

**TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING
ENGLISH AT SMAN 1 SANGGAR IN BIMA
(A Descriptive Qualitative Research)**



A THESIS

*Submitted to The Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Potential Fulfillment of the Requirement for the
Degree of Education in English Department*

MA'RIFATULLAH

10535596214

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR PENGESAHAN

Skripsi atas nama **MA RIYATULLAH**, NIM **10535 5962 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 035 Tahun 1440 H / 2019 M, tanggal 21 Jumadil Akhir 1440 H / 26 Februari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **28 Februari 2019**.

23 Jumadil Akhir 1440 H
Makassar, 28 Februari 2019 M

PANITIA UJIAN

1. Pengawas Umum : Prof. Dr. T. Abdul Rahmas Rahim, SE., MM (.....)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. Bahalwan, M.Pd. (.....)
4. Dosen Penguji :
 1. Dr. Hj. Andi Tenri Ampa, M.Hum. (.....)
 2. Dr. St. Asriati AM, M.Hum. (.....)
 3. Herlina Daddi, S.Pd., M.Pd. (.....)
 4. Dr. Ratna Dewi, S.S., M.Hum (.....)

Handwritten signatures and initials of the exam committee members.

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, M.Pd., Ph.D

NBM: 860 934



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UNIVERSITAS MUHAMMADIYAH MAKASSAR

APPROVAL SHEET

Title : Teachers' Pedagogic Competence in Teaching English at SMAN 1 Sanggar in Bima
Name : Ma'rifatuniah
Reg. Number : 10535 5962 14
Program : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher training and Education

Makassar, Februari 2018

Approved By:

Consultant I

Consultant II

Dr. Hj. Andi Henri Simpa, M.Hum.

Awalia Aziz, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Ed., Ph.D
NBM: 860 934

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **Ma'rifatullah**

Nim : 10535596214

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Teachers' Pedagogic Competence in Teaching English at
SMAN 1 Sanggar in Bima

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SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini :

Nama : **Ma'rifatullah**
Nim : 10535596214
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

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MOTTO DAN PERSEMBAHAN

*Hidup tanpa rencana dan sasaran,
seperti kapal berlayar tanpa tujuan.*

Kupersembahkan karya ini buat :

Almarhum dan Almarhumah orang tuaku,
saudaraku, sahabatku, dan orang-orang terdekatku.

Atas keikhlasan, dukungan, motivasi dan doanya dalam mendukung penulis
mewujudkan harapan menjadi kenyataan.



ABSTRAK

Marifatullah, 2019. Kompetensi Pedagogik Guru dalam Pengajaran Bahasa Inggris di SMAN 1 Sanggar di Bima. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing 1 Hj. Andi Tenri Ampa dan Pembimbing 2 Awalia Azis.

Masalah utama dalam penelitian ini adalah Apa saja Kompetensi Pedagogik Guru dalam Pengajaran Bahasa Inggris di SMAN 1 Sanggar di Bima. Penelitian ini bertujuan untuk mengetahui Apa saja Kompetensi Pedagogik guru dalam Pengajaran Bahasa Inggris di SMAN 1 Sanggar.

Pendekatan yang digunakan dalam penelitian ini adalah deskriptif. Lokasi penelitian di SMAN 1 Sanggar di Bima. Jenis penelitian ini adalah penelitian kualitatif, dimana dalam proses pengumpulan data menggunakan metode observasi dan pemberian kuesioner. Sedangkan untuk analisisnya, penulis menggunakan teknik analisis deskriptif kualitatif, yaitu data tertulis, melakukan observasi lokasi secara langsung sehingga dalam hal ini penulis berupaya melakukan penelitian yang menggambarkan secara menyeluruh tentang situasi yang sebenarnya. Subjek dalam penelitian ini adalah tiga guru bahasa Inggris di SMAN 1 Sanggar di Bima.

Dari hasil penelitian yang telah dilakukan, penulis dapat menyimpulkan bahwa kompetensi pedagogic guru dalam Pengajaran Bahasa Inggris telah dilakukan kepada siswa dengan cukup baik. Bentuk-bentuk tersebut meliputi: dalam hal penguasaan karakteristik siswa telah dilakukan dengan menggunakan strategi pembelajaran, metode-metode pembelajaran, dan materi pembelajaran yang sesuai dengan kebutuhan siswa. Untuk aspek penguasaan teori belajar dan prinsip pembelajaran yang mendidik dengan pembelajaran yang efektif dan bervariasi, untuk aspek pengembangan kurikulum dilakukan untuk merancang kegiatan pembelajaran yang sesuai dengan kebutuhan siswa.

Kata Kunci : Kompetensi Pedagogik Guru, Pengajaran Bahasa Inggris.

ABSTRACT

Ma'rifatullah. 2019. *Teachers' Pedagogic Competence in Teaching English at SMAN 1 Sanggar in Bima*. Thesis. English Education Department Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Consultant 1 Hj. Andi Tenri Ampa and consultant 2 Awalia Azis.

The main problem in this study how are Teachers Pedagogic Competence in teaching English at SMAN 1 Sanggar in Bima. This study aims to determine the teacher Pedagogic Competence in Teaching English at SMAN 1 Sanggar.

The approach used in this research was descriptive research. Location of research at SMAN 1 Sanggar in Bima. This type of research was qualitative research, where in the process of collecting data using observation and questionnaire methods. As for the analysis the author uses descriptive qualitative analysis techniques, namely written data, observations to the location of the location directly so that in this case the author seeks to conduct research that is describing thoroughly about the actual situation. The subjects in this study were three English teachers at SMAN 1 Sanggar in Bima.

From the results of the research that has been done, the writer can conclude that the teacher's Pedagogic competence in Teaching English has been done to the students quite well. The forms include: in terms of mastering the characteristics of students it has been carried out using learning strategies, learning methods, and learning materials that are appropriate to the needs of students. For aspects of mastering learning theory and learning principles that educate with effective and varied learning, for aspects of curriculum development carried out to design learning activities that fit the needs of students. And the teacher is able to develop students to actualize the various potentials they have, then the results of the process during the learning process are assessed and evaluated as material for the preparation of the next learning design.

Key Words : Teachers Pedagogic Competence, Teaching English.

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Penulis

Ma'rifatullah

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CHAPTER 1

INTRODUCTION

A. Background

Teachers are the spearhead of success in shaping the nation's next generation of quality, it seems to have really high professional skills and attitudes, so it can work earnestly in educating their students to be qualified. Because teachers in the field of education, in order to improve the work educational performance the quality of students, both in terms of psychological and mental spiritual.

The establishment of professional skills and attitudes of teachers is not easy, not necessarily the formation of professional skills of teachers will also form a professional attitude, because many factors that determine. Although teachers have been educated in the field of education, not necessarily automatically also form these professional skills and attitudes. Because educational programs studied may or may not emphasize professional capability-building programs and attitudes.

According to Mulyasa, E (2007: 7), teacher professionalism in Indonesia is still very low, because there is no change of teaching pattern and conventional system to competency system, high teacher work load, and many teachers who have not done classroom action research. On that basis the standard of

competence and certification of teachers formed to really form a professional teacher and have the appropriate competence in teaching.

Education is basically a conscious effort to develop the potential of human resources by encouraging and facilitating learners' learning activities. In detail in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Chapter I Article 1, that is: "Education is defined as a conscious and planned effort to create an atmosphere of learning and planning to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed, society, nation, and country." In this case of course required a professional educator, especially teachers in school. Primary School, Secondary School, and College Lecturer. As an activity that is aware of the purpose then in its implementation is in a continuous process in each type and level of education.

According to Lefrancois in Asmani (2009), competence is the capacity to do something that results from the learning process. During the learning process, the stimulus will work with memory and cause capacity changes to encourage doing something. If the individual is able to learn how to do a job more complex than ever, there will be a change of competence. Thus, it can be interpreted that long-lasting competence that causes individuals able to perform certain performance.

The competencies defined by Cowell (1988) are as an active skill or skill. Competencies are categorized from a simple or basic level so that it is more difficult which in turn will relate to the process of composing the learning experience, which typically consists of : mastery of minimum basic competence, basic competence practice, addition and development of competence or skill. The three processes are mutually sustainable as long as there is still an opportunity to make improvements or develop competencies.

Competence of teachers will deliver it to be a professional teacher coveted by learners. Simply put, professional teachers are teachers who teach on subjects that become his expertise, have a high spirit in developing it, and able to become a pioneer change in the community. Most teachers are now unprofessional, as most teaching teachers do not fit into the field of study they do, especially for English subject teachers. Many problems are found when teaching in a class such as, while teaching does not use English, the material provided only focus on the instruction book, and provide material without explaining the purpose of the material.

According to Bahtiar (2009) in accordance with the law of the Republic of Indonesia number 14 of 2005 on teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education path formal education, primary education and secondary education. Professionalism in education needs to be interpreted that teachers should be people who have

instincts as educators, understand and understand learners. The position of teachers as professionals as referred to in Article 2 paragraph 1 serves to improve the dignity and role of teachers as learning agents functioned to improve the quality of national learning.

According to Irwanto and Yusuf Suryana (2016) that in the pedagogic competence of teachers there are several indicators, including: (a) mastering the characteristics of students, (b) mastering learning theory and the principles of educational learning, (c) curriculum development, (d) educational learning activities, (e) developing potential students, (f) communication with students, and (g) assessment and evaluation.

Pedagogic competence is the main competence of teachers must have to order to make learning effective and dynamic. According to the explanation of the paragraph 28 in the national standard of education it is described that the ability to manage learners learners, designing, and learning is intended, evaluation of learning outcomes, and development of learners to actualize the various potential possessed by teachers so that students can be motivated to learn.

In order for the learning process can be implemented effectively and efficiently, and achieve the desired results, management activities needed effective and efficient learning system as well On the basis of such thinking, the author tries to raise the title ” *Teachers’ Pedagogic Competence in Teaching English at SMAN 1 Sanggar in BIMA*”

In previous finding, Didik Setiawan, "Teacher Pedagogic Competency in KTSP Implementation at SMK Nusantara Ciputat," Thesis of 2013 Faculty of Tarbiyah and Teacher Training UIN Syarif Hidayatullah Jakarta. This study aims to explain the pedagogic competence of teachers in the implementation of KTSP in SMK Nusantara. The result of the research shows that pedagogic competence of SMK Nusantara teachers is seen from the skill of planning KBM process and the learning experience is quite good as well as professionally follow the teacher certification and possess the deed of IV (teaching) and actively participate in the program of MGMP as the effort done by school.

Differences research Didik Setiawan with this thesis is:

1. Research Didik Setiawan done in 2013, while this research is a study 2018.
2. On research Didik Setiawan is a research in SMK Nusantara Ciputat, while this research is a research in SMAN 1 Sanggar.
3. The results of Didik Setiawan's research indicate that pedagogic competence of SMK Nusantara teachers is seen from the skill of planning the process of KBM and the learning experience is quite good as well as professionally following the teacher certification and having the deed of IV (teaching) and active in participating in the Teachers Consultative Program (MGMP) as an effort that is done by the school while this thesis is the result to see the pedagogic competence of teachers in teaching English in SMAN 1 Sanggar.

B. Problem Statement

What are the pedagogical competences of teachers in teaching English at SMAN 1 Sanggar in Bima?

C. Objective of the Research

To know what are the pedagogical competences of teachers in teaching English at SMAN 1 Sanggar in Bima?.

D. Significance of the Research

1. For Researchers

Giving additional new thoughts related to the pedagogic competence of teachers in teaching English.

2. For School

Can contribute thoughts about the role of pedagogic competence of teachers both on English subjects as well as other subjects.

3. For English Teachers

This research can be a reference to know pedagogic competence in English subjects so that it can be better.

E. Scope of the Research

Based on the identification of the problems mentioned above, the problem under study is limited in terms of pedagogical competences of teachers in teaching English class XII at SMAN 1 Sanggar.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. The Conceptual of Pedagogic Competence

1. The nature of Teacher Competence

Competence in the Indonesian language is the word absorption of the English word competence which means the ability and ability. These skills and abilities are obtained through education, training, and self-learning. As quoted by Ouston (2004: 114) competence is "A description of something that should be done by someone who works in a certain profession". It means a thing that describes a person's ability both qualitative and quantitative.

McAhsan (1981:45), competence that : "competence is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors".

Spencer & Spencer (1993:9) that " Competency is underlying characteristic of an individual that is causally related to criterion-reference affective and superior performance in a job or situation ". So, competence is a basic characteristic that is related to criteria for effective ability or certain tasks.

In the perspective of education, competence is a collection of knowledge, behavior, and skills teachers must have to achieve learning and education objectives. Quoting from Littrel (1984: 310) which explains that competence is "The mental and physical strength to perform the tasks or skills learned through practice and practice".

Broke and Stone (1995) suggests that teacher competence as a qualitative picture of the nature of teacher's meaningful behavior. Whereas in Law no. Law No. 14 of 2005 on teachers and lecturers article 1 verse 10 mentioned "Competence is a set of knowledge, skills, and behavior that must be possessed, lived and mastered by teachers or lecturers in performing professional duties" In other words it can be concluded that competence is a set of knowledge, skills, and behavior that must be possessed, experienced, and mastered by teachers or lecturers in performing professional duties.

The meaning of competence in terms of term covers various aspects, not only related to physical and mental, but also spiritual aspect. According to Mulyasa (2007), "Teacher competence is a combination of personal, scientific, technological, social, and spiritual capabilities that in turn establish the competence of teacher professional standards, which include mastery of the material, understanding of learners, educational learning, personal development and professionalism."

Assessment of competence can be done in two ways: direct and indirect one aspect and many aspects (comprehensive), depending on the purpose of assessment. A teacher is able to teach with the approach or method of active learning for example, can be directly observed in the class by the principal. Broke and Stone (1995: 8) below, “competence is assessed by direct observation of job performance and that this assessment constitutes the largest and most essential part of the teaching qualification.”

The term competence has many meanings, there are several definitions about the meaning of competence, namely:

- a. In the popular scientific dictionary it is argued that:
Competence is the ability, authority, power and ability.
- b. In his book Dr. H. Syaiful Sagala, M. Pd. entitled *The Professional Ability of Teachers and Teachers Explained*: Competence is a combination of mastery, knowledge, skills, values and attitudes reflected in the habit of thinking and acting in performing their tasks or work.
- c. According to Cece Wijaya and Tabrani Rusyan explains that:
Competence is a skill that is a picture of the qualitative nature of the behavior of teachers or educational personnel who seem very meaningful.

- d. According to W. Robert Houston gives the understanding is as follows: "Competence" ordinarily is defined as "adequacy for a task" or as "possession of require knowledge, skill and abilities".

From the description above it appears that competence refers to the ability to implement something obtained through education.

2. Teacher Pedagogic Competences

According to Irwanto and Yusuf Suryana (2016), there are seven indicator in pedagogic competence, including the following :

a. Teachers Understanding the Characteristic of Students

In teachers understanding the characteristics of students, that the teacher records and uses information about the characteristics of students to help the learning process. By teachers understanding the characteristics of students, teachers can plan and implement learning using learning strategies, learning methods, and learning materials that are appropriate, efficient, and in accordance with students.

In addition, teachers understanding the characteristics of students can also organize learning processes that help various aspects of student development which include cognitive aspects, psychomotor aspects, affective aspects, creativity, emotional aspects, talents, social relations, independence, language and morals.

The indicators for teachers understanding the students are stated as follows :

- a. The teacher can identify the learning characteristics of each student in his class.
- b. The teacher ensures that all students get the same opportunity to actively participate in learning activities.
- c. Teachers can arrange classes to provide the same learning opportunities to all students with different physical and learning abilities.
- d. The teacher tries to find out the causes of student behavior deviations to prevent the behavior from harming other students.
- e. The teacher helps develop potential and overcome the shortcomings of students.
- f. The teacher pays attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that students do not feel excluded, ridiculed and so on.

In understanding students, educators need to be equipped with an understanding of the general characteristics of students including students in a state of being empowered to use abilities, willingness, have a desire to develop into adults, students have different backgrounds,

students do exploration of the natural environment with their basic potentials (Jalaluddin, 2003)

b. Teachers Understanding Learning Theory and the Principles of Educating Learning

In this competency, teachers are required to be able to establish various approaches, strategies, methods and learning techniques that educate creatively in accordance with teacher competency standards. the teacher adjusts the learning method so that it matches the characteristics of the students and motivates them to learn.

There is an indicator of competence in teachers understanding learning theory and the principles of educating learning as follows :

- a. The teacher provides opportunities for students to understand learning materials according to their age and learning ability through the arrangement of learning processes and varied activities.
- b. The teacher always ensures the level of understanding of students towards certain learning materials and adjusts the next learning activities based on the level of understanding
- c. The teacher can explain the reason for carrying out the activities or activities he did, both according to and different from the plans related to the success of learning.

- d. The teacher uses various techniques to motivate students' willingness to learn.
- e. The teacher plans learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of the students.
- f. The teacher ensures the response of students who have not or do not understand the learning material taught and use it to improve the next learning design. (Kemendiknas, 2011 : 121).

In order for learning to achieve more optimal results it needs to be considered several learning principles. The principle of learning is built on the principles drawn from psychological theory, especially learning theory in learning activities, the principle of learning when applied in the process of developing learning and implementing learning will get more optimal results). The learning principle in question is, (1) the principle of plan-based learning for example encourages students to participate actively in learning, develops a culture of reading and writing, provides feedback, applies information and communication technology (Kemendikbud, 2013: 263), (2) the principle of activeness, learning activities of students can be pursued through observing, trying, processing, presenting, communicating conclusions, (3) the principle of interactive, the teacher uses approaches, strategies, methods, and techniques that create interactivity between teachers and students, students with learners

c. Curriculum Development

In essence, curriculum development is an attempt to find out how plans and arrangements regarding the objectives, content and material of learning and the methods used as guidelines for the implementation of learning activities in accordance with the development and need to achieve certain goals. In curriculum development teachers are required to be able to compile a syllabus according to the curriculum's most important objectives and to use lesson plans in accordance with the objectives and learning environment. The teacher selects, arranges, arranges learning material according to the needs of the students.

The competency indicators for curriculum development are as follows:

- 1) The teacher prepares the lesson plan according to the syllabus in the school curriculum.
- 2) The teacher delivers learning material smoothly, clearly and completely.
- 3) The teacher adjusts the learning material taught according to the age, background and level of development of the students.
- 4) The teacher connects the material taught with the environment and daily lives of students.
- 5) The material taught by the teacher is the latest material.

- 6) Learning activities carried out by the teacher include various types of learning students.
- 7) The teacher helps develop the generic abilities or skills of students (creativity, critical thinking, innovative thinking, problem solving, etc.).

There are several elements of learning planning which are stated as follows:

- 1) Learning Objectives

Objectives or basic competencies or indicators of good learning contain ABCD elements namely audience (who must have the ability), behavior (behavior that is expected to be possessed), condition (in conditions and situations in which subjects can demonstrate abilities as learning outcomes obtained), the degree (expected quality or quantity of behavior is achieved as a minimum limit. In addition, learning objectives include the development of attitudes, knowledge, and skills of students so that they can do something in the form of proficiency with a sense of responsibility.

- 2) Learning Materials

Learning material is everything that becomes the content of the curriculum that must be mastered by students in accordance with basic competencies in order to achieve the

core competencies of each subject in a particular education unit.

3) Approaches, Strategies and Learning Techniques

Approach, strategy and learning techniques are approaches, strategies, methods and learning techniques that are varied and make it easier for learners to master the expected goals and competencies.

4) Learning Media

This media includes people, materials, equipment, or activities that create conditions that allow learners to obtain skills, knowledge, and skills.

5) Resources

The resources needed to achieve the objectives include the determination of the facilities and infrastructure needed, the budget and other resources, for example the utilization of the time needed to achieve the objectives that have been formulated.

6) Implementation

Implementation is the implementation of all these elements into learning activities efficiently and effectively.

As a professional teacher, of course, it is required to do planning before carrying out learning as a job. No matter how simple the

learning process is built by the teacher, the process is directed at achieving a goal. Teachers who only carry out the learning process by using lectures, of course the lecture is directed towards achieving the goal. Thus, the more complex the goals that must be achieved, the more complex the learning process and planning prepared by the teacher will be.

d. Educating Learning Activities

Educating learning is an effort to provide a set of environmental conditions that can stimulate students to carry out learning activities. The main purpose of learning is to educate the students so that growth and development become responsible individuals and can account for their actions.

In this competency, teachers are required to be able to compile and implement learning designs that educate in full, carry out learning in accordance with the needs of students, compile and use various learning materials and learning resources according to the needs of students, and utilize Communication Information Technology for learning purposes.

The competency indicators for educational learning activities are as follows:

- 1) The teacher carries out learning activities in accordance with the draft that has been completely compiled.
- 2) The teacher carries out learning activities that help students learn.

- 3) The teacher communicates new information (for example additional material) according to the age and level of learning ability of students.
- 4) The teacher responds to the mistakes made by students as stages 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 answer about the correct lesson.
- 5) The teacher carries out learning activities according to curriculum content and relates them to the context of students' daily lives.
- 6) Teachers carry out learning activities in various ways with sufficient time for learning activities that are appropriate for their age and level of learning ability and maintain the attention of students.
- 7) Teachers manage classes effectively without dominating or busy with their own activities so that all time students can be used productively.
- 8) The teacher is able to complete learning activities designed with class conditions.
- 9) The teacher provides many opportunities for students to ask questions, practice and interact with other students.

10) The teacher organizes the implementation of learning activities systematically to help the learning process of students.

11) The teacher uses teaching aids, and or audio-visual (and other Communication Information Technology) to increase students' learning motivation in achieving learning goals.

Educating learning should take place as a process or effort undertaken by students to obtain a change in behavior as a result of the experience of individuals interacting with their environment. Changes in behavior that occur in an individual vary widely both in character and type. Because not all changes in an individual are changes in the meaning of learning. Learning outcomes of students in the learning process that educates in the form of changes in behavior that is conscious, continuous, functional, positive, permanent, meaningful, and comprehensive.

Basically, in educating learning it should take place as a process or effort carried out by students to obtain a change in behavior as a result of the experience of individuals interacting with their environment. Changes in individual behavior vary in their nature and type, because not all changes in an individual are changes in the meaning of learning. Therefore, the teacher must be able to select and choose various approaches and methods used, because it is very influential in the learning process and behavior.

e. Development of the Potential of Students

The learning objective is essentially to help students develop their potential optimally. Therefore, the teacher must recognize and understand the potential of students, the teacher can provide an overview of the strengths and weaknesses, strengths and weaknesses of students, and can know the potential that needs to be improved and weaknesses that need to be minimized. Thus the teacher can plan the right learning so that students achieve their best according to their potential.

Furthermore, competency indicators on the development of potential students are stated as follows:

- 1) The teacher analyzes the learning outcomes based on all forms of assessment of each student to determine the level of progress of each.
- 2) The teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.
- 3) The teacher actively helps students in the learning process by giving attention to each student.
- 4) The teacher can identify correctly about the talents, interests, potential, and learning difficulties of each student.

- 5) The teacher provides learning opportunities to students according to their own learning methods.
- 6) The teacher focuses on interaction with students and encourages him to understand and use the information conveyed.

In addition to being a facilitator, teachers must encourage students (as motivators) to develop initiatives in maintaining new tasks as teachers. The teacher must be more open in accepting the ideas of students and more trying to eliminate students' fears and anxieties that hinder creative thinking and problem solving. There are so many potentials that need to be developed and improved at school through the learning process.

Some of them are developing cognitive potential, developing physical potential, developing psychomotor potential, developing moral and emotional potential, developing social and language potential and so on.

The following will discuss some of the potentials that need to be developed as follows:

- 1) Development of Cognitive Potential.

The development of students' cognitive potential is basically an effort to improve aspects of observation, remembering, thinking, creating and creativity of students. The cognitive processes in students include changes in their thinking, integration, and language.

The smarter someone is, the easier and faster it will be to lower the answers to the problems it faces. Cognitive development is intended to enable individuals to develop their perceptual abilities, memory, thinking, understanding symbols, doing reasoning and solving problems. Cognitive development is influenced by heredity, environment, maturity, interests, and talents, formation and freedom from various influences of suggestion.

2) Development of physical potential

Development of physical potential concerns the growth of a student. Students must have good physical growth in increasing their potential. In connection with this, the teacher needs to know how to improve the physical learners, because the physical growth of students influences other potentials they have.

3) Development of psychomotor potential

Psychomotor abilities can only be developed with exercises that lead to the collar of increasing the ability of students. This development requires strong stimulation so that the development of students' psychomotor potential can be optimal.

4) Increased moral and emotional potential

In an effort to increase moral maturity and character formation of students. Then the presentation of moral education material should be carried out in an integrated manner for all lessons

involving all teachers, principals, parents and if necessary also involving local community leaders.

Student moral development starts from education at home. At home parents should provide learning about morals since they were young so that these students grow up with good morals. A positive attitude from the mother's father can also be shown when helping other people who are experiencing difficulties.

f. Communication with Students

Good communication with students is needed in the world of education, especially when the learning process takes place. Without good communication (interaction between educators and students), the message that becomes the goal of education itself will be difficult to understand or understand by the recipient of the message or students. Sometimes also if the educator is not able to communicate the message, the students will find it difficult to receive students and will even quickly get bored and not passionate about learning.

The competency indicators for communication with students are as follows:

- 1) The teacher uses questions to find out understanding and maintain student participation, including providing open questions that require students to answer their ideas and knowledge.

- 2) The teacher pays attention and listens to all the questions and responses of the students, without interrupting unless needed to help or clarify the question or response.
- 3) The teacher responds to student questions correctly, correctly, and up to date according to the purpose of learning curriculum content, without embarrassing him.
- 4) The teacher presents learning activities that can foster good cooperation between students.
- 5) The teacher listens and gives attention to all the answers of the students, both right and wrong, to measure the level of understanding of the students.
- 6) The teacher gives attention to the questions of the students and responds completely and relevantly to eliminate confusion in the students.

The effectiveness or failure of teacher communication with students in the learning process affects the quality of learning. Therefore, teachers need to build effective communication with students so that the learning process runs smoothly and effectively so as to produce the expected quality of learning. The teacher is the party responsible for effective communication in learning, so that teachers are required to have good communication skills with students to produce effective learning processes.

g. Assessment and Evaluation

Assessment and evaluation are very important, both for students, teachers, and schools. For students, can know the extent to which they have successfully followed the lessons given by the teacher, whether the results are satisfactory or unsatisfactory. For teachers, can know the students who have and who have not mastered the learning material, whether or not the learning material delivered, and the method used. For schools, can find out whether the learning conditions created by the school are in line with expectations or not, and whether what is done by sudag schools meets the standards or not.

The indicators of evaluation and evaluation must be owned and implemented by the teacher, as follows:

- 1) The teacher prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan.
- 2) Teachers carry out assessments with various techniques and types of assessments, in addition to formal assessments conducted by schools, and announce the results and their implications to students, about the level of understanding of learning material that has been and will be learned.

- 3) The teacher analyzes the results of the assessment to identify difficult topics or basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment needs.
- 4) The teacher utilizes input from students and reflects to improve further learning, and can prove it through notes, learning designs, additional material and so on.
- 5) The teacher utilizes the results of the assessment as material for the preparation of the next learning design.

Learning evaluation is a process of determining the value or giving consideration to the value and meaning of the learning process and results, which is carried out through assessment or learning measurement activities. Evaluations and assessments can be done for example, the teacher wants to evaluate the success of students in absorbing the information given for one semester. The first thing to do is to collect data about the abilities of students in the classroom through achievement test results of learning, through reflection on making assignments, and so on.

3. Teacher's Ability in Teaching

(About pendidikan003.blogspot.com/2013/15) The ten skills teachers must have are:

- a. Have the ability to develop personality.

Teachers are required to piety to God, play a role in society as a citizen who spiritually Pancasila and develop qualities that are prerequisites for the rush

- b. Mastering all the educational foundations

The educational base that must be mastered is to know the purpose of education for the achievement of national education goals, to know the school in the community and to know the principles of psychology that can be utilized in the learning

- c. Able to master the teaching materials

A teacher is expected to have the ability to master the curriculum teaching materials and master the enrichment material

- d. Able to develop teaching program

This ability is to set teaching objectives, select and define teaching materials, select and develop teaching strategies, select and utilize available learning resources and select and develop appropriate teaching media

- e. Implement all teaching programs

In this case teachers are required to create a healthy learning climate teaching, managing the interaction of teaching and learning and organize the study room

f. Assess results and teaching and learning process that has been implemented. Teachers should be able to assess student achievement and assess the learning process that has been run

g. Study guidance program

Teachers should be able to guide students who have learning difficulties, specialist and gifted students and can guide students to appreciate work in the community

h. Implementing agency administration

Teachers should be familiar with the administration of school activities as well as carrying out such activities

i. Interact with peers and the community

Teachers should be able to interact with colleagues to improve professional skills and interact with the community to fulfill the mission of education

j. Doing simple research

The ability of this teacher is to examine the basic concepts of scientist research and conduct simple research.

Based on the above statement can be concluded that the ability is the ability or potential of a teacher to master the expertise in performing or performing various tasks in a job or an assessment of one's actions .

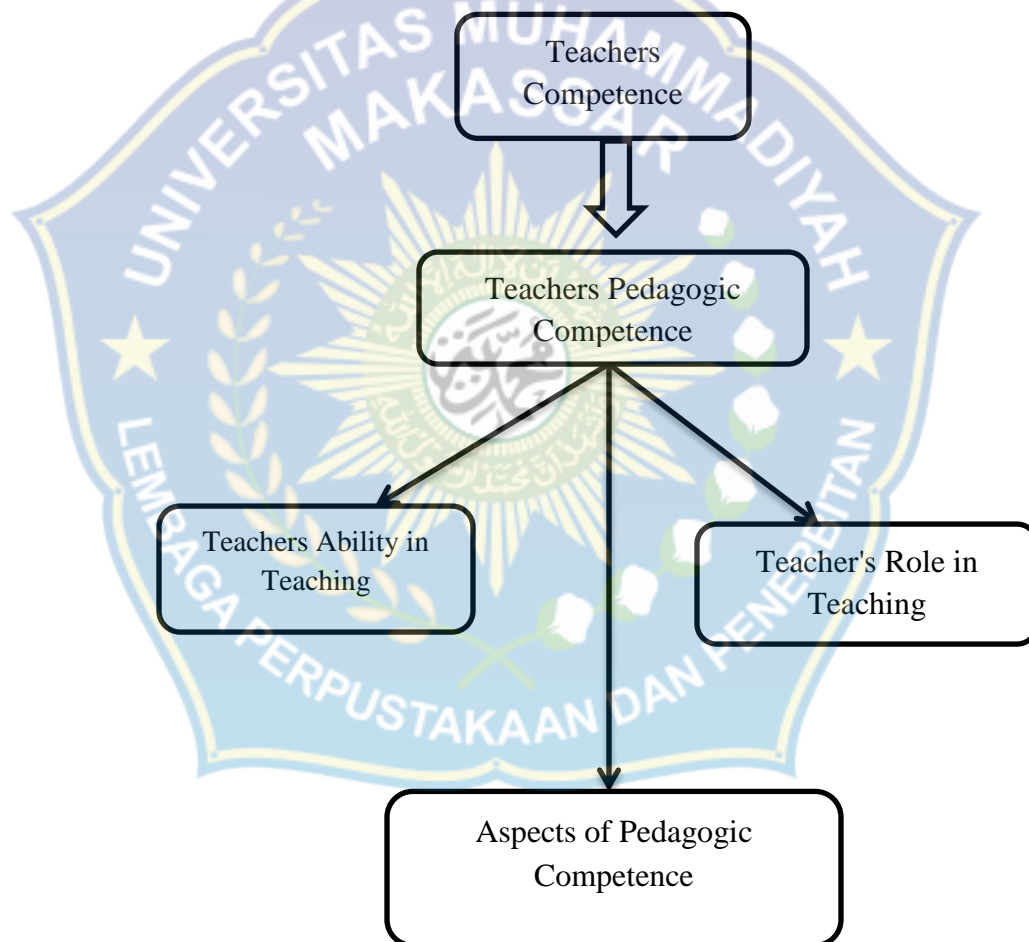
4. Teacher's Role in Teaching English

The curriculum plays an important role in education, because it relates to the determination of the direction, content and process of education that ultimately determines the qualifications of graduates of an educational institution. Along with the development of the times and demands of the community, then the world of education must make innovations in education. Educational innovation will work and achieve its goals if the educational program is designed and implemented in accordance with the conditions and demands of the times. Teachers have positions as professionals at elementary, secondary, and early childhood education levels in the formal education channels that are appointed in accordance with the laws and regulations. The position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education .

The role of pedagogic competence of English teachers in teaching is as a manager of English teaching learning process, acting as a facilitator who seeks to create an effective and not boring teaching and learning process. Moreover, English subjects get less attention in the thinking of learners, develop lessons with good materials and improve the ability of

learners to listen to lessons and master the subjects. This requires changes in the use of teaching methods, teaching-learning strategies, and attitudes and characteristics of teachers in managing learning. For that, teachers should be able to manage learning that gives stimulus to learners so they want to learn because it is the main subject of learning in learning.

B. Conceptual Framework



Based on the above theoretical study, the authors formulate a framework of thinking that refers to Law No. 14 of 2005 which states that

professional teachers are teachers who have criteria based on four competencies that include pedagogic competence, personality competence, professional competence, and social competence. Professional teachers must have the main competence of pedagogic competence, because pedagogic competence has an important role in managing the class. The competence is essentially a teacher's ability to manage students learning will affect the ability of a teacher at in class.



CHAPTER III

RESEARCH METHOD

A. Research Method

1. Research Design

The approach used in this research was descriptive method. This type of research was qualitative research, where in the process of collecting data using observation and questionnaire methods. As for the analysis the researcher use descriptive qualitative analysis techniques, namely written data, observation to the location directly so that in this case the researcher seeks to conduct research that was describing through about the actual situation. According to Sukmadinata (2006:72), descriptive research is a form of research aimed at describing existing phenomena, both natural phenomena and made phenomena.

According to Creswell (by Supardi, 2010:8) say that qualitative research is an inquiry process of understanding based on district methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting.

2. Research Variable

The variable was anything that shaped what defined by researcher to be studied in order to obtain information about it, drawn conclusions. This research only have variable is *Teachers Pedagogical Competences*.

B. Research Instrument

1. Observation

According to Margono, S (2003: 158-159), observation is a scientific method which is defined as observation through focusing on an object by using the senses. Observation is defined as the systematic observation and recording of the symptoms that appear on the object of research, observation and paint are made for the object in a place or event occurred.

In this study, researcher conducted observations on three English language teachers to obtain information and collect data in accordance with the research title. In these observations, researcher observed the teaching and learning process carried out by teachers in the classroom, and observed how their application as educators.

2. Questionnaire

Questionnaire is a set questionnaires that use to get information from the respondent about their self or things they known

The questionnaire used in this study was a questionnaire written, which was given to three English teachers. the questionnaire was made to receive information directly from the teacher's teacher, then the answers they had answered would be completed into one so that the conclusions would be published by the researcher. This questionnaire is answered with two answers, yes or no.

C. Data Collection Procedure

Data collections procedures use in this study were:

1. Researcher observed some English teachers, while teaching English in the classroom.
2. Researcher gave a questionnaire to students as respondents to obtain the data, this questionnaire contains some statements in measuring the ability of pedagogical competence of teachers

D. Technique of Data Collection

According to Amirin in Ratnawati (2012: 59) the outline of data can be divided into two kinds, qualitative data and quantitative data, and classified into two analytical techniques that are qualitative analysis and quantitative analysis. Data analysis technique used in this research is using qualitative descriptive data analysis technique with descriptive narration. Techniques used in data collection is documentation techniques by collecting data through oral and written sources. The steps include:

1. Make observations in the class while filling out the observation sheet that has been provided,
2. Conduct a documentary study of lesson plan and syllabus,
3. Conducting interviews to strengthen information from observation, and
4. Classify data or information obtained to be reduced to valid research data.

E. Data Analysis Technique

Qualitative Data

According to Bogdan and Taylor (1975), data analysis is the process of systematically searching and arranging the interview script, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2014: 334). After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data. So, the data collected of this research was described and interpreted into own sentences.

Data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection in a particular period. According to Miles and Huberman (1984), suggests that activity in the qualitative data analysis performed interactively and runs continuously until complete, so that the data is already saturated.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at SMAN 1 Sanggar-Bima with the research title “ Teachers’ Pedagogic Competence in teaching English at SMAN 1 Sanggar in Bima “.In this section it is intended as a process to examine the results of research obtained from data collection tools and try to obtain data relating to the problems described in Chapter 1 before.

The data collection tool used is the data collection tool used there are two, namely through observation and giving a research questionnaire to the teacher concerned. Then the data is presented in written language, not in numbers. Information provided by respondents illustrates what it is about there are two, namely through observation and giving research questionnaires to the teacher concerned. Then the data is presented in written language, not in numbers. Information provided by respondents illustrates what it is about Teachers’ Pedagogic Competence in teaching English at SMAN 1 Sanggar in Bima. The processing of data in chapter IV is basically to answer the formulation of the problem written in chapter I, namely "How are teachers pedagogic competence in teaching english at SMAN 1 Sanggar in Bima?".

Pedagogic competence is the ability of a teacher to carry out his obligations responsibly. As good as a teacher's pedagogic competence, the

better the abilities that will be possessed. The competence possessed by the teacher is not limited to knowledge of professional tasks such as only knowing about ways to educate, teach, guide, train, assess, and evaluate students, but that knowledge is inspired and applied by the teacher consequently, consistently and skillfully . It is certainly useless for teachers to have such knowledge if it does not materialize in action so that it does not provide meaning and benefits for the actual implementation of education.

The indicators of pedagogic competence in the management of learning are students, namely:

1. Teachers Understanding the Characteristics of Students

Teachers understanding the characteristics of students relates to the ability of teachers to understand the conditions of students. Students have characteristics that are different from each other both in terms of interest, motivational talent, absorption, level of development, level of intelligence and have their own social development, understanding characteristics of students is very important for teachers because it is useful for the benefit of the learning process at school. By understanding the characteristics of students, teachers can plan and implement learning using learning strategies, learning methods, and learning materials that are appropriate, efficient, and in accordance with the needs of students.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1, said that "The way that is done as an English teacher in the ability to understanding the characteristics of students is by way of teachers to explore and understand the character of students as a whole. Whether in academic potential if there are students who have less academic competence, the teacher tries to overcome it by approaching specifically to these students, usually if there are students who do not understand or do not understand, teacher 1 explains again until the students really understand what is being taught. The teacher also ensures that all students get the same opportunity to actively participate in learning activities
- b. According to teacher 2, said that "The way he does in the ability to understanding the characteristics of students is by observing the behavior of students, both in class and outside the classroom. Before the lesson begins, teacher 1 arranges the class by telling students to tidy up the seats, because he says when the classroom atmosphere is still not rapid and orderly it will disrupt the learning process.
- c. According to teacher 3, said that the way that is done in understanding students is to provide equal opportunities for students to study in class even though there are those who have physical abnormalities. Teacher 3 always gives special attention to

students who have these physical disorders, giving them high motivation and enthusiasm so they don't feel left out. If there are students who have bad character, then he needs special attention from educators to improve the character of the child.

Based on the results of observations and questionnaires conducted on the three English teachers, it can be concluded that the teacher's pedagogic competence in understanding the characteristics of students has been done well. Both in observing the behavior of students, observing the way students learn has been done even though there are many problems such as the presence of students who behave poorly, but teachers always try to provide motivation and direction to them. Always provide opportunities for students to get equal opportunities in class, especially for students who have physical abnormalities, but teachers always encourage high enthusiasm in learning.

2. Teachers Understanding Learning Theory and the Principles of Educating Learning

Teachers must be able to use various approaches, strategies, methods and learning techniques that educate creatively in accordance with teacher competency standards. The teacher must also adjust the learning method to fit the characteristics of the students and motivate them to learn.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1 said that "the method used in teachers understanding learning theory and the principle of learning that is educating is the first way to open the lesson by conveying the learning objectives to be achieved and motivating students so that students understand what will be learned during the learning process takes place, Teacher 1 also provides motivation related to the material taught in daily life so that students understand or explore the material. He always uses various techniques to motivate students to want to study hard
- b. According to teacher 2 said that in in teachers understanding learning theory and learning principles that educate by way of conveying the material to completion, if in the delivery of material not yet understood by students, it will be explained until truly understood. Provide a good response to students related to the material taught so that they are depressed in accepting subjects. He explained the material clearly and always used various methods such as lectures, questions and answers, and discussions
- c. According to the teacher 3 said that in teachers understanding learning theory and the principle of learning that educates provide learning material that fits the needs of students, and in accordance with the understanding of students because each individual is different, especially the absorptive capacity of students because

there are fast responders there are slow. He also closed the lesson by concluding the material taught and giving assignments to do at home.

Based on the results of observations and questionnaires, it can be concluded that pedagogic competencies in in teachers understanding learning theory and the principles of educating learning are well done, starting from arranging classes, giving equal opportunities to students in participating in the learning process, even among students some have physical anomaly, but the teacher is always trying to motivate and provide encouragement so as not to feel excluded.

3. Curriculum Development

The third pedagogic competency that teachers must have is curriculum development. In this competence the teacher is required to be able to compile the syllabus in accordance with the curriculum's most important objectives and to use the lesson plan in accordance with the objectives and learning environment. The teacher selects, compiles, and arranges learning materials that are appropriate to the needs of students. Teachers as implementers of technical education and policy makers for curriculum changes in all formats, both planning, implementing and evaluating. A teacher must be able to manage learning activities. Starting from learning planning, implementing learning activities and evaluating learning activities. Teachers must master the

curriculum, starting from planning curricula, preparing curriculum and evaluating curriculum.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1 said that the method used in curriculum development namely adjusting goals, content and learning processes should be in accordance with the needs and development of students. Because it aims to educate students to prepare for life now, but also to prepare students in life in the future, make a curriculum that is adjusted based on regional conditions, the ability of students, and the background of students.
- b. According to teacher 2 said that the method used in curriculum development, namely by giving material to students should be in accordance with the contents of the lesson plan so that it can be organized. He also linked the material taught with the lives of students so that they quickly understood and permeated by using language that was in accordance with students' understanding. For example, he gave material for example expressing like and dislike material, where he linked it with expressions of liking and dislike of something or their people.
- c. According to teacher 3, said that the method used for curriculum development is first to develop lesson plans that are in accordance

with the syllabus. Second, then after that he looked for material in accordance with the content and basic competencies in the lesson plan. The material taught is in the order of the contents of the lesson plan.

Based on the results of observations and questionnaires for the three English teachers, it can be concluded that pedagogic competencies in curriculum development have been done well, starting from the making of lesson plans arranged in accordance with the syllabus and school curriculum. Arrange learning materials that are in accordance with the content, and basic competencies in the lesson plan.

4. Educating Learning Activities

In educational learning activities, teachers are required to be able to compile and implement learning designs that are in accordance with the needs of students, compile and use a variety of learning materials and learning resources in accordance with the characteristics of students, and utilize Communication Information Technology for learning purposes. The keriteria in the ability to carry out educational learning is starting from opening lessons (for example conveying learning objectives and providing motivation), managing teaching and learning activities (eg explaining learning material, fostering positive attitudes and good behavior), arranging classes to close the lesson.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1, said that the method used in teaching learning competencies is that during the learning process the teacher arranges the classroom for example training students' discipline, for example prohibiting it from taking when the lesson takes place using good language. He also trained students in taking up their ideas such as telling students to ask questions about material they did not understand. He said that what is lacking in the learning process is that the material used is only from books, even though they actually want to use teaching aids such as audio or LCD examples but not because of the lack of communication technology tools and so on
- b. According to teacher 2, said that the method used in educating learning activities is the way it is almost the same as what was said by teacher 1, namely regulating the classroom atmosphere before learning takes place. During the learning process, he tried to create the best possible classroom atmosphere to take place effectively. For this reason, he tried to do various learning activities so that students did not feel bored.
- c. According to teacher 3, he said that the method used for educating learning activities is to provide the widest opportunity for students

to express their learning processes, for example by sharing discussion groups so that they can exchange ideas so they can solve problems easily together.

Based on the results of observations and giving questionnaires to the three English language teachers, it can be concluded that the ability in educating learning activities is by training discipline, for example regulating the classroom atmosphere to be orderly, so that the learning process takes place well.

5. Development of the Student Potential

Teachers play an important role in efforts to develop the potential of students. Teachers can develop the potential of students by creating a learning atmosphere such as applying a competency approach, namely learning that provides opportunities for students to play and move, providing a safe and psychologically free atmosphere, applying discipline, giving students the breadth of ideas, ideas, or own opinions, actively participate, and be creative.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1, said that "The method used in developing potential students for example, he honed the potential of students, for example by holding competitions to make work for each student, or he used a wall magazine provided by the school so that students were able to develop their potential. There are those who

make the title poem free which is important they have the will. He said the work of the students was taped, then given a value for good work, and gave a kind of exercise such as stationery, so that the students at SMAN 1 of the Studio had motivation in showing their talents

- b. According to teacher 2, said that one of the ways in developing students' potential is: for students who have academic abilities he accompanies students who follow the quiz competition held by schools, the purpose of training their intelligence, honing their intelligence is one way to continue to develop the skills they have (said teacher 2).

Based on the results of observations and questionnaires made on the three English language teachers at SMAN 1 Sanggar, it can be concluded that competence in developing the potential of students has been done well. The way they use in developing the potential of their students, they always try to encourage, motivate and help in participating in developing the potential of their students. Starting from holding competitions, extracurricular activities they always hope that students especially SMAN 1 Sanggar can excel from other schools. Because who else will develop and hone the talents, interests, and potential of students if not the teachers.

6. Communication With Students

Good communication with students is very necessary in the world of education, especially in the learning process. With good communication with students, the teacher can educate, teach, guide, direct, train, and evaluate students. With good communication, the teacher can influence the attitudes or behavior of students towards the expected, for example persuading students to be able to change attitudes and behavior of students, as well as entertaining students to avoid feeling bored and tired mind when the learning process takes place.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1, said that in communicating with students sometimes uses subtle language, which is easy to understand, so that the communication process between me and students can be well established. The communication process is very important for students, because if we use polite language, students will not feel depressed. He said that communication does not only take place with teachers and students, but between students and other students.
- b. According to teacher 2, the method used is that he asks questions to students to find out how far they understand the material being taught or how. When no one answered, he pointed between them

to answer so they could be confident to appear and not feel afraid among many people.

- c. According to teacher 3, the method used is when there are students who have problems, both related to the behavior of students in learning difficulties. When there are students who experience learning difficulties, he tries to take a specific approach, for example motivating by way of praise, persuading him to want to learn so that good communication is established.

Based on the results of observations and research questionnaires on three English teachers, it can be concluded that pedagogic competence in communication is well done, starting from giving attention to students, especially to students who have difficulty in learning, giving a strong encouragement, trying to find out how understanding the material is taught through questions.

7. Assessment and Evaluation

Assessment and evaluation are very important, both for teachers, students and schools. For students, to know the extent to which they have succeeded in following the lessons given by the teacher, whether the results are satisfactory or unsatisfactory. For teachers, to find out the students who have and who have not mastered the learning material, whether or not the learning material delivered, and the method used. For schools, to find out

whether the learning conditions created by the school are in line with expectations or not, and whether or not the school has met the standards.

From the results of observations of researchers on three English language teachers, the way to understand students in English subjects is:

- a. According to teacher 1, that the method used in evaluating and evaluating student learning outcomes is to provide daily assignments to students, both assignments done at school and at home. Make assessment tools or instruments for assessing student tasks. In evaluating the teacher carries out daily tests, midterms, final semester examinations, until school examinations that will determine how students will learn for several semesters.
- b. According to teacher 2, there is almost the same way of evaluating and evaluating all the teachers and schools. If there are students whose values are still below the minimum criteria of completeness, then a remedial question will be given.
- c. According to the teacher 3, he made an assessment by assessing his attitude, activity and so on, both in terms of his daily tests, daily assignments, and midterm examinations summarized into one unit as a consideration for student learning outcomes.

Based on the results of observations and giving questionnaires to the three English language teachers, it can be concluded that pedagogic competence in assessment and evaluation has been done well, starting from the making of

assessment and evaluation tools, as well as the assessment process carried out. Starting from daily tasks, daily tests, midterms and school exams. For semester tests, if there are still those who score below the minimum completeness criteria, remedial will be conducted.

B. Discussion

Teacher's pedagogic ability in English language teaching is by: being able to master the characteristics of students, mastering learning theory and learning principles of students, developing curriculum, being able to carry out educational activities that educate, carry out the development of potential students, communicate with students, and conduct evaluations and evaluations of students.

The indicators of pedagogic competence above in the management of student learning will be discussed more clearly, namely as follows:

1. Teachers Understanding the Characteristics of Students

In teachers understanding the characteristics of students, that the teacher records and uses information about the characteristics of students to help the learning process. By understanding the characteristics of students, teachers can plan and implement learning using learning strategies, learning methods, and learning materials that are appropriate, efficient, and in accordance with students. In addition, understanding the characteristics of students can also organize learning processes that help various aspects of student development which include cognitive aspects, psychomotor aspects,

affective aspects, creativity, emotional aspects, talents, social relations, independence, language and morals.

The indicators for mastering the students are stated as follows :

- g. The teacher can identify the learning characteristics of each student in his class.
- h. The teacher ensures that all students get the same opportunity to actively participate in learning activities.
- i. Teachers can arrange classes to provide the same learning opportunities to all students with different physical and learning abilities.
- j. The teacher tries to find out the causes of student behavior deviations to prevent the behavior from harming other students.
- k. The teacher helps develop potential and overcome the shortcomings of students.
- l. The teacher pays attention to students with certain physical weaknesses in order to be able to participate in learning activities, so that students do not feel excluded, ridiculed and so on.

Of the three opinions given by English teacher 1, 2 or 3 English teacher, that they give opinions more than related to understanding characteristics of students. Their three teachers provide answer that they observe how students behave during the learning process., arrange classes before learning begins,

provide material that is accordance with the level of understanding of students, and provide equal opportunities of students to participate in the learning process without distinguishing students from one another.

Therefore, as a teacher must have sufficient knowledge about how to understand the characteristics of learners and apply the knowledge in real and appropriate actions. The teacher must also be able to observe directly how students develop, be they potential, talents, interests and so on.

2. Teachers Understanding Learning Theory and the Principles of Educating Learning

In this competency, teachers are required to be able to establish various approaches, strategies, methods and learning techniques that educate creatively in accordance with teacher competency standards. the teacher adjusts the learning method so that it matches the characteristics of the students and motivates them to learn.

There is an indicator of competence in understanding learning theory and the principles of educating learning as follows :

- g. The teacher provides opportunities for students to master learning materials according to their age and learning ability through the arrangement of learning processes and varied activities.

- h. The teacher always ensures the level of understanding of students towards certain learning materials and adjusts the next learning activities based on the level of understanding
- i. The teacher can explain the reason for carrying out the activities or activities he did, both according to and different from the plans related to the success of learning.
- j. The teacher uses various techniques to motivate students' willingness to learn.
- k. The teacher plans learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of the students.
- l. The teacher ensures the response of students who have not or do not understand the learning material taught and use it to improve the next learning design.

From the results of the respondents by three English teachers, they answer their ways in mastering learning theory and the principles of learning educating, namely by opening lessons by conveying learning objectives, re-explaining thoroughly related material that students have not understood, give material something with learners needs.

As a teacher, must be able to provide the best for students, so that what is delivered can be accepted and absorbed properly. For this reason, in mastering learning theory and educational learning principles, the teacher

must provide educative learning, for example regulating the sitting position of students before starting the lesson, giving awards to students who are motivated, encouraging and motivating students who lack learning interest and so on.

3. Curriculum Development

In essence, curriculum development is an attempt to find out how plans and arrangements regarding the objectives, content and material of learning and the methods used as guidelines for the implementation of learning activities in accordance with the development and need to achieve certain goals. In curriculum development teachers are required to be able to compile a syllabus according to the curriculum's most important objectives and to use lesson plans in accordance with the objectives and learning environment. The teacher selects, arranges, arranges learning material according to the needs of the students.

The competency indicators for curriculum development are as follows:

- 8) The teacher prepares the lesson plan according to the syllabus in the school curriculum.
- 9) The teacher delivers learning material smoothly, clearly and completely.
- 10) The teacher adjusts the learning material taught according to the age, background and level of development of the students.

- 11) The teacher connects the material taught with the environment and daily lives of students.
- 12) The material taught by the teacher is the latest material.
- 13) Learning activities carried out by the teacher include various types of learning students.
- 14) The teacher helps develop the generic abilities or skills of students (creativity, critical thinking, innovative thinking, problem solving, etc.).

The results of three respondents of English teachers, they answer that in curriculum development, they make the lesson plan in accordance syllabus, determined the subject matter according to the content and purpose in the lesson plan.

As a professional teacher, of course, it is required to do planning before carrying out learning as a job. No matter how simple the learning process is built by the teacher, the process is directed at achieving a goal. Teachers who only carry out the learning process by using lectures, of course the lecture is directed towards achieving the goal. Thus, the more complex the goals that must be achieved, the more complex the learning process and planning prepared by the teacher will be.

4. Educating Learning Activities

In this competency, teachers are required to be able to compile and implement learning designs that educate in full, carry out learning in accordance with the needs of students, compile and use various learning materials and learning resources according to the needs of students, and utilize Communication Information Technology for learning purposes.

The competency indicators for educational learning activities are as follows:

12) The teacher carries out learning activities in accordance with the draft that has been completely compiled.

13) The teacher carries out learning activities that help students learn.

14) The teacher communicates new information (for example additional material) according to the age and level of learning ability of students.

15) The teacher responds to the mistakes made by students as stages 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 answer about the correct lesson.

16) The teacher carries out learning activities according to curriculum content and relates them to the context of students' daily lives.

17) Teachers carry out learning activities in various ways with sufficient time for learning activities that are appropriate for their age and level of learning ability and maintain the attention of students.

18) Teachers manage classes effectively without dominating or busy with their own activities so that all time students can be used productively.

19) The teacher is able to complete learning activities designed with class conditions.

20) The teacher provides many opportunities for students to ask questions, practice and interact with other students.

21) The teacher organizes the implementation of learning activities systematically to help the learning process of students.

22) The teacher uses teaching aids, and or audio-visual (and other Communication Information Technology) to increase students' learning motivation in achieving learning goals.

The three English language teachers gave responses related to educational learning activities, such as training the discipline of students both third in the classroom and outside the classroom, forbidding them to be taken in class when the learning process took place. During the process the teacher shares small groups to train students in discussions, work on group assignments. Using a variety of learning variations so that they do not feel

bored in receiving lessons, for example giving lessons in which there is a game or there is a little humorous so that students are not too depressed.

Basically, in educating learning it should take place as a process or effort carried out by students to obtain a change in behavior as a result of the experience of individuals interacting with their environment. Changes in individual behavior vary in their nature and type, because not all changes in an individual are changes in the meaning of learning. Therefore, the teacher must be able to select and choose various approaches and methods used, because it is very influential in the learning process and behavior.

5. Development of the Students Potential

The learning objective is essentially to help students develop their potential optimally. Therefore, the teacher must recognize and understand the potential of students, the teacher can provide an overview of the strengths and weaknesses, strengths and weaknesses of students, and can know the potential that needs to be improved and weaknesses that need to be minimized. Thus the teacher can plan the right learning so that students achieve their best according to their potential.

Furthermore, competency indicators on the development of potential students are stated as follows:

- 7) The teacher analyzes the learning outcomes based on all forms of assessment of each student to determine the level of progress of each.
- 8) The teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.
- 9) The teacher actively helps students in the learning process by giving attention to each student.
- 10) The teacher can identify correctly about the talents, interests, potential, and learning difficulties of each student.
- 11) The teacher provides learning opportunities to students according to their own learning methods.
- 12) The teacher focuses on interaction with students and encourages him to understand and use the information conveyed.

In addition to being a facilitator, teachers must encourage students (as motivators) to develop initiatives in maintaining new tasks as teachers. the teacher must be more open in accepting the ideas of students and more trying to eliminate students' fears and anxieties that hinder creative thinking and problem solving. There are so many potentials that need to be developed and improved at school through the learning process. Some of them are developing cognitive potential, developing physical potential, developing

psychomotor potential, developing moral and emotional potential, developing social and language potential and so on.

6. Communication with Students

Good communication with students is needed in the world of education, especially when the learning process takes place. Without good communication (interaction between educators and students), the message that becomes the goal of education itself will be difficult to understand or understand by the recipient of the message or students. Sometimes also if the educator is not able to communicate the message, the students will find it difficult to receive students and will even quickly get bored and not passionate about learning.

The competency indicators for communication with students are as follows:

- 7) The teacher uses questions to find out understanding and maintain student participation, including providing open questions that require students to answer their ideas and knowledge.
- 8) The teacher pays attention and listens to all the questions and responses of the students, without interrupting unless needed to help or clarify the question or response.

- 9) The teacher responds to student questions correctly, correctly, and up to date according to the purpose of learning curriculum content, without embarrassing him.
- 10) The teacher presents learning activities that can foster good cooperation between students.
- 11) The teacher listens and gives attention to all the answers of the students, both right and wrong, to measure the level of understanding of the students.
- 12) The teacher gives attention to the questions of the students and responds completely and relevantly to eliminate confusion in the students.

The effectiveness or failure of teacher communication with students in the learning process affects the quality of learning. Therefore, teachers need to build effective communication with students so that the learning process runs smoothly and effectively so as to produce the expected quality of learning. The teacher is the party responsible for effective communication in learning, so that teachers are required to have good communication skills with students to produce effective learning processes.

7. Assessment and Evaluation

Assessment and evaluation are very important, both for students, teachers, and schools. For students, can know the extent to which they have successfully followed the lessons given by the teacher, whether the results are

satisfactory or unsatisfactory. For teachers, can know the students who have and who have not mastered the learning material, whether or not the learning material delivered, and the method used. For schools, can find out whether the learning conditions created by the school are in line with expectations or not, and whether what is done by sudag schools meets the standards or not.

The indicators of evaluation and evaluation must be owned and implemented by the teacher, as follows:

- 6) The teacher prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan.
- 7) Teachers carry out assessments with various techniques and types of assessments, in addition to formal assessments conducted by schools, and announce the results and their implications to students, about the level of understanding of learning material that has been and will be learned.
- 8) The teacher analyzes the results of the assessment to identify difficult topics or basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment needs.

9) The teacher utilizes input from students and reflects to improve further learning, and can prove it through notes, learning designs, additional material and so on.

10) The teacher utilizes the results of the assessment as material for the preparation of the next learning design.

Learning evaluation is a process of determining the value or giving consideration to the value and meaning of the learning process and results, which is carried out through assessment or learning measurement activities. Evaluations and assessments can be done for example, the teacher wants to evaluate the success of students in absorbing the information given for one semester. The first thing to do is to collect data about the abilities of students in the classroom through achievement test results of learning, through reflection on making assignments, and so on.

Based on data obtained from the field, it shows that the pedagogical competence of teachers in English language teaching is quite good, English teachers apply indicators contained in pedagogical competencies. English teachers have been able to master the characteristics of students, master learning theories and educational learning principles, are able to develop curricula, are able to carry out educational activities, develop potential students to actualize their various potentials, are able to communicate well with students, as well as assessing and evaluating student learning outcomes.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of research and discussions that have been conducted on the pedagogical competence of teachers in the English language teaching at SMAN 1 Sanggar Bima Regency, it can be concluded that pedagogical competencies possessed by English language teachers are good enough, for aspects of understanding student characteristics have been implemented using learning strategies, learning methods, and learning materials that suit the needs of students. Then for the aspects of the teacher's ability to master learning theory and the principles of learning that educate it has been done both using effective and varied approaches, strategies, methods, and learning techniques. Furthermore, aspects of the teacher's ability in curriculum development are carried out to design appropriate learning activities in the syllabus in the curriculum. As well as teachers able to develop students to actualize their various potentials although they are still constrained by various conditions such as inadequate facilities and infrastructure and there are still students who are not disciplined. Then the results of the process during the learning process are assessed and evaluated as material for the preparation of the next learning design.

B. Suggestion

1. Teacher

English teachers should be more creative in choosing learning methods and strategies that suit the needs of students, so that students do not feel bored and more interested in learning English, and teachers provide more guidance to develop the potential of students both in class and outside the classroom. The teacher must understand the characteristics of all students so that it is easier to choose and sort the methods and techniques that will be used to facilitate the teaching and learning process so that it runs smoothly.

2. Students

Students should further improve their activity during learning, students must be able to take advantage of time during learning so that learning can be more effective, students must also be more active in accepting all forms of learning so that there are no obstacles in the learning process.

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RESEARCH QUESTIONNAIRE
FOR TEACHER PEDAGOGIC COMPETENCE

Teacher Name :

School Name :

Function :

A. Mastering the Characteristics of Students

No.	Questions	Answer	
		Yes	No
1.	Do you identify the learning characteristics of students in the class?		
2.	Do you provide opportunities for students to participate in learning activities?		
3.	Do you arrange classes to provide the same learning opportunities to all students with different physical and learning disabilities?		
4.	Do you try to find out the causes of student behavior deviations to prevent these behavior does not harm other students?		
5.	Do you help develop potential and overcome the shortcomings of students?		
6.	Do you pay attention to students with certain physical weaknesses I order to be able to participate I learning activities, so that these students are not excluded?		

B. Curriculum Development

No.	Questions	Answer	
		Yes	No
1.	Do you develop a lesson plan in accordance with the school syllabus and curriculum?		
2.	Do you deliver learning material smoothly, clearly and completely?		
3.	Do you adjust the material taught with the age, background, and level of development of the students?		
4.	Do you connect the material taught with the environment and the daily lives of students?		
5.	Whether the material you are teaching is the latest material		
6.	Whether the learning activities carry out by you cover various types of learning of students?		
7.	Do you help develop generic abilities or skills (creativity, critical thinking, innovative thinking, problem solving, and so on?		
8.	Do you explain how to use the results of the learning carry out to develop the next learning topic?		

C. Mastering Learning Theory and the Principles of Educating Learning

No.	Questions	Answer	
		Yes	No
1.	Do you provide opportunities for students to master learning material according to their age and learning ability through the arrangement of learning processes and varied activities?		
2.	Do you always ensure the level of understanding of students towards certain learning materials and adjust the next learning activities based on the level of understanding?		
3.	Do you explain the reason for implementing the next learning activity or activity based on that level of understanding?		
4.	Do you use various techniques to motivate learners' willingness?		
5.	Do you plan learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of the students?		
6.	Do you pay attention to the responses of students who have not or do not understand the learning material taught and use it to improve the next learning design?		

D. Educating Learning Activities

No.	Question	Answer	
		Yes	No
1.	Do you carry out learning activities in accordance with the draft that has been prepared in full?		
2.	Do you carry out learning activities that help the learning process of students?		
3.	Do you communicate new information (such as additional material) accord to the age and level of learning ability of students?		
4.	Do you respond to mistake made by students as a stage of the learning process, not merely an error that must be corrected, for example by knowing beforehand other students who agree or disagree with the answer, before giving answer about the lesson?		
5.	Do you carry out learning activities according to curriculum content and relate them to the context of students daily lives?		
6.	Do you do learning activities in a variety of ways with sufficient time for learning activities that are appropriate for your age and level of learning ability and maintain student attention?		
7.	Do you manage the class effectively without dominating or being busy with your own activities so that all the students' time can be used productively?		
8.	Do you complete learning activities designed with		

	class conditions?		
9.	Do you provide many opportunities for students to ask questions, practice and interact with students?		
10.	Do you organize the implementation of learning activities systematically to help the learning process of students, for example you add information after evaluating students' understanding of the previous material?		
11.	Do you use teaching aids, or audio visuals (including information and communication technology) to increase students' learning motivation in achieving learning goals?		

E. Development of Student Potential

No.	Questions	Answer	
		Yes	No
1.	Do you analyze learning outcomes based on all forms of assessment of each student to find out the level of progress of each?		
2.	Do you design and implement learning activities that encourage students to learn according to their respective skills and learning patterns?		
3.	Do you design and implement learning activities to bring out the creativity and critical thinking skills of students?		
4.	Do you help students in the learning process by giving		

	attention to students?		
5.	Do you correctly identify students' talents, interests, potential and learning difficulties?		
6.	Do you give your students the opportunity to learn according to their learning methods?		
7.	Do you focus on interactions with students and encouraging the to understand and use the information conveyed?		

F. Communication With Students

No.	Questions	Answer	
		Yes	No
1.	Do you use questions to find out understanding and maintain student participation, including providing open questions that require students to answer their ideas and knowledge?		
2.	Do you pay attention and listen to all the questions and responses of the students, without interrupting, unless needed to help or clarify the question?		
3.	Do you respond to students questions correctly, correctly and update in accordance with the learning objectives and curriculum content without embarrassing them?		
4.	Do you present learning activities that can foster good cooperation between students?		

5.	Do you listen and give attention to all the answers of the students both right and wrong to measure the level of understanding of the students?		
6.	Do you pay attention to the questions of students and respond in full and relevant ways to eliminate confusion in students?		

G. Assessment and Evaluation

No.	Questions	Answer	
		Yes	No
1.	Do you compile assessment and evaluation tools that are suitable with the learning objectives to achieve certain competencies as written in the lesson plan?		
2.	Do you carry out assessments with various techniques and types of assessment?		
3.	Do you analyze the results of the assessment to identify difficult topics or basic competencies so that the strengths and weaknesses of each student are known for remedial and enrichment needs?		
4.	Do you take advantage of input from students and reflect it to improve further learning, and can prove it through notes, learning journals, learning design, additional material and so on?		
5.	Do you take advantage of the results of the assessment as material for preparing the learning plan that will be		

	carry out the next?		
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(Source : Buku Kompetensi Pedagogik : Nur Irwanto, M.Pd & Yusuf Suryana, M.Pd)

Lampiran Foto :



Foto bersama Ibu Ida Marwati, M.Pd selaku guru bahasa inggris kelas X dan XI setelah selesai observasi kelas dan wawancara



Foto suasana kelas saat proses pembelajaran berlangsung.



Foto saat Ibu Nurjannah, S.Pd menulis tugas untuk dikerjakan siswa.



Foto suasana kelas saat siswa mengerjakan tugas

CURRICULUM VITAE



Ma'rifatullah was born in Kore Sanggar District, Bima Regency on July 22, 1996. Born of two people who love each other, Ms. Faridah and Mr. Muhtar Muhammad. The author entered elementary school in 2002 at SDN 1 Kore, Sanggar District, Bima Regency, and graduated in 2008. He graduated from Sanggar Middle School 1 in 2011, and graduated from SMAN 1 Sanggar in 2014. In the same year 2014, the author continued his education in the Undergraduate Program, English Education

Department Faculty of Teachers Training and Education Muhammadiyah University
of Makassar.

