

**AN ANALYSIS OF ENGLISH TEACHERS' PEDAGOGICAL  
COMPETENCE**

*(A Descriptive Study at SMK Muhammadiyah 2 Bontoala Makassar)*



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of the requirement for the  
Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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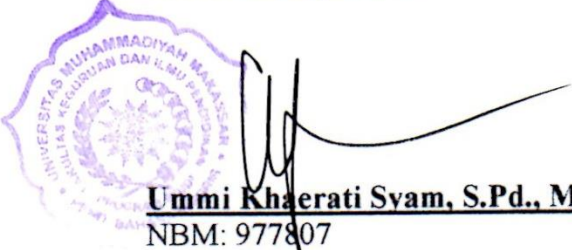
  
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## **MOTTO AND DEDICATION**

### **MOTTO**

**“There is no limit of struggling”**

### **DEDICATION**

**“This thesis is sincerely dedicated for my dearest parents, my beloved sisters and brother, and my best friends, for sincerity and prayer in supporting the writer achieve her hope”**



## ABSTRACT

Jasmiah Faisal. 2019. *An Analysis of English Teachers' Pedagogical Competence (A Descriptive Study at SMK Muhammadiyah 2 Bontoala Makassar)*. Thesis. English Education Department, Faculty of Teacher Training and Educating, Makassar Muhammadiyah University. Supervised by Syamsiarna Nappu and Hj. Ilmiah.

This study aimed at finding out the English teachers' mastery on pedagogical competence at SMK Muhammadiyah 2 Bontoala Makassar. The researcher applied Descriptive Qualitative Method as design method in acquiring the result of interview. There was only one instrument that used in collecting the data; it was interview. And the subject of this research was two English teachers.

The findings of this research showed the average score of the first competence was 83.34, the second competence was 83.34, the third competence was 75.00, the fourth competence was 81.81, the fifth competence was 82.15, the sixth competence was 83.33, and the last competence was 80.00. Then the average value of all the competencies there were 45 indicators reached 81.67 with good category.

Based on the result of this research, it could be concluded that the English teachers at SMK Muhammadiyah 2 Bontoala master the pedagogic competence with good category.

**Key words:** English Teacher, Teacher's Competence, Pedagogical Competence

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The researcher

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# CHAPTER I

## INTRODUCTION

### **A. Background**

The phenomenon that always occurs in the world of education in the era of Indonesia Today global is always the lagging development of the world of education with all the processes when compared to technological developments, information, and the business world that accompanies it. This problem occurs because education is sometimes difficult to develop itself on the basis of calculations mathematically, namely profit and efficiency principles. Education is a fundamental human phenomenon, which is also having constructive properties in human life. That's why we are required to able to hold scientific reflections on education, as accountability for the actions taken, namely educating and educated. The important component that must be considered continuously in improving the quality of education is the teacher because “the teachers play an important role in what they do, and how they do in developing their own professional knowledge and practice” (Loughran, 2006, as cited in Livia, 2010: 1).

Teachers as central figures in the process of education in schools so that the most influential on the process and results of quality education. Therefore, to become a professional teacher is required to have expertise as a teacher called competence. Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. Mustafa (2011: 27) states “ competence is a set of knowledge, deed, and skill that teachers must have in order to



accomplish learning and education goal, and competence can be acquired in education, training, self-learning by utilizing learning resource”. In other words, competence is a set of knowledge and skill the teachers have as their capability and qualification to accomplish learning and education goal.

According to Law No.14 in 2005 on Teachers and Lecturers and PP 74 on 2008, the government has formulated four types of teacher competence as listed in the explanation of government regulation No.19 of 2005 on national education standards, namely: Pedagogical Competence, Personality, Professional and Social. According to the National Education Standards Agency (BSNP) in Musfah (2012: 30) is a pedagogical competencies are: The ability in the management of learners that includes (a) understanding of insight or educational foundation; (b) an understanding of learners; (c) the development of the curriculum / syllabus; (d) the design instructional; (e) the implementation of learning that educates and dialogue; (f) evaluation of learning outcomes; and (g) the development of learners to apply various potentials.

Based on observation and interview with the teachers in the school, the researcher found that SMK Muhammadiyah 2 Bontoala Makassar has “A” accreditation. The English teachers in this school usually prepared the material before teach in the class, and then when in the class he told the material in front of the students clearly, he used textbook to give the student exercise, he used English and Indonesia language when she teach, and when there is student disturb teaching learning process, the teacher can arrange the student.

In the fact there are many some problem where in teaching some teachers still use the conventional approach that is learning centered on the teacher, strategies and methods used have not varied, the lecture method is more dominant and have not utilize learning resources other than books, so that the learning *textbooks oriented*, where the student handbook used as a reference in the hold of learning in the classroom without trying to develop and provide a clear explanation about material so that learners cannot understand the material well. As a result, the case makes the learners feel bored to learn English as a result of the lack of creativity in the classroom.

Well, For the problems stated previously, the researcher is interested in conducting a research entitled: "An Analysis of Teachers' Pedagogical Competence at SMK Muhammadiyah 2 Bontoala Makassar."

### **B. Research Problem**

Based on the previous background, the researcher formulates a question "Do the English teachers in SMK Muhammadiyah 2 Bontoala Makassar master the pedagogical competence?"

### **C. Objective of the Research**

Based on the research question above, the aims of this research is to find out "Whether or not the English teachers in SMK Muhammadiyah 2 Bontoala Makassar master the pedagogical competence"

#### **D. Significance of the Research**

Based on the objective of the research, it is expected to be meaningful for some stakeholders;

Theoretically is expected to be useful to increase knowledge about teachers' pedagogical competence. And Practically is through this research can become correction about their pedagogic competence to carry out their responsibilities as a teacher and to motivate themselves to always improve their competencies especially pedagogic competence, as well as other competencies such as professional competence, social competence and personality competence.

#### **E. Scope of The Research**

This research scope focused on the pedagogical competence of two English teachers in SMK Muhammadiyah 2 Bontoala Makassar. The pedagogical competence consist of 7 indicators, namely: mastering the students' characteristics, mastering learning theory, development of curriculum, educating learning activities, development of students' potential, communication with students, assessment and evaluation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

1. Kurniawan (2015) in his research on “The influence of teachers’ pedagogic competence to students’ learning motivation in Blitar 5 state school”, found that at SMPN 5 Blitar teachers have pedagogical competence level in the category of a high of 99%, students' motivation in class IX itself is also included in the category of a high of 100%. From simple linear regression results show the value  $t (3.341) > t_{table} (2.009)$  and significance  $(0.001) < \alpha (0.05)$ , the results showed a significant positive influence pedagogical competence of teachers to students' motivation.
2. Syahrul (2016) in his research on “The analysis of pedagogical competence of the English teachers’ of the second grade students at MTs Negeri 1 Jeneponto in teaching English”, found that the score of students’ perception on teachers’ pedagogical competence in teaching English were 31 including medium category. In addition, the teachers’ pedagogic competences were very good in teaching English at the second grade students of MTs Negeri 1 Jeneponto.
3. Azhar (2016) in his research on “The English teachers’ competencies in the English teacher as foreign language learning at MA Madani Alauddin Pao-pao, Gowa South Sulawesi” found that commonly students demanded the teacher extremely focused on what the students need like

games which used to be forgotten by the teacher. As a whole they had been claimed as a professional teacher because they significantly concerned with things such as the mastery of material, the use of technology, and the professional continuity.

4. Irnawati (2016) in her research on “Teachers’ pedagogic competence in MI Muhammadiyah Beji Kedungbanteng Banyumas regency” found that the pedagogic competence of teachers in learning in MI Muhammadiyah Beji Kedungbanteng, Banyumas Regency had fulfilled the core competencies of the pedagogic competence component of the teacher quite well.
5. Iqram (2017) in her research on “An Analysis of Mathematic Teachers’ Pedagogical Competence Based on Teacher Performance Evaluation in Junior High School in Binamu District, Jeneponto Regerency”, The results showed that the description of pedagogical competence of mathematics teachers based on teacher performance evaluation in state junior high schools in Binamu District, Jeneponto Regency is 85.46 and thus falls into 'Good' category. However, there are three indicators of competency that are still low which fell into the category of "partially fulfilled". Those indicators are: (1) the average score for the ability to know the cause of learners doing undesirable behavior during the learning process in order to prevent the behavior from disturbing other students is 1.42; (2) the average score for the ability to explain the reason for the implementation of activities/activities undertaken, whether in correspond

to or deviated from the plan, related to the success of learning is 1.42; (3) the average score for the ability in conducting a variety of learning activities with sufficient time for learning activities in accordance to age and level of learning ability and attention to learners is 1.33. Factors that result in low indicators of mathematics teacher competency based on teacher performance assessment include: 1) the ability of the teacher regarding to: knowing the character of the student and mastering the learning method which he applied, 2) the lack of teacher knowledge, and 3) the teachers' motivation. The implications that can be done are: the teachers must improve their ability in the competence assessment and evaluation; the teachers should always discuss with the homeroom teacher where they teach in order to know the character of the students in the class; the teachers must know the background of the students that they teach even though they are not the homeroom teacher, and must be able to apply various learning models so that the students are more motivated to study.

The previous researchers above have similarity with this research. They mostly described about the teachers' pedagogic competence. To get the data, Irnawati used interview, observation, and documentation and then researcher itself are almost same with Irnawati and Iqram because the researcher will use interview, observation, and record to get the data. The research subject same with Irnawati, Azhar that only choose one teacher as a sample and Iqram choose 12 teachers. The previous researchers have

difference with this research, to get the data Syahrul used observation, interview, and questionnaire then Azhar used interview and observation, and Kurniawan only used questionnaire to get the data. And the others difference is research subject with Syahrul and Kurniawan because Syahrul used 4 teachers as a sample then Kurniawan used 50 respondents as a sample.

## **B. Pertinent Ideas**

### **1. Concept of Teacher**

#### **a. Definition of Teacher**

Teacher is defined as a person standing in front of the class, teaching about certain knowledge and skills to students who come to learn (Rasyid, 2015). In addition, Darling-Hammond (1999:92) approached the issue by discussing what kind of knowledge teachers need. First, teachers need to learn more deeply about the subject they teach. Second, teachers need to learn more about learning. Teachers need to think about what it means to learn different kinds of material for different purposes and how do decide which kinds of learning are most necessary in different contexts. In another word, teachers need to learn teaching pedagogies as well as what kind of pedagogy is suitable for what students. The last, teachers need to be able to reflect on and analyze their learning and practice.

Based on the definition from some experts, it can be concluded that Teachers is a professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners. Being a teacher is not as easy as the people think, because the teachers

play an important role in what they do, and how they do in developing their own professional knowledge and practice.

#### **b. The Role of Teacher in the Classroom**

According to Harmer (2007:108-110) there are five roles of a teacher, namely:

- 1) Controller
- 2) Prompter
- 3) Participant
- 4) Resource
- 5) Tutor

Controller is when the teacher gives an explanation of a certain activity in the classroom, with this role is taking control of the class and the student's just need to listen and follow instructions.

The second role of a teacher is prompter. prompter is like a motivator, he/she helps the students when they are lost in activities giving them clues or tips, with this role the class is like more interactive.

The third role of a teacher is a participant. Teacher not only expected to be the one who are correcting anything goes wrong but also they are expected can join students activity as the participant when students have discussions, role-play or group decision-making activities.



The fourth role of a teacher is as a resource. The teacher as resource has connection with mastery of learning material. The teacher should be ready to supply information and language where necessary. It is important for teacher because the teacher must smarter than students.

The fifth of a teacher role is a tutor. The tutor's mission is to support the students. So being a tutor is the same as being a mentor, the teacher has a closer connection with the students and act as a supporter and motivator to the students.

## **2. Concept of Teacher's Competence**

### **a. Definition of Competence**

According to Mulyasa (2009), competence is a combination of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting. In the teaching system, competencies are used to describe the ability of professionalism in which the ability to demonstrate the knowledge and the conceptualization in a higher level. These competencies can be acquired through education, training and other appropriate experience level of competence.

According to the Law number 14 year 2005 about teacher and lecturer in section 1, subsection 10, mentioned "Competence (capability) is a set of knowledge, competence, and behavior that must be belonging to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism". Meanwhile, according to the decree of Diknas no. 45 / U

/ 002 Competency is a set of intelligent action and the full responsibilities of a person as a condition to be considered capable by the public in carrying out tasks in certain occupations.

Based on the definitions from some experts above, it can be concluded that the definition of competence is a set of mastery of abilities, skills, values, and attitudes that must be owned, lived, and controlled by the English teacher that come from education and experience that can perform their teaching duties in a professional manner.

#### **b. Aspects of Competence**

According to Gordon, as quoted by Mulyasa (2007:38), that there are six aspects or domains contained in the concept of competence, namely as follows:

- 1) Knowledge, is awareness in cognitive field, for example a teacher knows how to identify learning needs, and how to perform the learning of the students according to their needs.
- 2) Comprehension (understanding), is the depth of cognitive and affective owned by individuals, for example, a teacher who would carry out the study must have a good understanding of the characteristics and circumstances of learners.
- 3) Ability (skill), is something that is owned by an individual to perform a task or job assigned to him, such as the ability of teachers to choose and create simple props to provide ease of learning to learners.

- 4) Values, is a standard of behavior that has been believed and psychologically been fused in a person, for example, the standard behavior of teachers in learning (honesty, openness, democratic, and others).
- 5) Attitude is feeling (happy, unhappy, likes, dislikes) or a reaction to a stimulus that comes from outside, a reaction to the economic crisis, the feeling of the salary increase, and others.
- 6) Interest, is the tendency of a person to perform an act, such as interests to do something or to learn something.

From the six aspects contained in the concept of the competence above, if it explored deeply include four areas of competence that is essential for a teacher namely pedagogical competence, personal competence, social competence, and professional competence. These four types of these competencies should be controlled fully by the teacher.

Awareness of the competencies demanded a heavy responsibility for the teachers themselves. They must have the courage to face the challenges of the task and the environment, which would affect the development of his personality. It means they also must have the courage to change and improve themselves in accordance with the demands of the times.

### **c. Kinds of Teacher's Competence**

Kunandar (2007:55) pointed out teacher competence is a set of skill to be owned by teachers in order to achieve the work clearly and effectively. Meanwhile Ramayulis outlines competence in education comprises personal, professional, pedagogic and social competence.

#### 1) Personal competence

Sumardi in Ramayulis (2013) explains personal competence is a mainly good character of a person such as his/her patience or agility in facing the challenge, and having a quick response in his/her fall, owning high work and learning ethic and always be thinking positively. In phase 3 of government regulation no. 19 2015 regarding National Education Standard quote that personal competence is referring to character of a person of his/her stability, maturity, wisdom and his capability to be a leader for learners.

#### 2) Social competence

Muchith in Ramayulis (2013:73) explains social competence is a set of ability and skill which is related to human interaction. Ramayulis (2013:73) outlines the teachers are asked to have a good capacity to have an interaction with the society especially in identification, analyzing, and problem solving. Furthermore the constitution of teacher and lecturer explains the social competence is the ability of the teacher to interact effectively and efficiently with learners and their parents, between the teachers, education holders and the society.

### 3) Professional Competence

According to Constitution no. 14 2005 of Teacher and Lecturer on section one stated that professionalism is a job earns for people living which needs ability and capacity, meets the quality standard and norm and requires education of profession. Syah emphasizes that professional teacher is a person doing his duty with a high skill as his earning. Furthermore, Ramayulis (2013:84) mentions that this refers to mastery of education philosophy, subject matters, science and technology, acknowledgement of education research and education innovation, and comprehension of counseling. Specifically it is mentioned in National Education Law the professional competence consists of the ability to master the structural concept and perspective to support the material, the ability to master the competency standard and content standard, the ability to develop the matter creatively, the ability to take a continuously professionalism advancement, and the ability to exploit the technology in learning process. From the points, Professional teacher is the one who has ability and expertise in teaching to charge the things as expected, in other words, the educated and trained person in his area to work.

### 4) Pedagogical Competence

According to Rahmawati and Daryanto (2013:103) With regard to mastery of pedagogical competence, there are 7 aspects that can be assessed, namely : aspects of Mastering the students' characteristics,

mastering learning theory and the principles of educational learning, development of curriculum, educating learning activities, development of students' potential, communication with students, assessment and evaluation.

a) Mastering the students' characteristics

Recognizing how the characteristics of students are the first step teachers can carry out their functions and tasks. Begin with knowing then a teacher is required to understand how the characteristics of students. By understanding the characteristics of students, the delivery of material will be smoother. When a teacher manages to master the characteristics of his students, the teacher will be able to master the class well.

b) Mastering learning theory

The second aspect after mastering the class is mastering learning theory. The difference between a teacher and another profession is that a teacher is not only required to master a material, but is also required to be able to teach the material to others. Learning theory and learning principles are useful for developing strategies for delivering material to students. What method is used, how is the system, and so on.

c) Development of curriculum

A teacher is required to be able to compile syllabus and lesson plans that are adjusted to the needs of their students. It is

also still related to the first aspect of mastering students' characteristic. By knowing the students' characteristic, the teacher will better understand the needs of students who will assist in the preparation of the syllabus and lesson plans.

d) Educating learning activities

A teacher is expected to be able to apply learning theories that have been mastered in the classroom so as to create an atmosphere of learning that is not only effective but also educational.

e) Development of students' potential

In pedagogical competence, a teacher is also expected to be able to guide the development of potential students. Basically everyone has various potential. These potentials will be the seeds of young people who are superior to the nation. It is unfortunate if their potentials are not channeled properly. The role of a teacher is very large in guiding students to develop their potential.

f) Communication with students

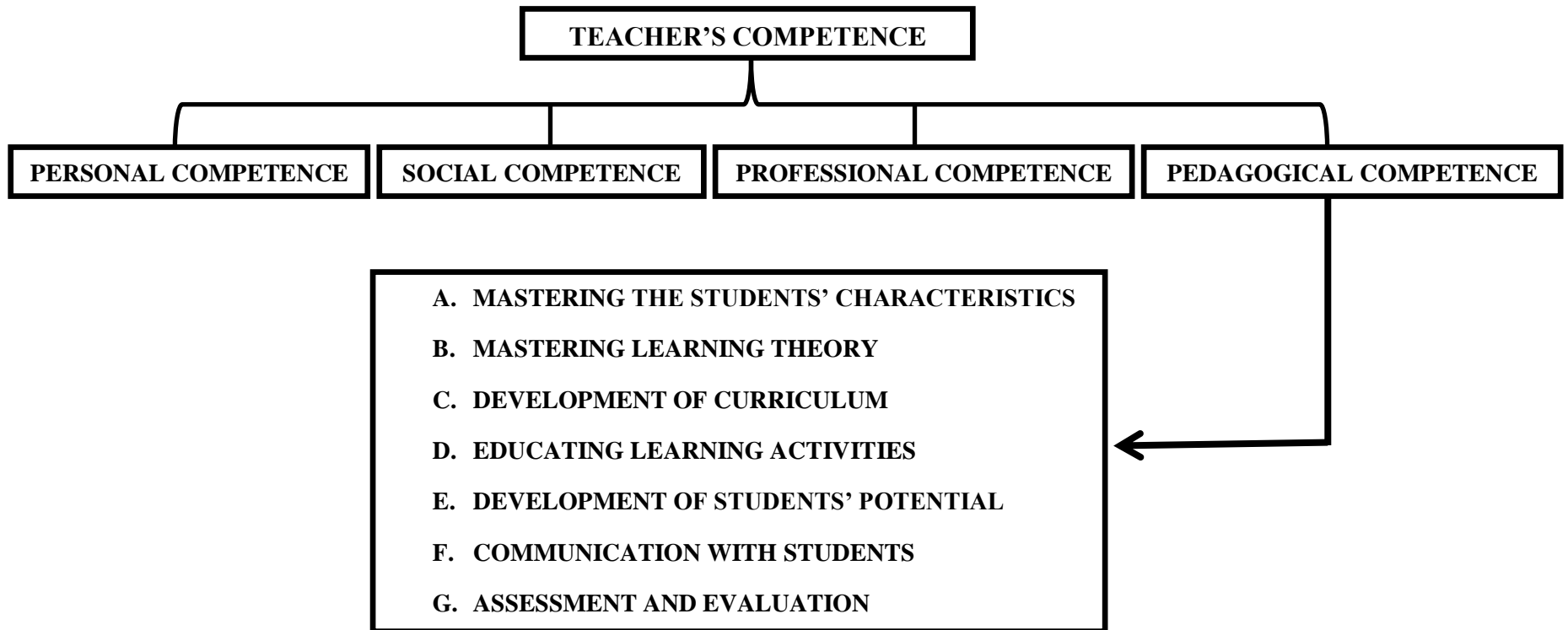
The aspect of communication with these students is absolutely must be owned by a teacher because communication is a basic aspect that supports other aspects of pedagogical ability. Establishing good communication with students is the key to doing good and effective learning.

g) Assessment and evaluation

The final stage of a teaching and learning process is the process of assessment and evaluation. Teachers are expected to be able to assess the learning outcomes of their students. After an assessment, a teacher evaluates whether the teaching and learning activities have been carried out properly, whether it is in accordance with the syllabus and lesson plan, whether the ability of the students is in line with the target, and so on.



### C. Conceptual Framework



*Figure 2.1: The conceptual Framework*

The Conceptual Framework describe that there are 4 teacher's competencies such as personal competence, social competence, professional competence, and pedagogical competence. The researcher chooses to find out the pedagogic competence of English teachers at SMK Muhammadiyah 2 Bontoala Makassar. In teacher's pedagogic competence consist of 7 indicators, namely: Mastering the students' characteristics, Mastering learning theory, Development of curriculum, Educating learning activities, Development of students' potential, Communication with students, Assessment and evaluation.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The method used descriptive qualitative method. It was along with the objective of this research which is to find out the teacher's pedagogic competence in SMK Muhammadiyah 2 Bontoala Makassar.

#### **B. Research Subject**

This research subjects were two English teachers of SMK Muhammadiyah 2 Bontoala Makassar. This research was conducted at the teacher because researcher wants to find out directly do the English teachers can master the pedagogical competence.

#### **C. Research Instrument**

In gathering the data, the researcher used the following instrument:

1. Interview

Interview is a tool to gather information by asking a number of questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). In this action, the researcher used structured interview for two English teachers by making list of questions toward pedagogical competence to answer the research problem.

2. Tape Recording

Tape Recording is a tool to record sound from the interview. In this action, the researcher used tape recording to know in detail that has been given orally by the teachers.

#### **D. Data Collection Procedures**

Data collections procedures used in this study were:

1. The researcher came to the school to meet with headmaster.
2. The researcher asked about her aim to do her research in the school.
3. The researcher met with English teachers and asked about her aim to do her research.
4. The researcher asked some questions for each teacher.

#### **Technique of Data Analysis**

The steps can be seen as follows :

1. Determine the percentage of each competency by the following formula (Baedhowi, 2010) :

$$\text{Percentage} = (\text{Total score} / \text{Maximum score competence} \times 100\%)$$

2. Giving categorization of English teacher employment Performance adjusted to the guidelines for assessment the teacher's performance is presented in the following table by (Baedhowi, 2010) :

<b>Nilai hasil PK Guru</b>	<b>Sebutan</b>
91 – 100	Amat baik
76 – 90	Baik
61 – 75	Cukup
51 – 60	Sedang
≤ 50	Kurang

3. Interpreting the result of interview data to be presented in the report.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the results of the research were presented. The chapter was divided into two main sections; they were findings of the research and the discussion of the research. The findings presented the result of data analysis collected through interview about teachers' pedagogical competence at the SMK Muhammadiyah 2 Bontoala Makassar. The discussion deals with the interpretation of the findings in the research.

#### **A. Findings**

In this research, the researcher collected the data of teachers' pedagogical at SMK Muhammadiyah 2 Bontoala Makassar used interview on pedagogical aspects to find out about the teachers could or could not master the pedagogical competence. There were 7 competencies that need to be known first, namely: mastering the students' characteristics, mastering learning theory, development of curriculum, educating learning activities, development of students' potential, communication with students, assessment and evaluation.

As for explanation about of the English teachers' pedagogical competence based on indicators of teachers' assessment, it will be explained as follows:

#### **1. Mastering the Students' Characteristics**

There were 6 indicators in mastering the students' characteristics:

- a. The teacher can identify the learning characteristics of each student in the class.

In this point, the first teacher can identify the learning characteristics of the students but only partially because the students were too much so that he cannot identify them one by one. And the second teacher can identify the learning characteristics of each students so he divided his students in some groups where in each group has students with similar characteristics even though they were not exactly same.

- b. The teacher ensures that all students get the same opportunity to actively participate in learning activities.

Based on the result of interviews, the first teacher ensured that all students can actively participated in learning even though there were usually less active. Then the second teacher also ensured that all students must be active in the class.

- c. The teacher can set up the class to give the same learning opportunities to all students.

The result of interviews were the first teacher could set up the class to give the same learning opportunities to all students by asking the students to sit based on the arranged seats. Meanwhile the second teacher also could set up the class to give the same learning opportunities to all by asked the students to sit based on their group that have divided before.

- d. The teacher tries to find out the causes of students' behavioral deviations to prevent the behavior so that the behavior does not harm other students.

In this indicator, the first teacher did not try to find out the causes of student behavior deviations but he only rebuked his students so as not to disturb other students. While the second teacher tried to find out the causes of students' behavior deviations by asked to the student did he understand the assignment that was given or not and the teacher had to pay attention to that student so as not disturb other students.

- e. Teachers help develop potential and solve the deficiency of the students.

Based on the interviews, the first teacher looked in the class that which student has potential and which student has deficiency, so that the student who has potential in English can be helped to develop it and the student who has deficiency, the teacher asked what was not understood. Meanwhile the second teacher looked the ability of the students then he directed and helped the students to develop their abilities or their potential, and when there were students who had difficulties in learning, he asked the students about what was not understood so they were helped to solve until understood.

- f. The teacher pays attention to students with specific physical weakness so they can participate in the learning activities.

For this indicator, the first teacher gave attention to the student who has certain physical weaknesses so that the student got the knowledge or understanding the material like other students. Yet the second teacher also gave attention to the student who has certain physical weaknesses by asked the student to near with him/her friend and asked him/her to help the student in understanding the material.

## **2. Mastering Learning Theory**

There were 6 indicators in mastering learning theory:

- a. The teacher gives an opportunity for students to master the learning material.

Based on the result of interviews, from the first teacher gave the opportunity for students to read the material that has been discussed so that the students can master the learning material. And then the second teacher also gave the opportunity for students to learn the material that has been previously described.

- b. The teacher always ensures the students' level of understanding towards the learning material.

The result interviews of both English teachers, they always ensured the students' level of understanding towards the learning material by asked the students if they understand or not when the material has been explained.



- c. The teacher can explain the purpose of learning.

In this point, the first teacher did not explain the purpose of learning to the learners. And also the second teacher sometimes explained the purpose of learning depending on whether enough or not the time by looked at the learning activities.

- d. The teacher use appropriates some techniques to motivate students' willingness to learn.

This indicator got the result from interview that the first teacher only used one technique to motivate the willingness of students. Meanwhile the second teacher used various techniques to motivate the willingness of students by matching techniques and classroom conditions to be used.

- e. Teachers plan learning activities that are related with each other, by see learning objectives and the learning process of students.

The result interviews from both English teachers, they plan learning activities that are related to one with another to help the success of the learning objectives.

- f. The teacher pays attention to the responses of students who have not / less understood the learning material being taught.

The result interviews of both English teachers, they pay attention to the response of students who have not / less understood so the teachers explained again about the material that have not been understood by the students.

### 3. Development of Curriculum

There were 4 indicators in development of curriculum:

- a. The teacher can arrange the syllabus according to the curriculum.

This indicator got the result that the first and second teacher have a syllabus from the school based on the curriculum that applied by the school.

- b. The teacher designs a learning plan based on the syllabus.

The result of interview showed that the first and second teachers to design lesson plan based on the syllabus, because they think the syllabus was guidelines to make lesson plan.

- c. The teacher follows the sequence of learning material by paying attention to the learning objectives.

Based on the result interview of both English teacher showed that they have followed the sequence of learning material that has been made in their lesson plan.

- d. The teacher chooses learning materials that: a) are appropriate to the learning objectives, b) right and up-to-date, c) according to the age and ability level of the students, and d) can be implemented in class, e) according to the context of participants' daily lives student.

This indicator, the researcher got the data that the first teacher pay attention in choosing the material for the students because based on him material was the core of the learning activity, with the appropriate learning material then the students also easier to understand. And the second teacher also pays attention to the material that has been discussed.

#### 4. Educating Learning Activities

There were 11 indicators in educating learning activities:

- a. The teacher conduct learning activities based on the design that has been prepared.

In this point showed that the first teacher sometimes conducted learning activities based on the design that has been prepared because he liked to do improve when teaching in the classroom. And the second teacher remains conducted learning activities based on the design.

- b. The teacher conducts learning activities that aim to help the learning process of students.

The result interview of both English teachers that they conducted learning activities that aim to help the learning process of the students in which they said that it was their duty as teacher.

- c. The teacher communicates new information (for example additional material).

This indicator got the data from interview that the first teacher sometimes communicated new information to the students. And from the second teacher remained inform of the students and starting with new things related to additional material.

- d. The teacher responds the mistakes made by students as a stage of the learning process, not merely mistakes that must be corrected. For example: by knowing in advance other students who agree or disagree with the answer, before giving an explanation of the correct answer.

The result of interviews were the first and second teacher sometimes when there were wrong answers from the student, the

teachers asked the teacher if they agree or disagree with the answer. And sometimes the teachers have immediately provided an explanation related the correct answer.

- e. The teacher conducts learning activities by relating them with the context of students' daily lives.

The researcher got the data from interview showed that the first and second teacher conducted learning activities by relating them with the context of students' daily lives so that the students more easily understood.

- f. The teacher conducts learning activities in various ways with sufficient time for learning activities.

In this point can be explained that the first teacher did not use a variety of learning activities, because it was usually have not enough time. The second teacher sometimes performed a variety of learning activities even though sometimes oversized with the times, and not to do all the activity.

- g. The teacher manages the class effectively without dominating or busy with their own activities so that all students' time can be utilized productively.

Based on the result interview of both English teachers, they can manage the class effectively without busy with their own activities, because they said that the activities of their own activities could be done when the class was end.

- h. The teacher is able to adjust learning activities designed with class conditions.

The result of interviews can be explained that the first teacher was able to adjust the learning activity because of the activity that has been designed based on their respective levels. Meanwhile the second teacher was able also to adjust the learning activities based on the conditions' class and existing facilities.

- i. The teacher gives many opportunities for students to ask questions, practice and interact with other students.

This indicator can be explained that the first teacher dominated the students to interact with each other. Then the second teacher was actively looking at the interaction of the students that could be known that was more enthusiastic in learning.

- j. The teacher organizes the implementation of learning activities systematically to help the learning process of students.

In this point, the first and second teacher conducted systematic activities to help the students' learning process so that the students could be successful in learning.

- k. The teacher uses teaching aids, and / or audio-visuals (including ICT) to increase students' learning motivation in achieving learning goals.

Based on interviews, the first teacher sometimes used teaching aids, including ICT. Meanwhile the second teacher always used of teaching aids, including ICT such as LCD and laptop in teaching to more motivate the students.

## 5. Development of Students' Potential

There were 7 indicators in development of students' potential:

- a. The teacher analyzes the result of learning based on all forms of assessment of each student.

The researcher got the data that the first teacher analyzed the result of learning by used the knowledge and skills assessment. While the second teacher analyzed the result of learning at the end learning by observed the level of difficulty questions.

- b. The teacher designs and implements learning activities that encourage students to learn.

In this point, the first teacher and second teacher designed and implemented the learning activities that could encourage students so could achieve the learning objectives.

- c. The teacher designs and implements learning activities to bring the power of creativity and critical thinking abilities of the students.

This indicator showed the result from interviews of both English teacher, the first and second teacher sometimes designed and implementing learning activities to bring the power of creativity and critical thinking abilities of the students.

- d. The teacher actively assists students in the learning process by giving attention to each individual.

In this point, the first and second teacher pays attention to students only in part of the students. Because they pay attention and give assistance was only to the student who did not understand the material.

- e. The teachers can identify correctly the talents, interests, potentials, and learning difficulties of each student.

The researcher got the data that the first teacher cannot certainly identify the talents and interests of each student but if the potential and difficulties, he saw in the classroom usually only during the learning begins. The second teacher could not know all the talent, interest, potential and difficulties. Because he can know only in the class, who always communicated with their friends and the teacher, and actively asked to the teacher in the class.

- f. The teacher gives learning opportunities to students based on their own learning methods.

The result of interviews showed that the first teacher and second teacher gave learning opportunities to the students by their own learning methods because their own learning method made more comfortable and easy to learn.

- g. The teacher focuses on interaction with students and encourages him to use the information conveyed.

At this point showed the result of interviews from two English teachers, the first and second teacher more focused on interaction of the students so that they could see which the students were more active.

## **6. Communication with the Students**

There were 6 indicators in communication with the students:

- a. The teacher uses questions to find out the understanding that requires students to answer with their ideas and knowledge.

This indicator can be explained based the result interview, the first and second teacher sometimes used questions to get answers with their ideas and knowledge of the students. Because teachers were gave questions whose only answers yes or no.

- b. The teacher gives attention and listens to all the questions and responses of the students.

The result interview of both English teachers, the first and second teacher gave attention and listen the questions and feedback of the students because of it the teacher would explain again that has not been understood.

- c. The teacher responds the questions from students, true, and up to date, based on the learning objectives.

In this point, the first and second teacher always responded the question from the students well so that no students feel less understood about the material.

- d. The teacher presents learning activities that can foster better cooperation between students.

The result from interviews showed that the first and second teacher sometimes present learning activities that can foster better cooperation between the students.

- e. The teacher listens and gives attention to all the answers of the students both right and wrong to measure the level of understanding of students.

This indicator can be explained that the first teacher and second teacher listened and gave attention to all the students'



answer either right or wrong, because for them it was their duty to give corrections the result of students' learning process.

- f. The teacher gives attention to the questions of the students and responds completely and relevantly to eliminate confusion in the students.

In this point, the first and second teacher gave attention to the student's questions by providing a complete response so that learners were not confused with the material that has been given before so that the learning objectives have been designed could achieve maximum.

## **7. Assessment and Evaluation**

There were 5 indicators in assessment and evaluation:

- a. The teacher prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan.

In this point, the first and second teacher designed lesson plan and assessment tool appropriate with the purpose of learning, and based on the assessment the teachers could see the success of students in certain competencies.

- b. The teacher conducts an assessment of the techniques and types of assessment, in addition to formal assessments conducted by the school, and announce the results and their implications for students, about the level of understanding of the learning material that has been and will be learned.

The result of interviews shows the first teacher conduct an assessment by used knowledge and skills assessment of the students. The second teacher conducted an assessment by filled the

format that has been the availability from the assessment of attitudes, knowledge and skills of the students.

- c. The teacher analyzes the results of the assessment to identify difficult topics / basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment needs.

This indicator, the researcher got the data and can be explained that the first teacher did not analyze the results of that assessment. And the second teacher analyzed the results of the assessments regarding each topic and saw questions that have been made on the matter was analyzed which questions were difficult and which ones were easy, so that it could know weaknesses and strengths of each students for the purposes of remedial and enrichment.

- d. The teacher utilizes response from students and reflects it to improve subsequent learning.

The result interview of both English teachers, the first and second teacher sometimes utilized response from learners, and even then if there was response.

- e. The teacher utilizes the results of the assessment as material for the preparation of the next learning design.

From the result of interviews for two English teachers can be showed that the first teacher and second teacher utilized the results of the assessment has been conducted as ingredients for the future.

## **B. Discussion**

Based on the results of interview for English teachers in SMK Muhammadiyah 2 Bontoala Makassar, it can be seen that the English teachers master on the pedagogical competence. Where the average value of 45 indicators in pedagogical competence reaches 81.67 and falls into good category.

There are 7 competencies that need to be known, namely:

### **1. Mastering the Students' Characteristics**

Recognizing how the characteristics of students are the first step teachers can carry out their functions and tasks. Begin with knowing then a teacher is required to understand how the characteristics of students. By understanding the characteristics of students, the delivery of material will be smoother. When a teacher manages to master the characteristics of his students, the teacher will be able to master the class well. According to Uno (2007) said that Students' characteristics are aspects or quality of individual student consist of interest, attitude, motivation to learn, learning ability and thinking skills, and initial abilities possessed.

This competency has six indicators and got the average value reached 83.34 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency and included in good category. Based on the result of interview, the first teacher has reached a score of 75.00 and falls into enough category,

but there is one indicator that is still partially fulfilled, and one indicator that is not fulfilled, Although the four indicators have been fulfilled. And then the second teacher, the results reached a score of 91.67 with very good category, where there is only one indicator that is partially fulfilled, while the five indicators have been fulfilled. This result is same as the previous research conducted by Iqram (2017) where the results of his research show that the pedagogical competence of mathematics teachers in SMPN Binamu District, Jeneponto Regency on the first competency are included in the good category. However, there is still one indicator that is still partially fulfilled by all mathematics teachers in the SMPN Binamu District, Jeneponto Regency.

## 2. Mastering Learning Theory

The second aspect is mastering learning theory. The difference between a teacher and another profession is that a teacher is not only required to master a material, but is also required to be able to teach the material to others. Learning theory and learning principles are useful for developing strategies for delivering material to students. What method is used, how is the system, and so on.

So this competency also has six indicators and got the average value 83.34 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency and included in good category. Based on the result of interview, the first

teacher has reached a score of 75.00 and falls into enough category, where there is still one indicator that is not fulfilled, and one indicator that is partially fulfilled, while the four indicators have been fulfilled. And then the second teacher, the results reached a score of 91.67 with very good category, where there is only one indicator that is partially fulfilled, while the five indicators have been fulfilled. This result is same as the previous research conducted by Iqram (2017) where the results of his research showed that the Mathematics teachers in SMPN Binamu District, Jeneponto Regency have fulfilled the aspects of pedagogical competence. Nevertheless there is still one indicator that is still lacking.

### 3. Development of Curriculum

A teacher is required to be able to compile syllabus and lesson plans that are adjusted to the needs of their students. It is also still related to the first aspect of mastering students' characteristic. By knowing the students' characteristic, the teacher will better understand the needs of students who will assist in the preparation of the syllabus and lesson plans.

This competency has four indicators and got the average value 75.00 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency, where is included in enough category. Based on the result interview of both English

teachers have reached a score 75.00, there is only one indicator that is not fulfilled, and the three indicators other have fulfilled.

#### 4. Educating Learning Activities

A teacher is expected to be able to apply learning theories that have been mastered in the classroom so as to create an atmosphere of learning that is not only effective but also educational.

This competency has eleven indicators and got average value 81.81 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency with good category. Based on the result of interview, the first teacher has reached a score 72.72, so there is only one indicator that is not fulfilled, there are four indicators that are still partially fulfilled, and the six indicators other have been fulfilled. Meanwhile the second teacher has reached a score 90.90, because only two indicators that are partially fulfilled, and the nine indicators other have fulfilled.

#### 5. Development of Students' Potential

In this competency has seven indicators and got average value 82.15 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency and included in good category. Based on the result of interview, the first teacher has reached a score 78.58, because there are three indicators that are partially fulfilled, and the four indicators other have fulfilled. Yet, the second

teacher has reached a score 85.71, because only two indicators that are partially fulfilled and five indicators have fulfilled.

Along with the advancement of information technology that has been so rapid, teachers no longer only act as information presenters but also must be able to act as facilitators, motivators, and mentors who provide opportunities for students to search for and process information themselves. Thus the teacher's expertise must continue to be developed and not only limited to mastering the principles of teaching.

#### 6. Communication with the Students

The aspect of communication with these students is absolutely must be owned by a teacher because communication is a basic aspect that supports other aspects of pedagogical ability. Establishing good communication with students is the key to doing good and effective learning.

This competency consist of six indicators where got average value 83.33 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency with good category. The ability of teachers to communicate effectively also determines the success of the learning process. According to Hoy & Miskel (2008:381) said that communication, in sum, is a relational process during which sources transmit messages using symbols, signs, and contextual cues to express meaning, to have receivers construct

similar understandings, and to influence behavior. Based on the result of interviews for the both of teachers have reached a score 83.33, because there are two indicators that are partially fulfilled and four indicators other have fulfilled.

#### 7. Assessment and Evaluation

The final stage of a teaching and learning process is the process of assessment and evaluation. Teachers are expected to be able to assess the learning outcomes of their students. After an assessment, a teacher evaluates whether the teaching and learning activities have been carried out properly, whether it is in accordance with the syllabus and lesson plan, whether the ability of the students is in line with the target, and so on.

Where this competency has five indicators and got average value 80.00 and showed that the English teachers' in SMK Muhammadiyah 2 Bontoala Makassar master on this competency, where is included in good category. So to find out how far the learning objectives have been achieved, a teacher needs to make an assessment. According to Knox (2002:237) said that evaluation of material typically user criteria, guidelines and rubrics to assess various features that are important for assessing the quality of specific material. Based on the result of interviews showed that the first teacher has reached a score 83.33, because there is one indicator that is not fulfilled, also has one indicator that is partially fulfilled, and there are three indicators



have fulfilled. And for the second teacher has reached a score 90.00 where only one indicator that is partially fulfilled, and four indicators have fulfilled.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The research conclusion was presented based on the data which had been analyzed in the previous chapter. The data analysis has about an analysis of teachers' pedagogical, it could be concluded that the English teachers in SMK Muhammadiyah 2 Bontoala Makassar master the pedagogical competence included in good category with an average score of 81.67.

#### **B. Suggestions**

Based on the conclusions above, the suggestions in this research are as follows:

1. Referring to the results of the research, it is expected that the teachers can improve their pedagogical skills and abilities in the learning process.
2. Referring to the results of the research, it is expected that the teachers can maintain good results in the teacher's performance appraisal while fixing their selves to improve what is still lacking in each indicator.
3. Referring to the results of the research, it is expected that the teachers can work diligently and always try to improve their knowledge, insight, skills to support their educational background.

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**APPENDIX 1**  
**(THE FIRST TEACHER)**

Penilaian untuk Kompetensi 1 : Mengenal karakteristik peserta didik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru dapat mengidentifikasi karakteristik belajar setiap peserta didik di kelasnya.	0	①	2
2. Guru memastikan bahwa semua peserta didik mendapatkan kesempatan yang sama untuk berpartisipasi aktif dalam kegiatan pembelajaran.	0	1	②
3. Guru dapat mengatur kelas untuk memberikan kesempatan belajar yang sama pada semua peserta didik.	0	1	②
4. Guru mencoba mengetahui penyebab penyimpangan perilaku peserta didik untuk mencegah agar perilaku tersebut tidak merugikan peserta didik lainnya.	①	1	2
5. Guru membantu mengembangkan potensi dan mengatasi kekurangan peserta didik.	0	1	②
6. Guru memperhatikan peserta didik dengan kelemahan fisik tertentu agar dapat mengikuti aktifitas pembelajaran.	0	1	②
Total skor untuk kompetensi 1	9		
Skor maksimum kompetensi 1 = jumlah indikator x 2	12		
Persentase = total skor / 12 x 100	75.00		
Nilai untuk kompetensi 1	Enough		

Penilaian untuk Kompetensi 2 : Menguasai teori belajar dan prinsip-prinsip pembelajaran yang mendidik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru memberi kesempatan kepada peserta didik untuk menguasai materi pembelajaran.	0	1	2
2. Guru selalu memastikan tingkat pemahaman peserta didik terhadap materi pembelajaran.	0	1	2
3. Guru dapat menjelaskan tujuan pelaksanaan pembelajaran.	0	1	2
4. Guru menggunakan teknik yang sesuai untuk memotivasi kemauan belajar peserta didik.	0	1	2
5. Guru merencanakan kegiatan pembelajaran yang saling terkait satu sama lain, dengan memperhatikan tujuan pembelajaran maupun proses belajar peserta didik.	0	1	2
6. Guru memperhatikan respon peserta didik yang belum / kurang memahami materi pembelajaran yang diajarkan.	0	1	2
Total skor untuk kompetensi 2	9		
Skor maksimum kompetensi 2 = jumlah indikator x 2	12		
Persentase = total skor / 12 x 100	75.00		
Nilai untuk kompetensi 2	Enough		

Penilaian untuk Kompetensi 3 : Pengembangan kurikulum			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru dapat menyusun silabus sesuai dengan kurikulum.	0	1	2
2. Guru merancang rencana pembelajaran yang sesuai dengan silabus.	0	1	2
3. Guru mengikuti urutan materi pembelajaran dengan memperhatikan tujuan pembelajaran.	0	1	2
4. Guru memilih materi pembelajaran yang : a) sesuai dengan tujuan pembelajaran, b) tepat dan mutakhir, c) sesuai dengan usia dan tingkat kemampuan peserta didik, dan d) dapat dilaksanakan di kelas, e) sesuai dengan konteks kehidupan sehari-hari peserta didik.	0	1	2
Total skor untuk kompetensi 3	6		
Skor maksimum kompetensi 3 = jumlah indikator x 2	8		
Persentase = total skor / 8 x 100	75.00		
Nilai untuk kompetensi 3	Enough		



Penilaian untuk Kompetensi 4 : Kegiatan pembelajaran yang mendidik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru melaksanakan aktivitas pembelajaran sesuai dengan rancangan yang telah disusun.	0	①	2
2. Guru melaksanakan aktivitas pembelajaran yang bertujuan untuk membantu proses belajar peserta didik.	0	1	②
3. Guru mengkomunikasikan informasi baru (misalnya materi tambahan).	0	①	2
4. Guru menyikapi kesalahan yang dilakukan peserta didik sebagai tahapan proses pembelajaran, bukan semata-mata kesalahan yang harus dikoreksi. Misalnya : dengan mengetahui terlebih dahulu peserta didik lain yang setuju atau tidak setuju dengan jawaban tersebut, sebelum memberikan penjelasan tentang jawaban yang benar.	0	①	2
5. Guru melaksanakan kegiatan pembelajaran dengan mengkaitkannya dengan konteks kehidupan sehari-hari peserta didik.	0	1	②
6. Guru melakukan aktivitas pembelajaran secara bervariasi dengan waktu yang cukup untuk kegiatan pembelajaran.	①	1	2
7. Guru mengelolah kelas dengan efektif tanpa mendominasi atau sibuk dengan kegiatannya sendiri agar semua waktu peserta dapat dimanfaatkan secara produktif.	0	1	②
8. Guru mampu menyesuaikan aktivitas pembelajaran yang dirancang dengan kondisi kelas.	0	1	②
9. Guru memberikan banyak kesempatan kepada peserta didik untuk bertanya, mempraktekkan dan berinteraksi dengan peserta didik lain.	0	1	②
10. Guru mengatur pelaksanaan aktivitas pembelajaran secara sistematis untuk membantu proses belajar peserta didik.	0	1	②

11. Guru menggunakan alat bantu mengajar, dan/ atau audio-visual (termasuk TIK) untuk meningkatkan motivasi belajar peserta didik dalam mencapai tujuan pembelajaran	0	①	2
Total skor untuk kompetensi 4	16		
Skor maksimum kompetensi 4 = jumlah indikator x 2	22		
Persentase = total skor / 22 x 100	72.72		
Nilai untuk kompetensi 4	Enough		

Penilaian untuk Kompetensi 5 : Memahami dan mengembangkan potensi			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru menganalisis hasil belajar berdasarkan segala bentuk penilaian terhadap setiap peserta didik.	0	1	②
2. Guru merancang dan melaksanakan aktivitas pembelajaran yang mendorong peserta didik untuk belajar.	0	1	②
3. Guru merancang dan melaksanakan aktivitas pembelajaran untuk memunculkan daya kreativitas dan kemampuan berfikir kritis peserta didik.	0	①	2
4. Guru secara aktif membantu peserta didik dalam proses pembelajaran dengan memberikan perhatian setiap individu.	0	①	2
5. Guru dapat mengidentifikasi dengan benar tentang bakat, minat, potensi, dan kesulitan belajar masing-masing peserta didik.	0	①	2
6. Guru memberikan kesempatan belajar kepada peserta didik sesuai dengan cara belajarnya masing-masing.	0	1	②
7. Guru memusatkan perhatian pada interaksi dengan peserta didik dan mendorongnya untuk menggunakan informasi yang disampaikan.	0	1	②
Total skor untuk kompetensi 5	11		
Skor maksimum kompetensi 5 = jumlah indikator x 2	14		
Persentase = total skor / 14 x 100	78.58		
Nilai untuk kompetensi 5	Good		

Penilaian untuk Kompetensi 6 : Komunikasi dengan peserta didik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru menggunakan pertanyaan untuk mengetahui pemahaman yang menuntut peserta didik untuk menjawab dengan ide dan pengetahuan mereka.	0	①	2
2. Guru memberikan perhatian dan mendengarkan semua pertanyaan dan tanggapan peserta didik.	0	1	②
3. Guru menanggapi pertanyaan peserta didik, benar, dan mutakhir, sesuai tujuan pembelajaran.	0	1	②
4. Guru menyajikan kegiatan pembelajaran yang dapat menumbuhkan kerja sama yang baik antar peserta didik.	0	①	2
5. Guru mendengarkan dan memberikan perhatian terhadap semua jawaban peserta didik baik yang benar maupun yang dianggap salah untuk mengukur tingkat pemahaman peserta didik.	0	1	②
6. Guru memberikan perhatian terhadap pertanyaan peserta didik dan meresponnya secara lengkap dan relevan untuk menghilangkan kebingungan pada peserta didik.	0	1	②
Total skor untuk kompetensi 6	10		
Skor maksimum kompetensi 6 = jumlah indikator x 2	12		
Persentase = total skor / 12 x 100	83.33		
Nilai untuk kompetensi 6	Good		

Penilaian untuk Kompetensi 7 : Penilaian dan evaluasi			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru menyusun alat penilaian yang sesuai dengan tujuan pembelajaran untuk mencapai kompetensi tertentu seperti yang tertulis dalam RPP.	0	1	2
2. Guru melaksanakan penilaian dengan teknik dan jenis penilaian, selain penilaian formal yang dilaksanakan sekolah, dan mengumumkan hasil serta implikasinya kepada peserta didik, tentang tingkat pemahaman terhadap materi pembelajaran yang telah dan akan dipelajari.	0	1	2
3. Guru menganalisis hasil penilaian untuk mengidentifikasi topic/kompetensi dasar yang sulit sehingga diketahui kekuatan dan kelemahan masing-masing peserta didik untuk keperluan remedial dan pengayaan.	0	1	2
4. Guru memanfaatkan masukan dari peserta didik dan merefleksikannya untuk meningkatkan pembelajaran selanjutnya.	0	1	2
5. Guru memanfaatkan hasil penilaian sebagai bahan penyusunan rancangan pembelajaran yang akan dilakukan selanjutnya.	0	1	2
Total skor untuk kompetensi 7	7		
Skor maksimum kompetensi 7 = jumlah indikator x 2	10		
Persentase = total skor / 10 x 100	70.00		
Nilai untuk kompetensi 7	Enough		

**APPENDIX 2**  
**(THE SECOND TEACHER)**

Penilaian untuk Kompetensi 1 : Mengenal karakteristik peserta didik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru dapat mengidentifikasi karakteristik belajar setiap peserta didik di kelasnya.	0	1	②
2. Guru memastikan bahwa semua peserta didik mendapatkan kesempatan yang sama untuk berpartisipasi aktif dalam kegiatan pembelajaran.	0	1	②
3. Guru dapat mengatur kelas untuk memberikan kesempatan belajar yang sama pada semua peserta didik.	0	1	②
4. Guru mencoba mengetahui penyebab penyimpangan perilaku peserta didik untuk mencegah agar perilaku tersebut tidak merugikan peserta didik lainnya.	0	1	②
5. Guru membantu mengembangkan potensi dan mengatasi kekurangan peserta didik.	0	1	②
6. Guru memperhatikan peserta didik dengan kelemahan fisik tertentu agar dapat mengikuti aktifitas pembelajaran.	0	①	2
Total skor untuk kompetensi 1	11		
Skor maksimum kompetensi 1 = jumlah indikator x 2	12		
Persentase = total skor / 12 x 100	91.67		
Nilai untuk kompetensi 1	Very Good		

Penilaian untuk Kompetensi 2 : Menguasai teori belajar dan prinsip-prinsip pembelajaran yang mendidik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru memberi kesempatan kepada peserta didik untuk menguasai materi pembelajaran.	0	1	2
2. Guru selalu memastikan tingkat pemahaman peserta didik terhadap materi pembelajaran.	0	1	2
3. Guru dapat menjelaskan tujuan pelaksanaan pembelajaran.	0	1	2
4. Guru menggunakan teknik yang sesuai untuk memotivasi kemauan belajar peserta didik.	0	1	2
5. Guru merencanakan kegiatan pembelajaran yang saling terkait satu sama lain, dengan memperhatikan tujuan pembelajaran maupun proses belajar peserta didik.	0	1	2
6. Guru memperhatikan respon peserta didik yang belum / kurang memahami materi pembelajaran yang diajarkan.	0	1	2
Total skor untuk kompetensi 2	11		
Skor maksimum kompetensi 2 = jumlah indikator x 2	12		
Persentase = total skor / 12 x 100	91.67		
Nilai untuk kompetensi 2	Very Good		

Penilaian untuk Kompetensi 3 : Pengembangan kurikulum			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru dapat menyusun silabus sesuai dengan kurikulum.	0	1	2
2. Guru merancang rencana pembelajaran yang sesuai dengan silabus.	0	1	2
3. Guru mengikuti urutan materi pembelajaran dengan memperhatikan tujuan pembelajaran.	0	1	2
4. Guru memilih materi pembelajaran yang : a) sesuai dengan tujuan pembelajaran, b) tepat dan mutakhir, c) sesuai dengan usia dan tingkat kemampuan peserta didik, dan d) dapat dilaksanakan di kelas, e) sesuai dengan konteks kehidupan sehari-hari peserta didik.	0	1	2
Total skor untuk kompetensi 3	6		
Skor maksimum kompetensi 3 = jumlah indikator x 2	8		
Persentase = total skor / 8 x 100	75.00		
Nilai untuk kompetensi 3	Enough		



Penilaian untuk Kompetensi 4 : Kegiatan pembelajaran yang mendidik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru melaksanakan aktivitas pembelajaran sesuai dengan rancangan yang telah disusun.	0	1	2
2. Guru melaksanakan aktivitas pembelajaran yang bertujuan untuk membantu proses belajar peserta didik.	0	1	2
3. Guru mengkomunikasikan informasi baru (misalnya materi tambahan).	0	1	2
4. Guru menyikapi kesalahan yang dilakukan peserta didik sebagai tahapan proses pembelajaran, bukan semata-mata kesalahan yang harus dikoreksi. Misalnya : dengan mengetahui terlebih dahulu peserta didik lain yang setuju atau tidak setuju dengan jawaban tersebut, sebelum memberikan penjelasan tentang jawaban yang benar.	0	1	2
5. Guru melaksanakan kegiatan pembelajaran dengan mengkaitkannya dengan konteks kehidupan sehari-hari peserta didik.	0	1	2
6. Guru melakukan aktivitas pembelajaran secara bervariasi dengan waktu yang cukup untuk kegiatan pembelajaran.	0	1	2
7. Guru mengelolah kelas dengan efektif tanpa mendominasi atau sibuk dengan kegiatannya sendiri agar semua waktu peserta dapat termanfaatkan secara produktif.	0	1	2
8. Guru mampu menyesuaikan aktivitas pembelajaran yang dirancang dengan kondisi kelas.	0	1	2
9. Guru memberikan banyak kesempatan kepada peserta didik untuk bertanya, mempraktekkan dan berinteraksi dengan peserta didik lain.	0	1	2
10. Guru mengatur pelaksanaan aktivitas pembelajaran secara sistematis untuk membantu proses belajar peserta didik.	0	1	2
11. Guru menggunakan alat bantu mengajar, dan/ atau audio-visual (termasuk TIK) untuk meningkatkan motivasi belajar peserta didik dalam mencapai tujuan pembelajaran	0	1	2

Total skor untuk kompetensi 4	20
Skor maksimum kompetensi 4 = jumlah indikator x 2	22
Persentase = total skor / 22 x 100	90.90
Nilai untuk kompetensi 4	Good

Penilaian untuk Kompetensi 5 : Memahami dan mengembangkan potensi			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru menganalisis hasil belajar berdasarkan segala bentuk penilaian terhadap setiap peserta didik.	0	1	②
2. Guru merancang dan melaksanakan aktivitas pembelajaran yang mendorong peserta didik untuk belajar.	0	1	②
3. Guru merancang dan melaksanakan aktivitas pembelajaran untuk memunculkan daya kreativitas dan kemampuan berfikir kritis peserta didik.	0	①	2
4. Guru secara aktif membantu peserta didik dalam proses pembelajaran dengan memberikan perhatian setiap individu.	0	1	②
5. Guru dapat mengidentifikasi dengan benar tentang bakat, minat, potensi, dan kesulitan belajar masing-masing peserta didik.	0	①	2
6. Guru memberikan kesempatan belajar kepada peserta didik sesuai dengan cara belajarnya masing-masing.	0	1	②
7. Guru memusatkan perhatian pada interaksi dengan peserta didik dan mendorongnya untuk menggunakan informasi yang disampaikan.	0	1	②
Total skor untuk kompetensi 5	12		
Skor maksimum kompetensi 5 = jumlah indikator x 2	14		
Persentase = total skor / 14 x 100	85.71		
Nilai untuk kompetensi 5	Good		

Penilaian untuk Kompetensi 6 : Komunikasi dengan peserta didik			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru menggunakan pertanyaan untuk mengetahui pemahaman yang menuntut peserta didik untuk menjawab dengan ide dan pengetahuan mereka.	0	①	2
2. Guru memberikan perhatian dan mendengarkan semua pertanyaan dan tanggapan peserta didik.	0	1	②
3. Guru menanggapi pertanyaan peserta didik, benar, dan mutakhir, sesuai tujuan pembelajaran.	0	1	②
4. Guru menyajikan kegiatan pembelajaran yang dapat menumbuhkan kerja sama yang baik antar peserta didik.	0	①	2
5. Guru mendengarkan dan memberikan perhatian terhadap semua jawaban peserta didik baik yang benar maupun yang dianggap salah untuk mengukur tingkat pemahaman peserta didik.	0	1	②
6. Guru memberikan perhatian terhadap pertanyaan peserta didik dan meresponnya secara lengkap dan relevan untuk menghilangkan kebingungan pada peserta didik.	0	1	②
Total skor untuk kompetensi 6	10		
Skor maksimum kompetensi 6 = jumlah indikator x 2	12		
Persentase = total skor / 12 x 100	83.33		
Nilai untuk kompetensi 6	Good		

Penilaian untuk Kompetensi 7 : Penilaian dan evaluasi			
Indikator	Skor		
	Tidak ada bukti (tidak terpenuhi)	Terpenuhi sebagian	Seluruhnya terpenuhi
1. Guru menyusun alat penilaian yang sesuai dengan tujuan pembelajaran untuk mencapai kompetensi tertentu seperti yang tertulis dalam RPP.	0	1	②
2. Guru melaksanakan penilaian dengan teknik dan jenis penilaian, selain penilaian formal yang dilaksanakan sekolah, dan mengumumkan hasil serta implikasinya kepada peserta didik, tentang tingkat pemahaman terhadap materi pembelajaran yang telah dan akan dipelajari.	0	1	②
3. Guru menganalisis hasil penilaian untuk mengidentifikasi topic/kompetensi dasar yang sulit sehingga diketahui kekuatan dan kelemahan masing-masing peserta didik untuk keperluan remedial dan pengayaan.	0	1	②
4. Guru memanfaatkan masukan dari peserta didik dan merefleksikannya untuk meningkatkan pembelajaran selanjutnya.	0	①	2
5. Guru memanfaatkan hasil penilaian sebagai bahan penyusunan rancangan pembelajaran yang akan dilakukan selanjutnya.	0	1	②
Total skor untuk kompetensi 7	9		
Skor maksimum kompetensi 7 = jumlah indikator x 2	10		
Persentase = total skor / 10 x 100	90.00		
Nilai untuk kompetensi 7	Good		

**APPENDIX 3**  
**THE RESULT OF ANALYSIS THE DATA**

No	Nama Guru	Kompetensi						
		1	2	3	4	5	6	7
1	Suharto, S.Pd	75.00	75.00	75.00	72.72	78.58	83.33	70.00
2	Ka'bai, S.Pd	91.67	91.67	75.00	90.90	85.71	83.33	90.00
<b>RATA-RATA</b>		<b>83.34</b>	<b>83.34</b>	<b>75.00</b>	<b>81.81</b>	<b>82.15</b>	<b>83.33</b>	<b>80.00</b>

No	Nama Guru	Jumlah	Skor Max	Rata-rata	Kategori
1	Suharto, S.Pd	68	90	75.56	Good
2	Ka'bai, S.Pd	79	90	87.78	Good
<b>JUMLAH</b>		<b>147</b>	<b>RATA-RATA</b>		<b>Good</b>
<b>SKOR MAKSIMAL</b>		<b>180</b>	<b>81.67</b>		

## DOCUMENTATION

### 1. Interview with the first teacher



## 2. Interview with the second teacher







**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Kantor: Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221/http://fkp-unismuh.info

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1283/FKIP/A.I-II/X/1440/2018  
Lampiran : 1 Rangkap Proposal  
Hal : **Pengantar LP3M**

Kepada Yang Terhormat  
**Kepala LP3M Unismuh Makassar**  
Di –  
Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **JASMIAH FAISAL**  
N I M : 10535600014  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Kande 3

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **An Analysis of English Teachers' Pedagogical Competence**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, Oktober 2018

Dekan,

  
Enang Akib, M.Pd., Ph.D.  
NBM. 860 934



# UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 165/Izn-5/C.4-VIII/X/37/2018

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

*Kepada Yth,*

Bapak / Ibu Kepala Sekolah

SMK Muhammadiyah 2 Bontoala

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1283/FKIP/A.1-II/X/1440/2018 tanggal 25 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **JASMIAH FAISAL**

No. Stambuk : **10535 600014**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"An Analysis of English Teachers' Pedagogical Competence at SMK Muhammadiyah 2 Bontoala Makassar"**

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**

**NBM 101 7716**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU**  
**PENDIDIKAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
 Telp : 0411-860837 / 860132 (Fax)  
 Email : fkip@unismuh.ac.id  
 Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
**KONTROL PELAKSANAAN PENELITIAN**



Nama Mahasiswa : **JASMIAH FAISAL**  
 NIM : **10535600014**  
 Judul Penelitian : **"AN ANALYSIS OF ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE"**  
 Tanggal Ujian Proposal : **15/9/2018**  
 Tempat/Lokasi Penelitian : **SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin, 05/11/18	Membawa surat penelitian ke TU	Ibu Nurgannah	<i>Jh</i>
2	Selasa, 06/11/18	Bertemu dengan guru B.Ingggris 1	Pak Suharto	<i>Jh</i>
3	Kamis, 08/11/18	Wawancara dengan guru B.Ingggris 1	Pak Suharto	<i>Jh</i>
4	Senin, 12/11/18	Bertemu dengan guru B.Ingggris 2	Pak Karbai	<i>Jh</i>
5	Kamis, 15/11/18	Wawancara dengan guru B.Ingggris 2	Pak Karbai	<i>Jh</i>
6				
7				
8				
9				
10				

Makassar, 07 Desember 2018

Mengetahui

Ketua Jurusan,  
  
 Unni Khaerati Syam, S.Pd., M.Pd  
 NBM. 977 807



Prinsipal Kepala sekolah,  
  
 Prinsipal Kepala Sekolah  
 NBM. 564 546



Terakreditasi Institusi



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH SULSEL  
SMK MUHAMMADIYAH 2 BONTOLA MAKASSAR  
TEKNOLOGI DAN REKAYASA, TEKNOLOGI INFORMASI DAN KOMUNIKASI, BISNIS DAN MANAJEMEN  
Jl. Andalas 126 H / 7C Telp. / Fax 0411 – 36119  
Email : [smkmuhdamks@yahoo.com](mailto:smkmuhdamks@yahoo.com) Website : [www.smkmuhda.sch.id](http://www.smkmuhda.sch.id)

**SURAT KETERANGAN PENELITIAN**  
**Nomor : 145/KET/ IV.4.AU/F/XII/1440/2018**

Yang bertanda tangan dibawah ini :

Nama : Drs. Firdaus Yusuf  
NBM : 564 546  
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : **JASMIAH FAISAL**  
No. Stambuk : 10535 6000 14  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : " **An Analysis Of English Teachers' Pedagogical Competence (A Descriptive Study at SMK Muhammadiyah 2 Bontoala Makassar )** "

Benar telah melaksanakan Penelitian / pengambilan data pada SMK Muhammadiyah 2 Bontoala.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 11 Desember 2018

Kepala Sekolah,



**DR. FIRDAUS YUSUF**  
NBM. 564 546

## CURRICULUM VITAE



**Jasmiah Faisal** was born on January 31<sup>st</sup>, 1997 in Ujung Pandang, and South Sulawesi. She has 2 sisters and 2 brothers. She is the last child of four siblings from a lovely couple of her parents Faisal and Rabiah. She began her kindergarten at Aba Layang Utara Makassar in 2001.

And she continued her study at SD Inpres Baraya 2 Makassar and graduated in 2008. Then she joined at SMP Negeri 4 Makassar and graduated in 2011. Afterwards, she continued her study at SMK Muhammadiyah 2 Bontoala Makassar. After finishing her study from senior high school, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University.