

Indonesian EFL Lecturers' Performance and Attitude, and Their Pedagogical Implications in Teaching English in the Classroom Practices

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Abstract

This research aimed at finding out the Indonesian EFL lecturers' performance based on the students' perceptions, exploring the EFL lecturers' attitudes, and investigating their pedagogical implications in teaching English in classroom practices. This research applied mixed-method design; Concurrent Mixed Methods Strategy, with type Triangulation Concurrent Strategy. The population was the students of the English education department in the academic year 2021/2022 and the EFL lecturers in the same major at Institut Parahikma Indonesia, Gowa. The researcher used total sampling from students and lecturers. The instruments used were 2 kinds of questionnaires, an observation checklist, and documentation by video recording. The quantitative data were analyzed by using SPSS through descriptive statistics (percentages, mean scores, and standard deviations), and the quantitative-qualitative data were analyzed by using SPSS then through four stages; data collection, data condensation, data display, and drawing conclusions. Based on the results, the Indonesian EFL lecturers' performance based on the students' perceptions was categorized as effective and had good performance in teaching English. It showed in terms of planning, implementing, and evaluating the learning. Next, the EFL lecturers' attitudes were proper and positive towards their teaching of English. It is supported by the performance and ability of the lecturers to increase the students' motivation to learn through good collaboration with their students. Furthermore, the pedagogical implications of Indonesian EFL lecturers were appropriate to the principle of pedagogical competence in teaching English. It was cultivated through their performance, ability, as well as attitudes that affected and improved their students' learning English outcomes in terms of grammar and pronunciation.

Keywords: Indonesian EFL Lecturer, Performance, Attitude, Pedagogical Competence, TEFL.

INTRODUCTION

In the current era of industrial revolution 5.0, the role of teachers or lectures is increasingly considered important and becomes a priority in advancing and moving up the Indonesian education ecosystem to be better and higher quality. Teachers or lecturers as educator are required to be more professional and competent. Based on Permendiknas Number 14 (2005) regarding the teacher and lecturer that they are professional educators with the main task of

educating, guiding, directing, instructing, assessing/evaluating students. Furthermore, the competencies that must be fulfilled by an educator based on Permendiknas Number 19 (2005) concerning the national education standards that require a teacher or lecturer to have four competencies; pedagogical, personal, social, and professional competence.

Pedagogical competence is one of the factors that influence the success of the teaching and learning process, because the teacher or lecturer is a pilot in planning, designing, managing, implementing, and evaluating learning outcomes. Fauth et al. (2019) emphasize that having pedagogical competence is crucial to influence students' interest in learning and culminating in increasing students' academic achievement. Therefore, a professional teacher or lecturer who has good academic qualifications is expected to be able in mastering these competencies as well, so that they can upgrade the performance and quality of education in Indonesia.

However, a common phenomenon that still often occurs today lies in the teaching practice of the teachers or lecturers. Some of them still apply conventional learning methods i.e., only taking notes and giving examples of questions as a task and then leaving students before the course is end. Based on the main problem, it could be interpreted that the teacher's performance is not carried out optimally (Amon, Putra, et al., 2021; Buan, 2021; Warman et al., 2021 in Istikomah, 2022). The other problems include the methods and facilities in learning such as places, equipment, and media. The teachers are not ready so as a result, the class becomes less organized. They tend to conduct the teaching with insufficient preparation because the teachers are not creative enough in utilizing learning facilities and media, specifically the ones with information and communication technology (ICT), and there is a problem in teacher's quality that affect students' attitudes towards learning English (Hafid, 2021).

Ceranic (2011) proposes several principles of effective teaching, namely: the relationship between teaching and learning, development of learning climate, effective classroom management, and improving students' skills. In addition, to create an effective language classroom, the teacher or lecturer as an educator should know some factors for the impact of good teaching. Gurney (2007) suggests five key factors that provide a foundation for good teaching, they are; (1) teacher knowledge, and enthusiasm for learning, (2) classroom activities that impel learning, (3) assessment activities that impel learning through experience, (4) effective feedback that forms the learning processes, and (5) effective interaction from both teacher and students.

Teachers or lecturers who have high performance will be enthusiastic and try to improve their competence concerning planning, implementation, evaluating, and assessing the learning so that results of performance are obtained optimally. This is also supported by Pandapotan, P et al. (2017) that teacher performance is not only shown by work results but also shown by behavior at work. In addition, performance in teaching is evaluated concerning the effectiveness of delivery, quality of content, effectiveness in developing and managing teaching, the effectiveness of student mentoring, and effectiveness of academic guidance (Sampson Jr et al., 2010).

However, it turns out that to achieve effective teaching in the classroom, it is not enough to optimize the teachers' or lecturers' performance in teaching, but it needs also to be proven by attitude. The Accreditation Board for Engineering and Technology in Scales et al. (1998) and the Middle States Association for Colleges and Schools in Patton (1996) define effective teaching as one that produces demonstrable results in terms of the cognitive and affective aspects. In addition, Fishbein and Ajzen (1975) propose a conceptual framework of attitude construct, which

consists of four categories, they are: cognition, affect, conation, and behavior. It is similar to Brown (2002) suggests that attitudes are cognitive and affective. Both are related to ideas as well as to feelings and emotions. These statements are also supported by Matsuda (2000) that attitude as a concept has three components, namely: cognitive, affective, and behavioral. The cognitive refers to his thoughts, beliefs, and values concerning the language; the affective refers to his feelings about it; the behavioral refers to his behavioral intention to contrive an action.

Further statements regarding those theories and attitudes are seen to influence behavior. According to several researchers Hargreaves (1994) and Brookhart & Freeman (1992) that teachers' performance in the classroom is formed by "thoughts" and "attitudes". Afterward, Freeman in Clemente (2001) also emphasize that attitudes are important factors that can be considered as a cause of teachers' success or failure. By the various theories above, researchers find a theoretical relevance to achieve effective teaching in the classroom, it is not enough to focus on streamlining or optimizing performance but also needs to be proven with attitudes in teaching and it is shown in the cognitive and affective aspects. While performance is also shaped by thoughts and attitudes. Hence, both are integrated into each other.

Meanwhile, there is another statement regarding the attitudes an educator either teachers' or lectures' attitudes are not only shown in terms of cognitive and affective aspects but also attitudes towards their profession. According to some researchers, there has been a general agreement that attitude of teachers toward teaching has a significant correlation with teaching success. According to Patrick et al. (2000) teachers who point out enthusiastic attitudes towards the language they teach, can lead to students who are engaged, excited, active, and eager to learn. In other words, the attitude of the teachers or lectures is not only shown in terms of cognitive and affective aspects but also the attitude towards their profession. Furthermore, teacher's or lecturer's attitude and behavior towards their profession can be described as positive or negative way, both can impact students' academic achievement and their classroom practices; i.e., teachers' attitudes towards their job or profession affect their performance, and instructional decisions in the classroom.

Based on the aforementioned statements, the researcher concluded that there is a relevance between performance formed by thoughts and attitudes, where attitudes are shown in cognitive (thought), affective (feeling), and behavioral (behavioral intentions to plan) aspects in achieving or creating effective teaching in the classroom. Simply put, both are integrated into each other. However, according to another opinion, an educator's attitude either teacher or lecturer is not only shown in terms of cognitive and affective aspects but also attitude towards their profession. Therefore, those are of theoretical relevance and even show a gap, so the researcher intended to fill and study them.

Some researchers have conducted research regarding the teachers' performance, teachers' attitude, and pedagogical competence. However, most of them only explore two aspects. In other words, the previous researchers have not associated the aspects of lecturers' performance and attitude, and how their pedagogical implications. Therefore, it is a novelty of this research that distinguishes it from the previous research.

Thus, the researcher interested to explore the selected effective EFL lecturers concerning their performance and attitude, and also to find out how their pedagogical implications in teaching English in the classroom practices. Here, the lecturers are reflected by EFL lecturers only at one university. The researcher only focused the EFL lecturers at Institut Parahikma

Indonesia, Gowa, South Sulawesi, Indonesia. As preliminary observation, one of the interesting reasons the researcher chose to conduct the research there because the campus is supported by lecturers who are mostly graduated abroad such as from USA, Australia, UK, Tunisia, and Netherland as well as the lecturers from reputable universities here in Indonesia who are ready to enrich the students' knowledge and open up new perspectives.

LITERATURE REVIEW

English as a Foreign Language (EFL) Lecturer

English in Indonesia is reputed as a foreign language, in this research, it defined specifically the purpose of English as a foreign language teacher. A person who occupies an official position to educate, guide, teach, and direct his English learning experience to pupils/students at an educational institution either in public or private colleges, is known as an English as a Foreign Language (EFL) teacher/lecturer. In addition, he/she has completed a professional curriculum at an educational institution and has a formal EFL teaching qualification which is of course approved and proven by the provision of a suitable teaching certificate. The teaching qualification is a proof that one has passed examination and gained a certain knowledge (Rasyid in Alam & Salija, 2018).

Performance

Teachers' performance means the behavior of a teacher that change differently with the changes in surrounding environment, in such way that when a certain task is given to the teacher, he or she is able to take action to carry out the task (Cheng & Tsui, 1998; Marsh, 1987; Medley, 1982 in Khan et al., 2012).

Teachers' performance can be extensively divided in to three major categories, they are: task performance, contextual performance, and adaptive performance (Baker & Bal, 2010; Cai & Lin, 2006; Carson, 2006; Min, 2007 in Khan et al., 2012). The task performance refers to a set of behaviors by which an employee recognizes and understands that the organizational goals have been highlighted and explored (Cai & Lin, 2006). Task performance is actually the technical behavior and activities engaged in the employee's job (Griffin, Neal, & Neale, 2000). The contextual performance refers to the employee's activities, which do not contribute to the technical core but it supports the organizational, social and psychological environment in which the organizational goals are followed (Borman & Brush, 1993). It includes job morality, job dedication, and assistance and cooperation among the teachers (Cai & Lin, 2006). While, adaptive performance is a new performance concept in which learning comprises a major performance dimension (Pulakos, Arad, Donovan, & Plamondon, 2000). It includes dimensions such as dealing with emergencies, dealing with stress at work, solving problems creatively, demonstrating interpersonal adaptability, and demonstrating physically oriented adaptability (Pulakos, et al., 2000; Cai & Lin, 2006; Griffin, et al., 2000; Borman & Brush, 1993 cited in Khan et al., 2012).

James (2013:6) states that effective teaching is something that must be done concerning to understanding educational goals. Promoting the cognitive development of students can be seen as one of the main goals of education and teaching, although there are also possible current and future important social, behavioral and affective oriented educational goals of education. It is similar to Barbara (2009:5) states that teacher effectiveness is the set of characteristics,

competencies, and behaviors of teachers at all educational levels that enable students to achieve desired outcomes, which may include the achievement of the specific learning goals as well such as being able to solve problems, think critically, work collaboratively, and become effective citizens (James, 2013; Barbara, 2009 in Restu et al., 2018).

Students' perception is essential and meaningful for teaching-learning process since it strengthens the teachers' decision making on how to get at and manage classroom situations and help students feel comfortable and success in learning. Students' perception and observation can collaborate in practice and be a part of exploratory studies (Eken, 1999; Sidhu, 2003).

Attitude

Huskinson and Haddock (2006) define that attitudes as overall evaluation of stimuli which derived from an individual's preferences for affects, cognitions, and past behavior. Brown (2000), in his book *Principles of Language Learning and Teaching* also adds that attitudes such as aspects of cognitive and affective development in humans, develop early on and are the result of the attitudes of the people around them in different ways and affective factors interacting with human experience.

Attitude is characterized by two core aspects. The first aspect is the central part which refers to 'readiness to respond'. It means that attitude is not behavior, not something someone does, but it is a preparation for behavior or to be acted upon, as well as a tendency to respond in a certain way to an attitude object which is used in terms of things, people, places, ideas or thoughts, actions, or situations, either singular or plural. This aspect appears in many other definitions such as Jung states that the readiness of the soul to act or react in a certain way (Jung, 1971; in Oskamp & Schultz, 2005 in Nedjah, 2010).

According to Maio et al. (2013) there are several main theoretical viewpoints regarding to the important components of attitude. This is a tripartite theory or the tri-componential point of view that includes the notion or idea that attitude has three components, namely: Affect, Cognition or Behaviour (the ABC of attitude). In addition, Clore & Schnall in Nedjah (2010) states that traditionally, "Affect" is about describing the positive or negative feeling which owned by an individual toward an attitude object. Next, "Cognition" refers to the thoughts or opinions about the attitude object, and "Behaviour" refers to the overt actions and responses to the attitude object (Maio et al., 2003; Clore & Schnall, 2005 in Nedjah, 2010).

Haddad (2017) stated that attitude is one of the most fundamental principles in teaching-learning process. It has been extensively studied. An attitude is also defined as a relatively enduring organization of beliefs, feelings, attitudes and behavioral tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005 in Haddad, 2017). According to Gardner in Al-Tamimi & Shuib (2009) attitudes are constituents of motivation which refers to the collection of exertion and the tendency to accomplish the goal of learning plus encouraging attitudes towards learning the language. Furthermore, Brown (2002) point out, that attitudes are cognitive and affective. They are related to ideas as well as to feelings and emotions. Similar to Matsuda (2000) defines attitude as a concept that consists of three categories: the cognitive category relates to beliefs or opinions held consciously about the language; the affective category relates to feelings about it; and the behavioral category relates to aim to contrive an action. Ustuner (2006) defines attitude as a disposition which springs from teachers' thoughts, feelings, and behaviors about a psychological object. He also states that one

of the important elements determining the teachers' attitudes is the characteristic of the teachers' attitudes towards the teaching profession.

Pedagogical Competence

Pedagogical competence is the most vital discussion in education. Pedagogical competence refers to knowledge and foundations of education in conducting teaching and learning. This knowledge and foundation on education can be acquired from a university. Thus, the recruitment to be a teacher in Indonesia, one has to be at least an undergraduate program from educational Department at University.

Loughran (2008) clarifies that pedagogy in teacher education as teaching knowledge about teaching and learning knowledge about teaching and how they influence each other in the pedagogical events which is created by teachers or educators to offer students about teaching experiences that might inform their developing views on practice. This concept related to John Dewey on "My Pedagogic Creed" (2013) that learning is socially constructed, and pedagogy should focus on children rather than curriculum and institutions at its center. The Dewey's education system emphasizes that teachers have a responsibility to plan a positive and constructive environment for the students so as to create positive educational experiences for them. Such an environments are built in collaboration between teachers and students, which together they try out effective teaching and learning techniques.

Alexander (2008; 2001) stated that pedagogy includes teachers' ideas, beliefs, attitudes, knowledge and understanding of teachers about the curriculum, the teaching-learning process, understanding of their students, and understanding which has an impact on their 'teaching practices', namely what is actually thought, do, and say in the classroom.

Turi et al. (2017) clarify that evaluation has 7 purposes or objectives, namely; (a) to assess the extent to which students have mastered the expected competency; (b) as an effort to diagnose students which of course helps teachers in deciding the result of students' works; (c) to seek or observe the shortcoming during the learning process; and (d) as an effort to know and ensure the efficacy, efficiency, and productivity of each learning activity; (e) as a way or form either teachers or schools to monitor students' growth which can be taken into consideration as well as administrative decisions; (f) as an effort to increase, hone, and evolve learning programs; and (g) to adjust the learning situations based on the abilities possessed by students.

METHOD

Research Design

This research applied a mixed-method design which combines two forms of method; quantitative and qualitative. As Creswell (2017) stated that a mixed method is a research approach that combines quantitative and qualitative research or vice versa. This combination approach intended to obtain and analyze the first and the second research question by using a quantitative approach and the third research question is combined by using quantitative and qualitative approaches at the same time or concurrently. Thus, this research is more appropriate for applying mixed-method design. Moreover, mixed method research helps to answer the questions that cannot be answered by a quantitative or qualitative approach alone (Creswell & Clark, 2017).

The strategy used in this mixed method was the Concurrent mixed methods strategy precisely Triangulation concurrent strategy, which is a strategy that applies both quantitative and qualitative methods concurrently in one stage, and the weight of the two methods are balanced then the results compared, integrated, and interpreted concurrently.

The mixed method used in this research design is expected to accomplish each other so it could provide more comprehensive and objective data results. It is similar to Bryman (2006) mixed-method design can provide detailed and comprehensive data to achieve the research objective and answer the research questions. Last, it reinforced by Sugiyono (2015) stated that the combined research method (mixed methods) is a research method between the quantitative and qualitative methods used concurrently in research activity to gain more comprehensive, valid, reliable, and objective data.

Population and Sample

The population of this research was the undergraduate students of English department (Tadris Bahasa Inggris) in the academic year 2021/2022 and the EFL lecturers in TBI department at Institut Parahikma Indonesia (IPI) Gowa. The total number of populations of TBI students in the third semester only there 1 class which consisted of 10 students and the EFL lecturers in TBI department who taught in the third semester only there 3 lecturers. Hence, the researcher used total sampling.

Research Instrument

Arikunto (2019) explained that research instruments are tools used by researchers in collecting data as the work will be easier and the results are better and clearer. In short, the instruments are used to facilitate the researcher to obtain the data. The instruments which used are 2 kinds of questionnaire; an assessment instrument developed by Atmowardoyo (2017) and an attitudinal questionnaire developed by Smadi & Al-Ghazo (2013), as well as an observation checklist adopted from Zawahreh (2011) and it supported by documentation (video recording). These instruments are selected to help the researcher to find out and explore the Indonesian EFL lecturers' performance and attitude towards their teaching and how their pedagogical implications in the classroom practices.

Data Analysis

Based on the preliminary research design, this research applied a mixed-method design. Hence, the researcher used quantitative and qualitative data analysis. To analyze the quantitative data, the researcher used the statistical package for the social science (SPSS) to calculate the percentages, mean scores, and standard deviations. While the qualitative data, the researcher used an interactive model proposed by Miles and Huberman (2018), which are: data collection, data condensation, data display, and drawing/verifying conclusion.

FINDINGS AND DISCUSSIONS

The researcher explicated the findings based on the arranged of research questions. Hence, the findings divided into three sections; (1) the Indonesian EFL lecturers' performance based on the students' perceptions, (2) the Indonesian EFL lecturers' attitudes towards their teaching English in the classroom practices, and (3) the pedagogical implications of Indonesian EFL

lecturers in the classroom practices. The explicated explanation on each section was presented as follows:

The Indonesian EFL Lecturers' Performance Based on the Students' Perceptions

The first question was about the Indonesian EFL lecturers' performance based on the students' perceptions. Here, in order to find out the EFL lecturers' performance, the researcher engaged the students' perceptions by using a questionnaire (an assessment instrument) developed by Atmowardoyo (2017) which consisting of 44 items. It included of 20 Positive Statements (PS) numbered (1-20) and 24 Negative Statements (NS) numbered (21-44) which described the characteristics of effective and ineffective EFL lecturers. In order to answer this question, the researcher accumulated the lecturers' scores of each statement based on the formula of the instrument through calculated the lecturers' PS and NS scores to obtain the final score, then calculated the percentages and the mean scores of the lecturers' scores. The results are presented in the further explanation below.

Lecturer 1 (Mrs. N):

Based on the data result, all of the respondents (students) obtained the final score that categorized as "Very Effective". The highest final score obtained by the students was 85 and the lowest final score was 73, the range of both final scores showed quite far, but it indicated that the performance of the Lecturer 1 was equally very effective with the total mean score from all of students' final scores was 79,85.

At the Positive Statement (PS) of assessment instrument, almost in every item of the questionnaire, the students frequently chose Strongly Agree (score 4) and Agree (score 3), but the most item frequently chose Strongly Agree and Agree were only in item number; (1) used English well and fluently, wrote correctly, and mastered the English grammar well, (10) always made the class interactive and familiar atmosphere, (17) showed a cheerful attitude, (20) easily smiles, (3) used clear learning steps, (5) delivered the material clearly, simply, and systematically, (13) fair in scoring and providing feedback on the students' work, (15) showed positive attitudes, wisdoms, funs, and affections to students, (4) knew the student's learning needs and knew how to organize the student's abilities, (8) always motivated students in every lesson to be always enthusiastic, including encouraging students to be able to memorize new words and use them in conversation, (11) provided examples, appropriate solutions, and appropriate feedback on students' questions, (16) could control emotions at times that are not fun, (18) had high dedication, (6) provided speaking and writing exercises in English, (14) well-dressed and looked handsome/beautiful, and (19) exhibited an attitude that can be emulated by the students. While, at the Negative Statement (NS), almost in every item of the questionnaire, the students also frequently chose Strongly Disagree (score 4) and Disagree (score 3), but the most item frequently chose Strongly Disagree and Disagree were only in item number; (42) gave negative labels to students like "stupid" or other labels, (26) gave assignments without explaining the material, (32) did not care about students, (33) never taught in the class, (34) gave too many assignments and never discussed them, (37) always asked students to write without practicing other skills such as speaking and listening, (43) created a tensed classroom atmosphere, (25) cared on the students' mistakes, but he/she did not conveyed a clear and precise solution, (27) smoked in the classroom, (36) seldom explained the correct sentences, (44) did not care

whether students pay attention or not during explaining the material and made the students sleepy, (31) imposed his/her wish on the students without considering the students' opinions, and (38) only focused on smart students.

Lecturer 2 (Mrs. F):

Based on the data result, there were 8 respondents (students) obtained the final score that categorized as "Very Effective" and 2 respondents (students) obtained the final score that categorized as "Effective". The highest final score obtained by the students was 84 which categorized as "Very Effective" and the lowest final score was 67,5 which categorized as "Effective", the range of both final scores showed quite far, but it still indicated that the performance of the Lecturer 2 was effective with the total mean score from all of students' final scores was 77,3.

At the Positive Statement (PS) of assessment instrument, most of students frequently chose Strongly Agree (score 4) and Agree (score 3) were only in item number; (3) used clear learning steps, (17) showed a cheerful attitude, (20) easily smiles, (1) used English well and fluently, wrote correctly, and mastered the English grammar well, (4) knew the student's learning needs and knew how to organize the student's abilities, (15) showed positive attitudes, wisdoms, funs, and affections to students, (5) delivered the material clearly, simply, and systematically, (10) always made the class interactive and familiar atmosphere, (18) had high dedication, and (19) exhibited an attitude that can be emulated by the students. While, at the Negative Statement (NS), most of students frequently chose Strongly Disagree (score 4) and Disagree (score 3) were only in item number; (42) gave negative labels to students like "stupid" or other labels, (32) did not care about students, (34) gave too many assignments and never discussed them, (41) showed childish attitudes, (43) created a tensed classroom atmosphere, (31) imposed his/her wish on the students without considering the students' opinions, (33) never taught in the class, (36) seldom explained the correct sentences, (38) only focused on smart students, (40) dressed poorly and badly, and (44) did not care whether students pay attention or not during explaining the material and made the students sleepy.

Lecturer 3 (Mrs. S):

Based on the data result, there were 7 respondents (students) obtained the final score that categorized as "Very Effective" and 3 respondents (students) obtained the final score that categorized as "Effective". The highest final score obtained by the students was 83 which categorized as "Very Effective" and the lowest final score was 64 which categorized as "Effective", the range of both final scores showed also quite far, but it still indicated that the performance of the Lecturer III was effective also with the total mean score from all of students' final scores was 75,65.

At the Positive Statement (PS) of assessment instrument, most of students frequently chose Strongly Agree (score 4) and Agree (score 3) were only in item number; (3) used clear learning steps and (14) well-dressed and looked handsome/beautiful. While, at the Negative Statement (NS), most of students frequently chose Strongly Disagree (score 4) and Disagree (score 3) were only in item number; (27) smoked in the classroom, (41) showed childish attitudes, (38) only focused on smart students, (40) dressed poorly and badly, (42) gave negative labels to students like "stupid" or other labels, and (33) never taught in the class.

The conclusion of the data results of the Indonesian EFL lecturers' performance based on the students' perceptions could be seen in the following figure:

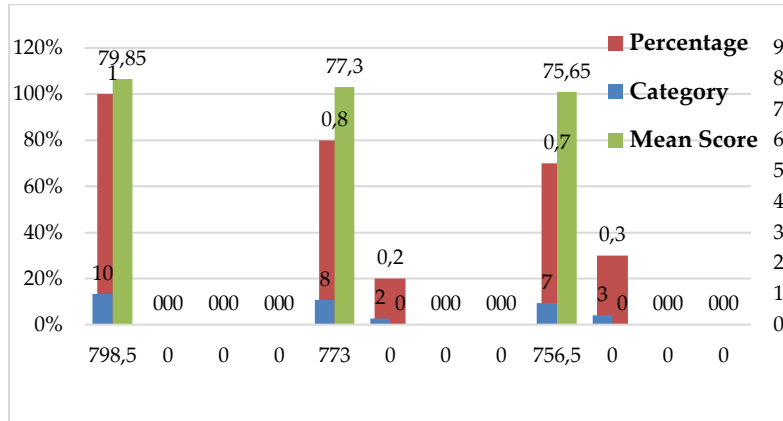


Figure 1. The Chart of Final Score, Category, Percentage, and Mean Score of the Indonesian EFL Lecturers' Performance Based on the Students' Perceptions

Based on the data results above, the final score of the Lecturer 1 was 798,5 where the mean score was 79,85. Moreover, it showed that the performance of the Lecturer 1 was categorized "100% Very Effective" by the students. Next, the final score of the Lecturer 2 was 773, where the mean score was 77,3 and it showed that the performance of the Lecturer 2 was categorized "80% Very Effective" by the students. The last, the final score of the Lecturer 3 was 756,5 where the mean score was 75,65 and it showed that the performance of the Lecturer 3 was categorized "70% Very Effective" by the students. It indicated that none of lecturer was categorized as ineffective in teaching by the students. Thus, based on all of the data results (final score, category, percentage, and mean score) of the assessment instrument, the Indonesian EFL lecturers' performance based on the students' perceptions at Institute of Parahikma Indonesia (IPI) were categorized as effective or have a good performance in teaching English.

The Indonesian EFL Lecturers' Attitudes towards Their Teaching English in the Classroom Practices

The second question was about the Indonesian EFL lecturers' attitudes towards their teaching English in classroom practices. It concerned with Teaching English as a Foreign Language (TEFL). Here, the researcher intended to explore the EFL lecturers' attitudes from those lecturers who are categorized as effective EFL lecturers based on the previous data results (in the first section). Simply put, those lecturers are expected to have positive attitudes towards their teaching English. Furthermore, the questionnaire that used was an attitudinal questionnaire developed by Smadi & Al-Ghazo (2013), it included 7 topics which consisted of 38 items. Those 7 topics were; 1) Teachers' attitudes towards their profession as English teachers, 2) Teachers' attitudes towards their supervisors, 3) Teachers' attitudes towards the content and materials, 4) Teachers' attitudes towards the facilities for teaching English, 5) Teachers' attitudes towards their students who study the English language, 6) Teachers' attitudes towards the teaching methods and procedures, and 7) Teachers' attitudes towards their teaching capabilities. In order to answer this question, the researcher calculated the percentages, the mean scores, and the

standard deviations of the domains/topics in the questionnaire. The results are presented in the further explanation below.

Table 1. The Percentages, Mean Scores, Std. Deviations, and Rank of the EFL Lecturers' Attitudes towards Their Teaching English in the Classroom Practices

No.	Rank	Domain ID	EFL Lecturers' Attitudes towards Teaching English in the Classroom Practices (Domain/Topic)	Percentages in Categories:					Mean	Std. Dev.
				SD	D	N	A	SA		
1.	1	I	towards their profession as English lecturers.	0%	0%	33%	67%	0%	4,111	0,78
2.	2	II	towards their supervisors.	0%	0%	33%	67%	0%	3,89	0,33
3.	3	III	towards the content and materials.	0%	0%	60%	40%	0%	3,666	0,78
4.	4	V	towards their students who study the English language.	0%	11%	33%	56%	0%	3,627	0,44
5.	5	IV	towards the facilities for teaching English.	0%	50%	12%	38%	0%	3,042	0,26
6.	6	VI	towards the teaching methods and procedures.	0%	33%	67%	0%	0%	2,78	0,57
7.	7	VII	towards their teaching capabilities.	0%	75%	0%	25%	0%	2,582	0,28
Over Whole of the Questionnaire (38)				0%	23%	32%	45%	0%	3,429	0,55

The data results on Table 1 above showed that the overall degree for the EFL lecturers' attitudes towards their teaching English in the classroom practices was moderate as the mean score was 3,249 with standard deviation was 0,55, and the overall domains/topics in the questionnaire also showed that the lecturers' attitudes were 23% "Disagree", 32% "Neutral", and 45% "Agree". Moreover, the mean scores of the lecturers' responses to each domain/topic in the lecturers' questionnaire had range between 2,582 and 4,111 with standard deviations had range between 0,28 and 0,78. For further information about the results (percentages, mean scores, and standard deviations) of each domain/topic of the lecturers' questionnaire.

Furthermore, the Topic I regarding teachers' attitudes towards their profession as English teachers was in the first rank as the mean score was 4,111 with standard deviation was 0,78, it indicated that the EFL lecturers' attitudes were positive and it showed their attitudes were 33% "Neutral" and 67% "Agree".

The Topic II regarding the teachers' attitudes towards their supervisors was in the second rank as the mean score was 3,89 with standard deviation was 0,33, it indicated that the EFL lecturers' attitudes were also positive and it showed their attitudes were 33% "Neutral" and 67% "Agree".

The Topic III regarding the teachers' attitudes towards the content and materials was in the third rank as the mean score was 3,666 with standard deviation was 0,78, it indicated that the EFL lecturers' attitudes were also positive and it showed their attitudes were 60% "Neutral" and 40% "Agree".

The Topic V regarding the teachers' attitudes towards their students who study the English language was in the fourth rank as the mean score was 3,627 with standard deviation was 0,44, it indicated that the EFL lecturers' attitudes were also positive and it showed their attitudes were 11% "Disagree", 33% "Neutral", and 56% "Agree".

The Topic IV regarding the teachers' attitudes towards the facilities for teaching English was in the fifth rank as the mean score was 3,042 with standard deviation was 0,26, it indicated

that the EFL lecturers' attitudes were fairly positive and it showed their attitudes were 50% "Disagree", 12% "Neutral", and 38% "Agree".

The Topic VI regarding the teachers' attitudes towards the teaching methods and procedures was in the sixth rank as the mean score was 2,78 with standard deviation was 0,57, it indicated that the EFL lecturers' attitudes were fairly positive and it showed their attitudes were 33% "Disagree" and 67% "Neutral".

The last, the Topic VII regarding the teachers' attitudes towards their teaching capabilities was in the seventh rank as the mean score was 2,582 with standard deviation was 0,28, it indicated that the EFL lecturers' attitudes were fairly positive and it showed their attitudes were 75% "Disagree" and 25% "Agree".

The Pedagogical Implications of Indonesian EFL Lecturers in the Classroom Practices

The last question was about the pedagogical implications of Indonesian EFL lecturers in the classroom practices. It still concerned with Teaching English as a Foreign Language (TEFL). Here, the researcher intended to observe and investigate the EFL lecturers' pedagogical implications in the classroom practices from those lecturers who are categorized as effective EFL lecturers and have positive attitudes based on the previous data results (in the first and second section). Simply put, those lecturers are expected to in line with their pedagogical competence and also have a good influence on their teaching English in the classroom practices. Furthermore, the observation checklist that used was adopted from Zawahreh (2011), it included 6 major domains which consisted of 52 items. Those 6 major domains were; 1) Professional Ethics, 2) Planning, 3) Lesson Implementation, 4) Classroom Environment and Management Skills, 5) Assessment and Evaluation, and 6) Reflection and Self Evaluation. In this section, the researcher analyzed the data concurrently with the quantitative and qualitative approach. On the data results through quantitative approach, it analyzed the degree of the observation checklist concerning the EFL lecturers' pedagogical implications in the classroom practices through calculated the percentages, the mean scores, and the standard deviations of the domains/topics in the observation checklist. On the data results through qualitative approach, it analyzed the classroom observations regarding the pedagogical implications of the EFL lecturers in the classroom practices by using observation checklist and it supported by documentation through video recording. The results are presented in the further explanation below.

The following table was the short delineation of the data results (the percentages of the mean score) from the overall domains/topics in the observation checklist:

Table 2. The Percentages, Mean Scores, Std. Deviations, and Rank of the Pedagogical Implications of the EFL Lecturers in the Classroom Practices

No.	Rank	Domain ID	EFL Lecturers' Pedagogical Implications in Teaching English in the Classroom Practices (Domain/ Topic)	Percentages in Categories:					Mean	Std. Dev.
				VL	L	NS	H	VH		
1.	1	I	Professional Ethics.	0%	0%	0%	100%	0%	4,618	0,21
2.	2	IV	Classroom Environment and Management Skills.	0%	0%	14%	86%	0%	4,332	0,30
3.	3	III	Lesson Implementation.	0%	0%	36%	64%	0%	4,214	0,24
4.	4	V	Assessment and Evaluation.	0%	0%	33%	67%	0%	4,168	0,23
5.	5	II	Planning.	0%	0%	58%	42%	0%	3,694	0,29
6.	6	VI	Reflection and Self Evaluation.	0%	16%	67%	16%	0%	3,278	0,31
Over Whole of the Observation Checklist (52)				0%	2%	36%	62%	0%	4,051	0,28

The data results on Table 2 above showed that the overall degree of the observation checklist concerning the EFL lecturers' pedagogical implications in the classroom practices was fairly high as the mean score was 4,051 with standard deviation was 0,28, which indicated that there was 1 item obtained the mean score in low-range 1,00-2,33 that showed 2% was "Low", then there were 19 items obtained in mid-range 2,34-3,66 that showed 36% was "Not Sure", and there were 32 items obtained in high-range 3,67-5 that showed 62% was "High". It indicated that the overall domains/topics were dominant in moderate to high degree. Moreover, the mean scores of each domain/topic on the observation checklist had range between 3,278 and 4,618 with standard deviations had range between 0,31 and 0,21. For further information about the results (percentages, mean scores, and standard deviations) of the items and domains/topics of the observation checklist concerned the classroom practices, see (Appendix B.7).

Furthermore, the Topic I regarding the Professional Ethics (consisted of 7 items) was in the first rank as the mean score was 4,618 with standard deviation was 0,21, which indicated all the items in the Topic I obtained the mean score in high-range 3,67-5 that showed 100% was fully "High". It concluded that the lecturers' pedagogical implications regarding the professional ethics was high in classroom practices.

The Topic IV regarding the Classroom Environment and Management Skills (consisted of 7 items) were in the second rank as the mean score was 4,332 with standard deviation was 0,30, which indicated that there was 1 item obtained the mean score in mid-range 2,34-3,66 that showed 14% was "Not Sure", and there were 6 items obtained the mean score in high-range 3,67-5 that showed 86% was "High". It concluded that the lecturers' pedagogical implications regarding the classroom environment and management skills were also high in classroom practices.

The Topic III regarding the Lesson Implementation (consisted of 14 items) was in the third rank as the mean score was 4,214 with standard deviation was 0,24, which indicated that there were 5 items obtained the mean score in mid-range 2,34-3,66 that showed 36% was "Not Sure", and there were 9 items obtained the mean score in high-range 3,67-5 that showed 64% was "High". It concluded that the lecturers' pedagogical implications regarding the lesson implementation was also high in classroom practices.

The Topic V regarding the Assessment and Evaluation (consisted of 6 items) were in the fourth rank as the mean score was 4,168 with standard deviation was 0,23, which indicated that there were 2 items obtained the mean score in mid-range 2,34-3,66 that showed 33% was "Not

Sure”, and there were 4 items obtained the mean score in high-range 3,67-5 that showed 67% was “High”. It concluded that the lecturers’ pedagogical implications regarding the assessment and evaluation were also high in classroom practices.

The Topic II regarding the Planning (consisted of 12 items) was in the fifth rank as the mean score was 3,694 with standard deviation was 0,29, which indicated that there were 7 items obtained the mean score in mid-range 2,34-3,66 that showed 58% was “Not Sure”, and there were 5 items obtained the mean score in high-range 3,67-5 that showed 42% was “High”. It concluded that the lecturers’ pedagogical implications regarding the assessment and evaluation were moderate in classroom practices.

The last, the Topic VI regarding the Reflection and Self Evaluation (consisted of 6 items) were in the sixth rank as the mean score was 3,278 with standard deviation was 0,31, which indicated that there was 1 item was obtained the mean score in low-range 1,00-2,33 that showed 17% was “Low”, then there were 4 items obtained the mean score in mid-range 2,34-3,66 that showed 67% was “Not Sure”, and there was 1 item obtained the mean score in high-range 3,67-5 that showed 17% was “High”. It concluded that the lecturers’ pedagogical implications regarding the reflection and self-evaluation were moderate in classroom practices.

The following data results were the classroom observation regarding the pedagogical implications of the EFL lecturers in the classroom practices by using observation checklist and documentation through video recording. The data results of each EFL lecturer arranged based on the obtained highest mean score from the overall domains/topics in the observation checklist:

The Results of Classroom Observation from Lecturer 1 (Mrs. N):

In accordance with the previous data results, the pedagogical implications of EFL Lecturer 1 were in the first rank, which categorized high, as the mean score was 4,192 with standard deviation was 0,79. The following are the results of classroom observation, it arranged based on the obtained highest mean score from the overall domains/topics in the observation checklist:

a. Topic I (Professional Ethics):

During the teaching process, the lecturer treated fairly and respected to all the students. She did not discriminate which one is smarter. In addition, she also communicated positively. This was showed by responding well when students asking for opinions, not putting students down and respecting them, and giving constructive suggestions. Besides, she always wears proper dress code as an educator and being able to face students patiently, even always make them laugh.

b. Topic III (Lesson Implementation):

At the beginning of learning, the lecturer asked first about the discussion at the previous meeting, then she gave a new topic where the both discussions still interrelated. However, it was not known for sure if the lecturer immediately checked the previous assignment. Afterwards, when she gave group assignment, she focused towards the explanations from each group representative regarding the results discussed. This showed that lecturer also did not just teach in textually. Regarding the strategies, facilities, and learning activities were prepared by the lecturer according to the material being taught, such as prepared different material topics by distributed the reading text for each group to be mastered & understood, then asking all discussion groups to stand up to convey what had been understood to other groups, and it was done in rotation. Hence, she also emphasized how students should really understand each topic. Besides, the lecturer

often gives instructions in English easily, but she also occasionally used Bahasa to make sure the students understood her explanations. Next, she always expects the progress from their students. This was shown by the way she gave some motivations, accustomed the students to do their respective assignments, adapted the students' learning styles in a non-awkward way, and made good use of each end of learning by giving meaning to the material being taught. However, it was not known for sure that the lecturer varies the learning techniques according to students' level.

c. Topic IV (Classroom Environment & Management Skills):

The lecturer always encourages and controls students to really attend the lessons well so that there will be positive developments at every meeting. In addition, she tried to create a relaxed classroom atmosphere, but still focused on doing assignments. During the learning process, she also tried to build the confidence of their students. This was shown by randomly appointing students to have the courage to speak English but still in proper way in order to maintain a comfortable atmosphere and prevent bad behavior. Next, from the beginning to the end of the lesson, the lecturer always seen to face students with confidence and friendly to them. Regarding the classroom layout, the lecturer did not really give much pay attention to the appearance or layout of the class.

d. Topic V (Assessment and Evaluation):

When giving task to students, the lecturer gave time and checked them, then returned them to ask students to see their errors. However, it was not known for sure if she used assessment as a tool to identify students' difficulties. During the discussion, the lecturer completed the students' responses/ answers. In addition, she often gives random questions to each student and also gives enough time for students to answer them.

e. Topic II (Planning):

Based on the preparation of materials & learning strategies prepared by the lecturer, it showed that she designed a coherent instructional plan & arranged clearly the teaching materials and prepared the assistive devices such as projectors according to the needs of the material to be taught. In addition, the lecturer considered the integration horizontally (student to student), but it was not known for sure in vertically (lecturer to student), included it was not known for sure that she reflected on the plan and filled in the follow-up table regularly at each meeting, or even considered the number of students. However, she employed and considered the duration of time in each lesson as well.

f. Topic VI (Reflection and Self Evaluation):

Regarding the reflection and self-evaluation, it was not known for sure that the lecturer asked for help to other lecturers. However, she always seems to control the progress of their students by looking at the feedback they gave. In addition, she also used self-assessments and peer assessments by asking each other about students' difficulties, students' absences, and students' understanding. When giving material, she sometimes corrected the errors found in the reading texts, she even often corrects/ justifies their students' pronunciations. Furthermore, it was not known for sure that she made a list of the difficulties/ challenges that she faced in class.

The Results of Classroom Observation from Lecturer 3 (Mrs. S):

Next, the pedagogical implications of EFL Lecturer 3 were in the second rank, which categorized high, as the mean score was 4,019 with standard deviation was 0,77. The following

are the results of classroom observation, it arranged based on the obtained highest mean score from the overall domains/topics in the observation checklist:

a. Topic I (Professional Ethics):

During the teaching process, the lecturer treated fairly and respected to all the students. She also did not discriminate which one is smarter. In addition, she also communicated positively. This was showed by responding well when students asking for opinions, not putting students down and respecting them, and giving constructive suggestions. The lecturer also directed and make sure the students used information resources with morality. Besides, she always wears proper dress code as an educator and being able to face the students patiently, even sometimes make them laugh.

b. Topic V (Assessment and Evaluation):

The lecturer assessed the students' answers regularly in orally. When gave tasks/ questions, she also gave time to students to check their errors. However, it was not known for sure if the lecturer used assessment as a tool to identify students' difficulties. During the discussion, the lecturer completed the students' answers concerned the material of discussion. In addition, she often gives random questions to each student and also gives enough time for students to answer them.

c. Topic IV (Classroom Environment & Management Skills):

The lecturer tried to encourage and controlled students to really attend the lessons well so that there will be positive developments at every meeting. In addition, she also created a relaxed classroom atmosphere. During the learning process, she also tried to build the confidence of their students. This was shown by randomly appointing students to have the courage to speak English but still in proper way in order to maintain a comfortable atmosphere and prevent bad behavior. Next, from the beginning to the end of the lesson, the lecturer always seen to face students with confidence and friendly to them. Regarding the classroom layout, the lecturer gave much pay attention to the appearance or layout of the class.

d. Topic III (Lesson Implementation):

Before starting the lesson, the lecturer always gives some questions about structure of sentence grammatically when checking the students' attendance. Then, she asked about the discussion at the previous meeting and connected with a new topic. Besides, she immediately checked the previous assignment through some questions. She also focused towards the explanations of presentation from each group discussion. This showed that lecturer also did not just teach in textually. Regarding the strategies, facilities, and learning activities were prepared by the lecturer according to the material being taught. In addition, she did not put too much emphasize learning how to learn. The lecturer often gives instructions in English easily, but she also occasionally use Bahasa to make sure the students understood her explanations. Sometimes, she gave some motivations and accustomed the students to do their respective assignments such as the material about discussion, also adapted the students' learning styles in a non-awkward way, and made good use of each end of learning by giving more explanation concerned the discussion or the material being taught. However, she did not really to vary the learning techniques according to students' level.

e. Topic II (Planning):

Regarding the preparation of materials & learning strategies, the lecturer designed a coherent instructional plan, prepared and arranged clearly the teaching materials according to the

needs of the material to be taught. In addition, the lecturer considered the integration horizontally (student to student), but it was not known for sure in vertically (lecturer to student), included it was not known for sure that she considered individual differences among students, or reflected on the plan regularly, or even considered the number of students. However, she filled in the follow-up table regularly at each meeting and employed & considered the duration of time in each lesson as well.

f. Topic VI (Reflection and Self Evaluation):

On the reflection and self-evaluation, it was not known for sure that the lecturer asked for help to other lecturers. However, she always seems to control the progress of their students by looking at the feedback they gave. She also used self-assessments by asking students to answer some questions. In addition, it was not known for sure that the lecturer encouraged peer assessments like asking about students' difficulties, students' absences, students' understanding, included it was not known for sure that she corrected the errors found in the reading texts or made a list of the difficulties/ challenges that she faced in class.

The Results of Classroom Observation from Lecturer 2 (Mrs. F):

The last, the pedagogical implications of EFL Lecturer 2 were in the third rank, which categorized high, as the mean score was 3,942 with standard deviation was 0,82. The following are the results of classroom observation, it arranged based on the obtained highest mean score from the overall domains/topics in the observation checklist:

a. Topic I (Professional Ethics):

Regarding the professional ethics, during the teaching process, the lecturer treated fairly and respected to all the students. She did not discriminate which one is smarter. In addition, she also communicated positively. This was showed by responding well when students asking for opinions, not putting students down and respecting them, and giving constructive suggestions. Besides, she always wears proper dress code as an educator and being able to face students patiently, even always make them laugh.

b. Topic IV (Classroom Environment & Management Skills):

On the classroom environment and management skills, the lecturer always encourages the students to focus to the lessons well so that there will be positive developments at every meeting. In addition, she tried to create a relaxed classroom atmosphere, such as playing a relaxing music, but still make sure their students focused on doing assignments. During the learning process, she also tried to build the confidence of their students. This was shown by randomly appointing students to have the courage to speak English and answer the question in the board, but still in proper way in order to maintain a comfortable atmosphere and prevent bad behavior. Next, from the beginning to the end of the lesson, the lecturer always seen to face students with confidence and friendly to them. Regarding the classroom layout, the lecturer did not really give much pay attention to the appearance or layout of the class.

c. Topic III (Lesson Implementation):

At the beginning of learning, the lecturer asked first about the assignment and material at the previous meeting, then she gave a new topic where the both still interrelated. It showed that she gave 2 kinds of task where the students should fill in the blank answers related to the 2 songs being played. However, it was not known for sure if the lecturer immediately checked the previous work. Afterwards, when she gave group assignment, she focused towards the

explanations from each group representative regarding the results being discussed. This showed that lecturer also did not just teach in textually. Regarding the strategies, facilities, and learning activities were prepared by the lecturer according to the material being taught, such as prepared different material topics by distributed the 2 texts of song for each group to be understood what its meaning, then asking to each group representative to stand up to convey what had been discussed/ answered in their group. However, she did not put too much emphasize learning how to learn and it was not known for sure that she motivated students orally. In addition, the lecturer often gives instructions in English easily, but she also occasionally used Bahasa to make sure the students understood her explanations. Next, she always expects the progress from their students. This was shown by the way she accustomed the students to do their respective works, adapted the students' learning styles in a non-awkward way, and made good use of each end of learning by giving meaning to the material being taught. However, it was not known for sure that the lecturer varies the learning techniques according to students' level.

d. Topic V (Assessment and Evaluation):

When giving task to students, the lecturer gave time and checked them by asking students to see their errors through their explanations. However, it was not known for sure if she used assessment as a tool to identify students' difficulties. During the discussion, the lecturer completed the students' answers and gave more explanation about the material. In addition, she often varies and uses different types of questions, gives random questions to each student, and gives enough time for students to answer them.

e. Topic II (Planning):

Based on the preparation of materials & learning strategies prepared by the lecturer, it showed that she designed a coherent instructional plan & arranged clearly the teaching materials and prepared the assistive devices such as projectors according to the needs of the material to be taught. In addition, the lecturer considered the integration horizontally (student to student), but it was not known for sure in vertically (lecturer to student), included it was not known for sure that she considered individual differences among students, or reflected on the plan regularly, or considered the number of students, or filled in the follow-up table regularly at each meeting, or even considered the duration of time in each lesson as well.

f. Topic VI (Reflection and Self Evaluation):

Regarding the reflection and self-evaluation, it was not known for sure that the lecturer asked for help to other lecturers. However, she always seems to control the progress of their students by looking at the feedback they gave. In addition, it was not known for sure that she used self-assessments by asking students to answer some questions, or encouraged peer assessments like asking about students' difficulties, students' absences, students' understanding, or even made a list of the difficulties/ challenges that she faced in class, but she corrected the errors found in the reading texts.

CONCLUSIONS

The Indonesian EFL lecturers' performance based on the students' perceptions was categorized as effective and had a good performance in teaching English. As shown in the Positive Statement (PS) of the assessment instrument, most of the students frequently chose Strongly Agree and Agree in terms; used English well and fluently, wrote correctly, mastered the English grammar well, used clear learning steps, delivered the material clearly, simply, and

systematically, showed a cheerful attitude, easily smiles, showed positive attitudes, wisdom, funs, and affections to students. While at the Negative Statement (NS), most of the students frequently chose Strongly Disagree and Disagree in terms; smoked in the classroom, showing childish attitudes, only focusing on smart students, giving negative labels to students like “stupid” or other labels, and never taught in the class. It indicated the students’ perceptions of the EFL lecturers were having good performance in teaching. The lecturers showed good habits and always try to improve their competence in terms of planning, implementing, and evaluating the learning. Thus, it concluded that the lecturers’ performance not only showed their work results but also their behavior at work.

The EFL lecturers’ attitudes were proper and positive towards their teaching English in the classroom practices. It is supported by the performance and the ability of the lecturers that could increase the students’ motivation to learn through good collaboration with their students. The involvement of positive attitudes has a high influence in stimulating all the integrated aspects such as cognitive, affective, behavior, thoughts, as well as feelings so that it determined the success of lecturers in the teaching-learning process.

The pedagogical implications of Indonesian EFL lecturers were appropriate with the principle of pedagogical competence in teaching English in classroom practices. It was cultivated through their performance and ability, as well as attitudes that they could affect and improve their students’ learning English outcomes in terms of grammar and pronunciation. Moreover, every time at the beginning and the end of the class, the lecturers never forget to check and evaluate their students’ tasks concerning the Structure course and it is answered orally. At the same time, the lecturers always try to correct and evaluate their students’ pronunciation. These habits are indicated as one of the lecturers’ attitudes who always try to educate, guide, and evaluate their students to hone their skills in terms of listening, speaking, reading, or writing, or even to achieve the expected competencies in English. Under these observations, the EFL lecturers’ habits or attitudes were also integrated with their pedagogical implications which was not only shown in terms of cognitive and affective aspects but also attitude towards their profession. As is shown through the lecturers’ effort to maintain their habits of always evaluating their students.

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