

CHAPTER II

REVIEW OF LITERATURE

This chapter contains some essential features or the core concepts which are related to the topic of this research. They are used as the theoretical basis to build the foundations of the understanding to conduct this research.

A. Perception

1. The Nature of Perception

Perception has been defined in different ways by several different researchers. Robbins (1996) asserted that perception is a process by which individuals organize and interpret what their sensory perceives in order to give meaning to their environment. It is the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception (Kotler, 2000).

In this regard, Gibson et al. (1996) defined perception as a cognitive process that individuals use to interpret and understand the world around it, that is the object. Also, they added that perception is the process of giving meaning to the stimulus of the object, even on the same object. Accordingly, how people view a situation is far more crucial than how the situation itself is.

Additionally, Rookes & Wilson (2005) defined perception as a process including the recognition and interpretation of stimuli which are on our senses. Recognition, in this case, means the ability to accept something. On the other hand, interpretation is someone's opinion or ideas about the meaning of something. The stimuli are taken as the senses which can possibly be visual or auditory. Thus, perception is closely related to the way a person makes sense of a stimulation.

Another point worthy of consideration is a definition processed by Richards & Schmidt (2002). They stated that the perception is the ways the learners recognize and understand events, objects, and stimuli by using the senses such as sight, hearing, touch, etc. Recognizing the events or stimuli might be different from one learner to another. In comprehending the events, objects or

stimuli, a learner has tendency whether he or she is better to understand something by seeing things, hearing sounds, or touching things. Indeed, this leads to the insight that a learner has a variety of ways in comprehending something.

Reid (as cited in Nichols, 2007) scrutinized that perception is a process of justification of the beliefs on certain objects. In such process, people might give arguments to what they see as they way they perceive the things. Moreover, the beliefs will lead them to accept something as it is. The perceiving process is done through senses such as hearing, seeing, and touching. Simply, this process includes the application of concepts to the intentional object of perception.

Rakhmat (2004) asserted that perception is the experience about an object, a phenomenon, or a relationship obtained from the process of summarizing and interpreting a message or information. According to him, there are 3 main aspects which are closely relevant to someone's cognition; entry of sense, pattern recognition, and attention.

Apart from this, Slameto (2003) vindicated that perception is a process involving the flow of the message or information to the human's brain which is simultaneously related to environment through the use of the five senses. One of the fundamental reasons about the importance of the perception in interpreting the surrounding is that every individual distinctively perceives what an ideal situation is. For this, perception is considered as an automatic process which works in a similar way between individuals. However, the results will be different.

Based on the aforementioned definitions asserted above, it is concluded that perception refers to the way that someone does in cognitively processing the events, objects, or stimuli through the process of recognizing, understanding, and interpreting the information about such things by using the senses, such as hearing, seeing and touching.

Furthermore, Donaghue (2003) stated that perceptions can guide the teachers in the practice and are derived from sources such as experience and personality. In line with this, Richard (1998) as cited in Zacharia (2003) proposed that the framework for understanding perceptions comes from study on beliefs. The beliefs are depicted as the information, attitudes, values, expectations, theories, assumptions about teaching and learning that teachers build up over time

and bring with them into the classroom. Since perceptions are obtained from different background, there are some factors influencing the perception. A number of factors operate to shape and sometimes to distort the perception. Such factors reside in the objects being perceived, in the perceivers' and in the situational context in which the perception is made.

2. The Components of Perceptions

The shape of the perception towards an object is highly affected by the stimuli and situations encountered by the perceivers. In relation to this, Schiffman & Kanuk (2004) mentioned the CAC model; three major components influencing the perception. Alphabetically, the three components are *Affective component*, *Cognitive component*, and *Conative component*. The affective component is nearly related to the emotional aspects. The cognitive component covers the aspect of intelligence of intellectuality which is parallel to someone's knowledge. The conative component is related to the behavior, such as habit and intention.

a. Affective component

The affective component encompasses three elements. The first, sociological motive, is also renowned as the secondary motive as it is against the primary motive, the biological motive. Such element includes the curiosity and competency. The second element is attitude. It is about how someone feels about an object, a situation or a value. Attitude is usually affected by the experience. At last, the affective component also covers the sense of emotion. This is nearly related to someone's attitude towards something.

b. Cognitive component

Belief is one of the cognitive components. For this, belief is not about how someone trusts mysterious things. However, it lies on how someone feels if something is good or bad. The belief is based on factual events and experience (Holder, 1978). Cognitive aspect involves components of knowledge, views, expectations, ways of thinking, past experience, and everything obtained from the main of the individual offender's perception.

c. Conative component

This kind of component consists of an individual's habits and intention. Habit is defined as a regular act of human which is automatically done without any previous plans. On the other hand, intention is defined as an individual's acts or efforts to achieve his goal.

Also, Ahmadi as cited in Agisni (2013) revealed three inter-related components of perception; cognitive, affective and behavior (also known as conative) components. According to him, the cognitive component constitutes knowledge, belief or speculation which are based on the retrieved information about an object. The affective component refers to the emotional dimension of attitude. It is closely affiliated to the feeling towards an object. Additionally, this component results in the impression about whether or not something is good. Finally, the behavior component is commonly acknowledged as the conative component. It refers to an individual's predisposition of giving reactions toward an object.

Additionally, Walgito in Hayati (2015) mentioned three components of perception namely; the first, cognitive component, is related to knowledge, opinion and belief how good things are. The second one, conative component, is related to actions toward an object. It indicates intensity of attitude that refers to how big or small someone's tendency of doing actions toward an object. The last one is affective component. It is related to whether or not an individual likes and dislikes an object. Like is considered as positive perception, while dislike is taken as negative one.

Therefore, on the basis of the previously mentioned theories, it is then concluded that there are three main components constituting the perception. They are affective component, cognitive component and conative component. However, this study will focus only on one of the components, that is the cognitive component.

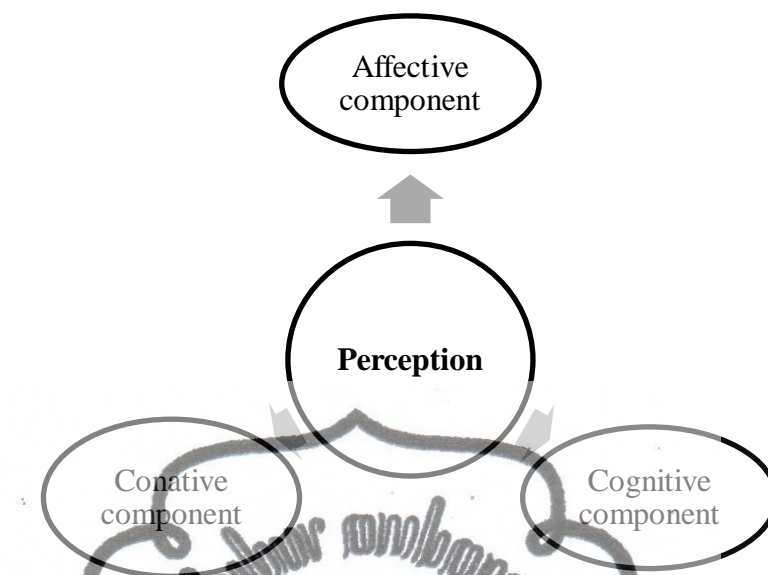


Figure 2.1 The components of perception (Schiffman & Kanuk, 2004)

3. Factors Affecting the Perception

The perceptual mechanism is fundamentally affected by two main factors, namely the internal and external factors (Khanka, 2000).

a. Internal factors

The internal factors consist of:

1. **Needs and Desires:** The perception of relatively satisfied people is significantly different from those of the frustrated individuals. In line with this, Rao and Narayana (1998) asserted that at different levels of needs and desires, people will perceive similar things differently. Moreover, their motivations, expectations and desires also shape their perception of things around them.
2. **Personality:** Individual's behavioral characteristic is considered crucial on how we perceive about him. It is a trite say that optimistic people perceive the things in favorable terms, pessimistic beings in negative terms. According to Maslow (1972) in Rao and Narayana (1998), between the optimist and the pessimist is a category of people who are capable of perceiving others accurately and

objectively. They sum this issue in the following outline: a) Secure individuals tend to perceive others as warm, not cold; b) Thoughtful individuals do not expose by expressing extreme judgment of others; c) People who accept themselves and have faith their individuality perceives things favorably. Self accepting individuals perceive themselves as liked, wanted and accepted by others.

3. **Experience:** Combined with knowledge, experience has a continual impact on the perception of an individual. Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as failure erodes self-confidence.

b. External Factors

The external factors affecting the perception include:

1. **Size:** Perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection. A straight-forward example is that a full page advertisement catches more attention than those less than a page.
2. **Intensity:** This factor associates with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are utilizing underlined or bold or italic words in a written text. The greater the intensity of a stimulus is, the more likely it will be noticed.
3. **Frequency:** This addresses the attention that accrues from the steady repetition of a particular stimulus. That is, the art of repetition simply attracts our alertness and provosts our sensitivity to the message being sent across. The repeated stimulus with greater intensity is more likely to qualify for selection as it were.

4. **Status:** The status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.
5. **Contrast:** Stimuli sharing common features with the environment are less likely to qualified for selection by the perceiver compared to those that significantly different from the environment. For example, a person that spots riotous colors or dress like father Christmas in June would certainly attract more attention than those that put up normal appearance.

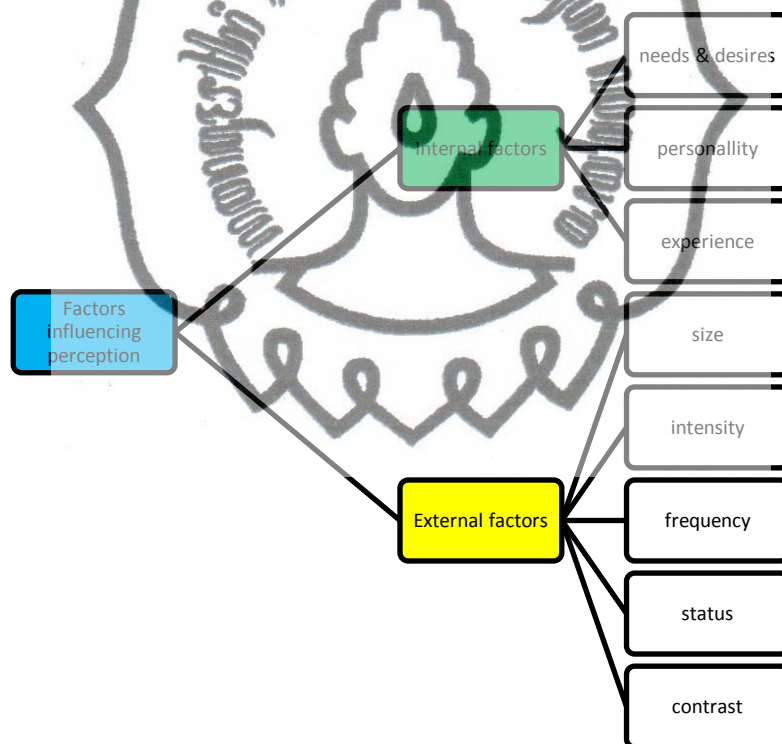


Figure 2.2 Factors influencing perception (Khanka, 2000)

B. Effective Teacher

The good or effective teacher is a quintessential concept which expresses an ideal espoused by many, but in practice, it includes a wide range of qualities and characteristics. For some, good teacher qualities are represented in the

command of the subject area, appropriate teaching methods, and different teaching-related skills, whereas others highlight personal characteristics including “charisma” that teachers possess, their compassion, humor, innovation, and honesty (Zhang & Watkins, 2007).

In addition, Neil (1991) stated that an effective teacher is the one who has a professional knowledge base and exhibits knowledge of the subject matter. Successful teacher has a lot of instructional strategies and techniques that reflect their knowledge of the subject. For this, Neil indicated that if transferring the knowledge to the students is like selling something to others, it is then very hard to “sell” the ideas or knowledge to the students unless the teacher can do it in amusing ways. Brosh (1996) suggested that effective teachers are those who focus on comprehension, and are in command of the language, prepare interesting lessons, help students to be independent, and deal with students fairly.

According to the Teaching and Learning Center at Winthrop University (2005), an effective teacher is an academician who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows a concern for students, all in such a way as to leave the students with a lasting and vivid conviction of having benefited from the instruction. In line with this, the Center also mentioned that effective teaching can be depicted and scrutinized in at least four broad areas, including; 1) course development design, 2) assessment of students performance, 3) course conduct, and 4) assessment of course, instruction and instructor. Next, Zamani and Ahangari (2016) defined the notion of effective teacher as those whose students perform better on standardized achievement test.

Based on the aforesaid definitions, it is concluded that an effective teacher is a charismatic individual who has the professional knowledge of the subject matter, and is able to share the knowledge, to employ the appropriate teaching strategies, and to encourage students to optimally achieve the learning goals. Simply, an effective teacher displays a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. An effective teacher is not characterized solely by the factors of knowledge or teaching skills,

but also communication skills and the relationships which the teacher has with students.

C. Characteristics of Effective English Teachers

The question of what makes an effective teacher is hardly a new subject. In fact, having an 'effective' teacher is the fundamental need of an EFL class for an efficient functioning of educational systems and for enhancing the quality of learning (Shishavan & Sadeghi, 2009). When discussing the concept of effective language teachers, it is undoubtedly vital to put attention on the concepts of procedural knowledge and declarative knowledge.

According to Nunan (1999), to be effective, language teachers need these two kinds of knowledge equally. He further explained that declarative knowledge includes all of the things teachers know and can articulate. In general, it is the knowledge about something, for example, about grammar rules. On the other hand, procedural knowledge includes the ability to do things or knowing how to do things, such as being able to carry on conversations in English, knowing how to plan lessons and knowing how to conduct pair works.

Brown and Rodgers (2002) suggested that in order to be a good teacher in an EFL class, a combination of a mechanical component and a mental component is absolutely required. The mechanical component of a lesson includes the skills required for the content of the lesson to be presented in the most accessible ways for students, while the mental component encompasses the teacher's belief system about teaching and learning as well as the teacher's personality.

Additionally, Thompson (2008) proposed that good language teachers establish rapport by caring about their learners, demonstrating patience and respecting the learners. They are well-prepared, able to select appropriate frameworks for their lessons and able to design interesting tasks. The belief that the teacher should be friendly with the students in order to get their commitment to participate in the learning procedure exists in all levels of school.

Regarding the teacher-student relationship, Foote et al. (2000) stated that personal relationships are intensely substantial to students, and it is crucial for the

teacher to be close to the students and show interest in their personal emotional world. Teachers might need to consider to what extent the students are willing to change their actions in order to relate to students in appropriate ways because this can help to prevent behavioral problems in the classroom.

In the similar way, Carter (2005) as cited in Abu-Rahma (2008) stated that naturally, to be a teacher of anything, it is imperative to have a complete knowledge of the subject skills that must be taught. He stressed the attitude dimensions and said that attitude category always wins since it helps us to more easily learn from. To him, there are three top qualities or things that teachers of any disciplines should possess. Those three elements were closely related to attitudes. They are patience, enthusiasm, and encouragement.

Firstly, patience is envisioned as bearing pains or trying calmly without complaints. It is about manifesting forbearance under provocation or strain; not hasty nor impetuous, steadfast despite opposition, difficulty or adversity. Patience, according to Carter, requires teachers to acknowledge the smallest of the accomplishments because people learn so much more with positive remarks. Obviously, true compliments on performance will open up the mind to receive criticism to improve. Secondly, enthusiasm appears when a person speaks. The voice of the speaker will automatically show whether or not he is excited since an excited person does not speak in a boring and monotone voice. The exciting voice tends to inspire the students to pay more attention. Finally, encouragement means giving hope or promise, to be inspiring with the patience of helping people to learn at their own pace, in their own way. By teaching enthusiastically, one almost automatically becomes an encourager.

Brosh (1996) as cited in Borg (2006) identified the desirable characteristics of effective language teachers as perceived by foreign language teachers and students in Israel. Characteristics that came out overall in the study as those felt to be most desirable included (a) knowledge and command of the target language; (b) ability to recognize, explain and clarify, as well as to arouse and sustain interest and motivation among students; (c) fairness to students by showing neither favoritism nor prejudice; and (d) availability to students.

Another model which was concerned with establishing a framework for identifying the qualities or the characteristics of the effective teacher is provided by Norris et al (2005). In this model, he mentioned two major things that the teacher should possess in order to be an effective one; (1) the personal qualities, and (2) the professional qualities. The personal qualities include:

- a. The teacher should have empathy.
- b. The teacher understands and accepts the learners' environment.
- c. The teacher considers about the voice when teaching, which is important for language learning and for developing personal connection.
- d. The teacher is a good listener.
- e. The teacher has good personality.
- f. The teacher has excellent interpersonal skills.
- g. The teacher has good organizational and time management skills.
- h. The teacher is flexible, and has good imagination to cater for different styles, to give variety, etc.
- i. The teacher has unlimited patience with students.
- j. The teacher has passion to teach students.

The second dimension, the professional qualities, covers:

- a. Sound language pedagogy and good curriculum knowledge; depth of knowledge has an impact, not only in learning, but also on disposition and attitude.
- b. Imagination and visualization; which are very specific and important for the success of teaching.
- c. Language competence, both in target language and in the native language.
- d. Technical expertise; multimedia and multi modes of delivery make technical expertise a fundamental part of best practice in teaching language. There is a need, however, to ensure that the technology supports, rather than takes over the teaching.
- e. Ability to support autonomous learner; there is an obligation to actively address this area with learners.

- f. Ability to work in a team; the teaching and learning of language is very dependent on teamwork.
- g. Accessible and available to the students; these are such kind of qualities which are desired in all teachers.

Related to the characteristics of effective English language teachers, Park & Lee (2006) as cited in Wichadee (2010), mentioned four major categories constituting the effective teachers. Accordingly, effective teachers should possess: (1) Good English proficiency, (2) Pedagogical knowledge, (3) Organization and communication skills, and (4) Socio-affective skills. This framework is considered the most suitable with the Indonesian framework of effective teachers as it resembles the one designed by the Indonesian government.

(1) Good English Proficiency

The first point of what constitute an effective EFL teacher is the English proficiency. It is the teachers' capability of using English both in oral and in written communication. This competency also depicts whether or not teachers thoroughly understand the language and its nature. For the English proficiency, teachers should:

- a. Read, write, speak, and understand spoken English well.
- b. Know English vocabulary well.
- c. Have good knowledge of English grammar.
- d. Possess extensive culture comprehension.
- e. Have correct accent and pronunciation

(2) Organization & Communication Skills

The next dimension of Wichadee's framework is the organizational and communication skills. The skill portrays how the teacher do the classroom management in order to run the class smoothly. For this term, teachers should:

- a. Prepare the lesson well.
- b. Present the content in a well-organized way.
- c. Stress the most important points.

- d. Use easy language to aid student understanding.
- e. Speak clearly.
- f. Vary the speed and tone of voice according to the situation.
- g. Use non-verbal behavior to solicit student attention & interest.

(3) Socio-affective Skills

Teachers are suggested to have and show socio-affective skills when teaching the classroom. This is all about how teachers establish a good relationship with the students, and about how teachers show the behavior towards students. As teachers are involved in a quite long relationship with the students, they are really suggested to effectively practice such skills. Therefore, they should:

- a. Have an interest in students, for example, address individual students by name.
- b. Be helpful to students in and outside the classroom.
- c. Alleviate students' anxiety in class.
- d. Listen to students' points of view.
- e. Be approachable and friendly.
- f. Be patient.
- g. Have a good sense of humor.
- h. Treat students fairly and equally.

(4) Pedagogical Competence

The next one, the pedagogical skill which is also known as pedagogical competence, is not only seen as the knowledge of using techniques which are used technically, but also the acquisition of routines which every teacher undoubtedly needs to save time and energy for more significant aspects of his works. In terms of the pedagogical competence of the teachers, teacher should:

- a. Focusing on learning outcomes and growth, not content taught.

- b. Utilizing, designing and developing digital media (video, audio, multimedia, etc) to build a good learning material, learning experience, and evaluation.
- c. Promoting communicative language learning, responsibility and nationalism through activities & discussion.
- d. Creating and maintaining a good classroom atmosphere.
- e. Motivating students by supporting their self-efficacy.
- f. Assessing what students have learned rationally.
- g. Developing students' language skill through working in pairs or groups.
- h. Allowing students to have some control over the learning process.
- i. Encouraging the students to learn from sources outside the classroom.
- j. Avoiding direct criticism of students when they make errors.
- k. Praising students for good ideas or for their effort.
- l. Teaching subject matter in ways that are accessible to all learners.
- m. Providing constant feedback.

With respect to the Indonesian education system, the government, through the Act of the Republic Indonesia Number 14 in 2005 about teachers and lecturers, required that teachers or lecturers must meet some qualifications. The article 8 stated that teachers must have academic qualification, competence, educator certificate, healthy body and spiritual, also the ability to realize the national education purposes. In line with this, article 10 mentioned the kinds of ability, such as; pedagogical competence, personality, social competence, and professional competence. This scheme is closely similar to the aforementioned scheme. The scheme covers:

1. Pedagogical competence

Based on the explanation depicted in the Act of the Republic of Indonesia number 14 in 2005, about teachers and lecturers, the pedagogical competence is defined as the ability to effectively manage the students learning. The pedagogical competences have been overlooked either as an ensemble of potential behaviors/ capacities allowing for efficient manifestation of an activity, or as a minimum professional standard specified by law, which professional teachers should reach.

The pedagogical competence, according to *Permendiknas No. 16* in 2017 about academic qualification standard and teacher competence, encompasses :

- a. Understanding students' characteristics in terms of the physic, moral, social, cultural, emotional, and intellectual aspect.
- b. Mastering the learning theory and the principles of educative learning.
- c. Organizing an educative learning.
- d. Utilizing the information and technology and communication for learning needs.
- e. Facilitating potential development of students to actualize their potential.
- f. Communicating effectively, emphatic, and have well behaved with the students.
- g. Doing evaluation of the learning result.
- h. Utilizing the result of evaluation for the learning needs.
- i. Doing reflective act to increase the learning quality.

2. Professional Competence

The professional competence is considered as the ability to extensively and deeply master the teaching material which enable teachers to guide students based on *Standar Nasional Pendidikan*. Khomenko (2008) suggested that a professional competence of a teacher is a multifactor phenomenon, plugging in itself the system of theoretical knowledge of teacher and methods of their application in concrete pedagogical situations, valued orientations of teachers and also integrative indexes of his culture (speech, style of intercourse, relation to itself and to activities, to contiguous areas of knowledge and other).

According to *Permendiknas No. 16* in 2017 about academic qualification standard and teacher competence, the professional competence encompasses:

- a. Mastering the material, structure, concept, and idea pattern of scientific contributing to the subject.
- b. Mastering standard competence and basic competence of the subject.
- c. Developing the teaching material creatively.

- d. Developing professionalism and doing reflective acts.
- e. Utilizing information, technology for communication and self-development.

3. Personality competence

Based on the explanation depicted in the Act of the Republic of Indonesia number 14 in 2005, about teachers and lecturers, the personality competence is the personality of teachers of being steady, wise, and well-behaved. It is also about how the teachers play the role as an authoritative bearing as well as a good role model. The personality can help teachers to create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn what is said.

According to Arif et al. (2012), there are five most important personality traits needed for effective teaching. They are:

- a. Conscientiousness; dependable, hard-working, organized, self-disciplined, persistent and responsible.
- b. Emotional stability; calm, secure, happy, unworried.
- c. Agreeableness; cooperative, warm caring, good nature, courteous trusting.
- d. Extraversion; sociable, outgoing, talkative, assertive, gregarious.
- e. Openness to experience; curious, intellectual, creative, cultured, artistic, sensitive, flexible, and imaginative.

With respect to *Permendiknas No. 16* in 2017 about academic qualification standard and teacher competence, the personality competence subsumes:

- a. Acting appropriate based on religion norm, law, social, and cultures.
- b. Being a honest, noble, and good model for students and society.
- c. Being steady, mature and wise.
- d. Indicating work ethic with high responsibility, being proud as a teacher, and being confident.
- e. Respecting the code of ethics of teachers.

4. Social competence

Based on the explanation depicted in the Act of the Republic of Indonesia number 14 in 2005, about teachers and lecturers, social competence is defined as the ability of teachers to communicate and interact effectively and efficiently with students, other teachers, students' parents and society. The social skills of the teacher absolutely have influence in students' achievement, so the social competence is considered crucial for the teachers to have. Teachers with high level of social competence are better at developing and managing relationship with their students, managing behavior in their classroom, being a good role model for students, and protecting themselves and students from bad influences. Furthermore, the ability to interact with others is one of the most pivotal skills that teachers must have.

According Zins et al (as cited in Jennings & Greenberg, 2009), the social competence consist of five major emotional, cognitive and behavioural competencies; (a) self-awareness, (b) social awareness, (c) responsible decision making, (d) self-management, and (5) relationship management.

In regards to *Permendiknas No. 16* in 2017 about academic qualification standard and teacher competence, the social competence consists of:

- a. Having an inclusive attitude, objective acts, no discriminatory based on gender, religion, race, physic condition, family background, and social status.
- b. Communicating effectively, emphatic, and respectfully to another educators, parents and society.
- c. Adapting themselves in the work place in all region of Indonesia that have variety of social culture.

D. Pedagogical Competence

Pedagogical competence can be defined as a set theoretical principles and research data which lead to a variety of techniques and strategies which a teacher can choose and shape, depending on the particular circumstances (Beyer et al in Liakopoulou, 2011).

Moreover, Velez-Rendon (2002) defined the pedagogical knowledge as what teachers know or understand about teaching their subject. According to him, the pedagogical competence alludes to the second/foreign language acquisition theories, teaching methods, and testing.

Another worthy view of pedagogical competence comes from Magin (1998) as cited in Olatunji (2013) who proposed that the pedagogical competence is a broader view or concept than teaching skills. It presupposes good, broad and deep knowledge of the subject of teaching. Further, it was asserted that a pedagogically proficient teacher will in different context demonstrate a good ability to use the subject knowledge in research – related, practical, pedagogical actions with student learning in focus.

In addition to this, Ryegard (2008) as cited in Olatunji (2013) mentioned that pedagogical competence implies that the teacher form definite goals and frameworks, through continuous development of teaching and personal professional development, supports and facilitates the learning of the students in the best way. Such competence also reflects the teacher's competence in regard to collaboration, comprehensive view and contribution to the development of pedagogy for higher education.

Besides, Laverie in Iriana and Liliana (2011) stated that pedagogical competence is the ability of an individual to use a coordinated and synergistic combination of both tangible resources (e.g. instruction materials such as books, articles and cases, and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to reach efficiency and/ or effectiveness in pedagogy.

Finally, Apelgren & Giertz (2010) in Olatunji (2013) defined pedagogical competence as the ability and will to regularly apply the attitude, knowledge, and skills that promote the learning of the students in the most optimum way. This will be in agreement with the applied goals and within the available framework as well as the continuous development of the teacher's own competence and instructional design.

To sum up, the pedagogical competence can be seen as an ability to regularly apply or give good and appropriate instructions for any specific students.

It is about knowledge of teaching methods, approaches, techniques, assessments, and classroom procedures. Accordingly, teachers that are pedagogically competent master certain study, teaching knowledge and method, as well as teaching approach.

E. Effective English Teacher's Pedagogical Competence

As stated previously, the pedagogical competence is one of the most critical teachers' competences which should always be improved and developed either individually or collectively. The pedagogical competences have been overlooked either as an ensemble of potential behaviors/ capacities allowing for efficient manifestation of an activity, or as a minimum professional standard specified by law, which professional teachers should reach.

The development of the pedagogical competences should be facilitated by the government, professional associations, teachers' community, and etc. Also, based on the 21st-century challenges, teachers should always transform themselves by developing their creativity and innovation particularly in terms of the technological skill as it is closely related to the current trend of education, that is technology integration.

Utilized as the theoretical basis of this study, the notion of effective english teachers' pedagogical competence is adapted from Park & Lee's framework of effective English teachers' characteristics (2006), in Wichadee (2010). The dimensions of the 21st-century English teacher's pedagogical competence are as follows:

a. Focus on learning outcomes and growth, not content taught.

In the teaching and learning process, it is crucial to put the focus on the process by which students learn the material or subject rather than on the content of the teaching. This will enable the students to share their application of their core content knowledge and skills. By focusing on the learning outcomes and growth, students become more clear on the expectations for learning outcomes, which leads to higher quality of comprehension.

- b. Use various materials including video, audio, multimedia (technology)

The development of technology has been entering into every area of our lives, and also has affected the education process. With the technological devices, it has become possible to use new methods and techniques in the learning process. Accordingly, integrating the technology in the language teaching will possibly helpfully affect the students' achievement on language skills as they are now living in the world of technology and information.

- c. Promote communicative language learning through activities & discussion

A person who has already acquired communicative competence will acquire both knowledge and ability for language use with respect to whether something is maybe formal, easily done with the available means, appropriate contexts, and well-performed actions. Therefore, teacher should be able to create the learning process as communicative as possible in order to drill the students to communicate one another.

- d. Create and maintain a good classroom atmosphere

There is a direct relationship between the kind of learning environment teachers create in their classrooms and students' achievement. Therefore, maintaining a good and supportive learning atmosphere will significantly affect the students' willingness and motivation regarding their study. This can be done by smiling to the students, avoid showing anger, keeping oneself professional and accepting the students for who they are.

- e. Motivate students by supporting their self-efficacy

It is undoubtedly believed that motivation crucially takes part in someone's achievement in learning. Therefore, as a facilitator, teacher should also play the role of a motivator to encourage the students in doing their work.

- f. Assess what students have learned rationally.

As assessment is one of the most pivotal part of teaching and learning process, it should be done in the way it is supposed to be. In other words,

teachers should only assess what they have taught to the students. On top of that, teachers should ensure that they have taught the students well.

- g. Develop students' language skill through working in pairs or groups.

As stated before, a teacher should be able to set the class as communicative as he can. The communicative learning process will automatically lead to the development of the language skills. This can be achieved by setting the students to regularly work in pairs or groups which will allow them to have more interaction each other.

- h. Let students have some control over the learning process.

The role that a teacher should play in the teaching process is as a facilitator. For this, a teacher does not need to take control over the learning process. On the other hand, the learning process is best controlled by the students with an absolute guidance from the teacher.

- i. Encourage the students to learn English outside the classroom.

As students are now living in the technology, information and communication era, it is undoubtedly easy to find other ways of learning English. In addition, a classroom is not the only place to study the language. Therefore, teachers should encourage their students to learn English everywhere.

- j. Avoid direct criticism of students when they make errors.

When students feel like they are being judged, pigeonholed, and/or labeled, they distrust the person judging them. Judging and directly criticizing students is not only a way of shirking our responsibility to teach them, but it also completely avoids the underlying problem. Instead of judging students, teacher can try to be curious. Once you uncover the underlying reason for the behavior or errors, that issue can be dealt with directly, avoiding all the time and energy it takes to cajole, coerce, and give consequences to students (Erwin, 2016).

- k. Praise students for good ideas or for their effort.

Students are glad to be praised by nature. An uncomfortable atmosphere of competition can arise when children hear other children being praised and they are not. Therefore, teachers should try to hold wider range of behavior that they would like to praise. However, it is better to praise the students not only because their achievement, but also because of their good ideas and effort.

- l. Teach subject matter in ways that are accessible to all learners.

Beside mastering the pedagogical content knowledge, teachers should be able to figure out what students know and believe about a topic, and how learners are likely to hook into new ideas. Accordingly, teachers will manage to provide the material which is accessible to all learners who literally have different beliefs and ability, with no exception.

- m. Provide constant feedback.

If there is a lack of communication between teachers and students, there will be a potential for anxiety and low morale to permeate throughout the class. Even the most talented and dedicated students are not impenetrable to its effects. However, constant access to feedback can prevent these feelings from festering into something worse. Although creating a culture of communication takes time and constant effort, it surely can pay off big time in the students' minds. One of the ways to do this is by giving constant constructive criticism.

F. Relevant Studies

Related to the issue of pedagogical competence, there have been known some researchers who conducted studies under the similar subject matter. One of the studies was conducted by Pekkarinen & Hirsto (2016). In this study, they investigated university lecturers' experiences of and reflections on the development of their pedagogical competency during a 9-month university pedagogical course. Such a study was done by analyzing university lecturers'

evaluations of and reflections on their pedagogical competence areas during the course. To gather the data, the study involved the total of 31 subjects. The study was conducted by using a self-evaluation questionnaire and reflective writings. Furthermore, the obtained data were analyzed by employing a mixed-method approach. The results of the study demonstrated that although the concept and practice of reflection is not clear, the participants experienced significant development in their pedagogical competency. Also, based on the self-evaluation questionnaire, the study found that the university teachers' level of pedagogical competency was considered excellent.

A study under the theme of pedagogical competence was also conducted by Viera (2002). The study was aimed at investigating teachers' and students' conceptions of quality in pedagogical practices in a university. The study involved 165 lecturers who worked in undergraduate degree courses with experience ranging from 1 to 31 years. Furthermore, a total of 1356 students from 32 graduate undergraduate degree courses were involved in the study. By conducting a survey to the subjects, the results of the study revealed that pedagogical practices should aim at transforming and empowering the individual as a condition for improving the rationality and justice of the contexts where the individual (inter)acts.

Another study related to the theme of pedagogical competence was conducted by Kaynardag (2017). The underlining problem of this study was because the writer perceived that pedagogical training is not a prerequisite for being an instructor in universities of many countries worldwide. This research aimed at investigating how pedagogical competencies of university instructors affect the perceptions of students by focusing on three key dimensions of classroom pedagogy; namely delivery (provision of content and facilitation), communication and assessment. With regard to the delivery, the study revealed that instructors with no pedagogical training experienced more difficulties in encouraging students to actively process knowledge when relating new information to prior knowledge. Regarding the communication, it was found that that instructors with pedagogical training are perceived as being more sensitive about issues such as student involvement and students' learning, and they consider

more carefully their attitudes and behaviour, such as body language, and being respectful and patient towards students. At last, regarding the assessment, it was revealed that instructors with low pedagogical competency were lack of abilities to provide convincing explanations to individual exam performance. Such a problem might have resulted in students' perceptions of unfairness.

