer must have that is professional competence. According to Usman (1991), competency is the thing describes qualification or skill of someone, either quantitative or qualitative. Thus, the effective teacher or lecturer can be seen from the competences they have. If they fulfill all of competences as an educator, then their quality in teaching is good and can be said as effective teacher or lecturer. In other words, quality of effective teacher or lecturer can be measured from their competency in teaching.

Definition of Competence

Teacher competence and teacher quality are concepts that are often referred to and frequently applied in different educational contexts.

Johnson (in Usman, 1999, p. 14) states "Competency as a rational performance needs satisfactorily with the objective condition for desire" (DewiAnggraeni, 2014, p.19), the meaning of the ability (competence) is a rational behavior to achieve the purpose required in accordance with the conditions expected.

Competence (or competency) also defined as “a cluster of skills, abilities, habits, character traits, and knowledge a person must have in order to perform a specific job” (Rami, Lalor, Berg, Lorencovicova, Lorencovic, MaizteguiOñate, and Elm, 2006, p. 9). In short, competence can be said as a requirement required for everyone to perform his or her job.

Teacher’s Competence

Teacher’s competence is a set of knowledge and behavior that teacher should have, comprehend fully, master, and realize in implementing his or her professional duty included pedagogical competence, professional competence, social competence and personal competence (Arifin&Arifin, 2010, p. 102).

He also describe that teacher competency is qualitative description about truth of meaningful teacher’s behavior (2010, p. 102).

In short, competence can be said as a requirement required for teacher to perform his or her job professionally.

Kind of Teacher’s Competence

As an educator, teacher and lecturer have great responsibility to students’ achievement in study. Besides, they have to be a good example for their students. Therefore, law has given the criteria about the competences that a teacher or a lecturer must have, they are:

Pedagogical competency: This is a teaching competency that involves:

- Understanding students;
- Designing and implementing learning methods;
- Evaluating study results;
- Developing professionally.

Personal competency: This is strength of the personality of the teacher as a mature and outstanding person who sets an example to be followed by students. Personal competency involves the following aspects:

- Having an adult personality and character worthy of imitation;
- Having leadership qualities and an ability to nurture each individual students.

Social competency: This is the ability of the teacher as part of a social group to communicate effectively and efficiently with students, fellow teachers, students’ parents/guardians, and the nearby community. The competency involves the following aspects:

- Displaying good behavior with an enlightened attitude and interesting personality in social intercourse at school and in the community;
- Having the ability to respect and appreciate the feelings of other people, particularly students, with their respective strengths and weaknesses;
- Having good moral values in accordance with his/her religion.

Professional competency: This is the wide and comprehensive mastery of the subjects to be taught to students using appropriate instructional methodologies and learning strategies. Professional competence involves:

- Theoretically and practically mastering study materials/subjects including science, technology and arts;
- Having knowledge about teaching methods and the ability to implement them effectively ;(Jalal, Samani, Chang, Stevenson, Ragatz, Negara, 2009, p. 35-36).

From the explanation, can be seen that there are many aspects that should be mastered by teacher or lecturer to be a professional educator include pedagogic, personality, social, and professionalism.

RESEARCH METHODOLOGY

Research Design

This research uses survey research combined with quantitative and qualitative method. It is called survey research because it is conducted by collecting the data through the use of questionnaires.

According to Fraenkel and Wallen (1993), Survey research is the research conducted by collecting information from a sample by asking some question through questionnaire or interview to describe various aspects of population (Arifin, 2011, p. 64). In short, survey research is a type of research in which participants are asked to answer certain questions.

Using quantitative descriptive method is because the writers count the score of every lecturer which is gotten from students' responses in questionnaire, which the scale of the number is one to five. The data then interpret based on the mean score and percentage by the writer words. This method is used to describe students' responses on English Department lecturers' competence.

Babbie (2010) argues that Quantitative methods emphasize on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people.

He also states that Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality.

While the use of qualitative method because the writers will analyze and infer the data narrative with the writers' words. This method used to describe students' expectations on English department lecturers' competence which is analyzed from students' comments and result of students' responses in the questionnaire, and also interview to ensure students comment.

Research Location

Research location in this study is at English department of Tarbiyah and Teachers' Training faculty Antasari State Institute for Islamic Studies located on Jl. A. Yani km. 4,5 Banjarmasin.

Population and Sample

Population of Study

According to Margono, Population is the whole data which becomes our attention in a scope and space time have decided (Margono: 2004, p 118). Another definition state that population is the whole object of research, it can be human, things, animal, plants, symptoms, test score, or events as the source of data which has certain characteristic in a research (Hadari Nawawi 1983, p. 141).

In this study the population is the fourth, the sixth, and the eighth semester students of English Department of IAIN Antasari Banjarmasin academic year 2013/2014. The writers consider to take the fourth, the sixth and the eighth semester students is because at this semester they have learnt English subjects and taught by English department lecturers, so that they know what do the lecturers like.

There are 332 students from the three semesters which can be seen in the following table:

Table 1. Total numbers of fourth semester students of English Department Faculty of Tarbiyah and Teacher's Training IAIN Antasari Banjarmasin academic year 2013-2014:

| No | Class | Total |
|--------------|-------|-------|
| 1 | A | 33 |
| 2 | B | 34 |
| 3 | C | 34 |
| 4 | D | 35 |
| Total | | 136 |

(Source: Administration staff of English Department of IAIN Antasari Banjarmasin).

Table 2. Total numbers of sixth semester students of English Department Faculty of Tarbiyah and Teacher's Training IAIN Antasari Banjarmasin academic year 2013-2014:

| No | Class | Total |
|--------------|-------|-------|
| 1 | A | 36 |
| 2 | B | 31 |
| 3 | C | 33 |
| Total | | 100 |

(source: Administration staff of English Department of IAIN Antasari Banjarmasin).

Table 3. Total numbers of eight semester students of English Department Faculty of Tarbiyah and Teacher's Training IAIN Antasari Banjarmasin academic year 2013-2014:

| No | Class | Total |
|--------------|-------|-------|
| 1. | A | 29 |
| 2. | B | 31 |
| 3. | C | 36 |
| Total | | 96 |

(source: Administration staff of English Department of IAIN Antasari Banjarmasin).

Sample of Study

To ensure the validity and reliability, the writers randomly chose three different samples of English department students to represent the population. They are the fourth, the sixth and the eighth semester students of English department. Each grade is taken thirty students, so the number of sample is ninety students.

Nasution (2012) states that in taking sample, we should consider three things, that is: (1) definition of population, who include in population, (2) the number of population, (3) the representative sample for the population (Nasution, 2012, p.86).

In this research, the writers consider taking ninety students as the sample which is taken from the fourth, the sixth, and the eighth semester students, and then each semester is taken thirty students.

From the number of population that is 332 students, where the fourth semester consists of 136 students, the sixth semester consists of 100 students, and the eighth semester consists of 96 students, the writer takes 27% from the population.

The technique used in taking sample is probability sampling that is giving same opportunity for every part of population to be the part of sample (Sugiyono: 2013).

Data

the data is about students' response on English department lecturers' competence.

Data Collecting Procedures

To collect the data, the writers use some techniques, they are:

Questionnaire

In this research, the writers use questionnaire that contains of a number of question dealing with lecturers' pedagogical and professional competence. Every student will be asked to give response to the lecturers who have ever taught them. So, every lecturer has different number of respondent because not all of students have ever taught by the fourteen English department lecturers. Therefore, the writer cannot make it same.

Interview

This technique is used to know students' expectation on English Department lecturers' competence. It was done after students finished filling their response and comment to their lecturers' competence.

Beside analyze students' comment they wrote in questionnaire, the writers felt need to interview a number of students to ensure and to make clear their comment in the questionnaire. So, this technique is purposed to ensure students' comment in the questionnaire if there is something unclear with students' comment.

Design Measurement

This design of measurement is used to measure the students' responses on English Department lecturers' competence. The writers use scale for measuring the students' response and to make them easy to give responses by giving the score from 1 to 5 based on Likert scale.

1 = Bad

2 = Not really good

3 = Fair

4 = Good

5 = Excellent

According to Natsir (2013), Likert scale is a psychometric scale usually used in questionnaire, and often used in survey research, moreover for survey descriptive research (para. 1).

Likert scale is also defined as a scale used to measure, perception, attitude, or opinion of someone or a group of people about an event or social phenomena based on operational definition which is set in by the researcher (para. 4).

The total numbers of indicators that students respond are 17 indicators in the form of statement which is divided into two categories or competences, they are:

1. Professional Competence which contains of 11 indicators (see appendix).
2. Pedagogical Competence which contains of 6 indicators (see appendix).

For measuring the students' responses on English Department lecturers' competence, the writer use the following formula:

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

Notes:

M : Mean

$\sum X$: Total score

N : Total number of respondents.

Techniques of Data Processing and Data Analysis

Data processing

Data is processed by the following techniques:

a. Coding and Classification

The writers make certain data code on all collected data and classify them into each certain category.

b. Tabulating

This technique is used to arrange and put certain data into table.

c. Data Interpretation

The data are described by the writers' interpretation by using the following formula:

$$\text{Formula: } P = \frac{F}{N} \times 100\%$$

Note:

P: Number of Percent

F: Frequency which want to be known

N: Total number of respondents

The writer interprets the data by the following categories:

| | |
|-----------|--------------|
| Good | 76 % - 100 % |
| Fair | 56 % - 75 % |
| Poor | 40 % - 55 % |
| Very poor | < 40 % |

Source: Arikunto (1998:246)

Data Analysis

Before all of the data have been reported, the writers analyzed them descriptively and quantitatively. The analysis helps the writers to highlight some important conclusions from this research, the conclusion is reached inductively.

FINDINGS AND DISCUSSION

Students' responses on English Department lecturers' competence

From ninety respondents, each lecturer got different number of responses. It is because not all of students have been learnt by all the fourteen lecturers of English Department. Some students perhaps have not taught by one or two of the lecturers yet, especially students at the fourth semester and the sixth semester. So, the writer cannot make the number of every response to the lecturers become same.

The students' responses on English Department Lecturers' Competence and the number of responses for every lecturer can be seen from the following table:

Table 4. Result of students' responses on English Department lecturers' Professional Competence

| Name | A | B | C | D | E | F | G | H | I | J | K | L | M | N | Σ | Mean A | P (%) A |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----------------------|------------|------------|
| Σ of Resp | 60 | 30 | 89 | 90 | 60 | 90 | 89 | 90 | 90 | 51 | 90 | 90 | 90 | 89 | | | |
| 1. | 3.45 | 3.63 | 4.51 | 3.84 | 4.15 | 4.38 | 3.47 | 4.46 | 4.26 | 4.21 | 4.47 | 4.6 | 4.37 | 4.55 | 58.35 | 4.1 | 82% |
| 2. | 4.25 | 4.56 | 4.92 | 4.41 | 4.53 | 4.64 | 3.53 | 4.57 | 4.7 | 4.49 | 4.63 | 4.75 | 4.61 | 4.66 | 63.25 | 4.5 | 90% |
| 3. | 4.23 | 4.53 | 4.84 | 4.35 | 4.68 | 4.62 | 3.65 | 4.55 | 4.68 | 4.50 | 4.65 | 4.68 | 4.62 | 4.71 | 63.29 | 4.5 | 90% |
| 4. | 4.26 | 4.6 | 4.85 | 4.38 | 4.53 | 4.57 | 3.67 | 4.57 | 4.73 | 4.37 | 4.57 | 4.7 | 4.65 | 4.56 | 63.01 | 4.5 | 90% |
| 5. | 3.38 | 3.26 | 3.64 | 3.6 | 4 | 3.77 | 3.41 | 4.05 | 4.15 | 3.70 | 4.03 | 4.06 | 4.23 | 3.96 | 53.24 | 3.8 | 76% |
| 6. | 3.53 | 3.8 | 4.10 | 3.78 | 3.65 | 4.15 | 3.58 | 4.37 | 4.24 | 3.84 | 4.32 | 4.37 | 4.11 | 4.29 | 56.13 | 4.0 | 80% |
| 7. | 3.65 | 3.36 | 3.75 | 3.73 | 3.88 | 4.12 | 3.53 | 4.25 | 3.96 | 3.78 | 4.18 | 4.33 | 4.21 | 4.24 | 54.97 | 3.9 | 78% |
| 8. | 3.4 | 4 | 4.35 | 3.88 | 4.23 | 4.14 | 3.55 | 4.41 | 3.94 | 4.15 | 4.31 | 4.48 | 4.24 | 4.38 | 57.46 | 4.1 | 82% |
| 9. | 3.28 | 3.7 | 4.03 | 3.7 | 4.18 | 3.97 | 3.64 | 4.22 | 4.11 | 4.01 | 4.33 | 4.36 | 4.32 | 4.25 | 56.1 | 4.0 | 80% |
| 10. | 3.75 | 4.06 | 4.40 | 4.24 | 4.38 | 4.28 | 3.62 | 4.44 | 4.25 | 4.17 | 4.33 | 4.55 | 4.55 | 4.41 | 59.33 | 4.2 | 84% |
| 11. | 3.2 | 3.46 | 3.89 | 3.75 | 4.1 | 4.05 | 3.48 | 4.18 | 4.03 | 3.96 | 4.28 | 4.33 | 4.33 | 4.39 | 55.45 | 3.9 | 78% |
| | | | | | | | | | | | | | | | Σ of Mean A | | Σ(%) A |
| | | | | | | | | | | | | | | | 45.5:11 = <u>4.1</u> | | <u>82%</u> |
| Σ | 40.3 | 42.9 | 47.2 | | 46.3 | | 39.1 | 48.0 | | 45.1 | 48.1 | 49.2 | 48.2 | 48.4 | | | |
| Mean B | 8 | 3 | 8 | 43.5 | 1 | 46.6 | 3 | 7 | 47.0 | 8 | 4.3 | 1 | 4 | | Σ of Mean B | | |
| | 3.6 | 3.9 | 4.2 | 6 | 4.2 | 9 | 3.5 | 4.3 | 5 | 4.1 | | 4.4 | 4.3 | | 57.5 :14 = <u>4.1</u> | | |
| | | | | 3.9 | | 4.2 | | | 4.2 | | | | | | | | |
| P (%) B | 72 % | 78 % | 84 % | 78 % | 84 % | 84 % | 70 % | 86 % | 84 % | 82 % | 86 % | 88 % | 86 % | 88 % | Σ(%)B | <u>82%</u> | |

Note:

Name= Name of Lecturers

Σ of Resp= Number of respondents for every lecturer

Mean A= Average of all lecturers' score

P (%) A= Percentage of all lecturers' score

Σ = Total score of all lecturers for each indicators

Mean B= Average of every lecturers' score

P (%) A= Percentage of every lecturers' score

Σ=Total score of every lecturers for all of indicators

Σ of Mean A= Total of mean score of all lecturers and every indicator

Σ(%)A =Total percentage of all lecturers and every indicator

Σ of Mean B =Total of mean score of every lecturer

Σ(%)B=Total percentage of every lecturer

Indicators for professional competence:

1. Prepare and develop materials, teaching materials
2. Mastery of teaching materials
3. Having knowledge as a reflection of intelligence constructed through a process of education
4. Having the knowledge and expertise in his or her profession
5. Provide support services / guidance to students on specified time
6. Develop exam materials
7. Discuss test results with students as an aid positive feedback
8. Gave a lecture effectively

9. Creating facilities for the implementation of class discussions or student learning activities
10. Can summarize the course material as set out in plans and syllabi lectures
11. Using a variety of learning media to clarify and raise interest in student learning

From the table we can see the result of students' responses on English department lecturers' competence, especially professional competence is good, with mean score 4.1 and total percentage 82%.

Beside the total score, we can also see the detail score, either for every lecturer or every indicator of all lecturers. For every indicator of all lecturers, it can be seen that the indicator point 2, 3, 4, those are about *Mastery of teaching materials, Having knowledge as a reflection of intelligence constructed through a process of education, and Having the knowledge and expertise in his or her profession* get the highest score, with mean score 4.5 and total percentage 90 %.

While the lowest score is the indicator point 5, that is about *Provide support services / guidance to students on specified time* with mean score 3.8 and total percentage 76%. Besides it, the indicator at point 7 that is about *Discuss test results with students as an aid positive feedback* and point 11 about *Using a variety of learning media to clarify and raise interest in student learning* are also include the lowest score that is 3.9 and total percentage 78%.

Another indicators get mean score 4.1 and total percentage 82% are the indicator point 1 about *Prepare and develop materials, teaching materials*, and point 8 about *Gave a lecture effectively*. While the indicator point 6 about *Develop exam materials*, and point 9 about *Creating facilities for the implementation of class discussions or student learning activities*, get mean score 4.0 and total percentage 80%.

And the rest is the indicator point 10 that is about *summarizing the course material as set out in plans and syllabi lectures* get mean score 4.2 and total percentage 84%.

From the explanation above, it can be inferred that all of indicators in professional competence get good response from English Department students.

Table 5. Result of students' responses on English Department lecturers' Pedagogical Competence

| Name | A | B | C | D | E | F | G | H | I | J | K | L | M | N | Σ | Mean A | P (%) A |
|-----------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------------------------|--------|------------------|
| Σ of Resp | 60 | 30 | 89 | 90 | 60 | 90 | 89 | 90 | 90 | 51 | 90 | 90 | 90 | 89 | | | |
| 1. | 3.1 | 3.23 | 4.35 | 3.72 | 4.26 | 4.15 | 3.26 | 4.26 | 4.23 | 3.82 | 4.28 | 4.65 | 4.31 | 4.37 | 55.99 | 3.9 | 78% |
| 2. | 3.23 | 3.53 | 4.25 | 3.65 | 4.16 | 4.18 | 3.39 | 4.24 | 4.15 | 3.84 | 4.18 | 4.44 | 4.41 | 4.28 | 55.93 | 3.9 | 78% |
| 3. | 3.45 | 3.43 | 4.62 | 3.9 | 4.25 | 4.28 | 3.64 | 4.24 | 4.37 | 4.05 | 4.22 | 4.55 | 4.32 | 4.15 | 57.37 | 4.0 | 80% |
| 4. | 3.5 | 3.6 | 3.91 | 3.76 | 4.05 | 3.98 | 3.47 | 4.17 | 4.12 | 3.84 | 4.06 | 4.4 | 4.16 | 4.20 | 55.22 | 3.9 | 78% |
| 5. | 3.53 | 3.66 | 4.32 | 3.74 | 4.15 | 4.13 | 3.44 | 4.2 | 4.13 | 3.86 | 4.18 | 4.44 | 4.28 | 4.19 | 56.25 | 4.04 | 80% |
| 6. | 4.5 | 4.63 | 4.89 | 4.46 | 4.53 | 4.6 | 3.87 | 4.58 | 4.68 | 4.60 | 4.75 | 4.6 | 4.64 | 4.59 | 63.92 | 4.5 | 90% |
| | | | | | | | | | | | | | | | Σ of Mean A 24.4 : 6 = 4.0 | | Σ(%) A 80% |
| Σ | 21.31 | 22.08 | 26.34 | 23.23 | 25.3 | 25.32 | 21.07 | 25.69 | 25.68 | 24.01 | 25.67 | 27.08 | 26.12 | 25.78 | Σ of Mean B 56.7 :14 = 4.0 | | |
| Mean B | 3.5 | 3.6 | 4.3 | 3.8 | 4.2 | 4.2 | 3.5 | 4.2 | 4.2 | 4 | 4.2 | 4.5 | 4.3 | 4.2 | | | |

| | | | | | | | | | | | | | | | | | |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------------|--|
| P (%) | 70% | 72% | 86% | 76% | 84% | 84% | 70% | 84% | 84% | 80% | 84% | 90% | 86% | 84% | Σ(%)B | <u>80%</u> | |
| B | | | | | | | | | | | | | | | | | |

Indicators for Pedagogical Competence

1. Design the interesting teaching process
2. Selection of the teaching methodology and techniques for conducting the education activities
3. Attracting the students attention, motivating the learning interest
4. Design the assessment activity for evaluating the learning outcome, and improving the education activity
5. Able to diversify their lessons to meet the needs of learners of all ability levels
6. Have good background education and develop his/her professional.

For pedagogical competence, we can see on the table that response from the students is good with total percentage 80% and mean score 4.0.

In detail we can see that indicator point 6 about *having good background education and develop his/her professional* reach the highest score with percentage 90% and mean score 4.5. While the other indicator, each of them gets 80% and mean score 4.0 that is for indicator point 3 about *Attracting the students attention, motivating the learning interest*, and point 5 about *Ability to diversify their lessons to meet the needs of learners of all ability levels*.

The rests are indicator point 1 about *designing the interesting teaching process*, point 2 about *selection of the teaching methodology and techniques for conducting the education activities*, and point 4 about *designing the assessment activity for evaluating the learning outcome, andimproving the education activity* get 78 % with mean score 3.8.

Students’ expectation on English Department lecturers’ competence

There are twelve students who were interviewed, they were asked about their expectation they have written on the questionnaire. So, the interview here functioned to ensure students comment on the questionnaire, the result of the responses can be analyzed as students’ expectation too.

Based on the students’ comments and interview, generally students expect their lecturers to improve their professionalism and pedagogical competence.

All of students’ comments are appropriate with the lowest score of students’ responses on the questionnaire. Such as using media in teaching and learning to improve students’ understanding and interest, giving positive feedback by asking question to the students and discuss the result test, and providing more time for students to discuss or console about their problem in learning or assignment in specific time.

Discussion

There are two points will be discussed here. The first discussion is about Students’ responses on English Department lecturers’ competence, and the second is about students’ expectation on English Department lecturers’ competence.

Students' responses on English Department lecturers' competence.

There are two competences to be discussed here; Professional competence and Pedagogical Competence, both of them have each score gotten from students' responses. The first competence is about professional competence.

Based on the table above, professional competence of English Department lecturers is good with mean score 4.1 and total percentage 82% which is based on the following category.

Table 6. Data Interpretation Category

| | |
|-----------|--------------|
| Good | 76 % - 100 % |
| Fair | 56 % - 75 % |
| Poor | 40 % - 55 % |
| Very poor | < 40 % |

From the table we can also see that professional competence in point 2, that is *mastery of teaching materials*, point 3 that is *having knowledge as a reflection of intelligence constructed through a process of education*, and point 4 that is *having the knowledge and expertise in his or her profession* got the highest score with mean score 4.5 and total percentage 90%. It means that students have good and highest response about these indicators.

And the lowest score is about providing support services / guidance to students on specified time. For this indicator students give responses about 76% with mean score 3.8 which is good category, it means that the lecturers have provided their students with support services / guidance well. However, the lowest score here shows that the students expected for than that, or they can be expected some lecturers to give good support services / guidance on specified time, so that they are expected to give more time to provide support services / guidance to the students.

The other thing that should be consider is about discussing test results with students as an aid positive feedback which is include the lowest score from students responses than the other indicators that is 78% with mean score 3.9. It is good category, but the lowest score shows that the students expected more than that, and some lecturers are expected to discuss test results with students as an aid positive feedback.

In line with giving feedback to test result, the students also give 78% to the last indicator that is the lecturers' professional competence in using media to increase students' interest in learning. This means that the students feel some lecturers have not used good media yet to increase students' interest in learning. So, the lecturers are expected to use various media in order to the students interested in learning.

The second competence which is discussed is Pedagogical Competence. Based on the table above, the total of mean score of students' responses on lecturers' pedagogical

competence is 4.0 with total percentage 80%. It is good category that means that students give good response to the lecturers' pedagogical competence.

In detail, we can see on the table that the highest score of students' responses is about lecturers' background education and the development of their professionalism. For this indicators students give good responses that is 4.5 or 90%. It means that students regard most of their lecturers have good and high background education and develop their professionalism as well.

The other indicators got mean score 4.0 and percentage 80% are indicator point 3 about *attracting the students' attention, motivating the learning interest*, and indicator point 5 about *ability to diversify the lessons to meet the needs of learners of all ability levels*. Both have good response from the students.

And the lowest score are indicator point 1 about *Design the interesting teaching process*, point 2 *Selection of the teaching methodology and techniques for conducting the education activities*, and point 4 about *Design the assessment activity for evaluating the learning outcome, and improving the education activity*. Students give responses about 3.9 or 87% which is include good category, but the lowest score show that the students expected more than that, it also shown that some of the lecturers are less in these indicators. So it is can be consider as evaluation for the lecturers to be improved.

Students' expectation on English Department Lecturers' competence.

Based on the students' comments and interview, generally students are expecting their lecturers to improve their professionalism and their pedagogical competence. From their comment the writer seen that most of students argue that their lecturers have implemented their duty well. But, some lecturers' are considered being more professional in doing their job. It can be seen from some comments stated that the lecturers are considered less in giving the lecture effectively.

Most of students also hope that the lecturers who are less in fulfilling the meeting and often come to the class late to pay attention to the time given to their students, in order the teaching and learning can run well and more effective. This is dealing with lecturers' professional competence that is give lecture effectively, because by having enough time the lecture can run effectively.

Some students also talk about using media in teaching and learning to improve students understanding and interest and selecting method and technique to implement teaching and learning process. Beside it, they also hope the lecturers to give positive feedback by giving question, and discuss with students about the answer and give more attention to all of students, do not just for some students who are considered more active.

Most of students also hope their lecturers to provide more time for them to guide or console about their problem in learning or the lesson. Besides that, some students also give comment to certain lecturer to give evaluation based on students' ability and the number of assignment given should be appropriate with the value given.

There are also comments from some students to certain lecturer to give lecture effectively by explaining the material clearly in order they can easy to understand the lesson.

Those are the students expectations based on the interview, the result of questionnaire, and the comment they wrote in questionnaire.

CONCLUSION

Based on the research result of Students' responses on English Department lecturers' competence, it can be concluded that:

1. Students' responses on English Department lecturers' professional competence got mean score 4.1 with total percentage 82% which is include in good category. While, Students' responses on English Department lecturers' pedagogical competence got mean score 4.0 with total percentage 80% which is include in good category.
2. Students' expectations on English Department lecturers' competence are: Most of students state the lecturers who are less in fulfilling the meeting and often come to the class late to pay attention to the time given to their students. They also expect to the lecturers to use media in teaching and learning to improve students understanding and interest, to select interesting method and technique to implement teaching and learning process, to give positive feedback by giving question and discuss with students about the answer and give more attention to all of students, do not just for some students who are considered more active, to provide more time to guide or to console about the problem in learning. For certain lecturers, the students expect them lecturer to give evaluation based on students' ability and the number of assignment given should be appropriate with the value given, and to give lecture effectively by explaining the material clearly in order they can easy to understand the lesson.

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