

# Perception of EFL Teachers' Satisfaction on Pedagogical Process

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## Abstract

This study examines teaching performance satisfaction among three English teachers in Makassar. These three teachers are students at a postgraduate program in English Education (Ph.D Program) at the State University of Makassar. All of them have more than seven years experience, two teaching at Secondary High School and one of at Senior High School. Two of them are males and one is female. Interviews were carried out with these Intensive EFL program teachers. Interviews were transcribed and analyzed according to the grounded theory method. The research focused on teacher's satisfaction with their pedagogical competence. Findings reveal whether all the EFL teachers felt satisfied with their pedagogic competence across all seven indicators, as follows: (a) understanding learners' characteristics, (b) mastering teaching-learning theory (approach, method strategy of teaching), (c) developing curriculum, (d) presenting instructional process, (e) understanding and developing learners' potency, (f) communication, and (g) evaluation (Ministerial Education, 2010).

**Keywords:** pedagogic, competence, satisfaction, EFL teachers

## 1. Introduction

### 1.1 Background

Many people are not interested in choosing to work as teachers. They know that a teacher's salary is low and does not seem to compensate fairly for the amount of time worked. A teacher has to be at school minimally 7-8 hours a day; he/she might be teaching for six hours and the rest of the time he/she spends correcting students' work. Even then, teachers might not finish the day's work and have to bring home papers with them and they need some extra time to work at home. This takes away from the valuable routine activity of preparing tomorrow teaching process (Susilo, 2007). Yet, the teachers still face great facets related to their family (living cost) and their students' attitude diversity. Therefore, the question is how do teachers feel satisfied to their teaching profession if they still have many problems?

As long as the pedagogical process happens in the classroom, the teachers themselves know what is going on in their class. Many supervisors are from local or provincial departments of education and do not have enough time for observing instructional processes in the classroom, and neither do the principals (Syamsury & Ibrohim, 2008; Hendayana et al., 2007). When they come to schools, they typically observe teachers' teaching documents devices, such as lesson plan, instructional materials and test formats. They rarely come in to the classroom to observe the teachers' instructional classroom process to note what happens or develops with the teachers teaching as well as the learners learning. The way the supervisors and principals observe the teachers' administrations or documents, can have a bad effect for teachers because they may not care for their teaching and learning process, and they may begin to think that their responsibility is only preparing instructional documents, such as lesson plans and assessment formats (Hendayana et al., 2007). Supervisors of education and culture department and principals are expected to have pedagogic competence instead of administrative competence in order they can observe ongoing instructional process in the classroom and provide formative evaluation for teachers.

The Ministry of Education has enacted a number of regulations, especially related to the teachers' roles and competencies, both about academic or non-academic activities. All these regulations lead teachers to work to achieve what has been targeted in the regulations. Then, what is interesting about the teacher's job or the teaching profession? The important thing is that teachers need to find ways to make their teaching job joyful, happy, or satisfying (National Education Ministerial, 2010).

The central government, especially the Ministry of Education and Culture, has made many efforts to enhance educational quality in Indonesia by giving many kinds of training activities for teachers to improve their professional development and increase awareness of and responsibility for overcoming problems related to their particular work world. In enhancing educational quality, in 2005 the government and the parliament of Indonesia approved Indonesian Act number 14 year 2005 concerning teachers and lecturers (Mahja, 2005). The act describes the appropriateness of educational practice and provide teachers' assistance to direct them as professional teachers. On the one side, the job as a teacher can get higher status, but on the other hand, that acknowledgement necessitates teachers to accomplish a number of requirements to attain minimal standard as professional.

In accordance with the information and technology and development, teachers' knowledge and experiences should also be developed. Many teachers do not have sufficient knowledge of their subject; often having themselves not mastered the basic concepts and knowledge they are supposed to be transmitting to their students. They also do not have the necessary pedagogic skills with the result that lessons are often boring and ineffective (Weston, 2008). Some trainings, seminars and scientific discussions are opportunities for refreshing or developing teachers' knowledge whether for pedagogical knowledge or professionalism knowledge. But, unfortunately, most principals rarely want to allow their teachers to take part in academic and scientific activities of teacher's forum on Field Study or Teacher Working Group (Musyawarah Guru Mata Pelajaran-MGMP) (Hendayana, 2007). On the other side, few teachers are able to use ICT (Information Communication Technology) to improve their knowledge and professional skills even though ICT facilities (i.e., computers, videos, slide monitors, telephone, language laboratory, and a few schools in town facilitated with internet channels) are available in each of their schools.

### 1.2 Research Questions

The researcher poses the following research questions:

I) How do the EFL teachers perceive satisfaction on the following measures of pedagogic competence: (a) understanding learners' characteristics, (b) mastering teaching-learning theory, (c) developing curriculum, (d) presenting instructional process, (f) understanding and developing learners' potency, (g) communication, and (h) evaluation?

II) How important are each of these indicators for teacher satisfaction?

### 1.3 Literature Review

At present teaching job satisfaction has become an important issue. It is acknowledged that people are interested to work in the organization as well as the services where they get more satisfaction. It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs researcher is interested in analyzing four teachers' competencies: namely pedagogic, personal, social, and professional competencies. But, because of time limitations the current project focuses on one teacher's competence, namely pedagogical competence only. This competence consists of seven indicators which are expected of all teachers (Ministry of National Education, 2010): (a) understanding learners' characteristics; (b) mastering teaching-learning theory; (c) developing curriculum; (d) presenting instructional process; (e) understanding and developing learners' potency; (f) communication; and (g) evaluation

This study tries to reveal the pedagogic competency satisfaction of three EFL teachers who are also studying in a postgraduate program in English Education at the State University of Makassar.

#### 1.3.1 Teachers' Job (Profession)

Meanwhile, in *Learning: Treasure Within*, UNESCO states four education foundations which should be had by all education practitioners, especially the teachers:

- First, "learning to know": teachers must know not only the content of a lesson, but how to deliver it.
- Second, "learning to do": teachers should build their students' creativity and productivity so they can face all situations.
- Third, "learning to be": teachers should be able to inspire their students' independence and develop their wisdom, so they can be good world citizens.
- Fourth, "learning to live together": students are expected to be able to appreciate one another and live together in one society through cooperative learning (UNESCO, 1996, pp. 85-89).

One purpose of education is to develop a high quality of human resources. Good human resources will support a national foundation. As stated in Indonesian act number 20 year 2003 about National Education System of Indonesia that the function of education is to develop national character and good civilization, created from the value of religion in our students. It is, then, implemented in their behavior as a good citizen (Department of National Education, 2003). Here, the role of school, as a place to educate students, is very important.

One key to good education is a competent teacher. Teachers must be able to serve their students well; and teachers are also required to master the material, apply solid pedagogical strategy, and guide the students, so that the students can be successful in every aspect of their life (Sukardi, 2008).

Applying the four pillars of education, the Indonesian government enacts legislation regarding teachers and learning. Through national regulation number 14 year 2005 is so called the law of teachers and lecturers, the government insists that teachers are competent enough in order to help their students to be able to learn those four pillars. According to Widayati (2002, p. 29), the characteristics of a competent teacher is a teacher who can: (1) understand the teaching profession and recognize that teaching is a prestigious profession in society; (2) give a positive reward during teaching and learning process, so their students will seek learning as a self-reward; (3) demonstrate both sympathy and empathy for their students; (4) realize that teacher should be a life-long learner.

This vision leads the government to have a great effort to determine the teachers' position in the educational process. Chapter XI, article 39 paragraph 2 in the Law No. 20 year 2003 about the National Education System states that an educator is a professional doer who plans and does the teaching-learning process and treats, supervises, and evaluates the students' learning process as well. Furthermore, in article 40, paragraph 2 confirmed that teachers and education personnel have a duty to: (a) create an atmosphere of meaningful education, fun, creative, dynamic, and dialogue; (b) have a professional commitment to improve the quality of education; and (c) exemplify and maintain the good name of the institution, profession, and position in accordance with the trust given to him.

### 1.3.2 Teachers' Satisfaction

The sense of satisfaction is a feeling of someone emotionally or materially fulfilled properly. Besides dealing with feeling, satisfaction is also related to a person's behavior. If the desire or expectation of someone is available or fulfilled, that can affect attitudes or behavior positively. What is about job satisfaction? Job satisfaction is certainly very much determined by the performance indicators and job description of a particular job. In this paper we focus on the teaching profession or teacher occupation, teacher satisfaction certainly lies on the duty and responsibility as a teacher. Teacher's job is to teach then he is obliged to master the competencies and teaching skills, if those duties and competencies or skills can be executed properly then she/she will feel satisfied. Furthermore, it would be wise if we look at some opinions about job satisfaction, especially job satisfaction as a teacher.

Anderson (2001) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. He notes that the definition incorporates both cognition (appraisal) and affects (emotional state) thus he assumes that job satisfaction results from interchange of cognition, and affect, or thoughts and feelings. Darboe (2003) defines job satisfaction as the extent to which a staff member has favorable or positive feelings about work or the work environment. While, Simatwa defines it as being the positive emotional reaction and individual attitudes towards job. Further Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011). The performance of teachers become one of the determinants in achieving learning outcomes of teaching quality, where performance is important in your organization to achieve these goals (Mahendra, 2013).

One of the factors that affect the performance of good job is the level of satisfaction, as stated by Payakachat et al., (2011) found no relationship between performance and job satisfaction are linked to one another to be more productive. Job satisfaction is a comparison between what is expected with what is acceptable, if it would cause negative (less satisfaction) it would also impact on job performance. Anderson (2001) attempts to see the capacity impact of satisfaction. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus job satisfaction is a result of the overall reaction towards a job.

Motivation also plays an important role to determine the level of job satisfaction as what stated by Rahman and Deviyanti. Motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. From those statements, we can say that motivation is one of the factors that influence people in successfully learning language. In other word, if the motivation is higher, the result of learning will be better (Rahman & Deviyanti, 2012). But on the other side, Laithwood (2008) differentiates

between motivation and satisfaction. Motivation is a direct cause of behavior, whereas job satisfaction is not. Further he delivers an example:

most teachers would experience a sense of satisfaction when a student, struggling to understand rational numbers, finally seems to “get it.” But something more than this experience of satisfaction is required before most teachers would decide to address the challenges and the personal costs associated with implementing a new program intended to help all of their students “get it.” Viewed in this light, satisfaction is a pleasant feeling likely to reinforce one’s existing practices and contribute, along with other feelings, to the likelihood of sustaining those practices. Motivation, in contrast, is a more intense feeling likely to produce some action, some change in one’s existing practices (pp. 14-15).

According to Kumar (2007), teacher’s job satisfaction is a complex phenomenon that has many factors related, i.e., personal, social, cultural and economic. Teacher’s job satisfaction is also a result of a variety of teacher attitudes towards work and the factors associated with her/his work. Teacher job satisfaction is a pleasant feeling about the teacher or not the job based on the teacher’s expectations with consideration given by the school. Teacher job satisfaction is shown by his attitude at work or teaching. Cunningham (2009) implies, “One of the most exciting aspects of teaching is that every day offers new ways to learn and grow. Although you can never be completely prepared for every possible question or event, your positive attitude, strong professionalism, and communication techniques will carry you far” (p. 193).

Usop et al. (2013) indicate that the teachers of Division of Kotabato City were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher’s satisfied with their job is also able to be more productive. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

According to Ministerial Education and Culture (2012) and Widiyani (2002), job satisfaction is very dependent on one’s profession. Job satisfaction as a teacher, for example, he has to understand well the teaching profession, such as: (1) to understand that the teaching profession is a respectable profession and prestigious among the public; (2) to give a positive reward during teaching and learning process; (3) show sympathy and empathy to the entire school community; and (4) to realize that as a teacher must constantly improve her/his quality and keep learning continually (p. 29). While, Tilaar stipulates three duties of teacher: (a) teachers as the agent of changing; (b) teachers as the developer of attitude and understanding—the feeling of understanding one another is very important; and (c) third, teacher as professional educator. School is pointed as the center of learning experiences. Those are the reasons why the teachers have to improve their professional competence (Tilaar, 1999, pp. 312-314).

## **2. Methodology**

### *2.1 Research Design*

A qualitative grounded theory method was used as the framework for this study. In an attempt to understand EFL teachers’ perception of satisfaction, it was necessary to establish an analytic model based on the analysis of interview data (Strauss & Corbin, 1990). The intent of a grounded theory study is to “generate or discover an abstract analytical schema of a phenomenon that relates to a particular situation” (Creswell, 1998, p. 56). In this study, 20-minute interviews were conducted twice to each participant of 3 EFL teachers focused on pedagogical competence.

### *2.2 Research Subject*

The 3 participants were all postgraduate students enrolled in a teaching-English Education program at State University of Makassar. All of the participants were in their second semester of postgraduate study in the English Education program. All of the participants have more than 7 years of teaching experience. Two of them teach at Senior High School while one of them teaches at a Junior High School. One is female and two are males.

### *2.3 Data Collection*

Each participant was interviewed twice, and each interview lasted for about 20 minutes. The interview questions were semi structured and focused on EFL teachers’ perceptions of satisfaction only on pedagogic competence which covers seven aspects: (i) understanding learners’ characteristics, (ii) mastering teaching-learning theory, (iii) developing curriculum, (iv) presenting instructional process, (v) understanding and developing learners’ potency, (vi) communication, and (vii) evaluation.

During the interviews, participants described their views regarding their competencies as teachers and their satisfaction in terms of the implemented competencies. All interviews were recorded and transcribed at a later date; field notes were also collected during the interviews

#### *2.4 Data Analysis*

Data analysis, following the grounded theory method, involves a procedure of coding in several different ways once data collection is fairly complete. During open coding, a researcher analyzes “the field note, interview, or other document very closely: line by line, or even word by word” (Strauss, 1987, p. 28). In this intense scrutiny of the data, many possible meanings for each word or phrase are considered through the use of generative questions.

During axial coding, a researcher develops categories from the generated meanings and gains an understanding of the various dimensions of the categories, their distinctions, and their relationships to each other. During the next stage, selective coding, the researcher analyzes the data once again and refers to the previous coding that has been carried out, one of the categories is chosen as the main code for understanding the data. All others become “subservient” to this code (Strauss, 1987). As a researcher develops a grounded theory, he repeatedly returns to the data to ensure that it has been fully saturated in the search for categories and their properties.

#### *2.5 Validity Considerations*

The validity of this study, following the grounded theory method (Strauss, 1987), is based on careful and strenuous coding as well as repeatedly returning to the original transcripts and field notes to ensure that the developing theory truly described the data. In addition, in order to assist with validity considerations, participant checking was carried out with several of the teachers by email or phone after the interviews.

A final validity consideration is the role that the interview itself might have played in each teacher’s stage of concern about teaching job satisfaction. It became evident through many of the interviews that teachers demonstrated high awareness or concern about the teaching satisfaction. However, during the interview itself, teachers generally reflected on their positions and demonstrated a beginning awareness about their own teaching practices surrounding the issue of satisfaction or dissatisfaction.

### **3. Results and Discussions**

In this part, its causes and rationales of the teachers’ satisfaction or dissatisfaction is discussed. These results will be presented as they relate to the seven teacher’s pedagogic competence indicators (1) recognizing students’ characteristics, (2) mastering learning theory and the principle of educated instruction, (3) curriculum-lesson plan, (4) acting-instructional process, (5) develop learners’ potency, (6) communication, (7) evaluating learning result.

#### *3.1 Recognizing Learners’ Characteristics*

When the researcher asked a question related to how teachers identify and recognize learners’ characteristic as one of sub-competence of pedagogical competence two interviewees expressed dissatisfactions, while one of them showed his happiness. The reasons for dissatisfaction was said to be related to the students’ age. These 2 respondents taught Senior High School (SHS) students, ages 16 to 18 years. As adolescents, they need a lot of attention from adults (Sukmadinata, 2004). These interviewees acknowledged that teaching at the university provide greater satisfaction as university students are much more aware of learning English as a foreign language than students at the SHS.

Recognizing or understanding learners’ characters are essential for an EFL teacher. EFL teachers are required to identify each of their student’s learning characteristic in the classroom. They also must encourage all their students get similar chance to take active participation in instructional activity (Kemendiknas, 2010, p. 59). A creative EFL teacher usually can identify his/her students’ characteristics in the first days of the class. He/she may try to know the cause of divergent attitudes of the students to ensure that attitude does not adversely affect other students. On the other side, the teacher has to develop his/her students’ potential based on their background knowledge and preparedness for the school setting.

#### *3.2 Mastering Learning Theory and the Principle of Educated Instruction*

For this indicator of this pedagogical competence, all interviewees perceive their satisfaction. When the researcher asked them why they felt satisfied with the sub-competence, they indicate that they have learned much more about teaching methods and teaching strategies. They also felt more comfortable with educated instruction (educated teaching-learning) because they had shared their teaching performance with their

postgraduate classmates. When this experience was implemented or attempted at their schools, it was very helpful in making the class running effectively.

In this case, EFL teachers are required to select various teaching approaches, methods, and strategies creatively as appropriate with the teacher's competency standard. Therefore, the EFL teachers suit the instructional methods with the students' learning characteristics and motivate them to learn. The spirit of Competency Based Curriculum (CBC) is to provide the teachers with the opportunity to develop their own teaching experience. In this aspect, EFL teachers take responsibility for setting year-long as well as short-term English program for their students. In doing so, EFL teachers should fully understand the goals of English education stated in the content standards and use them as the starting point in developing instructional English. Although there is an established document of competency standards as well as their corresponding competency bases, it is not enough for EFL teacher to look at this document only. They must employ the list of the goals and the list of the competencies as the two sides of one coin.

### *3.3 Developing Current Curriculum (Constructing Syllabus and Lesson Plan)*

The three interviewees or respondents when asked about the indicator developing curriculum in form of lesson plan' they all expressed satisfaction. All teachers stated that they analyzed English syllabi to identify the competency standard and basic competency before they composed their lesson plan. In this sub indicator, EFL teachers have to select, compose and administer the instructional materials appropriate with the learners' need.

All three interviewees acknowledged that they prepared lesson plans for teaching at their schools, as well as when they taught at the University level. They also said that they had decided which approaches, methods, or strategies would be used in their Lesson Plan. In addition in deciding teaching approaches, methods, or strategies, EFL teachers noted that they also decided types of evaluation, which depends on the language skills or language components to be taught.

The goals of English teaching include both content and the uses of English in daily activities. Content of the English lesson on the level of Secondary or Senior High School refers to concepts, principles, theories, and practice. The process of English, on the other hand, refers to the ways in which the content of English was constructed by experts or English teachers. English teachers develop their knowledge and understanding as they seek answers to questions about the context of world. On the other words, there are a variety of theories of SLA (Second Language Acquisition).

Therefore, inquiry in English education refers to practical language activities of students in which they develop knowledge and understanding of linguistic ideas, as well as an understanding of how language is expressed contextually. When engaging in inquiry, students describe objects and events, ask questions, construct explanations through using or practicing the language is being learned.

### *3.4 Presenting Instructional Process in the Classroom*

The other pedagogical competence that the EFL teacher should demonstrate is instructional (teaching-learning) practice. All EFL teachers as the interviewees/ respondents of this study answered that they were very satisfied. They very much like their job as teachers. They said that teaching is very joyful especially if they have prepared the teaching material well. They also explained that the learners also would easily understand the teachers' presentation if everything prepared as well as possible.

In the teaching and learning process in the classroom, The EFL teachers stated that they had implemented the mission or message brought by the CBC which obliges teachers to conduct various teaching methods in the instructional process. One of the main crucial teaching strategies should be implied in the teaching—learning process empowers learners in the learning community without any intervention from the teachers. For this pedagogic competence, each of the interviewees admitted that they always do this in their teaching process activity.

EFL teachers should be aware that successful teachers are qualified in pedagogical knowledge and in effective teaching methods. To teach effectively and successfully, teachers need sufficient pedagogical knowledge. This means that teachers should be able to build an effective learning environment which nurtures students' intelligence (Bransford et al., 1999; Donovan & Bransford, 2005). According to Bransford et al. (1999), one way to improve teaching is to shift from teacher-centered instruction to learner-centered. The latter recognizes and appreciates students' presence in the classroom. In learner-centered teaching environments, students come to recognize their own potential talents (Watkins et al., 2007).

EFL teachers should also commit to deep understanding of the general principles in education. They should understand the essence of educational activity, teaching, learning, and evaluating. They should be able to

differentiate the educational activities from non-educational activities. Educational activities promote the further growth of the learner. They will develop the human capacity of knowing, understanding, judging, and behaving intelligently. The center of educational activities is therefore to develop the cognitive perspective—the structure of mind, or conceptual framework, through which the experiences are understood, organized, and made sense.

Finally, EFL teachers should understand the essence of teaching. Teaching is also transferring knowledge and experiences to the learners. In instructional process, teachers should deliver the lesson by using diversity instructional methods, approaches and strategies. The teaching and learning process in the classroom should not make learners feel stress and insecurity. Conventional teaching methods, such as lecturing, dictating, and mandating should be replaced with some innovative teaching methods. Therefore, as EFL teachers must be sensitive to the students' characteristics which need engaging teaching methods to de-stress them to receive the lesson or knowledge. The learner-centered classroom should be somewhat upside down: the student becomes the teacher.

### *3.5 Understand and Develop Learners' Potency*

In terms of this indicator, EFL teachers must understand and develop their students' potential to make the students enjoy and secure in the classroom. Each interviewee has uniformity answers that they tried to identify each of their student potential. "My class is active because I have known my students interests, and their different learning styles", says one interviewee. While another said, "It is easy for me to manage the class if we recognize our students' potency". This statement found approval from the third. It's assumed that all the interviewees perceived that they were satisfied on this indicator of pedagogical competence.

In many schools, there are some students who have high interest and ability in English. The EFL teacher should be able to get to know such talented students as early as possible, understanding their potential as well as their social and cultural background, ability, attitude, interest, and learning style.

EFL teachers should be able to facilitate such students to develop their talent, ability, and interest. Teachers can challenge the students to conduct a comprehensive scientific investigation, engage them in many kinds of English competitions, or engage them in solving related language issues. The students work in groups to solve a particular problem in their lesson; autocratic and unhealthy classroom cultures can thus be transformed into healthy and democratic learning environments.

### *3.6 Develop Effective Communication with and among Students*

All of the interviewees perceived their satisfaction with this indicator of pedagogical. All of them said that in teaching EFL, all students have high desire to practice and communicate in English. To accommodate effective communication, all respondents admitted that they empowered students to work in groups and encouraged the teacher's role as facilitators and friends.

Effective communication in the English classroom is very important, as the nature of language is often metaphoric or technical. The meanings of words depend on context and the conceptual framework of the listener or speaker. In English lessons, everyday words are often adopted and given a special technical meaning. For example, "work" then becomes the product of force and distance traveled in the direction of the force as well as that by which someone earns a living. An example of metaphoric nature of English language is environment context or cultural context understood by the learners.

It is very important for the teacher to use multiple representations in describing any language concept. The use of information technology is also helpful. For becoming an effective communicator in English classroom, the EFL teacher should be aware of students' daily language and be responsive to student's meaning-making. Sometimes, teachers need to understand the unspoken words, the gestures, and the facial expressions of their students. EFL teachers should also able to develop a community of English learners in the classroom. A healthy learning community will provide students learning English opportunity for full participation and making meaningful contributions in English classroom.

### *3.7 Conduct Assessment and Evaluation*

All interviewees stated that they were not too satisfied in this indicator, especially on the position of students' learning result; it means that if the students' get low or bad scores. But on the other side, all teachers perceived their satisfaction because they had prepared and noted in their teaching preparation. "All types of assessments have been prepared before presenting the instructional process", they replied when the researcher asked.

Assessment or evaluation is an integral part of educational program. EFL teachers should be aware that assessment is a primary feedback mechanism in the language testing of education system (feedback for students,

teachers, school administrators, and others policy makers) (Ministerial Education, 2004). From the teachers' perspective, assessment is a process of gathering data needed to make many decisions about teaching and learning. In English education, data concerning on the students' prior knowledge, students' belief, interest, and motivation, and student's learning style are very important input for developing lesson plan.

Assessing students' current understanding, students' difficulty, student's thought, and students' involvement during the English lesson are also important for teachers to make necessary decisions about teaching and learning process, including the classroom environment. Bransford, Brown, & Cocking (1999) propose two kinds of assessment to be used in schools; formative and summative. Formative assessment is administered in the classroom and provides feedback to improve students' learning; an example might be teachers' comments on their students' work. A good formative assessment is an important component of classroom teaching; such an assessment will improve dialogue between students and teachers, which in turn provides opportunities for students to understand their progress (Carless, 2008). Data about students' achievement gathered through formative assessment (usually conducted at the end of a lesson or after several lessons), is a useful feedback for teachers to improve their future teaching and learning process. A formative assessment is also important as a guide that leads students to succeed in summative assessments that are administered at the end of a learning period. There is no suggestion that summative assessment should be totally avoided. Data of students' achievement (knowledge, skill/ability, and attitude toward English) gathered through summative assessment deliver useful feedback for English programs. Summative assessments may be used as the evaluation method to understand learning achievement (Bransford et al., 1999; Carless, 2008). However, such an assessment should be appropriately administered to enable schools to determine student outcomes because summative assessments are sometimes not well integrated with teaching and learning (Carless, 2008, p. 11).

There are many kinds of strategies and modes of assessment teachers can conduct: paper and pencil test, performance test, observation, portfolio, interview, investigative report, written essay, etc. Each mode serves particular purposes and has particular strengths and weaknesses. Therefore, EFL teachers should be able to use multiple assessment instruments and strategies to achieve essential goals of instruction. In administering assessment, for instance, EFL teachers should be a skilled observer of their students. They must be able to get any signals of students' learning and immediately take an appropriate action based on their observation. Briefly speaking, EFL teachers should approach their teaching in the spirit of inquiry: assessing, reflecting on, and learning from their own practices.

#### 4. Conclusions

Conclusions based on the findings of the study, it is concluded that the EFL teachers as the subjects of this study displays a high level of performance related to pedagogical competence. Each indicator of pedagogical competence of EFL teachers' performance in this study indicate that they were contented with their job satisfaction facets particularly on pedagogical competence such as (a) understanding learners' characteristics, (b) mastering teaching-learning theory, (c) developing curriculum, (d) presenting instructional process, (f) understanding and developing learners' potency, (g) communication, and (h) evaluation. This means that the teachers are contented and satisfied with their work as teachers will always maintain their performance in the positive directions. Therefore, if teachers contented with their job as EFL teachers, they will develop and maintain high level of performance. Ultimately the instructional process will create much more active, effective, innovative, supportive, and joyful learning that could produce high competitive learners.

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## Appendix A

### Interview protocols

1. Are you satisfied in identifying or recognizing learners' characteristics?
2. Are you satisfied mastering learning theory (teaching methods, approach, strategies) and the principle of educated instruction?
3. Are you satisfied in developing current curriculum (constructing syllabus and lesson plan)?
4. Are you satisfied in presenting instructional process in the classroom?
5. Do you perceive satisfied when you understand and can develop learners' potency?
6. Are you satisfied if you are able to communicate with the learners?
7. Do you perceive satisfied in measuring and evaluating learners' learning result?

## Appendix B

### Participants

1. Nur Afiah a teacher of Secondary Islamic High School (MTs) at Polewali-West Sulawesi.
2. Anzar Agus Secondary High School (SMPN 1) Sungguminasa Goa Sulawesi.
3. Muh. Jaenal a teacher of Vocational Senior High School-South Sulawesi.

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