

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research was conducted at English department of Tarbiyah and Teachers' Training faculty Antasari State Institute for Islamic Studies located on Jl. A. Yani km. 4,5 Banjarmasin where the population is the students of English Department at the fourth, sixth, and eight semester of IAIN Antasari Banjarmasin academic year 2013/2014. And the sample was taken from ninety of students of English Department which are taken from the fourth, sixth, and eight semester students, every semester was taken thirty students.

1. Questionnaire

The questionnaire technique of collecting data was applied to get students' responses on English Department lecturers' competence generally.

The writer formulated two points to be investigated as follow:

1. Students' responses on English Department lecturers' competence.
2. Students' expectation on English Department lecturers' competence.

From ninety respondents, each lecturer got different number of responses. It is because not all of students have been learnt by all the fourteen lecturers of English Department. Some students perhaps have not taught by

one or two of the lecturers yet, especially students at the fourth semester and the sixth semester. So, the writer cannot make the number of every response to the lecturers become same.

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

Table 4.1. Result of students' responses on English Department lecturers' Professional Competence

Name	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Σ	Mean A	P(%) A
Σ of Resp	60	30	89	90	60	90	89	90	90	51	90	90	90	89			
1.	3.45	3.63	4.51	3.84	4.15	4.38	3.47	4.46	4.26	4.21	4.47	4.6	4.37	4.55	58.35	4.1	82%
2.	4.25	4.56	4.92	4.41	4.53	4.64	3.53	4.57	4.7	4.49	4.63	4.75	4.61	4.66	63.25	4.5	90%
3.	4.23	4.53	4.84	4.35	4.68	4.62	3.65	4.55	4.68	4.50	4.65	4.68	4.62	4.71	63.29	4.5	90%
4.	4.26	4.6	4.85	4.38	4.53	4.57	3.67	4.57	4.73	4.37	4.57	4.7	4.65	4.56	63.01	4.5	90%
5.	3.38	3.26	3.64	3.6	4	3.77	3.41	4.05	4.15	3.70	4.03	4.06	4.23	3.96	53.24	3.8	76%
6.	3.53	3.8	4.10	3.78	3.65	4.15	3.58	4.37	4.24	3.84	4.32	4.37	4.11	4.29	56.13	4.0	80%
7.	3.65	3.36	3.75	3.73	3.88	4.12	3.53	4.25	3.96	3.78	4.18	4.33	4.21	4.24	54.97	3.9	78%
8.	3.4	4	4.35	3.88	4.23	4.14	3.55	4.41	3.94	4.15	4.31	4.48	4.24	4.38	57.46	4.1	82%
9.	3.28	3.7	4.03	3.7	4.18	3.97	3.64	4.22	4.11	4.01	4.33	4.36	4.32	4.25	56.1	4.0	80%
10.	3.75	4.06	4.40	4.24	4.38	4.28	3.62	4.44	4.25	4.17	4.33	4.55	4.55	4.41	59.33	4.2	84%
11.	3.2	3.46	3.89	3.75	4.1	4.05	3.48	4.18	4.03	3.96	4.28	4.33	4.33	4.39	55.45	3.9	78%
															Σ of Mean A		Σ(%) A
															45.5:11 = 4.1		82%
Σ	40.38	42.93	47.28	43.56	46.31	46.69	39.13	48.07	47.05	45.18	48.1	49.21	48.24	48.4			
Mean B	3.6	3.9	4.2	3.9	4.2	4.2	3.5	4.3	4.2	4.1	4.3	4.4	4.3	4.4	Σ of Mean B		Σ(%) B
P (%) B	72%	78%	84%	78%	84%	84%	70%	86%	84%	82%	86%	88%	86%	88%	57.5 :14 = 4.1		82%

Note:

Name= Name of Lecturers

Σ of **Resp**= Number of respondents for every lecturer

Mean A= Average of all lecturers' score

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

Σ = Total score of all lecturers for each indicators

Mean B= Average of every lecturers' score

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

Σ =Total score of every lecturers for all of indicators

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

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

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

Σ (%)**B**=Total percentage of every lecturer

Indicators for professional competence:

1. Prepare and develop materials, teaching materials
2. Mastery of teaching materials
3. Having knowledge as a reflection of intelligence constructed through a process of education
4. Having the knowledge and expertise in his or her profession
5. Provide support services / guidance to students on specified time
6. Develop exam materials

7. Discuss test results with students as an aid positive feedback
8. Gave a lecture effectively
9. Creating facilities for the implementation of class discussions or student learning activities
10. Can summarize the course material as set out in plans and syllabi lectures
11. Using a variety of learning media to clarify and raise interest in student learning

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

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

While the lowest score is the indicator point 5, that is about *Provide support services / guidance to students on specified time* with mean score 3.8 and total percentage 76%. Besides it, the indicator at point 7 that is about *Discuss test results with students as an aid positive feedback* and point 11

about *Using a variety of learning media to clarify and raise interest in student learning* are also include the lowest score that is 3.9 and total percentage 78%.

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

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

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

Table 4.2. Result of students' responses on English Department lecturers' Pedagogical Competence

Name	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Σ	Mean A	P (%) A
Σ of Resp	60	30	89	90	60	90	89	90	90	51	90	90	90	89			
1.	3.1	3.23	4.35	3.72	4.26	4.15	3.26	4.26	4.23	3.82	4.28	4.65	4.31	4.37	55.99	3.9	78%
2.	3.23	3.53	4.25	3.65	4.16	4.18	3.39	4.24	4.15	3.84	4.18	4.44	4.41	4.28	55.93	3.9	78%
3.	3.45	3.43	4.62	3.9	4.25	4.28	3.64	4.24	4.37	4.05	4.22	4.55	4.32	4.15	57.37	4.0	80%
4.	3.5	3.6	3.91	3.76	4.05	3.98	3.47	4.17	4.12	3.84	4.06	4.4	4.16	4.20	55.22	3.9	78%
5.	3.53	3.66	4.32	3.74	4.15	4.13	3.44	4.2	4.13	3.86	4.18	4.44	4.28	4.19	56.25	4.04	80%
6.	4.5	4.63	4.89	4.46	4.53	4.6	3.87	4.58	4.68	4.60	4.75	4.6	4.64	4.59	63.92	4.5	90%
															Σ of Mean A		Σ (%) A
															24.4 : 6 = 4.0		80%
Σ	21.31	22.08	26.34	23.23	25.3	25.32	21.07	25.69	25.68	24.01	25.67	27.08	26.12	25.78			
Mean B	3.5	3.6	4.3	3.8	4.2	4.2	3.5	4.2	4.2	4	4.2	4.5	4.3	4.2	Σ of Mean B		
															56.7 : 14 = 4.0		
P(%) B	70%	72%	86%	76%	84%	84%	70%	84%	84%	80%	84%	90%	86%	84%	Σ (%) B		80%

Indicators for Pedagogical Competence

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

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

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

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

2. Interview

This technique was applied to get students' expectation on English Department lecturers' competence. There are twelve students who were interviewed, they were asked about their expectation they have written on the questionnaire. So, the interview here functioned to ensure students comment on the questionnaire, the result of the responses can be analyzed as students' expectation too.

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

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

B. Discussion

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

1. Students' responses on English Department lecturers' competence.

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

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

4.3. Table of Data Interpretation Category

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

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

And the lowest score is about providing support services / guidance to students on specified time. For this indicator students give responses about 76% with mean score 3.8 which is good category, it means that the lecturers have provided their students with support services / guidance well.

However, the lowest score here shows that the students expected for than that, or they can be expected some lecturers to give good support services / guidance on specified time, so that they are expected to give more time to provide support services / guidance to the students.

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

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

The second competence which is discussed is Pedagogical Competence. Based on the table above, the total of mean score of students' responses on lecturers' pedagogical competence is 4.0 with total percentage 80%. It is good category that means that students give good response to the lecturers' pedagogical competence.

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

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

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

2. *Students' expectation on English Department Lecturers' competence.*

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

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

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

Most of students also hope their lecturers to provide more time for them to guide or console about their problem in learning or the lesson. Besides that, some students also give comment to certain lecturer to give

evaluation based on students' ability and the number of assignment given should be appropriate with the value given.

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

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