"THE ENGLISH STUDENTS' PERCEPTION TOWARD LECTURER PEDAGOGICAL COMPETENCE OF ENGLISH LECTURER AT EIGHT SEMESTER IN IAIN BUKITTINGGI ACADEMIC YEAR 2018/2019"

A THESIS

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Abstract

Wiranti : 2314137, "The English Students' Perception Toward Lecturer Pedagogical Competence Of English Lecturer at Eight Semester in IAIN Bukittinggi Academic Year 2018/2019"

The background of the research related to pedagogical competence. pedagogical competence consist of five indicators, such as understand the learners, ability to design learning, ability to implement learning, ability to evaluate learning outcomes and ability to develop learners to actualize their potential. Pedagogical competence is very important. Because how lecturer teach. The English students had negative perception and positive perception on lecturer pedagogical competence. Such as some students feel that unclear about the lesson, based on English students perception that the lecturer never given sylabus to the students, but Some students feel that clear lesson, based on English students perception that the English lecturer alwasy given sylabus to the students and sometimes explain content of sylabus to the students. Next, some of students feel that confused about the lesson. Based on English students perception that the lecturer did not given handbook to the students, the lecturer just explain the learning material related to his or her book. But some of students said that the lecturer give the handbook and sometime ask the students to copy the handbook. So the students feel that the lesson clear reference.

This research was a survey quantitative. The data was gotten though questionnaire by using Likert Scale. The total of sample was 32 english students of eight semester in IAIN Bukittinggi academic year 2018/2019. The researcher used random sampling to get the sample, because the total of population more than 100%, 123 students. so the researcher took 25% from the population. To find the percentage of the data, the researcher used Anas Sudijono formula.

The result of the research showed some that the English lecturer pedagogical competence. pedagogical competence consit of five indicators there were 81% ability to understand the learners, 74% ability to design learning, 71% ability to implement the learning, 70% ability to evaluate learning outcomes and 59% ability to develop learners to actualize it is potential. So, between five indicators above the highest percentage was ability to understand the learners and lowest percentage was ability to develop learners to actualize it is potential.

Key word : *Perception, Lecturer pedagogical competencies.*

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CHAPTER I

INTRODUCTION

A. Background of the problem

Education is the process of facilitating learning, or the acquisitation of knowledge, skill, values, beliefs, and habits. Education is also related to the teaching and learning process. Teaching and learning process is a relationship between lecturer and students that sould be held in educational situation to achieve certain goals.

Lecturer is an important component in educational settings, including in universities. Because she or he direct the university and guarantee to get the qualified graduates. If he or she is highly qualified, he or she will be able to engage the students well in classroom manage, instruction, and ability to transfer knowledge to the students.

According to Syaiful Bahri Djamarah, lecturer or teacher is person transfer knowledge to students. Lecturer or teacher in the community's view is people who carry out education in certain places, not necessarily in formal education institutions[1]. It means that lecturer is person who transfer the knowledge to the students. Besides, lecturer is actor who has responsible to manage the classrom. Lecturer should be able to create planning, organizing, applying and evaluating students.

[1]Syaiful Bahri Djamarah, M.Ag. Guru dan Anak Didik Dalam Interaksi Edukatif, (jakarta,Rineka Cipta,2010),P.31

Hamzah said that, lecturer or teacher is a person who has ability to design a learning program and is able to organize and manage the class, in order to achieve the goal of educational process.[2] Furthermore, To be able to produce qualified and highly competitive graduates, it is importan for all lecturers to have a qualified performance. Lecturers has to be active, creative, innovative and productive in order to prepare students to become community members who have academic and professional abilities in their fields, in applying, developing and disseminating knowledge,and technology. The quality of graduate in Higher Education is also determined by the competence of lecturers in the implementation of education.

Furthermore, a good lecturer is not only an able to trasfer knowledge, active, creative etc to the students but also has the competencies in learning and teaching process in order to achieve learning goals. Qualified lecturer will produce the qualified and highly competitive graduates. Lecturer who has high competencies, consisting of pedagogic, professional, personal and social competence.

Acording to Mujtahid, professional lecturer has four competencies, They are professional, pedagogical, personal and social competence. Professional comptence related to study, pedagogical comptence related to process of teaching and learning, personal competence related to moral, attitude etc, and social competence related to interaction and responsibilitas.[3] It means, an educator not only able to design the

[2] Uno B. Hamzah. *Profesi Kependidikan,*(Jakarta, Bumi Aksara, 2012), p.15
[3]Mujtahid, M.Ag. *Pengembangan Profesi Guru. (*uin Malang, 2011), P.96-97

lesson plan, educate, evaluate, and transfering knowledge but also an educator has four competence, it is professional, pedagogical, personal, and social. In order to achieve the goals of learning.

While, in education has interaction to the students in order to occur the teaching and learning process in the classroom. When the students have study with their lecturer, the students has perception about the lecturer each other. Perception consist of two they are positive perception and negative perception.

Human perception there are different points of view in sensing. There is perception of positive perception as well as a negative perception that will affect the visible or real human action.[4] It means that the perception the someone can interpret their sense impression in order to give meaning .

Meanwhile, according to Irwanto, the perception results can can be devided with two perception they are, positive perception is describe all knowledge or known or not known and the responses are continued with the utilization effort. Negative perceptios is describe all knowledge or known or not known and responses that are not aligned with the object in perception. It will be passed on by passivity or rejecting and opposing to the object being perceived.

According to Toha, the factors that influence one's perception is internal factors, individual feelings, attitudes and personalities, prejudices or wishes and

[4] Sugihartono, *Psikologi Pendidikan,* (Yogyakarta: UNY Press, 2007), p.8

expectations, attention (focus), learning process, values and needs also interest and motivation. External factors, family background, information,and knowledge.[5]

The implementation of learning and teaching process at eight semester of english education doing by the lecturer in IAIN Bukittinggi. The lecturer teach related with the pedagogical competence, in pedagogical competence has the indicator of pedagogical competence. according to Yasin in Julkifli journal, indicator of pedagogical competence included the ability to understand the learners, the ability to create learning design, the ability to implement the learning, the ability to evaluate learning outcomes, and the ability to develop learners to actualize it is potential.[6]

Based on the preliminary research on january, 11 2019 at the eight semester english education A class, B class, C class and D class in IAIN Bukittinggi. The researcher interviewed five students related to the lecturers' pedagogical competence (ability to understand the learners, create learning design, implement the learning, evaluate learning out come, and develop learners to actualize it is potential).

The result of the above interview, indicate that some of these students have positive and negative perception about lecturers' pedagogical competence. for the understand the learners, and implemet the learning the students have positive perception such as, some lecturers understand the level cognition of learner, being able to examine and describe the material listed in the curriculum, open lessons well,

[5] Mifta Toha, *Perilaku Organisasi Konsep Dasar Dan Aplikasinya,* (Jakarta: Raja Grafindo Persada, 2003), p.154

[6] Yasin, A. Fatah. *Dimensi-Dimensi Pendidikan Islam*, (Malang: UIN Malang Press, 2008). (journal publish by Julkifli Hidayat Ada, Volume 02, Number 02 December 2016), p.5

and explained well. But for create learning design, evaluate learning outcomes and develove learners to actualize it is potential, the students have different perception. There are positive and negative perception.

First, some students said that the lecturer did not distribut sylabus to the students, but some students said that the lecturer distribute sylabus to the students and explain the conten of sylabus. Second, some students said that the lecturer did not return students test paper, the students just receive scor without see the test paper, but some students said that the lecturer return the students test paper and sometime cheked together. third, some of students said that the lecturer did not give handbook to the students for study, the lecturer just explain the learning material based on his or her book. But some of students said that the lecturer give the handbook and sometime ask the students to copy the handbook.

Based on the phenomenon above, the researcher is interested in conducting a research under the title **"The English Students' Perception Toward Lecturer Pedagogical Competence Of English lecturer At Eight Semester In IAIN Bukittinggi Academic Year 2018/2019"**

B. Identification of the problems

Based on the backround of the problem above there problems that can be identified:

1. Some lecturers did not distribute sylabus to the students.
2. Some lecturers did not return students test paper.
3. Some lecturers did not give handbook to the students.

C. Limitation of the problem

Based on identification of the problems above, the researcher limit the problems on english students perception about lecturer pedagogical competence (ability to understand the learners, create learning design, implement the learning, evaluate learning out come, and develop learners to actualize it is potential) at IAIN Bukittinggi.

D. Formulation of the problem

The problem in this research will be formulated in the following questions:

1. What is the english students perception toward lecturers' pedagogical competence related to the ability to create learning design?
2. What is the english students perception toward lecturers' pedagogical competence related to the ability to evaluate learning outcomes?
3. What is the english students perception toward lecturers' pedagogical competence related to the ability to develop learners to actualize it is potential?

E. Purpose of the research

1. To find out english students perception toward lecturers' pedagogical competence related to the ability to create learning design.
2. To find out english students perception toward lecturers' pedagogical competence related to the ability to evaluate learning outcomes.

3. To find out english students perception toward lecturers' pedagogical competence related to the ability to develop learners to actualize it is potential.

4. Significance of the research

the researcher hoped this research would give advantages:

1. For researcher, it can fulfill one of the requirements in obtaining strata one (S1) degree in English education at IAIN bukittinggi.
2. For IAIN's library, the researcher hopes that the research can be used as an additional of educational literature and references.
3. For lecturers, the lecturer know how the pedagogical competence acording to students then the lecturer can be upgrade their pedagogical competence from bad into a good pedagogical competence and can be improving the quality of teaching and learning.
4. For college, it will be used to add the literature for the library and as the reference for the next researcher.

5. Definition of the key terms

Some essential terms used in this research are defined as follow:

1. The students' perception is the student's understanding toward thing, object or person, so that create perspective that positive or negative which can enrich everything lack in a thing, object or person.
2. Lecturers is person who teaching the students at Faculty Tarbiyah in IAIN Bukitting for teaching students, transfering knowledge, motivating, guaiding, and evaluating the students outcomes.

3. Pedagogical is a competence must undestand by the lecturers in Facultas Tarbiyah at IAIN Bukittinggi, lecturers must ability to design lesson plan, teaching and learning, and also evaluate the students outcomes.

CHAPTER II

Review of the Related Literatures

A. Review of Related Theories

In the related thories. It presents some theories that appropiate with the topic discussion about The english students' perception toward lecturer pedagogical competence at eight semester in IAIN Bukittinggi. Include the definition of perception, the principles of perception, factors of influencing perception, components of perception, and characteristics of perception. In lecturers theory includes definition of lecturer, and lecturers' competencies. In pedagogical theory include the definition of pedagogical competencies and pedagogical competence indicator.

1. The Nature of Perception

a. Definition of Perception

Some experts propose the definition of perception. Taniputera stated that perception is the people's physical organ which never stops taking some impressions which comes from external object, but they do not perceive a chip of impression into one hold.[7]

In the line Taniputera, Robert states that perception is a biological process. To be perceived, any information about events in the world must be registered by the sensory nervous system. Perception puts human in contact with the world they live in it shapes ' ' wledge of that world. Knowing about the world

[7] Ivan Taniputera, *PsikologiKepribadian,* (Yogyakarta: ar: Arruz,2005),p.121

allows the human to predict the consequences of their actions, a critical skill in a constantly changing world. [8]

Perception is an instrument to get information about the around world. Someone will make definition about the world through their own definition. An Wibowo states perception is a process of receiving information by making definition about the world around us.[9] It needs consideration of information, how to group information and how to interpret it to our last knowledge. So, the accurate and correct information is created to be used as guidance for someone in knowing the world.

Perception is related with get special knowledge about object or event so that perception occur since stimuli actuate sensory. According Severin, perception is a process that we use to interpret sensory data.[10] On another side, according Pangewa, perception is selection stimuli process the environment and then organize and interpret it.[11] On the other hand, perception includes acceptance of stimulus by the sense, selection and organizing stimuli.

According, Slameto stated, "perception is a process of eniring message or information into human brain" moreover he states that, "human views the world through how they perceive their interaction within reality."[12]

Perception is an instrument to get information about around the world. Someone will make definition about the world through their own definition. It needs consideration of information, how to group information and how to

[8] Sekuler Robert and Randoph Blanke, *Perception,* (New York:Alfred A Knof, inc, 1989),p.1

[9] Wibowo, *Prilaku dalam Organisasi,* (Jakarta: PT Raja Grafindo Persada, 2003),p.59

[10] Werner J Saverin and James W. Tankerd, Teori Komunikasi: *Teori, Metode, dan Terapan di dalam Media Masa,* (Jakarta: Prenada Media, 2005),p.83

[11] Maharudin Pangewa, *Perilaku Keorganisasian,* (Departement Nasional, 2004),p.54

[12] Slameto, *Belajar dan Factor-faktor yang Mempengaruhinya,* (Jakarta: rinekaCipta, 1995).p.105

interpret it to our last knowledge. So, the accurate and correct information is created to be used as guidance for someone in knowing the world.

Based on the definition above, it can be conclud that perception is how information can be completed in human brain which has some process from observation, interpretation or other side point of view based on the environment.

b. The Principles of Perception

There are many principles of perception. Slameto suggested five basic principles of perception.[13]

1. Perception is relative rather than absolute

   Perception should have a people to know how about the learners' perception.

2. Perception is selective

   Environment also influence someone's perception because from his around will send some messages.

3. The step of perception

   Someone gets stimulus forming a connection or group. If the coming stimulus is not complete the learners make it be completed by their analyzing it to be clear information.

4. The expectations and preparedness

   Those principles are as a message receiver kinds of information which will be interpret.

5. Personality, motivation, and attitude

   Perception of a person or group can be much destine with perception of another person or group even though the situation is similar. Everyone has

[13] Slameto, *Belajar dan Faktor-fakto Mempengaruhi*,…,p. 103-105

a different side to interpret the information which they get. It is influenced by differentiation of personality, motivation, and attitude.

Sarwono suggested three basic principles of perception.[14]

1. Figure and ground

   The objects people observe around us always appear as figures with other things as ground.

2. Grouping pattern

   Certain things we tend to group in our perception, and the way we classify them will determine how we take it.

3. Constancy

   There are three basic constancy in perception, are color constancy, shape constancy, and size constancy.

In concluded that there are eight principles of perception, they are perception is relative rather than absolute, perception is selective, the step of perception, the expectation and preparedness, personality, motivation and attitude, figure and ground, grouping pattern and constancy.

c. Factors of Influencing Perception

Perception does not happen without any reason. It grows because of many things which have particular cause. As a result, perception can influence people minds, action, and understanding about something. There are some factors that influence perception.

[14]Sarwono, *Pengantar Psikologi Umum*, (Jakarta: Rajawali Pers, 2012).p.94-97

Shaleh stated that perception is a psychologies side, it is influenced by some factors:[15]

1. Selective intention, how learner can focus on many stimulus.
2. Stimulus characteristics, how learner can divide a big stimulus or a small stimulus.
3. Value and necessary of individual, the value and necessary of each learner is different, because of the age level, gender and their background.
4. Last experience, the student's last experience will influence their perception toward something.

According to Wibowo, there are three factors that influence perception:[16]

1. Perceiver

   Perceiver is people who give perception. People can influence perception because different people will create different perception. There are some components in perceiver factors:

   a. Attitude is behavior in interacting or communicating with fellow human beings.
   b. Motives is the reason in giving perception.
   c. Interest is the most important thing needed by someone in giving perception.
   d. Experience is knowledge or mastery of an event or subject gained through involvement in or exposure to it.
   e. Expectation is something that hoped by people who giving perception.

[15] Abdul Rahman Saleh, *Psikologi: Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Kencana Prenada Media Group, 2004), First Edition.p. 128-129

[16] Wibowo, *Prilaku dalam Organisasi,*……p.60-61

2. Target

Target is people or object to be objective perception. Target factor has components:

a. Novelty may be the share experience of new cultural phenomenon or the subjective perception of an individual.
b. Motion, people give more attention to move objects than the stationery objects.
c. Sounds is meaningful sound that serve as target perception.
d. Size, a large object is more likely to be noticed than a smaller object.
e. Background is the prior knowledge about the target.
f. Similarity, stimuli need not be nearer to each other for perception. If there is similarity in the objects, they are grouped together and perceived, even if they are away.

3. Situation

Situation is condition at the time of perception data. The situation factors has components:

a. Time is time at the perception done.
b. Work setting, occupation influences perceiver to give their perception toward the target perception.
c. Social setting
d. Relation of setting of someone toward target perception will influence someone's perception.

It can be concluded that there are seven factors are selective intention, stimulus characteristics, value and necessary of individual, experience,

influence perception, for instance perceiver, target, and situation. It will give big contribution for the teachers' perception.

d. Components of perception

There are some components related with perception. Bimo stated that perception consist of three components, they are:[17]

1. Cognitive or perceptual component

   Component that related to knowledge, opinion, belief, that is good things that relate how someone's perception toward attitude object.

2. Affective or emotional component

   Component which related to like or dislike toward attitude's object. Like is positive thing, while dislike is negative thing. This component indicates attitudes' direction, positive and negative.

3. Conative or action component

   Component that related to action tendency toward attitudes' object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward attitude's object.

Sobur stated that perception consist of three components, there are:[18]

1. Selection is the process of filtering the senses towards external stimuli, and the type can be many or few.

[17] Bimo Walgito, *Pengantar Psikologi Umum*, (Jakarta:Pt. Raja Grafindo Persada, 2003).p.98
[18]Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2003).p.447

2. Interpretation, namely the process of organizing Berlin information has meaning for someone. Interpretation by various factors such as experience, system of values adopted, motivation, personality, and intelligence. Interpretation also depends on the ability of a person to convey the categorization of information he receives, namely the process of reducing complex information to be simple.
3. Interpretation and perception are then translated into behavior as a reaction. So the process is to do various, iterative, and rounding up of the information that arrives.

In conclusion, there are six components related with perception are cognitive or perceptual component, affective or emotional component, conative or action component, selection, interpretation, interpretation and perception.

e. Characteristics of perception

Sensing occurs in a particular context, this context is called the world of perception. In order to produce a meaningful sensing, according to Couto there are characteristics of perception are: accepted stimuli, the world of perception has the nature of space, the world of perception has a time dimention, objects or symptoms in the world of observation, and the world of perception is a world of meaning.

Accepted stimuli must correspond to the modalities of each sense, the basic sensory properties of each of the senses (light for sigh, odor for smell, temperature for taste, sound for hearing, surface properties for intercourse, etc). The wordld of perceptionhas the nature of space (space dimension) by saying top-down, high-low, broad-narrow, foreground background and others. The

world of perception has a time dimension, such as slow, old, and so on. Objects or symptoms in the world of observation have a structure that integrates with the context these structures and contexts are an unified whole by seeing the door can not stand alone but in a certain space, at a certain moment, the location/certain position and others. The world of perception is a world of meaning, tend to make observations or perceptions of the phenomena that have meaning to us, which have to do with the purpose within us.[19]

Based on the description above, there are some characteristics of perception that is: the stimuli received must be in accordance with the five senses, have space, have a time dimention, have a unified structure, and perception has a meaningful world. The compatibility between stimulation with the five senses will from a meaningful and meaningful information that has the nature of space and time in a certain dimension.

2. The nature Lecturer

a. Definition of Lecturer or Teacher

There are three experts that mention definition of lecturer or teacher. They are Hamzah B. Uno, Mujtahid, and Syaiful Bahri Djamarah. Acording to Hamzah B.Uno, The lecturer or teacher is a person who has the ability to design a learning program and is able to organize and manage the class, the learners can learn and ultimately achieve the maturity level as the ultimate goal of the educational process.[20] It means that, an lecturer not only educate

[19] Alizamar Nasbahry Counto, *psikologi persepsi &Desain Informasi,* (Yogyakarta: Media Akademi, 2016), p.37

[20] Uno B. Hamzah. *Profesi Kependidikan, (*Jakarta , Bumi Aksar, 2012), P.15

her or his students but also has the ability to desing the lesson, organized and manage the class in order to achieve the goals of learning process.

While Mujtahid said that, in the large Indonesian dictionary, the definition of lecturer or teacher is a person whose job, livelihood or profession educator. The lecturer or teacher is a person who carries out the task of teaching, educating and guiding. The existence of educator as a component in the class keeps the profession that plays an important role in the teaching and learning process.[21]

Syaiful Bahri Djamarah, lecturer or teacher is person transfer knowledge to students. Lecturer or teacher in the community's view are people who carry out education in certain places, not necessarily in formal education institutions.[22]

Base on some description above, it can be conclude, lecturer or teacher is one of teaching in the fron of the class to teaching, educating, guaiding, and evaluating the students outcomes. An good lecturer or teacher not only educate the students but also the ability to design a lesson plan, organize and mennage the class to achieve the goal of the educational prosess. Lecturer or teacher is also person who transfer knowledge to students. Besides carry out education in certain places not only in formal education institutions, but also

[21]Mujtahid, M.Ag. *Pengembangan Profesi Gur , (*uin Malang, 2011), P. 33

[22]Syaiful Bahri Djamarah, M.Ag. Guru dan Anak Didik Dalam Interaksi Edukatif, (jakarta,Rineka Cipta,2010),P.31

in non formal institutio. An good lecturer has four competencies they are pedagogical competence, professional, personal and social competence. the lecturer competence it is bellow:

b. Lecturers' competencies

Competence is an ability that is used as a person's performance standard which is expected to contribute positively to organizational performance. Competence has a broad and varied meaning, and in its implementation tailored to the needs of the organization and the individual concerned. The main point of the definition of competition is an explanation of the tasks of work performed by the individual and an explanation of the behavior of individuals that relates to how the individual is doing his work.

There are three experts that mention lecturer competencies. They are, Adnan Hakim, Marselus R. Prayong, and mujtahid. According to Adnan Hakim lecturer competence is, to realize the quality of education, as expected, the existence of a professional lecturer in the field plays an important role in the learning process and the formation of mindset, attitude and follow the pattern of their students. Teaching Professional in carrying out their duties have various competence required in transferring knowledge to their students include

pedagogical competence, personal competence, professional competence and social competence.[23]

a. Pedagogical

Pedagogic Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job.

According to Spencer in Adnan journal, the competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations.

The concept that taking about one's competence required in the learning management called the pedagogical competence. Competence is always related to the ability of a lecturer associated with the level of understanding of learners, learning process and self-actualization.

According Mulyasa in Adnan journal, the pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

[23]Adnan Hakim, *Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning*. (The International Journal Of Engineering And Science (IJES) || Volume || 4 || Issue || 2 || Pages || PP.01-12|| 2015 || ISSN (e): 2319 – 1813 ISSN (p): 2319 – 1805)

b. Personal competence

Personality competence modeling an educator or lecturer is needed by their students. Acording to Surya in Adnan journal, an educator needs to have the capability with regard to the development personality. This is a personal competence of personal competence, namely with regard to the personal ability of self-understanding, self-acceptance, self-direction and self-realization. While the PP. 19 of 2005 in Adnan journal states that personal competence includes personal steady, stable, mature, wise, authority and example.

c. Personal

Personality as measured by the indicators have a positive attitude towards the students, and behaviors that are respected and competence relating to the noble character, as measured by indicators, which act in accordance with religious norms and behaviors that can be followed by learners.

d. Professional

Professional competencies related to the skills of lecturer in the learning process are included in the category of professional competence. According to Wijaya in Adnan journal, profesional competence is the ability of professionals to be possessed lecturer in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching,

assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes.

e. Social

Social competence is professional teaching in the field, in addition to the need to have a pedagogic competence. Acording to Surya in Adnan journal, personality and professional competence is also needed competencies related to social activities (Social competence). Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities.

Meanwhile, according to Prayong, there are four competencies that must understand by the lecturer, they are pedagogy competence, profesional competence, personal competence and social competence.[24]

a. pedagogy

Pedagogy is all of lecturers to guide young people into mature human beings. From the origin of this word pedagogical coopency seems to be the oldest and even become the absolute provision for man throughout the ages,

[24]Dr.Marselus R. Payong, M.Pd. *Sertifikasi Profesi Guru Konsep Dasar, Problematika, dan implementasinya, (Kembangan Jakarta Barat: permata putri media, 2011), P. 28-65*

because this capability is inherent in the dignity of the human being as an lecturer, especially the original lecturer of the parents.

Therefore, lecturers are not only as a transfer knowledge to students, and skills to students but also as an mentors who help students to develop all it is potential, especially related to the potential of academic and non academic. Through this role, lecturers must be specifically the ones who can make students learn.

b. professional

Professional competence as mandated by government regulation No. 19 of 2005 of 2005 in Marselus book, concerning national standards of education related to the mastery of the scientific structure of subjects that are cared for extensively and deeply, so as to help lecturer guide students to know knowledge or skills optimally.

More specifically according to the National Examination Ministerial Regulation No. 16/2007 in Marselus book, this competency standard is, mastering the material, structure, concepts, and scientific mindset that supports the subject matter. Mastering competency standards, basic subjects or areas of development being taught. Develop learning materials that are taught creatively. Develop professionalism an ongoing basis by taking reflective actions and utilizing information and communication technology to communicate and

develop themselves. Mastering the material, structure, and scientific concepts of subjects.

Mastery of this material is one of the prerequisites to be able to carry out learning effectively, because lecturer often become a place to ask students and can also be a source of satisfaction thirst for students' curiosity. Besides mastering the material can also be one of the prerequisites for educators, to be able to provide appropriate assistance to the learning problems faced by students.

Through this mastery, the lecturer can describe, analyze and develop achievement indicators that are matched with the situation and condition of the school as well as the needs and characteristics of students served.

In developing learning materials, lecturer can use development models as mastered in learning theories. It can be said that the development of learning material must be able to follow a certain logical pattern or sequence, for example from simple to complex, from concrete to abstract, from close to distant. In developing the material, the lecturer needs to pay attention to the principles of validity, significance, relevance, attractiveness, and satisfaction. Continuing professional development is a necessity because educators in this century must be examples of lifelong learning. The use of this technology and information is to improve the quality of learning.

c. personal

Personality competence, according to Permemdiknas No. 16, 2007 in Marselus book, these competencies include five main competencies, namely, acting the national religious, legal, social and cultural norms, lecturer not only work in transfer knowledge but also as models of moral values held by the community. He or she must be the front guard in the moral example reflected in his attitude, behavior and way of life.

Furthermore, about honest, noble and exemplary personalities for participants and the community, the lecturer duty as a professional person appear in the existence as an honest, noble person and be an example for students and society. Then a person who is steady, stable, mature, wise, and authoritative, the lecturer individual, who has an emotionally stable person who is able to effectively guide students. This requires that lecturer must at least have sufficient emotional intelligence. His or her skills and abilities both pedagogical and scientific are not enough if they are not accompanied by the lecturer emotional stability.

Next, demonstrating work ethic, responsibility, a sense of pride in being a lecturer, and a sense of confidence, professional lecturer who have a high work ethic and are responsible for their work. The work ethic is reflected in a positive

attitude towards work, loyalty and dedication in its duties and services and a willingness to carry out duties with full responsibility.

The last is about upholding the code of ethics of the teaching profession, as professional lecturers who are bound through a service partnership in a particular teaching profession organization must have a code of ethics that regulates their professional attitudes and behavior. The code of ethics is a guideline for attitude in behavior in members of the profession in professional services and in relations with society.

d. social

Social competence, professional lecturer have reliable social competence. This competence appears in its ability to interact and relate to others effectively (students, fellow lecturer, parents, principals, and society in general). According to Permendiknas No. 16. 2007 in Marselus book, the ability in this competency standard includes four main competencies, namely, being inclusive, acting objectively and not discriminating, being inclusive means being open to the differences that others have in interacting. lecturer in interacting with students or fellow educator, also deal with this reality. Students have different backgrounds in terms of gender, religion, ethnicity, race, socioeconomic status, and so on. Therefore the lecturer must be open to his students, and the community.

Furthermore, communicating effectively, empathetically and politely, effective communication occurs when the message delivered by the sender of the message (the lecturer) can be well received by the recipient (parent, colleague, or community in general), understood the meaning and can produce the expected effect in the recipient of the message. Furthermore, adapting to places throughout the Republic of Indonesia and the latter communicating with the professional community it self and other professions.

While, according to mujtahid, lecturer competence is one of the measures set by a lecturer in mastering a set of abilities so that he is fit to occupy one of the functional positions, in accordance with the task field and level of education. The intended conditions are mastery in the teaching and learning process and mastery of knowledge.[25]

The lecturer functional position is a position that shows the duties, responsibilities, authorities, and rights of a lecturer who in the execution of his duties is based on certain skills and skills and independent.

lecturer profesionalism is built through mastery of competencies that are clearly needed in completing work. The important competencies of the lecturer position are competence in the field of substance or field of study (professional), competence in the field of learning (pedagogy), competency in the field of value

[25] Mujtahid, M.Ag. *pengembangan Profesi Guru,* (Uin Malang, 2011), p. 96-97

education and guidance (personality) as well as competence in the field of relations (social).

Based on description above, it can be concluded that as a good lecturer profesionalism not only able to mannaging the class, transfering knowledge, evaluating and have the many roles, but also have all of the important of lecturer competencies, they are pedagogical, profesional, personal and social in other to achieve the goal of learning. In this research focus on one of lecturer competence it is the pedagogical competence. Because, during teaching and learning process in the classroom, occur interaction between lecturer and studends. So the students have positive and negative perception with their lecturers' that related to the pedagogical competence.

3. Pedagogic competence

Subroto said that pedagogic competence is factors attached to lecturer affecting the teaching and learning programs is personality, material mastery, classroom management, ways of lecturer talk, ways of creating classroom situation, concerns for individual principles, openness, collaboration, responsiveness to innovation, willingness and ability to carry out learning experiments[26]. It means that the peadagogical competence include the teaching plan, process of learning and teaching, and assessment and evaluation.

a. Teaching plan

[26]Subroto, S. *Beberapa Aspek Dasar Kependidikan,* (Jakarta, Bina Aksara, 1983)

Lecturer in the teaching plan is ability to directing and enabling of describing objectives, selecting materials, organizing materials, determining learning methods and strategies, determining learning sources, media, and tools, designing assessment and evaluation tools, determining assessment and evaluation technique, and allocating time.

b. Process of learning and teaching

In the process of learning and teaching it is included the opening lesson, delivering materials, using media and method, using teaching media, using communicative language, motivating students organizing activities, interacting with students communicatively, concluding lessons, providing feedback, conducting assessment and evaluation, and using time effectively.

c. Assessment and Evaluation

In the assessment and evaluation, the lecturer ability to choosing the questions based on the level of difficulty, selecting questions based on the level of differentiation, repairing the problem is not valid, checking the answer, classifying theresults of the assessment, processing and analyzing.

Assessment results, making interpretation of the trend assessment results, determining the correlation problem based on the assessment results, assessing to identify the level of variation in the results, inferring from the results of the

assessment clearly and logically, arranging follow-up program assessment results, classifying students, identifying the need for follow-up assessment results, carrying out follow-up,evaluating the results of follow-up, and analyzing the results of evaluation.

Meanwhile, pedagogic competence is the ability of the lecturer in the learning management of students. This must be realized by each teacher to educate the life of the nation. Furthermore, in the national education standard, explanation of article 28 paragraph 3 itemit was stated that what is meant by pedagogic competence is the ability to manage student learning including understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

4. Pedagogical Competence Indicator

Professional lecturer is a person who has the ability and expertise in the field of lecturer or in other words he or she has educated and very well trained. Educated and trained not only gain formal education but also have to master a variety of strategies or in the techniques of teaching and learning activities and master the foundations as noted in the educational competence of lecturer.

Competencies that must be owned by a lecturer namely: professional competence, personality, pedagogical, and social. According to Yasin in Julkifli

journal, pedagogic competence is the ability of an educator in managing the learning of students, they are:[27].

a. The ability to understand the learners

In this indicator, it is about the understanding the developmental characteristics of learners, such as understand the level of cognition of learners age. the understanding the principles of personality development of students, as to recognize the personality types of learners, recognize stages of personality development of students, and others. And be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.

b. The ability to create learning design

In this indicator, among others they are the ability to plan the organization learning materials, such as being able to examine and describe the material listed in the curriculum, teaching materials are able to choose in accordance with the material, being able to use learning resources adequate, and others. The ability to plan management learning, such as formulating learning objectives to achieved in accordance with the competence to be achieved, choose the type of strategy or learning methods are suitable, determine steps learning, determining how that can be used to motivate learners, determining forms questions will be presented to the students, and others. The ability classroom management plan, such as a space arrangement sitting learners, allocate time, and others. The capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others. And the ability plan learning process valuation models, such as determine the form, procedure, and assessment tools.

c. The ability to implement the learning

[27] Yasin, A. Fatah. *Dimensi-Dimensi Pendidikan Islam*, (Malang: UIN Malang Press, 2008). (journal publish by Julkifli Hidayat Ada, Volume 02, Number 02 December 2016), p.5

In this indicator related to being able to apply the teaching of basic skills, such as open lessons, explained, the pattern of variation, asked, giving strengthening, and close the lesson. The ability to apply various kind of model approaches, strategies/learning methods, such as active learning, learning portfolios, contextual learning and other. The ability to master classes, such as activating participants learners in asking, able to answer and direct questions student, group work, self-employment, and others and the capable measure the level of achievement of competence of learners during the process learning takes place.

d. Ability to evaluate learning outcomes

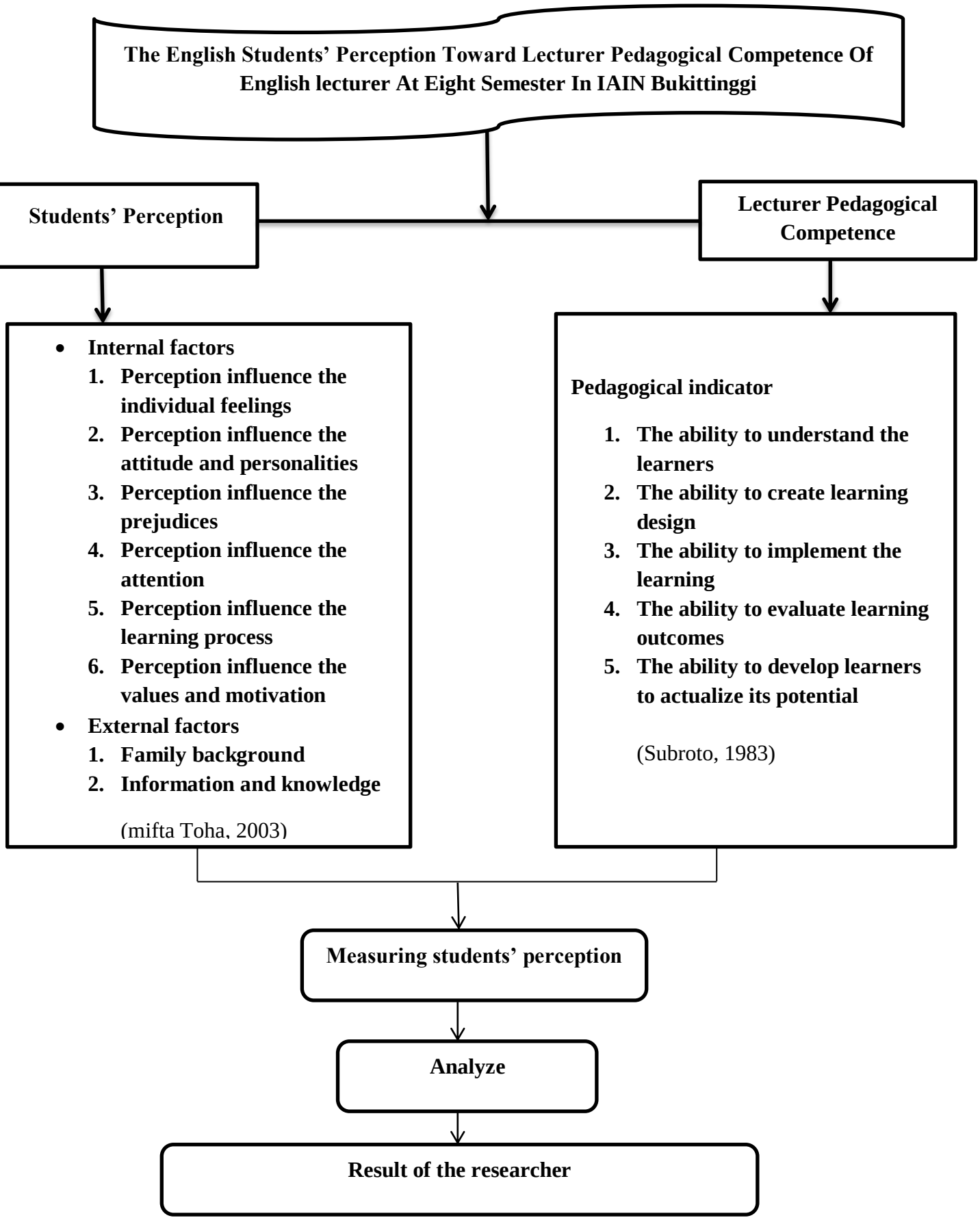
In this indicator related to the ability to design and implement assessment, such as understand the principles assessment, able to devise various learning evaluation instrument, capable of carrying out evaluation, and others. The capable of analyzing the results of assessment, such as capable of processing the results of evaluation of learning, able to recognize characteristics evaluation instruments. Being able to utilize the results assessment for further improvement of the quality of learning, such as utilizing the results of the analysis in the process of evaluation instruments improvement of evaluation instruments, and able to provide feedback for improved planning, implementation and evaluation learning.

e. The ability to develop learners to actualize its potential

In this indicator the lecturer facilitate learners to develop academic potential, such as the channel potential academic learners according to their ability, capable directing and developing the academic potential of learners and capable of facilitating learners to develop potential non-academic, such as channeling the potential of non-academic participants students according to their abilities, able to direct and developing the potential of non-academic learners.

It means that the pedagogical indicator included: the ability to understand the learners, the ability to create learning design, the ability to implement the learning, ability to evaluate learning outcomes, and the ability to develop learners to actualize its potential.

5. Theoretical Framework



CHAPTER III

RESEARCH METHOD

A. Design of the research

This research was survey research through quantitative. Survey research is a part of descriptive research. Gay said that, survey research involves collecting data to test hypothesis or to answer questions about people's opinions on some topic or issues.[28]

According to Singarimbun in his book entitled *Metode Penelitian Survey*, survey research is generally limited to research the data were collected from samples or populations to represent the entire population. The surveyresearch is the research that takes sample from one population and used a questionnaire as a primary data collection tool[29]. The researcher used descriptive quantitative research to know english students perceptions toward lecturers' pedagogical competence at eight semester in IAIN Bukittinggi Academic Year 2018/2019.

B. Population and Sample

Population and sample were two necessary elements to get the data for the research. The population and 41 of this research are:

[28] L. R. Gay, *Educational Research Competencies For Analysis And Aplication,* (New York: Pearson, 2012), P.231

[29] Masri Singarimbun, *Metode Penelitian Survey,* (Yogyakarta: Pustaka LP3ES, 2006), P. 191

1. Population

Population is all objects tha is researched by the researcher. As stated by Arikunto, "population is a set (or collection) all elements processing one or more attributes of interest.[30] Moreover Gay adds that "a population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable".[31] In short, the population of this research is all of the eight semester English Education Department students of IAIN Bukittinggi in academic year 2018/2019.

Table 3.1 : Distribution of the Eight Semester English Education Department Student of IAIN Bukittinggi in Academic Year 2018/2019.

Class	The number of students
A	31
B	30
C	31
D	31

[30] Suharsimi Arikunto, Prosedur Penelitian: *Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006)p. 130

[31] L.R.Gay, *Educational Research,*..... p.102 .

Total	123 Orang students

source : Administration Office of IAIN Bukittinggi.

2. Sample

The sample for this research was entire the eight semester english education students of IAIN Bukittinggi. The consideration for choosing the entire eight semester english education students as sample was study with their lecturers especially with english lecturers during study in IAIN Bukittinggi. So, they become characteristic of population and the researcher wanted to give opportunity for population become sample. The researcher used random sampling for sampling. Random sampling is the sample which is taken randomly from whole of the population. As noted by Arikunto that random sampling is sample which is taken by mixing all of the population which has some opportunity become the sample[32]. The amount of population in this research is more than 100 subjects and it has some characteristic. As reported by Arikunto tha random sampling can be taken 10%-15% or 20%-25% of the population, if the total of the sample more than 100[33]. In this research the researcher takes 25% of the population become the sample of the research in order to be able to represent the population that is much in this research. It is about 32 persons to be sample in this research.

C. Instrumentation

[32] Suharsimi Arikunto, *Procedure Penelitian:Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006)p, 131

[33]Suharsimi Arikunto, *Procedure Penelitian:Suatu Pendekatan Praktik*.....p, 130

Instrument is a tool used by the researcher to get the data. To collect the data, Sugiyono states that there are three instruments, they are interview, observation, and questionnaire.[34] In this research the researcher uses questionnaire as instrument. The questionnaire written in indonesian by researcher in order to make easy the respondents to understand and answers the question.

Likewise, there are two kinds of questionnaire, close and open questionnaire. In this research uses close questionnaire. As stated by Arikunto "close questionnaire is a questionnaire that has an alternative answer for the respondent".[35] This research used checklist to answer some questionnaire by providing five answers. The respond in questionnaire used 5-point likert-scale to measure perception. The score for modifying likert scale can be assume to be in the table as follow:

Tabel 3.2 : Rating Likert Scale

Likert Scale	Code	Score
Always	SL	4
Often	SR	3
Sometimes	KD	2
Never	TP	1

Source: Sugiyono: 2007. P . 135

So, by using likert scale the researcher will be easy to measure the English Students answers about the statements in questionnaire.

[34] Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta: PT. Rineka Cipta, 2006),p. 194
[35] Ibid., p.205

D. Technique of Data Collection

The data in this research were collected through questionnaire. Questionnaire is an instrument in collecting data or information about english lecturers pedagogical competence.

The steps taken by researcher to collect the data are follow:

a. Preparation

   1. Collecting the source and references related to the research
   2. Design the questionnaire

b. Operating

   1. Distributing the questionnaire to the respondents
   2. Answer the complate the questionnaire by respondents
   3. Submit the questionnaire that the respondents have done

c. Final operating

   1. Grouping the questionnaire
   2. Checking and calculating frequency of respondents answer for each option by using the pormula that suggested[36]

[36] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta : PT. Raja Grafindo, 1987), p.43

$P=\frac{f}{n}$x 100%

Deskription

P : The percentage of the result

F : The percentage of answer on each question

N : The total amount of sample

3. Analysis the result of the questionnaire of each sub variable, by using mean formula that is suggested follow[37]:

$Mx=\frac{\sum x}{x}$

Description

Mx : Mean

$\sum x$: Total of Percentage

N : Amount of Items

4. Describing the reasearch finding

Research finding describes the result of the respondents perception for each item.

5. Making conclution

E. Technique of Data Analysis

[37] Subana, *Statistik Pendidikan,* (Bandung: Pustaka Setia, 2000), p. 63

After getting the data, the researcher describes the data. In describing the data of the students perception toward english lecturer pedagogical competence as following steps:

1. Collecting of students questionnaire
2. Calculating of percentage of the data by using the formula that suggested by Sudijono as follow:

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

   Description

   P : The percentage of the result

   F : The percentage of answer on each question

   N : the total amount of sample
3. Then the finding mean of the data by using formula that suggested by Subana:

   $Mx = \frac{\sum x}{N}$

   Description

   Mx : Mean

   $\sum x$: Total of percentage

   N : Amount of items
4. The researcher categorizes the lecturer pedagogical competence on the table category of the students perception that related to the ability to undestand the learners, the ability to create learning design, the ability to implement the learning, the ability to

evaluate learning outcomes and the ability to the develop learners to actualize it is potential. The researcher used the table category[38]:

Table 3.3:The Data Interpretation

The range of category	Interpretation
76% - 100%	Good
56% - 77%	Enough
40% - 55%	Low
<40%	Very low

Suharsimi Arikunto, p. 246

5. The researcher will analyzed the data
6. Make the explanation about the finding and discussion
7. Make a conclution about english leacturers pedagogical competence.

[38] Suharsimi Arikunto, *Prosedure Penelitian, Suatu Pendekatan Praktek.* (Jakarta : Rineka Cipta), p. 246

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

This section describes about English students' perception on lecturer pedagogical competence. Pedagogical competencies consist of five indicators they are, ability to understand the learners, the ability to create design learning, the ability to implement the learning, ability to evaluate learning outcomes, and the ability to develop learners to actualize it is potential. Five indicators above was described below:

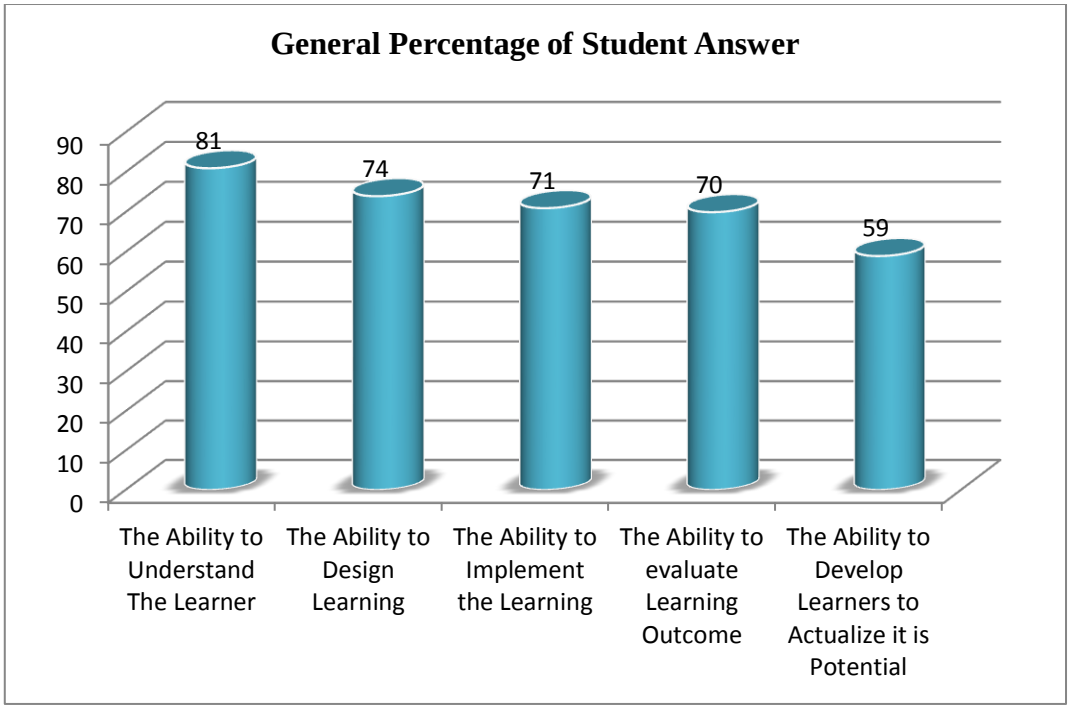
1. Description of the Data

The data in this research were collected from the English students at eighth semester of IAIN Bukittinggi. The researcher gave explanation and time to the students to answers the questionnaire honestly. So the researcher found the description of the English students' perception toward english lecturer pedagogical competence at eighth semester in IAIN Bukittinggi.

The items of the questionnaire answered by the students, table and chart to know the description percentage of the English students perception toward English lecturer pedagogical competence at eighth semester in IAIN Bukittinggi was described below:

Based on the research quetionnaire, it is about lecturer pedagogical competence was described with general description. The lecturer pedagogical comptencies included to five indicators they are, the ability to understand the learners consist of 4 items, the ability to design learning cosist of 8 items, the ability to implement the learning consist of 13 items, ability to evaluate learning outcomes consist of 9 items, and the ability to develop learners to actualize it is potential consist of 2 items. So there are 36 questionnaire related to the lecturer pedagogical competence. the description of the data about the english students perception toward English lecturer pedagogical competence at eighth semester in IAIN Bukittinggi.

Figure 4.1 : General Percentage of Students Answer



Based on the chart above, the higher percentage that was choosen by the students was the ability to understand the learner (81%). The lowest choosen was the ability to develop learners to actualize it is potential (59%). The percentage was gotten process choosen by the students. The total percentage would be revealed further in the analysis of the data. For more detail description in each frequency, the chart above divide frequencies with likert scale (always, often, sometimes, and never).

2. Analysis of the Data

The items answered by the English student from the questionnaire were further analyzed to find the percentage and the mean of the data. Data was analyzed by

uzing formula and then served into table and chart. The items from the questionnaire that related to the pedagogical competence were 36 items which consist of the ability to understand the learners (4 items), the ability to create design learning (8 items), the ability to implement the learning (13 items), the ability to evaluate learning outcomes (9 items) and the ability to develop learners to actualize it is potential (2 items). To answer the research question. What is the English students perception on lecturers' ability to undestand the learner, create design learning, implement the learning, evaluate learning outcomes and develop learners to actualize it is potential at eight semester in IAIN Bukittinggi?. The researcher analized the data through finding percentage and mean of the data. The more detail analysis would be described.

The researcher counted the result from the questionnaire in order to know how are frequencies that had been aswered by the student in each option (always, often, sometimes, and never). Then the frequencies of the student answer would be described to the percentage of each item, the frequency could be described:

a. The ability to undestand the learners

There were several items to know the students perception on lectur ability to understand the learners showed on the table bellow:

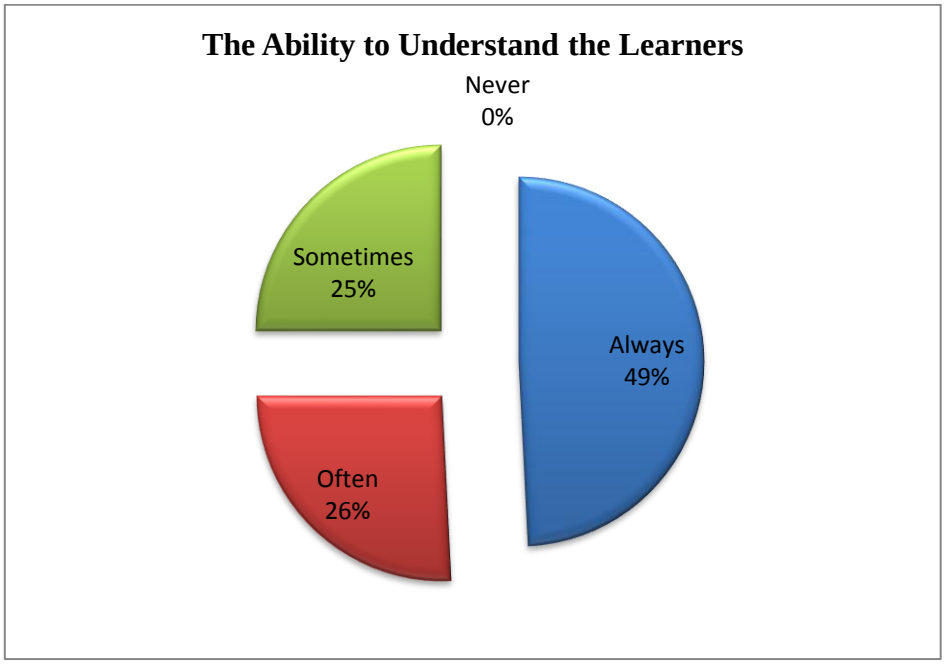
Table 4.1 : The Frequencies of the Ability to Understand the Learners

No	Always	Often	Sometimes	Never

Items	N	%	N	%	N	%	N	%
1	27	84,4	4	12,5	1	3,1	0	0
2	2	6,3	5	15,6	25	78,1	0	0
3	19	59,3	10	31,3	3	9,4	0	0
4	15	46,9	14	43,8	3	9,4	0	0
Mean		196,9:4= 49%		103,2:4= 26%		100:4= 25%		0

From the table of ability to understand the learners above, it could be seen the each frequency from 4 items. N of the table was the student who answer the items, and percentage symbol was the degree of the percentage of the answer. It showed stability for general percentage bellow:

Figure 4. 2 : The Percentage of Ability to Understand the Learner



Based on the chart above, the researcher showed the percentage of lecturer ability to understand the learners the higher score was Always which 49%. The second was often with 26%. The third score of percentage was sometimes with 25%. The lowest score of lecturer ability to understand the learners was never was 0%. The indicator was determined the total percentage of each students into table bellow:

Table 4. 2: The Total Percentage of Ability to Understand the Learners

No	Always N(4)	Often N(3)	Sometimes N(2)	Never N(1)	Total Score	Percentage	Interpretation
1	27	4	1	0	122	95,3%	Good
2	2	5	25	0	73	57%	Enough
3	19	10	3	0	112	87,5%	Good
4	15	14	3	0	108	84,4%	Good
Mean Score					415	324.2 : 4 =81%	Good

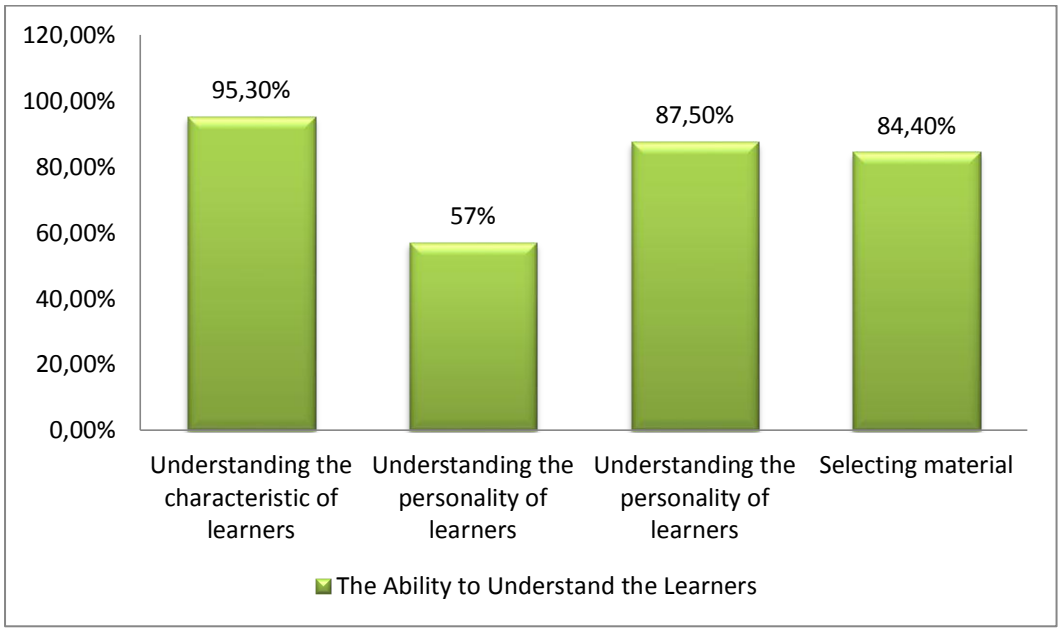
Based on the table above, each item have different level percentage. For item 1, between four options above (always, often, sometimes, and never). There were 27 students answer always, 4 students answer often, 1 student answer sometimes and 0 student answer

never, with percentage 95,3%. Then, Between 32 English students, there were 27 students was answer always. It means that, the English lecturer in IAIN Bukittinggi always actualize introduction self with the English students. For item 2, there were 2 students answer always, 5 students answer often, 25 students answer sometimes and 0 student answer never with the percentage 57%. Then, between 32 English students, there were 25 students answer sometimes. It means that, the English lecturer in IAIN Bukittinggi sometimes identified about the personality of students.

For item 3, there were 19 students answer always, 10 students answer often, 3 students answer sometimes, and 0 student answer never with the percentage 87,5. Then, between 32 English students there were 19 students answer always. It means that the English lecturer in IAIN Bukittinggi always explain the descripton point that would be teach to the students. For item 4 there were 15 students answer always, 14 students answer often, 3 students answer sometimes and 0 student answer never with percentage 84,4%. Then, between 32 English students, there were 15 students answer always. It means that the English lecturer in IAIN Bukittinggi always give information about the materials to the students, such as the students must copy one book.

Total percentage (81%) it is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%. Then lecturer ability to understand the learners was described below:

Figure 4. 3 : The Ability to Understand the Learners



Based on the chart above, the researcher showed the highest chose by students that English lecturer in IAIN Bukittinggi always understand the characteristic of learners with the percentage (95,3%). Next, the lowest chose by the students that English lecturer in IAIN Bukittinggi was enough to understand the personality of learners with percentage (57%).

b. The Ability to Design Learning

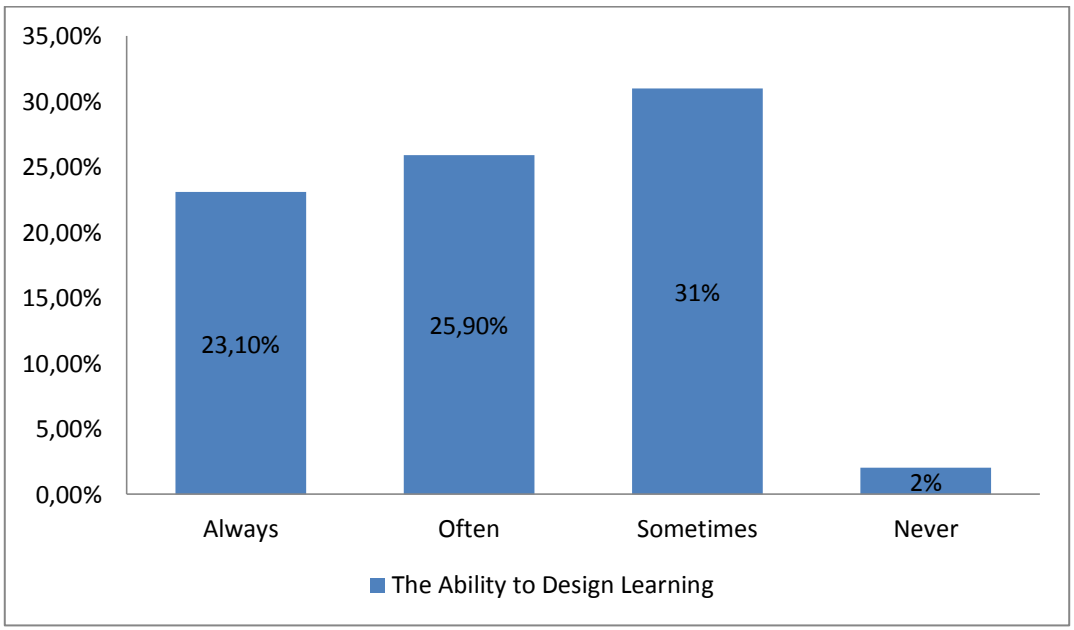
There were several several items to found the lecturer ability to design learning showed by the table:

Table 4.3 : The Ability to Design Learning

No Items	Always		Often		Sometimes		Never	
	N	%	N	%	N	%	N	%
5	21	65,6	7	21.9	4	12,5	0	0
6	29	90.6	3	9,4	0	0	0	0
7	18	56,3	7	21,9	6	18,8	0	0
8	8	25	7	21,9	17	53	0	0
9	1	3,1	7	21,9	21	65,6	3	9,4
10	3	9,4	8	25	19	59,4	2	6,3
11	4	12,5	15	46,9	12	37,5	1	3,1
12	3	9,4	19	59,4	10	31.3	0	0
Mean		185,1 : 8= 23%		207,3:8= 26%		248,1 : 8= 31%		18,8:8=2 %

From the table lecturer the ability to design learning above, it could be seen of each frequency from 8 items. N of the table was the student who have answer items, and percentage was the degree of the percentage answer. The general percentage of the lecturer ability to create design learning showed bellow:

Figure 4. 4 : The Percentage of Ability to Design Learning



Based on the chart above, the researcher showed the percentage of the score lecturer ability to design learning. The highest frequency of score choosen by the students was sometimes (31%), next, was often (25,90%), always (23%) and the lowest frequency of score was never (2%). For the result of the data showed the lecturer ability to design learning was gotten sometime. The items was determined the total percentage of each students into table bellow:

Table 4.4: The Total percentage of Ability to Design Learning

No	Always	Often	Sometimes	Never	Total Score	Percentage	Interpretation
	N(4)	N(3)	N(2)	N(1)			
5	21	7	4	0	113	88,3%	Good
6	29	3	0	0	125	97,7%	Good
7	18	8	6	0	108	84,3%	Good
8	8	7	17	0	87	68%	Enough
9	1	7	21	3	70	54,7%	Low
10	3	8	19	2	76	59,4%	Enough
11	4	15	12	1	86	67,2%	Enough
12	3	19	10	0	89	69,5%	Enough
Mean score					754	589,1 : 8= 74%	Enough

Based on the table above, each item have different level percentage. For item 5, between four options above (always, often, sometimes, and never) there were 21 students answer always, 7 students answer often, 4 student answer sometimes and 0 student answer never with percentage 88,3%. Then, between 32 English students, there were 21 students answer always. It means that the English lecturer in IAIN Bukittinggi always distribute sylabus and give explanation of the content to the students at the first meeting. For item 6, there were 29 students answer always, 3 students answer often, 0 students answer sometimes and 0 student answer never with percentage 97,7%. Then, between 32 English students, there

were 29 students answer always. It means that te English lecturer in IAIN Bukittinggi always give information the contract study on first meeting to students.

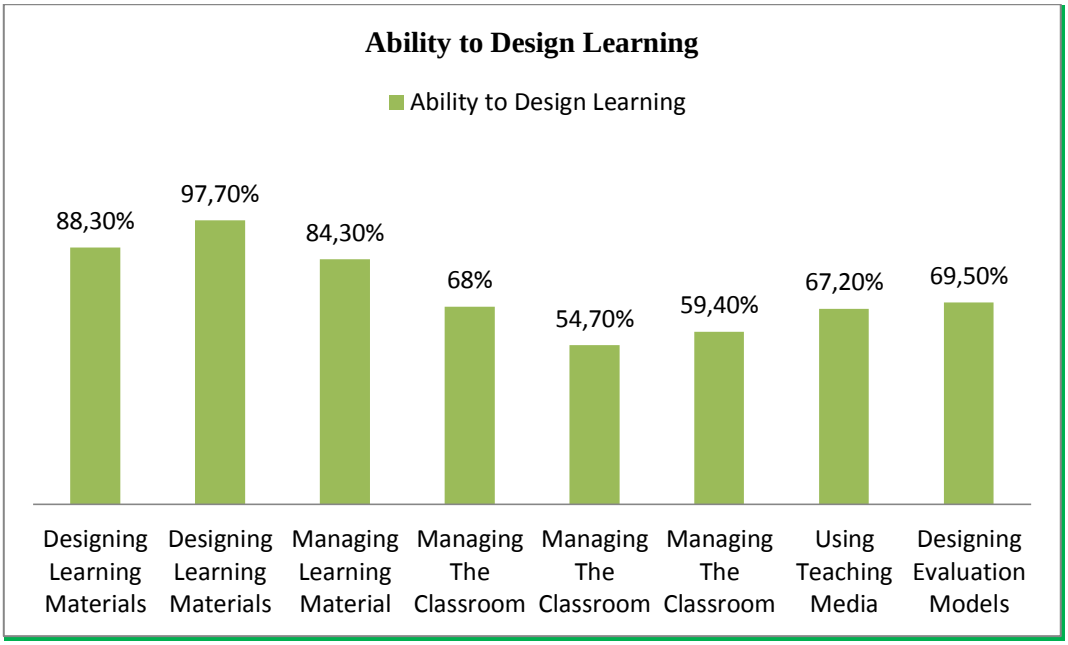
For item 7 there were 18 students answer always, 8 students answer often, 6 students answer sometimes, and 0 student answer never with percentage 84,3%. Then, between 32 English students, there were 18 students answer always. It means that English lecturer in IAIN Bukittinggi always give the lesson appropriate with the sylabus to students. For item 8 there are 8 students answer always, 7 students answer often, 17 students answer sometimes and 0 student answer never with the percentage 68%. The, between 32 English students, there were 17 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes able to actualize the learning media and technology to the students. For item 9 there are 1 students answer always, 7 students answer often, 21 students answer sometimes and 3 student answer never with percentage 54,7%. Then, between 32 English students, there were 21 students answer sometimes. It means that English Lecturer in IAIN Bukittinggi sometimes make materials for teach such as make a book.

For item 10 there were 3 students answer always, 8 students answer often, 19 students answer sometimes and 2 students answer never with percentage 59,4%. Then, between 32 English students, there were 19 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes able to create the comfortable learning such as have variation of sit. For item 11 there were 4 students answer always, 15 students answer often, 12 students answer sometimes and 1 student answer never with percentage 67,2%. Then, between 32

English students there were 15 students answer often. It means that English lecturer in IAIN Bukittinggi often explain the exercise question that was distribute to the students. For item 12 there were 3 students answer always, 19 students answer often, 10 students answer sometimes and 0 student answer never with percentage 69,5%. Then, between 32 English lecturer there were 19 students answer often. It means that English lecturer in IAIN Bukittinggi often attend the class on time.

Total percentage (74%) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%. Then lecturer ability to design learning was described below:

Figure 4. 5 : The Ability to Design Learning



Based on the chart above, the researcher showed the highest chose by students that lecturer in IAIN Bukittinggi was able to designing learning material (97,70%) and the lowest

chose by the students that English lecturer in IAIN Bukittinggi lack of managing the classroom (54,7%).

c. The ability to implement the learning

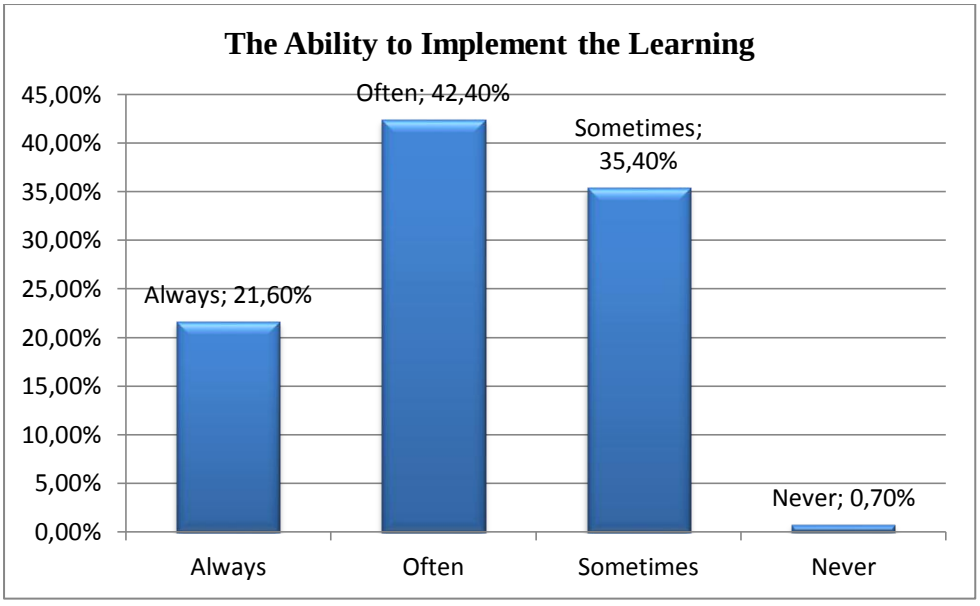
There were several items to found lecturer ability to implement the learning, the frequency showed on the table below:

No Items	Always		Often		Sometimes		Never	
	N	%	N	%	N	%	N	%
13	11	34,4	10	31,3	11	34,4	0	0
14	5	15,6	8	25	19	59,4	0	0
15	3	9,4	17	53,1	12	37,5	0	0
16	4	12,5	9	28,7	19	59,4	0	0
17	7	21,9	22	68,8	3	9,4	0	0
18	5	15,6	17	53,1	9	28,1	1	3,1
19	4	12,5	6	18,8	21	65,6	1	3,1
20	8	25	18	56,3	6	18,8	0	0
21	16	50	13	40,6	3	9,4	0	0
22	8	25	17	53,1	7	21,9	0	0
23	6	18,8	15	46,9	11	34,4	0	0
24	5	15,6	11	34,4	15	46,9	1	3,1
25	8	25	13	40,6	11	34,4	0	0
		281,3 : 13		550,7: 13 =		459,6: 13 =		3,3 : 13 = 0,7%

Mean		= 21,6%		42,4%		35,4%		

The Percentage of lecturer Ability to implement the learning it could be seen of each frequency from 13 items. N of the table was the student who have answer items, and percentage was the degree of the percentage answer. The general percentage of the lecturer ability to create design learning showed bellow:

Figure 4.6 : The Percentage of Ability to Implement the Learning



Based on the chart above, the researcher showed the percentage of the score lecturer ability to implement the learning. The highest frequency of score choosen by the students was often (42,4%), next, was sometimes (35,4%), always (21%) and lowest was never (0,7%). For the result of the data showed the lecturer ability to

cimplement the learning was gotten often. The items was determined the total percentage of each students into table bellow:

Table 4. 6 : The total of ability to implement the learning

No	Always	Often	Sometimes	Never	Total Score	Percentage	Interpretation
	N(4)	N(3)	N(2)	N(1)			
13	11	10	11	0	96	75%	Enough
14	5	8	19	0	82	64,1%	Enough
15	3	17	12	0	87	68%	Enough
16	4	9	19	0	81	63,2%	Enough
17	7	22	3	0	100	78,1%	Good
18	5	17	9	1	90	70,3%	Enough
19	4	6	21	1	77	60,2%	Enough
20	8	18	6	0	98	76,6%	Good
21	16	13	3	0	109	85,2%	Good
22	8	17	7	0	97	75,8%	Enough
23	6	15	11	0	91	71,1%	Enough
24	5	11	15	1	84	65,6%	Enough
25	8	13	11	0	93	72,7%	Enough
Mean Score					1185	925,9 : 13 = 71%	Enough

Based on the table above, each item have different level percentage. For item 13 between four options above (always, often, sometimes, and never) there were 11 students answer always, 10 students answer often, 11 student answer sometimes and 0 student answer never with percentage 75%. Then, between 32 English students, there were two options that have same perception it was 11 students answer always and 11 students answer sometimes. It

means that English lecturer in IAIN Bukittinggi actualize the pray before teaching and learning. For item 14 there were 5 students answer always, 8 students answer often, 19 students answer sometimes and 0 student answer never with percentage 64,1%. Then, between 32 English students there were 19 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes repeat the last topic before continue to the new topic.

For item 15 there were 3 students answer always, 17 students answer often, 12 students answer sometimes, and 0 student answer never with percentage 68%. Then, between 32 English students there were 17 students answer often. It mens that English lecturer in IAIN Bukittinggi often to explain the lesson in sequence in order to easy to understand by the learners. For item 16 there were 4 students answer always, 9 students answer often, 19 students answer sometimes and 0 student answer never 63,2%. Between 32 English students there were 19 students answer sometimes. It means that lecturer in IAIN Bukittinggi explain the lesson that have correlation with the issue of education. For item 17 with percentage 78,1% there were 7 students answer always, 22 students answer often, 3 students answer sometimes and 0 student answer never with percentage 78,1%. Then, between 32 English students there were 22 students answer often. It means that English lecturer in IAIN Bukittinggi often given opportunity to the students for discussion about the lesson.

For item 18 there were 5 students answer always, 17 students answer often, 9 students answer sometimes and 1 students answer never with percentage 70,3%. Between 32 English students there were 17 students answer often. It means that the english lecturer in IAIN

Bukittinggi often explain the material with systematic. For item 19 there were 4 students answer always, 6 students answer often, 21 students answer sometimes and 1 student answer never with percentage 60,2%. Then, between 32 English lecturer in IAIN Bukittinggi there were 21 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes using the variation media for teach. For item 20 there were 8 students answer always, 18 students answer often, 6 students answer sometime and 0 student answer never with percentage 76,6%. Then, between 32 English students there were 18 students answer often. It means that English lecturer in IAIN Bukitting often actualize the students participation aktif in the classroom.

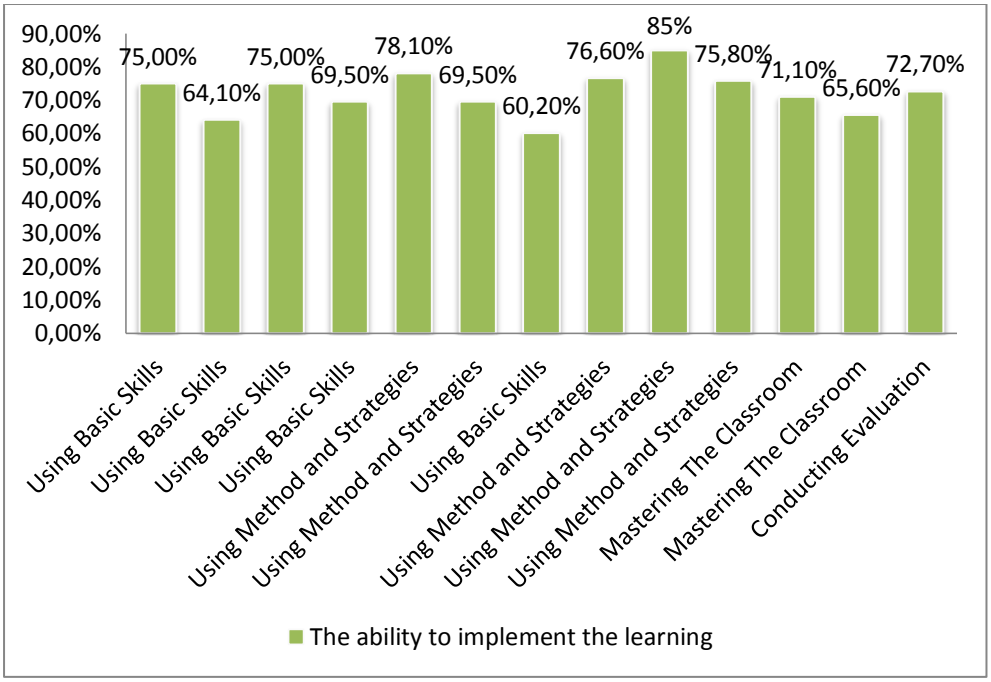
For item 21 there were 16 students answer always, 13 students answer often, 3 students answer sometimes and 0 students answer never with percentage 85,2%. Then, between 32 English students there were 16 students answer always. It means that English lecturer in IAIN Bukittinggi always given opportunity for students to ask the question. For item 22 there were 8 students answer always, 17 students answer often, 7 students answer sometimes and 0 student answer never with percentage 75,8%. Then, between 32 English students there were 17 students answer often, it means that English lecturer in IAIN Bukittinggi often to ask the students for group work. For item 23 there were 6 students answer always, 15 students answer often, 11 students answer sometimes and 0 student answer never with percentage 71,1%. Then, between 32 English students there were 15 students

answer often. It means that English lecturer in IAIN Bukittinggi often given apresiasi with the positive respond by students.

For item 24 there were 5 students answer always, 11 students answer often, 15 students answer sometimes and 1 students answer never with percentage 65,6%. Then, between 32 English students there were 15 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes given information about new topic that would be learn on the next meeting. For item 25 there were 8 students answer always, 13 students answer often, 11 students answer sometimes and 0 student answer never with percentage 72,7%. Then, between 32 English students there were 13 students answer often. It means that English lecturer in IAIN Bukittinggi often concluded the lesson.

The total percentage (71%) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%. The lecturer ability to implement the learning showed in detail figure was described below:

Figure 4.7 : The ability to implement the learning



Based on the chart above, the researcher showed the highest chose by students was lecturers in IAIN Bukittinggi using method and strategies (85%) and the lowest chose by the students was lecturer in IAIN Bukittinggi using basic skills (60,2%).

d. The ability to evaluate learning outcomes

There were several items to found lecturer ability to evaluate learning outcomes, the detail description showed on the table:

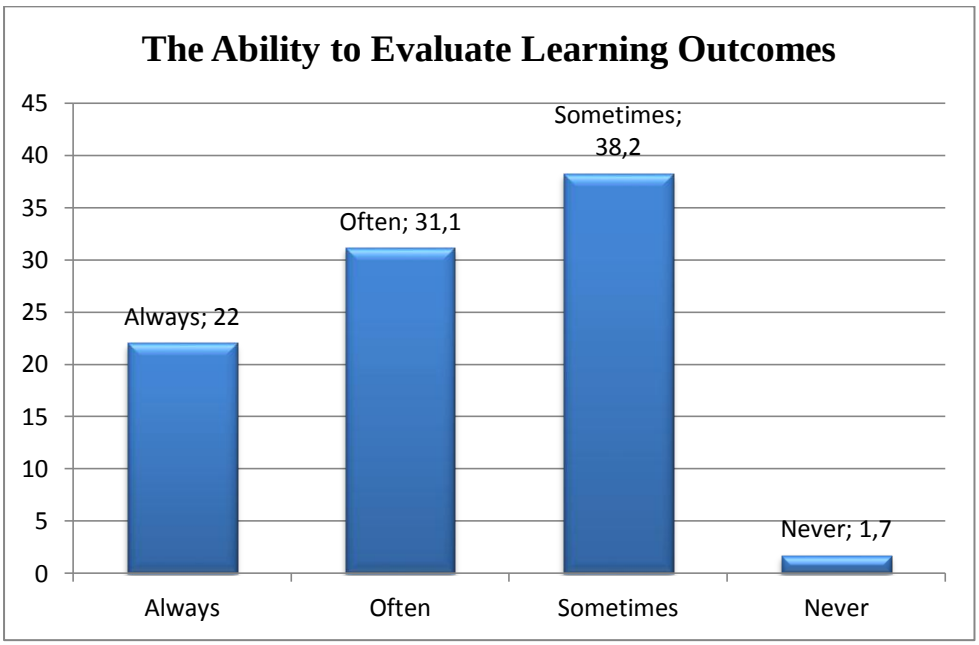
Table 4. 7 : The Ability to Evaluate Learning Outcomes

No Items	Always		Often		Sometimes		Never	
	N	%	N	%	N	%	N	%
26	14	43,8	14	43,8	4	12,5	0	0
27	7	21,9	12	37,5	13	40,6	0	0
28	7	21,9	6	18,8	17	53,1	2	6,3
29	5	15,6	8	25	17	53,1	2	6,3
30	4	21,5	7	21,9	20	62,5	1	3,1

31	9	28.1	4	43,8	9	28,1	0	0
32	9	28,1	17	53,1	6	18,8	0	0
33	9	28	15	46.9	8	25	0	0
34	5	15,6	11	34,4	16	50	0	0
Mean		197,6: 9 = 22%		280,2 : 9 = 31,1%		343,7: 9 = 38,2%		15,7 : 9 = 1,7%

The Percentage of lecturer Ability to evaluate learning outcomes it could be seen of each frequency from 9 items. N of the table was the student who have answer items, and percentage was the degree of the percentage answer. The general percentage of the lecturer ability to evaluate learning outcomes showed bellow:

Figure 4. 8 :The Percentage of Ability to Evaluate Learning Outcomes



Based on the chart above, the researcher showed the percentage of the score lecturer ability to evaluate learning outcomes. The highest frequency of score choosen

by the students was sometimes (38,2%), next, was often (31,1%), always (22%) and lowest was never (1,7%). For the result of the data showed the lecturer ability to evaluate learning outcomes was determined the total percentage of each students into table bellow:

Table 4. 8 :The Total of Percentage of Ability to Evaluate Learning Outcomes

No	Always	Often	Sometimes	Never	Total Score	Percentage	Interpretation
	N(4)	N(3)	N(2)	N(1)			
26	14	14	4	0	106	82,8%	Good
27	7	12	13	0	90	70,3%	Enough
28	7	6	17	2	82	64,1%	Enough
29	5	8	17	2	80	62,5%	Enough
30	4	7	20	1	78	60,9%	Enough
31	9	4	9	0	96	75%	Enough
32	9	17	6	0	99	77,3%	Good
33	9	15	8	0	97	75,8%	Enough
34	5	11	16	0	85	66,4%	Enough
Mean score					813	635,1 : 9 = 70 %	Enough

Based on the table above, each item have different level percentage. For item 26 between four options above (always, often, sometimes, and never) there were 14 students answer always, 14 students answer often, 4 student answer sometimes and 0 student answer never with percentage 75%. Then, between 32 English students there were two option tha gotten same percentage it was 14 students answer always and 14 students answer often. It

mens that English lecturer in IAIN Bukittinggi actualize given the task to students. For item 27 there were 7 students answer always, 12 students answer often, 13 students answer sometimes and 0 student answer never with percentage 70,3%. Then, between 32 English students there were 13 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes given quize for the students aktif.

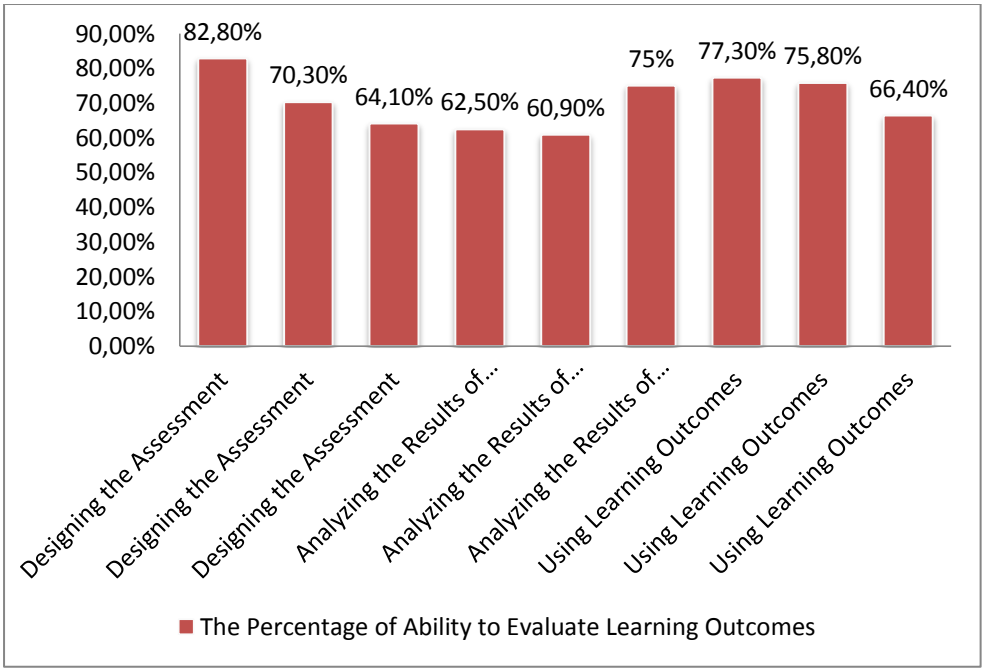
For item 28 there were 7 students answer always, 6 students answer often, 17 students answer sometimes, and 0 student answer never with percentage 64,1%. Then, between 32 English students there were 17 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes return the test paper to the students. For item 29 there were 5 students answer always, 8 students answer often, 17 students answer sometimes and 2 student answer never with percentage 62,5%. Then, between 32 English students there were 17 students answer sometimes. It means that English lcturer in IAIN Bukittinggi sometimes return the task to the students. For item 30 there were 4 students answer always, 7 students answer often, 20 students answer sometimes and 1 student answer never with percentage 60,9%. Then, between 32 English students there were 20 students answer semetimes. It means that English lecturer in IAIN Bukittinggi sometimes return the pratikum report to the students.

For item 31 there were 9 students answer always, 14 students answer often, 9 students answer sometimes and 0 student answer never with percentage 75%. Then between 32 English students there were 14 students answer often. It means that English lecturer in IAIN

Bukittingi often objective assess to the students. For item 32 there were 9 students answer always, 17 students answer often, 6 students answer sometimes, and 0 student answer never 77,3%. Then, between 32 English students there were 17 students answer often. It means that English lecturer in IAIN Bukittinggi often given the mid term test to the students related to the lesson that have been teach by the leacturer. For item 33 there were 9 students answer always, 15 students answer often, 8 students answer sometimes and 0 student answer never with percentage 75,8%. Then, between 32 English students there were 15 students answer often. It means that English lecturer in IAIN Bukittinggi often actualize the test final examination related to the lesson. For item 34 there were 5 students answer always, 11 students answer often, 16 students answer sometimes and 0 student answer never with percentage 66,4%. Then, between 32 English students there were 16 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes actualize the mid term test appropriate with the schedule.

Total percentage (70%) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%. Then the leacturer pedagogical competence showed in detail figure of lecturer ablity to evaluate learning outcomes was described below:

Figure 4. 9 :The Ability to Evaluate Learning Outcomes



Based on the chart above, the researcher showed the highest chose by students was the English lecturer ability to designing the assessment 82,8% and the lowest chose by the students was the lecturer analysing the result of assessment 60,9%.

e. The ability to develop learners to actualize it is potential

There were several items to found the lecturer ability to develop learners to actualize it is potentil showed on the table below:

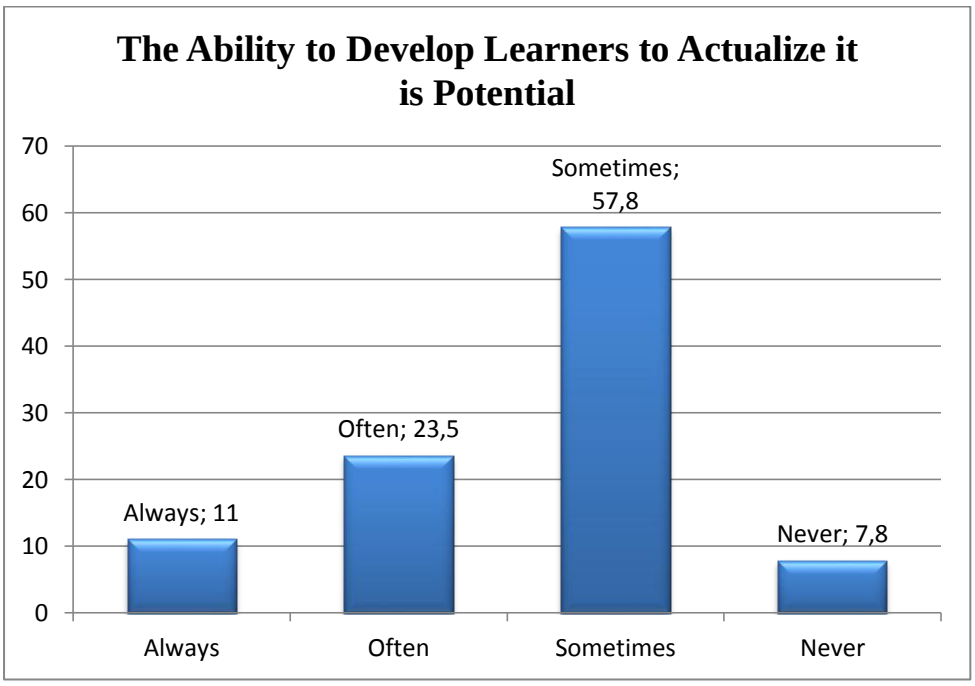
Table 4. 9 : the frequencies of lecturer ability to actualize it is potential

No	Always		Often		Sometimes		Never	
Items	N	%	N	%	N	%	N	%

35	6	18,8	8	25	17	53	1	3,1
36	1	3,1	7	21,9	20	62,5	4	12,5
Mean		21,9 : 2 = 11%		46,9 : 2 = 23,5%		115,5 : 2 = 57,8%		15,6 : 2 = 7,8%

The Percentage of lecturer Ability to develop learners to actualize it is potentialit could be seen of each frequency from 2 items. N of the table was the student who have answer items, and percentage was the degree of the percentage answer. The general percentage of the lecturer ability to develop learners to actualize it is potential showed on the chart bellow:

Figure 4. 10 :The Percentage of ability to develop learners to actualize it is potential



Based on the chart above, the researcher showed the percentage of the score lecturer ability to develop learners to actualize it is potential. The highest frequency of score choosen by the students was sometimes (57,8%), next, was often (23,5%), always (11%) and lowest was never (7,8%). For the result of the data showed the lecturer ability to develop learners to actualize it is potential was determined the total percentage of each students into table bellow:

Table 4.10: The Total Percentage of ability to develop learners to actualize it is potential

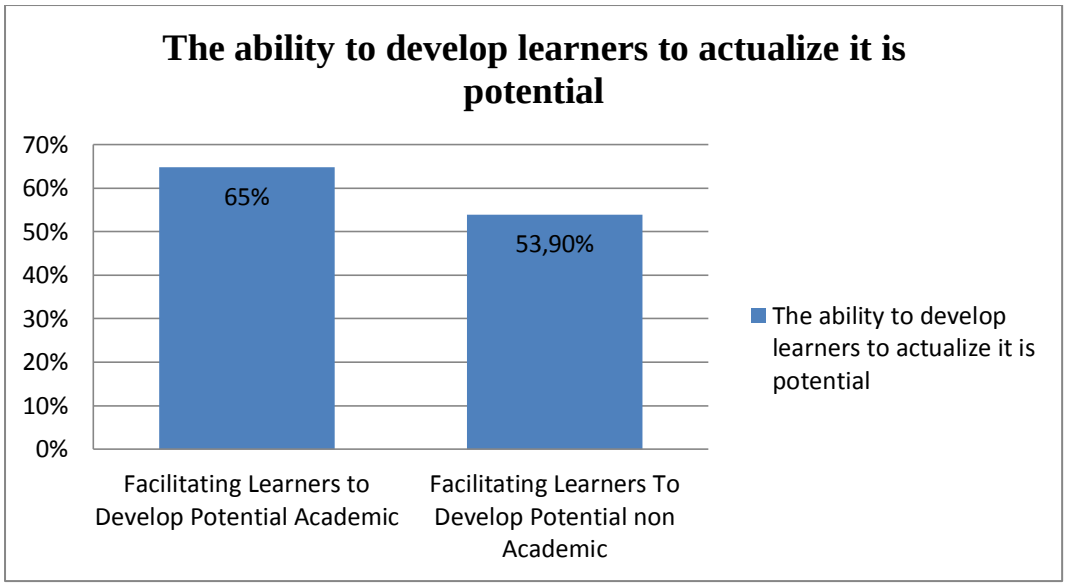
No	Always	Often	Sometimes	Never	Total Score	Percentage	Interpretation
	N(4)	N(3)	N(2)	N(1)			
35	6	8	17	1	83	64,8%	Enough
36	1	7	20	4	69	53,9%	Low
Mean Score					152	118.7 : 2 = 59%	Enough

Based on the table above, each item have different level percentage. For item 35 between four options above (always, often, sometimes, and never) there were 6 students answer always, 8 students answer often, 17 student answer sometimes and 1 student answer never with percentage 64,8%. Then, between 32 English students there were 17 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes given thhe hand book to students for study. For item 36 there were 1 students answer always, 7 students

answer often, 20 students answer sometimes and 4 student answer never with percentage 53,9%. Then, between 32 English students there were 20 students answer sometimes. It means that English lecturer in IAIN Bukittinggi sometimes develop potential non academic such as, ask the students to memorize the surah of alqur'an.

Total percentage (59%) is the mean of each percentage of the item. Each percentage was gotten from total score divided by ideal score and timed with 100%. Then, lecturer ability to develop learners to actualize it is potential was described below:

Figure 4.11 : The ability to develop learners to actualize it is potential



Based on the chart above, the researcher showed the highest chose by students was the lecturer facilitating learners to develop potential academic and the lowest chose by the students was the lecturer facilitating learners to develop potential non academic.

B. Discussion

This section present the discussion based on the findings of the research, there are several things that related to the English students' perception toward lecturer pedagogical competence. Pedagogical competence is factors attached to lecturer affecting the teaching and learning programs is personality, material mastery, classroom management, ways of lecturer talk, ways of creating classroom situation and etc[39]. It means, pedagogical competence is a form competence that related to how learning process in the classroom, lecturer understand learners, able to design learning, implement the learning, evaluate learning outcomes and able to develop learners.

In pedagogical competence, consist of five indicators: the ability to understand the learners, the ability to design learning, the ability to implement the learning, the ability to evaluate learning outcomes and the ability to develop learners to actualize it is potential. During the lecturer teach the English students, the students have different opinion with their lecturer, some students judge positive and some students judge negative, it depends on their perception. Five indicators it can be divided below:

1. The ability to understand the learners

   Based on the English students perception on ability to understand the learners, the English lecturer in IAIN Bukittinggi was good actualize their potential. According to Yasin in julkifli journal, lecturer must able to understanding the developmental

[39]Subroto, S. *Beberapa Aspek Dasar Kependidikan,*(jakarta, Bina Aksara, 1983)

characteristics of learners, such as understand the level of cognition of learners age. Understanding the principles of personality development of students, as to recognize the personality types of learners, recognize stages of personality development of students etc. Able to identify the provision of teaching early learners, recognize differences in the potential of students etc [40]. First, English lecturer in IAIN Bukittinggi able to organize introduction self to the students on the first meeting. Second, understanding the principles of personality development of students, as to recognize the personality types of learners, recognize stages of personality development of students etc, English lecturer in IAIN Bukittinggi able to recognize personality of students. Third, able to identify the provision of teaching early learners, recognize differences in the potential of students etc, English lecturer in IAIN Bukittinggi able to given inform about students prepare learning media for study.

2. The ability to design learning

According to Yasin in julkifli journal, In design learning related to the ability to plan the organization learning materials and ability to plan management learning[41]. Based on English students perception on ablility to design learning, the English lecturer in IAIN Bukittinggi was enough to actualize the design learning. In design learning related to the ability to plan the organization learning materials such as English lecturer in IAIN Bukittingi able to distribute sylabus to students. Ability to

[40]Yasin, A. Fatah. *Dimensi-Dimensi Pendidikan Islam*, (Malang: UIN Malang Press, 2008). (journal publish by Julkifli Hidayat Ada, Volume 02, Number 02 December 2016), p.5

[41] *Ibid,.* P, 5

plan management learning, English lecturer in IAIN Bukittinggi able to design learning media such as make a hand book to study. English lecturer in IAIN Bukittinggi was enough able to classroom management plan suh as able to create the comfortable learning such as have variation of sit .

3. The ability to implement the learning

According to Yasin in Julkifli journal, the ability to implement the learning related able to applay the teaching of basic skills, such as able to open lesson, explained the lesson etc. Applay the model aproaches strategies. Able to apply various kind of model approaches, strategies/learning methods. Able to master classes and capable measure the level of achievement of competence of learners[42]. Based on English students perception on implement the learning, the English lecturer in IAIN Bukittinggi able to applay the teaching of basic skills, such as able to open lesson, explained the lesson etc. Applay the model aproaches strategies , such as able to active learning, English lecturer in IAIN Bukittinggi able to given opportunity to students ask some question related to the topic, ask the students into group work. English lecturer also able to master clasess such as activating participants learners in asking, English lecturer in IAIN Bukittinggi was enough able to aswer and direct questions students, group work etc.

4. The ability to evaluate learning outcomes

[42] *Ibid,*. P, 5

According to Yasin in journal, in ability to evaluate learning outcomes related to ability to design and implement. Capable of analyzing the result of assessment and able to improvement of quality of learning[43]. Based on English students perception on evaluate learning outcomes, the English lecturer in IAIN Bukittinggi was enough to actualize the ability to design and implement assessment, such as understand the principles assessment, English lecturer in IAIN Bukittinggi able to given the task to the students related to the topic, return the students test paper to the students etc. The capable of analyzing the results of assessment and being able to utilize the result assessment for further improvement the quality of the learning, English lecturer able to given mid term test appropriate with the topic.

5. The ability to develop learners to actualize it is potential

According to Yasin in Julkifli journal, the ability to develop learners to actualize it is potential related to facilitate learners to develop academic potential and develop potential non academic[44]. Based on English students perception on develop learners to actualize it is potential, the English lecturer in IAIN Bukittinggi was enough to actualize this indicator. This indicator related to the ability to facilitate learners to develop academic potential such as, the channel potential academic learners according to their ability, English lecturer in IAIN Bukittinggi able to given the handbook to the students for study. English lecturer in IAIN Bukittingi was

[43] *Ibid,.* P, 5
[44] *Ibid,.* P, 5

enough to capable of facilitating learners to develop potential non academic such as, English lecturer able to ask students to remembering surah of Alqur'an.

The description of students who the english students perception toward lecturer pedagogical competence of english lecturer at eight semester in IAIN Bukittinggi academic year 2018/2019, could be categorized into the table category. This category can be divided into four level : good, enough, low, and very low and grouping into the category.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the findings and discussion above, that have been presented in the previous chapter that related to English lecturer pedagogical competence in IAIN Bukittinggi. Pedagogical competencies consist of five indicators. First, English lecturer in IAIN Bukittinggi was very friendly to students, it was seen from English students opinion that English lecturer always understand the prsonality of learners and introduced self to the students on the first meeting. So, the English students think the class very comfortable with the lecturer. Second, English lecturer in IAIN Bukittinggi was enough category on understand to design learning it wass seen from English students opinion that English lecturer often distribute sylabus and explain the content of sylabus to the students. So, English students think clear about learning that will be learned for the next lesson. Third, English lecturer in IAIN Bukittinggi was enough category to implement the learning, it was seen from the English students opinion that English lecturer often ask the students to ask some question related to the lesson. Usually with some question, English lectuer given explain more about the topic to the students. So, the English students can understand the topic clearly. Four, English lecturer in IAIN Bukittinggi was enough category on evaluate the students outcomes, it seen from the English 88 nts opinion that English lecturer often given

appreciation for active students such as quiz. So, the students think that Quiz can make students more understand the lesson clearly. Five, English lecturer in IAIN Bukittinggi also was enough to develop potential of learners, it seen from English students opinion that English lectuer often given handbook for study to the students. So the students think with the handbook, the students more easy to get referene.

B. Suggestions

Based on the finding above, it took as a consideration for lecturers in IAIN Bukittinggi. As could be seen in the research, the researcher would like to suggest as follows:

1. The English lecturer in IAIN Bukittinggi should be improve pedagogical competence in order to the students get more knowledge from the lecturer.
2. This research is consideration for many people especially who educate the English students in IAIN Bukittinggi and other educational institutions.
3. This research is only a beginning research, so it still need more revision and following up discussion.

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