

# Student Teachers' Perceptions of English Lecturers' Competences

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## Abstract

It is important to know the competence of lecturers because competent lecturers are needed to produce competent graduates. Students are good informant to know the lecturers' competence because they intensively interact in the classroom. This research is to know the students' perception of the lecturers' competence focusing on the level of competence and the strengths and weaknesses of the competence. The result shows that students perceived positively on the pedagogical, personal, and professional competence of the lecturers.

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## 1. Introduction

A lecturer is an important component who plays a very important role in a higher education institution. The quality of the graduates as well as the institution depends on the quality of the lecturers. Therefore, to have a qualified education institution qualified lecturers are needed. Qualified lecturers must be competent. It was stated in the Indonesian government's Law on Lecturers and Lectures that there are four competences lecturers/lecturers must have. They are pedagogical, personal, social, and professional competences.

Knowing the lecturers' competences is useful for an institution. It is a kind of evaluation that can be used as a consideration to decide the steps to be taken next for the betterment of the institution. A study of the lecturers' competences is important and needs to be conducted if a qualified institution becomes a target.

Lecturers' competences can be identified from the lecturers' activities at campus. How the lecturers teach, interact, communicate, and behave may show their competences. It is the students who have intensive interaction with the lecturers in the classroom. They know what the lecturers do in the classroom during the teaching and learning process. They feel how they treat them, how they explain the materials how they evaluate the students, and so on. Students may become the source of information about their lecturers.

This study aims at finding the lecturers' competences from the view point of students' perception. Richards and Schmidt (2010:427) states perception as "the recognition and

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understanding of events, objects, and stimuli through the use of senses (sights, hearing, touch, etc.)". The competences are therefore based on what the students feel, see, hear, and understand about the lecturers during their interaction.

## **2. Objectives of Study**

A competent lecturer is needed to produce competent graduates. In Indonesia a lecturer is demanded to have pedagogical, personal, social, and professional competences. This study is conducted in relation with the lecturers' competences formulated in the following objectives.

1. Describing the level of the students' perception of the lecturers' competences
2. Identifying the strengths and weaknesses of the competences of English lecturers as perceived by the students

## **3. Methodology**

### **a. Subject of Study**

The research subject comprises 90 students of semester 6 and above of English education department. They are chosen for they have been learning in the department for 3 years or more so that they are familiar with the lecturers. It means that they know the lecturers better than those in the lower semester.

### **b. Research Instrument**

Both open and closed questionnaires are used to collect data. There are 35 statements in the closed questionnaires. Each item has four options, showing the quantity of lectures that have the competence mentioned. The first column is if the answer 'all the lecturers have the competence stated, the second if the answer is 'most of the lecturers', the third column is if the answer 'some of the lecturers', and fourth is if the answer is 'a few lecturers'. The students just put a tick on the column they agree with. The 35 competences items consist of 12 items of pedagogical competence, 10 items of personal competence, 7 items of social competence, and 6 items of professional competence. Meanwhile the open questionnaire is almost similar to the closed one, but it is in the form of questions and the students should respond by giving written answer. They are free to write what they perceive. This questionnaire is a complement to the close questionnaire.

The instrument was tried out to 25 students. The validity was then computed using the formula of Alpha Cronbach. The result shows that the  $r$  is 0.85. It means the instrument is valid. The reliability is examined by the expert judgment. After being revised based on the feedback and suggestion from the expert, finally the instrument is considered reliable.

### **c. Data Analysis**

The analysis is based on the percentage of each item in each column. The number of percentage higher than 50 is considered to be positive perception, and those lower than 50 is considered to be less positive perception. Firstly, the analysis is done per item. Then, it is viewed globally from each competence. To complete the information, the answers of the open questionnaire were read and taken as proofs.

#### 4. Presentation

The presentation in the following is based on the percentage of each item of perception first. It is then followed by presentation of the global one based on the four competences.

Table 1 Percentage of students' perception of pedagogical competence

No	Items of competence	All	Mostly	Some	Few
1	Having wide view on education	(3.3%)	(37.7%)	(47.7%)	(11.1%)
2	Understanding the youth's world	(24.4%)	(54.4%)	(20%)	(1.1%)
3	Using traditional method	(43.3%)	41.1%	14.4%	(1.1%)
4	Showing syllabus at the beginning of the semester	13.3%	22.2%	45.5%	18.8%
5	Not explaining goals and topics before lecturing	26.6%	34.4%	22.2%	4.4 %
6	Making apperception before teaching	21.1%	35.5%	33.3%	7.7%
7	Delivering learning materials well	5.5%	45.5%	45.5%	3.3%
8	Highlighting important points at the end of class	37.7%	35.5%	17.7%	8.8%
9	Using technology in teaching	2.2%	22.2%	52.2%	23.3%
10	Having difficulty in applying technology	50%	21.1%	12.2%	5.5%
11	Giving evaluation in every meeting	21.1%	(47.7%)	(24.4%)	6.6%
12	Giving feedback on students' work	25.5%	42.2%	(24.4%)	6.6%

Table 2 Percentage of Students' perception of personal competence

No	Items of competence	All	Mostly	Some	Few
1	Doing prayer	15.5%	41.1%	31.1%	(11.1%)
2	Breaking promise	0	10%	38.8%	51.1%
3	Telling the truth	2.2%	27.7%	51.1%	17.7%
4	Respectable	21.1%	53.3%	20%	4.4%
5	Not reminding the misbehavior of students	3.3%	16.6%	21.1%	58.8%
6	Equal right and responsibility between lecturer and students	14.4%	31.1%	36.6%	17.7%
7	Giving students a chance to criticize and suggest	14.4%	45.5%	26.6%	12.2%
8	Open to critique and suggestion	8.8%	34.4%	37.7%	18.8%
9	Scoring in a fair way	7.7%	36.6%	46.6%	8.8%
10	Having good attitude and personality	10%	50%	30%	10%

Table 3 Percentage of students' perception of social competence

No	Items of competence	All	Mostly	Some	Few
1	Do not care when meeting students	3.3%	26.6%	34.4%	35.5%
2	Giving up-to date learning materials	6.6%	34.4%	43.3%	15.5%
3	Serve the students friendly	3.3%	44.4%	32.2%	20%
4	Busy with mobile phone when teaching	12.2%	22.2%	33.3%	36.6%
5	Having parent-children relationship with students	0	13.3%	31.1%	54.4%

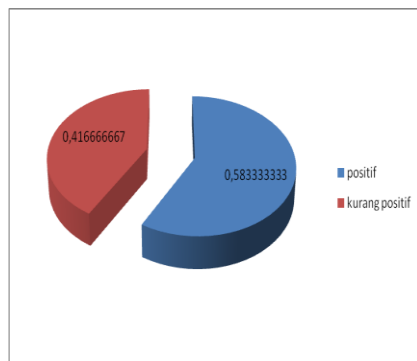
6	Helping to solve students' financial problem	0	7.7%	11.1%	80%
7	Hand in hand with students in campus activity	1.1%	16.6%	40%	42.2%

Table 4 Percentage of Students' perception of professional competence

No	Items of competence	All	Mostly	Some	Few
1	Mastering the teaching material	18.8%	56.6%	20%	4.4%
2	Giving satisfying answer to students' questions	(3.3%)	44.4%	46.6%	(5.5%)
3	Merely lecturing	(5.5%)	23.3%	44.4%	25.5%
4	Varying methods	2.2%	24.4%	40%	(33.3%)
5	Starting and finishing lecture on time	(5.5%)	32.2%	34.4%	27.7%
6	Giving objective score	10%	40%	36.6%	13.3%

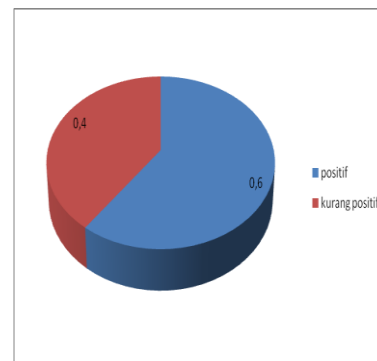
The perception of global competences is shown in the following pie diagrams. They all show percentage based on the four competences mentioned previously.

Figure 1



**Perception of pedagogical competence**

Figure 2



**Perception of personal competence**

Figure 3

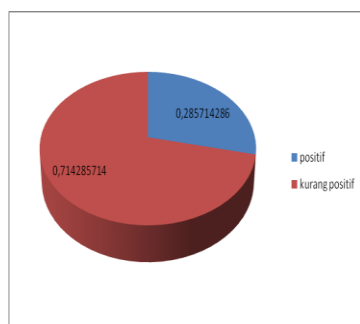
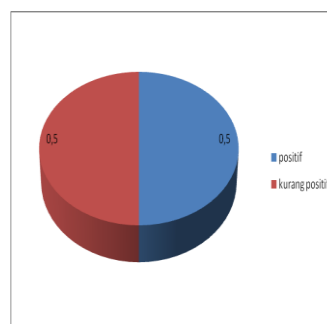


Figure 4



### Perception of social competence

### Perception of professional competence

Figure 1 shows the students' perception of the lecturers' pedagogical competence. A number of 58.33 % of students perceived positively the pedagogical competence of the lecturers. The next, figure 2, shows the perception of personal competence. The percentage indicates that 60% of students perceived personal competence positively. Meanwhile, only 28.5 % of the students perceived the social competence of the lecturers positively (figure 3). The professional competence is perceived positively by 50% of the students (figure 4).

## 5. Result and Discussion

There are four competences of lecturers perceived by the students; pedagogical, personal, social, and professional competences. Perception is considered positive when the students choose 'all' and 'mostly' for the statement given. Among those competences pedagogical, personal, and professional are perceived positively by more than 50% of the students. The social competence is perceived positively by 28.5% of the students. Each competence of lecturers perceived by the students is described below.

### a. The level of students perception of the lecturers' competences

#### 1. Pedagogical competence

Pedagogical competence is competence related to teaching, curriculum, instruction, and how to plan and deliver teaching and learning (Richards and Schmidt, 2010:424). It is a must for a lecturer to be competent in pedagogy for his main duty is teaching.

This research examined 12 pedagogical competences. They are having wide view on education, understanding the youth's world, using traditional method, showing syllabus at the beginning of the semester, explaining goals and topics before lecturing, making apperception before teaching, delivering learning materials, highlighting important points at the end of class, using technology in teaching, having difficulty in applying technology, giving evaluation in every meeting, and giving feedback on students' work.

In relation to pedagogical competence, 58.8% of students perceive that most lecturers have a wide view on education; only 21.1% of students perceive that the lecturers understand the youth's world. The students' perception of the use of teaching method by the lecturer is good, 84.5% of them think the lecturers do not use traditional method anymore. For the teaching management, 64.3% of students perceived positively. The lecturers start the lecture at the beginning of the semester by introducing the syllabus. Besides, 73.4% stated that the lecturers tell the objectives of teaching too. However, there is only 41.1% of students perceived positively on the use of apperception at the beginning of a lesson.

The next perception of pedagogical competence indicates that 51% of students have a good perception of the lecturers in explaining the material. Unfortunately, only 26.5% of students perceived positively on the way the lecturers end the lesson by summarizing the material.

The use of technology in teaching is perceived positively by the students. 76% of students state that the lecturers use technology in teaching, and 71.1% state the lectures have no problems with the technology.

The next pedagogical competences are making self-evaluation and giving feedback. For these two competences, only 31% of students have positive perception.

## 2. Personal competence

It is a competence related to behavior, attitude, belief, thought, feeling and action embedded in an individual (Richards and Schmidt, 2010: 394). A good personal competence is very important for everyone who becomes a lecturer because a lecturer is a model for his/her students.

The students' perception of the personal competence of the lecturer is good. It is indicated from the data that show positive perception of the students on the lecturers' religious practice (56.6%), lecturers' fulfillment of their promise (90%), that lecturers are respectable (75.4%), lecturers' care about students' misbehavior (80%), lecturers' willingness to give a chance for critique and suggestion (59.9%), and attitude and personality of lecturers that can be modeled (60%). This is in line with the research result conducted by Feryal (2010:216) that quality lecturers must embrace the vision of caring for the students and their learning.

However, there are less number of students perceive positively on the personal aspect of lecturers' democratic attitude (45.5%), saying as it is (29.9%), and fairness in scoring (44.3%).

## 3. Social competence

Social competence is seen from the interaction between lecturers and students. According to Stronge (2007:26) through social interaction lecturers can show their social competence by giving attention, fairness, and respect to the

students. Such a competent lecturer will build a positive learning environment and increase learning achievement.

There are 7 social competences studied in this research. Out of those 7 social competences, 2 are perceived positively by the students; they are lecturers' care when meeting students (70%) and not being busy with mobile phone when teaching (65.6%). Less positive perception was given to the 5 social competences; using up-to date information (40.1%), serving the students in friendly and polite way (47.7%), lecturers-students social relationship (13.3%), giving financial assistance to students (7.7%), and lecturers-students cooperation (17.7%). A research on competence done by Bhargava and Pathy (2011:9) includes 'friendly' and 'polite' as the top five competences considered important in teaching.

Students' perception of the social competence of the lecturer is not bad. However, it needs to be improved, especially in the use of up-to date information and giving good service to the students. Both of them will affect the students in learning more enthusiastically.

#### 4. Professional competence

Pettis (2002:393) stated that a professional lecturer must hold principles, have wide scope of knowledge, and skillful. Professionalism is also shown by personal commitment to develop their profession that can be done in many ways such as joining a course, discussing with colleagues, attending workshops, etc.

There are 6 items related to professional competence studied. Positive perception is given to 2 professional competences; they are the mastery of teaching material (75.4%) and lecturing technique is not the main technique used by the lecturers (69.9%). The next 4 professional competences are perceived less positively. They are giving satisfactory answer to students' questions (47.7%), the use of teaching method (26.6%), time allocation for teaching (37.7%), and scoring objectivity (50%).

#### b. The strengths and weaknesses of lecturers' competences

##### 1. Pedagogical competence

In relation to this competence, lecturers are strong in that they have wide scope of education, they do not use traditional method in teaching; they start the lecture by introducing the syllabus and goals, and also explain the material clearly. In addition, the lecturers apply technology so that the lecture becomes more efficient and they have no problems in applying the technology.

The weakness in this competence is that the lecturers' do not quite understand the youth's world; they do not start with apperception at the beginning of the class; they do not summarize at the end of the lesson; lack in giving tests, and do not give any feedback to the students' work.



2. Personal competence

The strengths in personal competences comprise the lecturers' diligence in conducting religious practices, fulfilling the promise, having respectable personality, caring about students, willingness to receive critique and suggestion, and having good personality that can be modeled.

The weaknesses related to this competence are to speak frankly, to be democratic, to accept critique, and to be fair. In addition, the lectures are willing to receive critique and suggestion but they do not accept them sincerely.

3. Social competence

This is the weakest competence the lecturers have based on the students' perception. The weaknesses cover the lack of using up-to-date info, the service that is not quite friendly, lecturers-students relationship that is formal, giving financial assistance to the students need it, and less cooperation between lecturers-students.

The strengths in this competence are that lectures and students greet each other when they meet and the lecturers use mobile phone properly in that they are not busy with their mobile phone when teaching in the classroom.

4. Professional competence

The lecturers' professional competences are studied from 6 competences. The strengths of the lecturers' competences are in mastering the teaching material, using not only lecturing techniques when teaching, and giving the score objectively.

The weaknesses are also in three points. They are in giving satisfactory answer to students' questions, in applying various teaching methods, and in spending time for lecture during the class.

## **6. Conclusion**

The students' perception of the lecturers' competence are good. It is proved by the findings that 3 out of the 4 main competences studied are perceived positively by the students. The three competences are pedagogical, personal, and professional competences. The social competence is perceived less positive than the three.

The strengths in pedagogical competences relate to the use of syllabus, explaining the goals and topic, the use of technology, and the explanation of the material. Meanwhile, the weaknesses are in conducting apperception, summarizing the material taught, and in giving test and its feedback.

In personal competences, students hope that the lecturers can be more democratic, accept the critique and suggestion sincerely, and give the score fairly. They are the weakness. The strengths in this competence are the lecturers are faithful, honest, respectable, caring, open-minded, and is an ideal model for students.

Related to social competence, students perceived that a good students-lecturers relationship and students-lecturers collaboration have not been fully developed. Besides, lecturers are supposed to be friendlier when serving the students. The strength is only that the lecturers greet the students when they meet.

In professional competence, lecturers are strong in mastering the material, in using teaching method, and in scoring. On the other hand, they are weak in answering question, in varying method, and in being disciplined with time.

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