English Education Journal

The Performances of ESP Lecturer's Pedagogical and Professional Competences in Teaching Speaking Class (The Case Study of Semarang University)

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Article Info	Abstract
	Pedagogical and professional competence in the ESP teaching and learning process is important because achieve goals of national education, teachers and lecturers are required to be a professional by having those competences. This research aimed to analyze the lecturers' pedagogical and professional competence in teaching ESP in speaking class in order to explain and analyze the relation of performance of it towards ESP learners' performance in speaking skill. Qualitative case study was employed in order to investigate the performances of pedagogical and professional competences of English lecturers in teaching ESP and how is the relation between those performances towards learners' speaking performances. The findings showed different performances of pedagogical and professional competence in very good and good categories. Then, there was positive relation between performances of pedagogical and professional competence towards ESP learners' speaking performances since mean values of ESP learners' speaking performance passed the minimum score of ESP subject. Practically, the result of this study gave benefit for educators and everyone who get involved and interested in the performance of lecturers' pedagogical competence to make it as knowledge to develop it in English education, especially in ESP context.

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INTRODUCTION

Teachers and lecturers are required to be a professional by having certain standards of competencies in order to achieve goals of national education. Houston & Howsam in Puspitasari et al (2016) described competence as adequacy for a task or as possession of required knowledge, skills, and abilities. Furthermore, the government has established a law that is regulated for teachers and lecturers' competences. It is structured on Law Number 14 the Year 2005 regarding teachers and lecturers, article 10 paragraph 1 being a teacher or a lecturer must have teachers' competences. They are pedagogical, personal, professional, and social competence.

Irmawari, Widiati, and Cahyono (2017) stated that pedagogical competence deals with teaching skills including teaching techniques, curriculum development, and assessment; personality competence related to an individual's personalities which can support teachers' jobs positively; social competence deals with the ability to socialize and communicate well with others; and professional competence deals with the mastery of English as a subject-matter and professional development as teachers.

Pedagogical and professional competence get much attention because of two reasons at least. First, those competencies directly relate to students in the teaching and learning process. Second, it is because all we know is that the output of education should aim at student improvement on achievement and to improve the student performance, it begins with the teachers' competence (Armour-Thomas, et al; Ferguson in Puspitasari et al, 2016).

Irmawati et al. (2017) found that pedagogical competence has become one of crucial aspects to be investigated because it deals directly with how the teachers run the teaching and learning process which aims to help students to learn the target in achieving the learning objectives. Meanwhile, mastering knowledge about English itself would be meaningless for English teachers or lecturers if they cannot help

learners to learn the target language and it can be achieved by having good pedagogical competence. Furthermore, pedagogical competence should be the main discipline of educational institutions for English language teachers or lecturers. Kiasi et al (2018) stated that teachers not only should be aware of what to teach, but also, they should be aware of why and how the subjects should be taught.

The other competence that becomes crucial aspects to be investigated is professional competence. Professional competence is competence related to the ability to master knowledge (Rahman, 2014). Under the professional competence, one can understand a set of professional and personal skills required for successful teaching. It would not be inappropriate to state that those ones can be called professionally competent teachers, who carry out teacher communication and various teaching activities on a high level, consistently achieving excellent results in training and educating the students. Professional competence is needed to ensure their work as becoming a teacher is not an easy work. Moreover, with all administrative kinds of stuff they must accomplish, they need to be aware of their professions including all the obligation and consequences. Thus, it is highly necessary for the teacher to have sufficient subject matter content, knowledge, in this case, that the text, when they deliver their materials.

Unfortunately, the performance of pedagogical and professional competences at the university level do not comply with reality when they taught English for Spesific Purposes (ESP). English for Specific Purposes (ESP). Mackay and Mountford (1978) described ESP as English language teaching which is generally used to refer to the teaching of English for a clearly utilitarian purpose. ESP implies special aim. This aim may determines the precise area of language required, skills needed. The main characteristic of ESP that is different with EGP is specifically needed in all of the aspects in ESP depends on the subject category.

ESP expects that students can improve their English ability to support their academic

life and prepare them for working life in the future after graduating from university. Additionally, it is expected to give the language and communication requirements whether it is spoken or written form in a particular professional field. This field-specific language communication training enables participants to master relevant communication and professional skills and, in so doing, meet the needs of the industry locally and internationally.

The fact in the reality reveals that there are some English lecturers who do not have good pedagogical and professional competencies that leads to the poor teaching quality since without having good competencies in teaching will influence the teaching result.

Hence investigating how pedagogical and professional competence in the ESP teaching and learning process is important. Knowing how well the lecturers performed pedagogical and professional competence will give sights of what parts need to be improved, straightened, added and eliminated in order to the goals of teaching and learning can be achieved properly.

This research aimed to analyze the performances of ESP lecturers' pedagogical and professional competence in teaching speaking class in order to explain and analyze the relation between performance of it towards ESP learners' performance in speaking skill. Speaking skill is interesting skill to be explored since it is related to ESP course which contains more practice than theory.

METHOD

Qualitative case study was employed in order to investigate the performances of pedagogical and professional competences of English lecturers in teaching ESP and how those performances provide impact on learners' speaking performances.

This study focused on investigating the performance of lecturers' pedagogical and professional competence and how those performances provide impact on learners' speaking performances in learning ESP at Universitas Semarang (USM).

This research involved three ESP lecturers in Semarang Universiy (USM) as research participants namely Mrs. Dina, Mr. Davi and Mrs. Hita (pseudonym). ESP lecturers' pedagogical and professional competences and learners' speaking performances in speaking class were the unit of analysis of the study.

Methods of data collection in this research were observation, interview, and document analysis. The data was gathered through observation is in video form and observation sheet and the data from the interview were in audio form and interview transcription. Then document analysis helped the researcher to gather information related to the focus of this study. This study involved four types of instruments including observation, in-dept interview, site document analysis and speaking test.

FINDINGS AND DISCUSSION

Findings

This section presents findings of three research questions in this study related to the performances of ESP lecturers' pedagogical and professional competences in speaking class and the effect of ESP lecturers' performances of pedagogical and professional competences towards learners' speaking performances.

Claimed of pedagogical and professional competence values followed *Permeneg PAN and RB Nomor 16 tahun 2010 tentang Jabatan Fungsional Guru dan Angka Kredit,* it can be determined as to the percentage and credit score percentage as listed in table below:

Table 1. The Percentage and Credit Score Percentage

Result of PK Guru	Category	Credit Score Percentage
91 – 100	Very good	125
76 – 90	Good	100
61 – 75	Fair	75
51 – 60	Poor	50
≤ 50	Bad	25

Good Performance of Pedagogical Competence

Good performances of pedagogical competence were supported by the findings of class observation data and interview.

The researcher adopted pedagogical competence checklist and calculation from *Peraturan Kementrian Pendidikan Nasional, Direktorat Jendral Peningkatan Mutu Pendidik dan Tenaga Kependidikan Tahun 2010, Pedoman Pelaksanaan Penilaian Kinerja Guru* for gathering classroom observation data. It covers seven aspects for pedagogical competence namely (1) understanding the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; (2) control of learning theories and principles of learning that educates; (3) developing a curriculum, determining learning goals, learning materials and assessment instruments that are appropriate for students; (4) utilizing information and communication technology for the sake of learning; (5) facilitating the development of potential learners to actualize their potential; (6) communicating with students both inside and outside the learning process; (7) conducting the assessment and evaluation processes and learning outcomes.

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outside the learning process; (7) conducting the assessment and evaluation processes and learning outcomes.

After calculating the data of classroom observation based on the formula above, the researcher found that Mrs. Dina got 92.85 for PKG value with very good category while Mr. Davi and Mrs. Hita got 85.71 and 82.14 with good category in performance of pedagogical competence. In other way, the average result of pedagogical competence for these three lecturers is in good category with 86.90. This finding was consistent to Lao, Kaipatty and Jeronimo (2017) who conducted a study on teachers' competency in teaching English at SMA Negeri 2 Kupang.

Findings of interview data for the first aspect namely controlling the characteristics of learners from physical aspect, the spiritual moral, social, culture, emotional and intellectual, the lecturers stated that direct communication was the key of this aspect. Direct communication could be form by talking to the learners, getting response of the learners, having discussion with the learners and observing the learners. The lecturers said that by doing types of direct communication, they could understand and control the characteristics of learners from various aspect.

The second question that is related to creating learning theories and principles of learning that educates the learners got answers from those lecturers who said that the learners were the key of this aspect. The learning theories that educates depended on learners' ability, teaching materials, teaching methods and students needs since they agreed that learning that educates learners was something gave effect to the learners. The learners felt happy, enjoyed learning process were the indicator of learning theories and principles that educates learners.

Policy of faculty became an answer for third questions in developing a curriculum related to the subject matter. The lecturers said that in determining learning goals, learning materials and assessment instruments that were appropriate for depended on request from the faculty, and students need.

Findings of interview data for the fourth aspect namely utilizing information and communication technology for learning purposes the lecturers answered information and communication technology was used as a tool to make some exercise such as making video by their gadget. Then creating Whatsaap group for communication purposes was one of the way lecturers used the information and communication technology for learning purposes. They claimed teaching and learning process should be follow the development of the information and communication technology so the learners could achieve goals easily.

Related to facilitating the development of potential learners to actualize their potential aspect, the lecturers had same answers of this question. They advised the learners to join an English group of their campus called by EPIC. By joining that group, the learners were expected to actualize, explore their English abilities.

Then for the next question which related to communicating effectively, empathetic, and manner with the learners, the lecturers stated that their learners could contact them through media social and had a meeting with the lecturers. They were very welcome to their learners who wanted to have a talk either related to academic matters or personal life. One of them said that good communication with the learners was an important part in teaching and learning process.

Related to the next question about conducting the assessment and evaluation processes and learning outcomes, the interview data showed that types of assessment and evaluation instruments depended on learning materials. Then, all those lecturers used the results of learners' performances for their reflection in order to improve learning methods, learning material and make better learning process, for next semester. Additionally, one of three lecturers said that the results of learners' performances were used as the data for her research and information to the other lecturers.

Findings of interview data for the last aspect namely taking an action to improve the quality of reflective learning showed that the lecturers asked feedback from the learners and other lecturers. Additionally, one of the lecturers stated that utilizing technology maximally could be the way to improve the quality of learning.

Good Performance of Professional Competence

Outstanding performances of professional competence were supported by the findings of class observation data, and interview.

In gathering classroom observation data, the researcher adopted professional competence checklist and calculation from Peraturan Kementrian Pendidikan Nasional, Direktorat Jendral Peningkatan Mutu Pendidik dan Tenaga Kependidikan Tahun 2010, Pedoman Pelaksanaan Penilaian Kinerja Guru. It covers two aspects for professional competence namely (1) mastering the material concept structure and scientific mindset that supports the subjects being taught; (2) developing professionalism through reflective action.

After calculating the data of classroom observation, the researcher found that Mrs. Dina and Mr. Davi got 100 for PKG value with very good category while Mrs. Hita got 87.50 with good category in performance of professional competence. In other way, the average result of pedagogical competence for these three lecturers is in good category.

This finding was consistent Ukur, Purba, and Wau (2017) who conducted a study on improvement of teachers' professional competence through academic supervision of artistic model in SMA Negeri Lubukpakam, Deli Serdang.

Good Performances of Learners' Speaking

Good performances of learners speaking test were supported by mean values of each class which passed 60 score as the minimum score for ESP. Speaking test of this study was design in order to measure learners' performances of speaking skill especially for pronunciation, syntax, vocabulary, content, and presentation aspects in company presentation scope. Mean values of Mrs. Dina class showed in 78.67 while

Mr. Davi class got 69.78 as the mean values and Mrs. Hita got 77.33 for mean values of her class. This finding was consistent to a study conducted by Kusrini (2012).

Good Findings of Instructional Document

Good findings of document analysis was supported by the calculation of syllabus and lesson plan document. Aspects in syllabus analysis are amount of syllabus, process in arranging syllabus, completeness of syllabus components, standard competence and basic competence, materials, learning process, time allocation, learning resources and assessment. While the aspects of lesson plan analysis are identity, indicators, learning goals, learning materials, learning media and sources, learning method, learning activity, assessment. According to the calculation of document analysis, the lecturers got different values but had same category namely good category. Mrs. Dina got 79.54 of 100 scale in good category for syllabus analysis and 81.25 for lesson plan analysis in good category. Meanwhile, Mr. Davi got 72.7 of 100 scale in sufficient category for syllabus analysis and 86.1 for lesson plan analysis in good category. The last lecturer, Mrs. Hita got 70.45 with sufficient category and 81.25 for lesson plan analysis in good category.

Discussions

Findings of class observation, interview, learners' speaking test, and document analysis above were interpreted specifically in order to figure out the clear explanation about the performances of ESP lecturer's pedagogical and professional competences in teaching speaking.

Good Performance of Pedagogical Competence

Discussion for good performance of ESP lecturer's pedagogical competence gathered from class observation data, interview, and document analysis.

According to observation and interview data, pedagogical competence covered seven aspects namely (1) understanding the characteristics of students from physical, moral,

spiritual, social, cultural, emotional, and intellectual aspects; (2) control of learning theories and principles of learning that educates; (3) developing a curriculum, determining learning goals, learning materials and assessment instruments that are appropriate for students; (4) utilizing information and communication technology for the sake of learning; (5) facilitating the development of potential learners to actualize their potential; (6) communicating with students both inside and outside the learning process; (7) conducting the assessment and evaluation processes and learning outcomes. As mentioned in findings before that the minimum score for each aspect was one and for the maximum score for each aspect was four. Findings of classroom observation data showed the Mrs. Dina got very good value; it was 92.85 from 100 scale with very good predicate. Meanwhile both of the Mr. Davi and Mrs. Hita got good values, they were 85.71 and 82.14 from 100 scale with a good predicate. These aspects of pedagogical competence were the same line with Sukanti et al in Astuty (2015), Puspitasari, Anugerahwati and Rachmajanti (2016), Arisman, Hmara and Weda (2017) Lao, Kaipatty, and Jeronimo (2017). The discussion of three lecturers below was analyzed for each aspect for pedagogical competence performances that mentioned above.

For the first aspect, understanding the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, the three lecturers did not perform completely and got score three from score four as the highest score for each aspect in observation data. Those lecturers only identified some students not for every student and only for some aspects namely physical, moral, social, cultural and intellectual aspects. In understanding students' characteristics, the lecturers identified their students' characteristics inside the class and outside the class. Based on interview data the ways of lecturers in understanding the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects basically were

in the same line. They observed students directly and it could be seen from introduction in the first meeting, having discussion, and students' responses in teaching and learning process. Lecturers took a note and used information related to students' characteristics to support teaching and learning process and achieve goal of education. This statement was similar to what was stated by Sudjana and Rifai (2007) who said that the education goal basically led the students to the changes of behavior both intellectual, moral and social.

The second aspect, controlling the learning theories and principles that educate students, three lecturers got four as highest score of this aspect in observation data. In this aspect, the lecturers were asked to apply various of teaching approaches, strategies, methods creatively based on lecturers' standard competence in order to encourage te students to study hard. This aspect was in the same vein with Borg in Kazungu (2018) who stated that pedagogical competence was lecturers' ability to know how create an environment that is conducive for learning.

Creating conducive environment for learning could be reached by applying creative teaching method and strategy since students could explore more teaching materials by using various teaching approaches, strategies, and methods so the goal of teaching and learning process could be reached. Interview data showed that Mrs. Dina assumed learning theories dan principles that educates students were theories and principles should be based on student's needs. Meanwhile, Mr. Davi and Mrs. Hita said that learning theories and principles was process of someone who have not do something right to do something right. Both of these lecturers agreed that during the process, the lecturers used interactive teaching and learning process in order to students felt comfort with the atmosphere of the class so they could get learning materials easily. In sum, both of these lecturers said that students' response or feeling was the important thing in teaching and learning process.

Then third aspect was developing curriculum. In this aspect, three lecturers got different scores. In observation section, Mrs. Dina and Mr. Davi got score three and Mrs. Hita got quite low score for this aspect, it was score two. Developing curriculum meant that lecturers could make syllabus based on goals of curriculum and using lesson plan according to goals of teaching and learning process. Developing curriculum also asked lecturers to choose, arrange, and creating teaching materials based on students' needs. As stated in Basturkmen in Saadia (2013), choosing, arranging, and creating teaching materials based on students' needs was one of five key roles of ESP lecturers which stated by Evans and John (1998) namely ESP lecturers as a course designer and material provider. Based on interview data, the lecturers got curriculum from their faculties then they arranged syllabus and determined learning materials, assessments and teaching methods based on curriculum and students' needs. This lecturers' answers were on the same line of a research that conducted by Nababan in Dewi (2015) that stated in designing ESP materials should follow a syllabus that is underpinned by students' needs in their present or future studies.

The fourth aspect in performance of pedagogical competence was conducting teaching and learning activity that educates students. In observation section, three lecturers got different scores for this aspect. Mrs. Dina and Mrs. Hita got highest score for this aspect; it was score four. Meanwhile, Mr. Davi got score three for this aspect. In this aspect, lecturers were asked to conduct an activity that help students' learning process. An activity that educates students meant a series of action or steps towards achieving goal of education. In this step, lecturers conducted learning activities based on syllabus and lesson plan, communicated new information to students according to students' ability, faced students' mistakes as part of teaching and learning process and conducted learning activities according to daily life context.

Understanding and actualizing students' potential was the fifth aspect in performance of pedagogical competence. Scores for this aspect were score four for Mrs. Dina and score three for Mr. Davi and Mrs. Hita. Based on this aspect, the lecturers were required to analyze students' potential academic and identify their student' potential development by learning program that supported students to actualize academic potential, personality and creativity. This aspect was in the same line with a research that conducted by Sukanti et. al in Astuty (2015) which stated that one of the way to perform pedagogical competence was to actualize students to get various potentials. According to interview data, these lecturers had same answer in understanding aand actualizing students' potential. They noticed students' potential in teaching and learning process and proposed students to join an English club in their campus called by EPIC.

The next aspect was communicating with students both inside and outside the learning process. All of three lecturers got the highest score for this aspect in observation section. Communication between lecturers and students was the important thing in teaching and learning process. Communication between lecturers and students could be formed in teaching and learning process. This aspect reflected a research of Bojovic (2006) that stated ESP lecturers need to have considerable flexibility, it meant that as lecturers they have to be flexible with their students in communication way either inside of the class or outside of the class. Additionally, he stated that the lecturers needed to be willing to listen to learners, take interest in activites that students were involved in since all of those included the form of communication between lecturers and students. Therefore, the lecturers were really welcome to students who want to communicate with them and the lecturers either inside or outside of the class. Then for communicating with students, lecturers allowed students to have talk such as eye to eye discussion or using media such as social media.

The last aspect came from assessment and evaluation. Mrs. Dina and Mr. Davi got highest score for this aspect, while Mrs. Hitta got score three for this aspect in the observation section. Assessment and evaluation aspect were an important part of teaching and learning process since to measure how effective learning system that included teaching materials and teaching methods that was applied by the lecturers. As stated, Dudley-Evans and John (1998) who stated that one of five key roles of ESP lecturer were ESP lecturer as a evaluator. Evaluator in the five key roles of ESP lecturer was a process in assessing students, courses, and materials based on curriculum during teaching and learning process and was held in the middle and end of teaching and learning process. Based on interview data, those three lecturers conducting assessment and evaluation instruments based on students' needs and learning materials. The lecturers' answer was a reflection of a research that conducted by Khalid (2016) which said that needs assessment of students was considered as an important domain under ESP scopes. The lecturers not only used the student's assessment' results as final score of students but also used that result for assessment analysis and improvement of learning process.

Good Performance of Professional Competence

Discussion for performance of ESP lecturer's professional competence gathered from class observation data and interview. According to observation and interview data, professional competence covered two aspects namely (1) mastering material, structure, concept, and mindset of scientific support of teaching subjects; (2) developing professionalism through reflective action.

The first aspect of professional competence was mastering material, structure, concept, and mindset of scientific support of teaching subjects. Three lecturers got score four as highest score of this aspect in observation process. This aspect required lecturers to do professional indicators as a lecturer. They were 1) the lecturers mapped standard competence and basic competence for the subjects they taught to identify learning materials that were

considered difficult, did the planning and implementation of learning, and estimate the allocation of time required; 2) the teacher included appropriate and current information in the planning and implementation of learning; 3) the teacher prepared materials, plans and implements learning that contains appropriate, current information, and which helps students to understand the concept of learning material. Based on interview data, to reach this aspect, the lecturers did reflection during teaching and learning process. They divided difficult materials then improved teaching method for the difficult materials in order to make the difficult materials were not difficult anymore then the lecturers related teaching materials to real life in order to make students understood the teaching materials easily.

The second aspect of professional competence was developing professionalism through reflective activities. Both Mrs. Dina and Mr. Davi got score four as highest score and Mrs. Hita got score three of this aspect in observation process. For this aspect, lecturers were asked to reflect on their own performances continuously and utilize the results of reflection to improve professionalism and follow professional development through learning from various sources, the teacher also utilized ICT in communication and professional development if possible. To reach this aspect, based on interview data showed that lecturer conducted a self-evaluation specifically, completely, and supported by examples of self-experience. Additionally, the lecturers had a learning journal, input notes from peers or the results of an assessment of the learning process as evidence that illustrates its performances and utilized evidences of their performance descriptions to develop the planning and implementation of further learning in the professional development. Moreover, lecturers conducted research, develops innovative works, follows scientific activities (e.g. seminars, conferences).

Good Performances of Learners' Speaking

Speaking skill was chosen to be tested in this research since the standard competence in the syllabus stated that learning materials contained 40% material and 60% practice. According to results of students' speaking performance above that stated students' speaking performances in three lecturer classes passed the minimum score, it was 60. The average values of students' speaking performance in three lecturer classes were 78.6 for Mrs. Dina, 69.8 for Mr. Davi, and 77.3 for Mrs. Hita. This speaking test was conducted in the right way since the oral presentation was one of important part of speaking skill in order to prepare the students to face job life after they graduate from the university.

These results indicated that there were positive relation between performances of ESP lecturer's pedagogical and professional competence with learner's speaking performances.

Good Findings of Document Analysis

Syllabus became the important thing in teaching and learning process. According to the calculation of document analysis above, three lecturers got good predicate in conducting syllabus and lesson plan. Mrs. Dina got score 79.4. Mr. Davi got score 72.7, then Mrs. Hita got 70. 45.

It revealed that those three lecturers could be considered as lecturers who have good pedagogical and professional competences. The syllabus of three lecturers above contained the criteria for ESP syllabus aspects which stated by Robinson in Dewi (2015). It was stated that syllabus should contain students' needs namely ESP learning goal, students' input related to what they can do after finishing their ESP course and in syllabus that was conducted by those three lecturers contained materials related to what students can do after finishing their ESP course even though there were some aspects were missed in that syllabus.

CONCLUSION

This research has revealed the answers for three research questions in this research. In first research question, this present research analyzes the performances of lecturers' pedagogical competences in teaching speaking in ESP class. It is found that the performances of three lecturers' pedagogical competences are in very good predicate with value 92.85 for Mrs. Dina and good predicate for Mr. Davi and Mrs. Hita with values 88.88 and 83.33. Those values are analyzed by seven aspects that cover pedagogical competence namely (1) understanding the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; (2) control of learning theories and principles of learning that educates; (3) developing a curriculum, determining learning goals, learning materials and assessment instruments that are appropriate for students; (4) utilizing information and communication technology for the sake of learning; (5) facilitating the development of potential learners to actualize their potential; (6) communicating with students both inside and outside the learning process; (7) conducting the assessment and evaluation processes and learning outcomes.

In the second research questions, the performances of lecturers' professional competences in teaching speaking in ESP class were analyzed by the researcher. It was revealed that the performances of three lecturers' professional competences are very good values for Mrs. Dina and Mr. Davi with very good predicate, while Mrs. Hitta is in good values, with a good predicate. Those values were analyzed by two aspects that cover professional competence namely (1) mastering material, structure, concept, and mindset of scientific support of teaching subjects; (2) developing professionalism through reflective action.

In the last research question, the ESP lecturers' pedagogical and professional performances had positive relation with learner's speaking performances. It was found that the averages values on learners' speaking performances for three lecturers pass the minimum score. The values were analyzed by five aspects of speaking assessment especially oral presentation namely pronunciation, syntax, vocabulary, content, and presentations.

Based on observation, result and discussion of this research, the researcher found limitation namely methodological limitation. It is researcher's difficulty to interview the lecturers right away after the researcher did observation, do not take longer time to do interview after doing observation because of the lecturer's activities, the interview could not hold after the observation. To overcome this limitation, the researcher used videos, pictures while doing observation to memorize the activities in observation in order to make lecturers easy to answer the interview questions.

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