

**STUDENTS' PERCEPTION TOWARD ENGLISH TEACHER'S  
PEDAGOGICAL COMPETENCE AT MAN KOTA  
PALANGKA RAYA**

**THESIS**



**BY  
YUNITA SARI  
SRN 1601121081**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF EDUCATION AND TEACHER TRAINING  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
YEAR 2020/1442 H**

**STUDENTS' PERCEPTION TOWARD ENGLISH TEACHER'S  
PEDAGOGICAL COMPETENCE AT MAN  
KOTA PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of Sarjana in English Language Education



**BY:**  
**YUNITA SARI**  
**SRN : 1601121081**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF EDUCATION AND TEACHER TRAINING  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
YEAR 2020/1442 H**

### ADVISOR APPROVAL

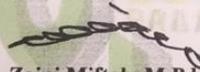
Thesis Title : **STUDENTS' PERCEPTION TOWARD ENGLISH  
TEACHER'S PEDAGOGICAL COMPETENCE AT  
MAN KOTA PALANGKA RAYA**

Name : Yunita Sari  
NIM : 160112108I  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

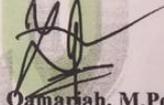
Palangka Raya, 8<sup>th</sup> October 2020

Advisor I



**M. Zaini Miftah, M.Pd**  
ORN. 197509152009121002

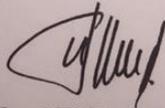
Advisor II



**Zaitun Qamarah, M.Pd**  
ORN. 198405192015032003

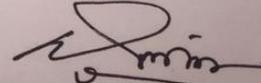
Acknowledged by:

Vice Dean in Academic Affairs



**Dr. Nurul Wahdah, M.Pd**  
ORN. 198003072006042004

Chair, Department of Language  
Education



**Akhmad Ali Mirza, M.Pd**  
ORN. 198406222015031003

## PERSETUJUAN SKRIPSI

Judul Skripsi : STUDENTS' PERCEPTION TOWARD ENGLISH  
TEACHER'S PEDAGOGICAL COMPETENCE AT  
MAN KOTA PALANGKA RAYA  
Nama : Yunita Sari  
NIM : 1601121081  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa  
Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh tim penguji skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 8 Oktober 2020

Pembimbing I

M. Zaini Miftah, M.Pd  
ORN. 197509152009121002

Pembimbing II

Zaitun Qamarjah, M.Pd  
NIP. 198405192015032003

Wakil Dekan Bidang Akademik

Dr. Nurul Wahdah, M.Pd  
NIP. 198003072006042004

Sekretaris Jurusan Pendidikan  
Bahasa

Akhmad Ali Mirza, M.Pd  
NIP. 198406222015031003

### THESIS APPROVAL

Thesis Title : Students' perception toward English teacher's pedagogical competence at MAN Kota Palangka Raya

Name : Yunita Sari

SRN : 1601121081

Faculty : Teacher Training Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic of Palangka Raya in the Thesis Examination/*Munaqasah* on:

Day : Monday

Date : 19 Oktober 2020 / 2 Rabiul Awwal 1442 H

#### BOARD OF EXAMINERS

1. Akhmad Ali Mirza, M.Pd

(Chair Examiner)

(.....)

2. Dr. Imam Qalyubi, S.S, M.Hum

(Main Examiner)

(.....)

3. M. Zaini Miftah, M.Pd

(Examiner)

(.....)

4. Zaitun Qamariah, M.Pd

(Secretary/Examiner)

(.....)

Approved by:  
Teacher Training and Education



*Rodhatul Jennah*  
Dr. Rodhatul Jennah, M.Pd

ORN. 196710031993032001

**OFFICIAL NOTE**

Palangka Raya, 8<sup>th</sup> October 2020

**Cases: Examination of  
Yunita Sari Thesis**

To  
The Dean Of Faculty of  
Teacher Training and  
Education of State Islamic  
Institute of Palangka Raya  
In-  
Palangka Raya

Assalamualaikum, Wr. Wb

By reading and analyzing of this thesis in the name of:

Name : Yunita Sari

SRN : 160H121081

Thesis Title : Students' perception toward English teacher's pedagogical  
competence at MAN Kota Palangka Raya

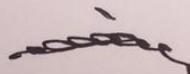
Can be examined in partial fulfillment of the requirement of the Degree of  
*Sarjana Pendidikan* in the study program of English Education of the language Education  
of the Faculty of Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for attention,

Wassalamualaikum Wr, Wb

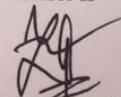
Acknowledged by:

Advisor I



M. Zaini Miftah, M.Pd  
NIP. 197509152009121002

Advisor II



Zaitun Qamariah, M.Pd  
NIP. 198405192015032003

**NOTA DINAS**

Palangka Raya, 8 Oktober 2020

**Hal : Permohonan Ujian Skripsi  
Yunita Sari**

Kepada  
Yth. Dekan Fakultas Tarbiyah dan  
Ilmu Keguruan Institut Agama  
Islam Negeri Palangka Raya  
Di-  
Palangka raya

Assalamualaikum, Wr. Wb

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Yunita Sari  
NIM : 1601121081  
Judul Skripsi : PERSEPSI SISWA TERHADAP KOMPETENSI PEDAGOGIK  
GURU BAHASA INGGRIS DI MAN KOTA PALANGKA  
RAYA

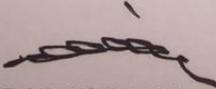
Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima Kasih atas perhatiannya.

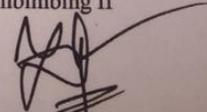
Wassalamualaikum Wr. Wb

Mengetahui :

Pembimbing I

  
M. Zaini Miftah, M.Pd  
NIP. 197509152009121002

Pembimbing II

  
Zaitun Qamariah, M.Pd  
NIP. 198405192015032003

## MOTTO AND DEDICATION

"And do not despair from the grace of God.  
Surely there is no more despair than the mercy of  
Allah but those who are kufr. "(QS. Yusuf: 87)



This Thesis is dedicated to:

My Beloved Parents, my father Syaifullah and my mother Badariah for their valuable endless prayer, sacrifice, and support. My beloved brother Muhammad Yusuf and my sister Yulia.

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Yunita Sari  
NIM : 1601121081  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

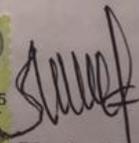
declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 8<sup>th</sup> October 2020

Yours Faithfully



  
Yunita Sari  
SRN. 1601121081

## ABSTRACT

Sari, Y 2020. *Students' perception toward English teacher's pedagogical competence at MAN Kota Palangka Raya*, Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) M. Zaini Miftah, M.Pd; (II) Zaitun Qamariah, M.Pd.

**Key Words:** Students' perception, English teacher, Pedagogical competence.

Teacher's competence is very important in the learning process because the teacher is one of the components that control the learning process. Pedagogical competence is the ability of the teacher to manage the education of the student. Pedagogical competence refers to the ability of the teacher to deal with three aspects of teaching skills, namely the planning of lessons, the implementation of teaching and learning processes and the assessment of student learning

This study aimed at finding out students' perception toward English teacher pedagogical competence at MAN Kota Palangka Raya. The focus of this research is teacher pedagogical competence that contain understanding of the students, designing and implementing learning, evaluating learning outcomes and developing students potential based on National Education Standards article 28 paragraph 3.

This study belongs to a descriptive survey study with a quantitative approach. The population of the study was the students at MAN Kota Palangka Raya, with 264 samples of second grade students. The researcher used questionnaire as the instrument of the study to collecting the data. The researcher used questionnaire that aimed to know the students perception toward English teacher pedagogical competence. To analysed the data of this study, the researcher used SPSS 18.0 program. The researcher chose Language class which consisted 32 students to do try out before applied the questionnaire to the sample of this study and checked the validity and realibility of the questionnaire result. The critical value was 0.361. There was 30 items of questionnaire were valid  $\geq$  rtable 0,05. The degree of alpha's Cronbach (0.909) is higher than r table (0.361).

The final result showed that students' perception toward English teacher's pedagogical competence was 57% (neutral) and it categorized sufficient competence. Based on the components of teacher's pedagogical competence in National Education Standards Agency, the teacher applied a good pedagogic competence in teaching English at the second grade students of MAN Kota Palangka Raya. Based on the results of this research, the researcher suggested to the teachers that they should improve their strategy and their competence when teaching in the class. And they also should use interesting method so that the students can be more interested in learning English.

## ABSTRAK

Sari, Y. 2020. *Persepsi siswa terhadap kompetensi pedagogik guru Bahasa Inggris di MAN Kota Palangka Raya*, Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M. Zaini Miftah, M.Pd; (II) Zaitun Qamariah, M.Pd.

**Kata Kunci:** persepsi siswa, guru Bahasa Inggris, kompetensi pedagogik.

Kompetensi guru sangat penting dalam proses pembelajaran karena guru merupakan salah satu komponen yang mengontrol proses pembelajaran. Kompetensi pedagogik adalah kemampuan guru dalam mengelola pendidikan peserta didik. Kompetensi pedagogik mengacu pada kemampuan guru menghadapi tiga aspek keterampilan mengajar, yaitu perencanaan pembelajaran, pelaksanaan proses belajar mengajar dan penilaian hasil belajar siswa.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap kompetensi pedagogik guru bahasa Inggris di MAN Kota Palangka Raya. Fokus penelitian adalah kompetensi pedagogik guru yang memahami pemahaman peserta didik, melaksanakan dan melaksanakan pembelajaran, belajar dan mengembangkan potensi peserta didik berdasarkan Badan Nasional Standar Pendidikan pasal 28 ayat 3.

Penelitian ini termasuk survei penelitian deskriptif dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah siswa MAN Kota Palangka Raya, sebanyak 264 sampel siswa kelas XI. Peneliti menggunakan sebagai instrumen penelitian untuk mengumpulkan data. Peneliti menggunakan kuesioner yang bertujuan untuk melihat persepsi siswa terhadap kompetensi pedagogik guru bahasa Inggris. Untuk menganalisis data penelitian ini, peneliti menggunakan program SPSS 18.0. Peneliti memilih kelas Bahasa yang terdiri dari 32 siswa untuk melakukan percobaan sebelum menerapkan angket ke sampel penelitian dan mengecek validitas dan realibilitas angket. Nilai kritis 0,361. Ada 30 item kuesioner yang valid  $\geq$  rtabel 0,05. Derajat alpha's Cronbach (0,909) lebih tinggi dari r tabel (0,361).

Hasil akhir menunjukkan bahwa persepsi siswa terhadap kompetensi pedagogik guru bahasa Inggris adalah 57% (netral) dan termasuk kategori kompetensi cukup. Berdasarkan komponen kompetensi pedagogik guru di Badan Standar Nasional Pendidikan, guru menerapkan kompetensi pedagogik yang baik dalam pembelajaran bahasa Inggris pada siswa kelas sebelas MAN Kota Palangka Raya. Berdasarkan hasil penelitian, peneliti menyarankan kepada guru agar meningkatkan strategi dan kompetensinya saat mengajar di kelas. Dan mereka juga harus menggunakan metode yang menarik agar siswa lebih tertarik untuk belajar bahasa Inggris.

## ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT, for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd, for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qomariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. M. Zaini Miftah, M.Pd the first advisor, and Zaitun Qamariah, M.Pd the second advisor, for their valuable guidance, suggestion, and encouragement.
6. The board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All English lecturers and staffs of IAIN Palangka Raya for their help and support.
8. All of English students batch 2016 who has given the researcher support and contribution.
9. All of second grade students at MAN Kota Palangka Raya year 2020 who helped the researcher in completing the research.

10. Her beloved parents, Syaifullah and Badariah. Her beloved brother Muhammad Yusuf and her sister Yulia for their moral support and endless prayer so that she able to finish her study.
11. All of her bestfriends, Wawawat and Pamparam who always support and help the researcher until she finished this thesis.
12. Bangtan boys, Kim Namjoon, Kim Seok Jin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung and Jeon Jungkook who gave the best support by their music everyday.
13. Last, all of her friends who have helped the accomplishment of the thesis.

The researcher hopes Allah will always keep us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, 8<sup>th</sup> October 2020

The Reseacher

Yunita Sari  
NIM 1601121081

## TABLE OF CONTENT

COVER .....	i
COVER (Second Page) .....	ii
ADVISOR APPROVAL .....	iii
PERSETUJUAN SKRIPSI .....	iv
THESIS APROVAL .....	v
OFFICIAL NOTE .....	vi
NOTA DINAS .....	vii
MOTTO AND DEDICATION .....	viii
DECLARATION OF AUTHORSHIP .....	ix
ABSTRACT .....	x
ABSTRAK .....	xi
ACKNOWLEDGEMENTS .....	xii
TABLE OF CONTENTS .....	xiv
LIST OF TABLE .....	xvi
LIST OF FIGURE .....	xvii
LIST OF APPENDICES .....	xviii
LIST OF ABBREVIATIONS .....	xix
CHAPTER I INTRODUCTION .....	1
A. Background of the Study .....	1
B. Problem of Study .....	4
C. Objective of the Study .....	4
D. Assumption .....	4
E. Scope and limitation .....	4
F. Significance .....	4
G. Definition of Key Terms .....	5
CHAPTER II REVIEW OF RELATED LITERATURE .....	8
A. Related studies .....	8
B. Definition of Classroom Management .....	12

C. Teachers' Competencies .....	13
1. Pedagogical Competence .....	15
2. Personality competence .....	18
3. Professional Competence .....	19
4. Social Competence .....	20
D. The Nature of Pedagogical Competence .....	20
1. Definition of Pedagogical Competence .....	21
2. Components of Pedagogical Competence .....	24
 CHAPTER III RESEARCH METHOD .....	 32
A. Research Design .....	32
B. Population and sample .....	33
1. Population .....	33
2. Sample .....	33
C. Research instrument .....	33
1. Questionnaire .....	33
D. Data collection procedure .....	34
E. Data analysis procedure .....	40
 CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....	 44
A. Data Presentation .....	44
1. The Students Perception .....	44
B. Data Findings.....	46
a. Result of Questionnaire .....	46
C. Discussion.....	82
a. English teacher's pedagogical competence .....	82
 CHAPTER V RESEARCH FINDINGS AND DISCUSSION .....	 85
A. Conclusion .....	85
B. Suggestion .....	85

REFERENCES

APPENDICES

## LIST OF TABLES

	Page
1. Table 3.1 (List of the students) .....	34
2. Table 3.2 (Indicator of questionnaire) .....	34
3. Table 3.3 (The range score of statements of questionnaire) .....	35
4. Table 4.1 (Result of questionnaire) .....	44
5. Table 4.4 (Questionnaire 1) .....	49
6. Table 4.5 (Questionnaire 2) .....	50
7. Table 4.6 (Questionnaire 3) .....	51
8. Table 4.7 (Questionnaire 4) .....	51
9. Table 4.8 (Questionnaire 5) .....	52
10. Table 4.9 (Questionnaire 6) .....	52
11. Table 4.10 (Questionnaire 7).....	53
12. Table 4.11 (Questionnaire 8).....	54
13. Table 4.12 (Questionnaire 9) .....	54
14. Table 4.13 (Questionnaire 10) .....	55
15. Table 4.14 (Questionnaire 11) .....	55
16. Table 4.15 (Questionnaire 12) .....	56
17. Table 4.16 (Questionnaire 13) .....	57
18. Table 4.17 (Questionnaire 14) .....	57
19. Table 4.18 (Questionnaire 15) .....	58
20. Table 4.19 (Questionnaire 16) .....	59
21. Table 4.20 (Questionnaire 17) .....	59
22. Table 4.21 (Questionnaire 18) .....	60
23. Table 4.22 (Questionnaire 19) .....	60
24. Table 4.23 (Questionnaire 20) .....	61
25. Table 4.24 (Questionnaire 21) .....	62
26. Table 4.25 (Questionnaire 22) .....	62
27. Table 4.26 (Questionnaire 23) .....	63
28. Table 4.27 (Questionnaire 24) .....	64
29. Table 4.28 (Questionnaire 25) .....	64
30. Table 4.29 (Questionnaire 26) .....	65
31. Table 4.30 (Questionnaire 27) .....	66
32. Table 4.31 (Questionnaire 28) .....	66
33. Table 4.32 (Questionnaire 29) .....	67
34. Table 4. 33 (Questionnaire 30) .....	67
35. Table 4.34 (Final Result of analysis students' perception) .....	80

## LIST OF FIGURES

	Page
1. Figure 4.1 (chart of students' perception toward English teacher pedagogical competence) .....	70



## LIST OF APPENDICES

Appendix	Page
1. School Profile .....	90
2. Data of XI Grade Students .....	91
3. Questionnaire Guideline .....	98
4. Students' Perception Questionnaire .....	100
5. Research Decrees (Surat Izin Penelitian dan Surat Pernyataan telah Mengadakan Penelitian) .....	114
6. Curriculum Vitae .....	133



## LIST OF ABBREVIATIONS

1. MAN : Madrasah Aliyah Negeri
2. No : Number
3. P : Page
4. SA : Strongly Agree
5. A : Agree
6. N : Neutral
7. D : Disagree
8. SD : Strongly Disagree
9. MN : Mean
10. MDN : Median
11. MO : Modus
12. SD : Standard Devotion



## CHAPTER I

### INTRODUCTION

This chapter discuss about the background of the study, research problem, objective of the study, scope and limitation of the problem significance of the study, and definition of key terms.

#### **A. Background of the Study**

Teachers and students doing the teaching-learning process in the classroom, because it is one of the main educational points. During the teaching-learning process, teachers provide their students with knowledge, as well as the ability to pass on knowledge and create learning opportunities for students. This is an integrated framework of all the classroom elements that stimulates the capacity of the students and ensures that it is a successful learning environment. The teacher has several roles as an educator during the teaching-learning process, such as being a motivator, evaluator and facilitator.

Competence is the ability of the teacher to pass on subject knowledge. The ability to transmit knowledge refers to how the teacher's pedagogical skills in teaching her or his subject matter. The teacher's teaching purpose in the class is to make the lesson master by the students. The teacher plays an important role in that process as the key to a successful teaching-learning process. The teacher should be of good quality on this point. The teacher's quality can be seen from her ability to pass on the knowledge she possesses. Pedagogical skills include the ability to plan and improve the curriculum, to improve the

interest of the students and the knowledge of the subject by the instructor. To put it another way, the teacher wants pedagogical skills that can make her classroom go well. A good teacher should have sufficient knowledge and skills in teaching; she should also master the subject matter which will be well taught to her students.

Teacher needs to be able to educate the student and to facilitate the potential that the students have so they can channel it according to their talent. Teachers' pedagogical competencies continue to be used as the basis for applying the learning process in the classroom in lesson plans. In addition, the teacher needs clear communication in the contact with the student so that both the instructor and the students can analyze the study outcome together to perform reflection in order to increase the quality of the learning process for the students. Teacher's competence is very important in the learning process because the teacher is one of the components that control the learning process. (Kumalasari *et al* 2017 p.148-149)

Referring to the teacher's pedagogical skill with the clarification of components above, A. Fatah Yasin states that pedagogical competence is an educator's ability to manage student learning includes the ability to understand the learners, the ability to create learning design, the ability to implement learning, the ability to assess learning outcomes, and the ability to develop learners to realize their potential.

Pedagogical competence is the ability of the teacher to manage the education of the student. Pedagogical competence refers to the ability of the

teacher to deal with three aspects of teaching skills, namely the planning of lessons, the implementation of teaching and learning processes and the assessment of student learning. Pedagogical competence includes the establishment of a learning apparatus, the implementation of learning and evaluation. The pedagogical competence of teachers in Indonesian Government Regulation No 74, 2008 is the capacity of teachers to handle the learning of learners. This means that a teacher may be called a competent teacher if he or she has a good knowledge of their subject matter and their performance in the classroom. It's because both of them are two important factors in the learning process. One explanation is that teachers are people who have an effect on a very active teaching-learning process. All they say should have had an effect on their pupils. Teachers need the ability to express their awareness of the subject or their awareness of the learning process.

The researcher found some students' difficulties when did teaching practice in some schools also when the researcher was in senior high school. The students told me that the teacher not explain the material well so that the students can not understand the material well. The students felt the English class is boring, they did not comfortable when learning English. Sometimes they did not pay attention to their English teacher because they don't have interest in learning English.

The reasearcher is alumnus of MAN Kota Palangka Raya so that it's easy to have access and an effort for a quality enhancement to the institution. Besides, it purposed to know the teachers' pedagogical competence is

implemented by the English teachers there. Then, it was conducted not only as a new comprehension for students to know what and how the complete learning might be but also the teachers might maintain and enrich themselves to newly brilliant ideas to run the class as expected.

#### **B. Research Problem**

1. How is students' perception toward English teachers' pedagogical competence at MAN Kota Palangka Raya academic year 2019/2020?

#### **C. Objective of the Study**

1. To know the students' perception toward English teachers' pedagogical competence at MAN Kota Palangka Raya academic year 2019/2020?

#### **D. Assumption**

1. The English teachers in the second Grade of MAN Kota Palangka Raya have a good pedagogical competence in teaching.

#### **E. Scope and Limitation**

Related to the identification of the problem above, it has been mentioned that there are four teachers' competences in the teaching-learning process. In this research, the researcher focuses on English teachers' pedagogical competence based on National Education Standards at MAN Kota Palangka Raya academic year 2019/2020?

#### **F. Significance of the Study**

In this research, the researcher is expected to give significant contribution in key terms of theoretical, practical and pedagogical as follows:

1. Theoretical Significance

This research is expected to have a significant contribution for the development of the teachers' pedagogic competences theory especially for the English teachers.

## 2. Practical Significance

So that learners can achieve mastery to learn optimally to achieve a proud achievement. And the researcher is expected to be a reference for school to pay more attention to their teachers' quality especially in pedagogical competence in the teaching-learning process.

## 3. Pedagogical Significance

To understand the phenomenon systematically education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the learning in the classroom.

## G. Definition of Key Terms

To create an understanding of this research, it is necessary to write about key terms used in the context of this research as follow:

### 1. EFL Teacher

Shishavan (2009, p. 131) States the desirable characteristics of an effective language teacher to be: having knowledge and command of the target language; being able to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice; and being available to students". In this study, EFL teacher means one of

the component that control the learning process. Teacher may be called a competent teacher if he or she has a good knowledge of their subject matter and their performance in the classroom. It's because both of them are two important factors in the learning process

## **2. Perception**

Koentjaningrat (2010, p: 42) explained that perception is the relialization of human brain process and it appears as a view about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc are involved. Then the process is followed by a process which a person's brain arrives at meaningful interpretation of stimuli. In this study, perception is the process of human thinking about certain phenomenon. Perception in this study means students' opinion, feeling, idea or point of view toward English teacher pedagogical competence.

## **3. Teacher Pedagogical Competence**

Meanwhile, based on Voss in Emiliasari (2018) the main components of the pedagogic competence are knowledge of classroom management; knowledge of teaching methods; knowledge of classroom assessment; structure of learning objectives and the lesson process, lesson planning and evaluation; and, adaptability dealing with heterogenous learning groups in the classroom. (Emiliasari, 2018, p. 24). In this study, teacher pedagogical competence means one type of

competency that needs to be mastered by teachers and pedagogic competence is a competence that will determine the success of the teaching and learning process and also the students' learning outcomes.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher explains about previous study, development of English teacher's pedagogical competence and the importance of pedagogical competence.

#### **A. Related Studies**

In support of the truth of this research , the research examines a number of related findings that discussed the same problem with this research. The first finding is research written by Shelly, *et al* (2020) This research aimed to describe the ability of teacher in mastering pedagogical competence, and also the process of implementation of pedagogical competence in teaching English at SMK PGRI 3 Kota Serang. For the result of this research it can see based on the result of observation sheet that show is around 65.625% for the implementation of pedagogical competence in the process of teaching English. And, for the result of questionnaire get the 70% for score in ability of teacher in mastering pedagogical competence. Based on this research, it can conclude that the ability of teacher in mastering pedagogical competence and implementation of it in teaching English are still include on the good category.

Ratnadi (2017, p. 1-78) This study focused on three indicators of pedagogic competences namely: conducting educational learning, communicating effectively, empathetic, and manner with the students, and utilizing the assessment and evaluation for the sake of learning. This research

used quantitative method through giving questionnaire for the students to see how is English teacher's pedagogic competence. There are three category of English teacher's pedagogic competence based on the percentage of students perception namely less competence above 55%, sufficient competence about 56%-75% and good competence about 76%-100%. Based on the result, for the first indicators students perception about teacher competence in sufficient competence with the result about 72,87%, for the second indicators, students give 87,2% of their positive respond and this is good competence category, and for the last indicator the students give 85% of their positive respond and this is also appertain in good competence. Students' statements also support the result of the percentage of students' perception above. Therefore, the teacher must increase her pedagogic competence for the first indicator and defend the competence for the second and the third indicator.

Syahrul (2016, p. 1-71) The research aims at knows the pedagogical competence of in Teaching English at the Second Grade students of MTsN Binamu Jenepono and to analyzis the students perspectives on the teachers' pedagogical. There were three kinds of instruments in this research; they were observation, interview, and questionnaire. The findings of this research showed that the score of students' perception on teachers' pedagogical competence in teaching English were including medium category. Based on the results of this research, the researcher suggested to the teachers that they should try to improve their strategy and competence when teachin in the

class. In addition, they also should use some interest method so that the students can be more interested in learning English.

Vanesa (2018, p. 1-94) This research aims to measuring the pedagogical competence of English teachers in Muhammadiyah 1 High School Padang in teaching English subjects in class. This type of research is descriptive as the whole respondent Muhammadiyah 1 Padang high school students. After analyzing the data, researchers found that as much as 64.14% of students gave very high scores on the English teacher's pedagogical competence in teaching, as well 33.70% of students gave high scores and 2.17% of students gave moderate score for English teachers in Muhammadiyah 1 High School Padang. Based on the results of the study it can be concluded that the English teacher have good pedagogical competence in teaching, able to teach in accordance with the components that exist in the teacher's pedagogical competence in teaching in front of the class.

Qodriyah (2016, p. 1-42) This research aims to analyze the teachers' pedagogical competence which concerns more on how the teachers able to manage the classroom and use the instructional media in teaching English for young learners. Therefore, this research focuses on the teachers' pedagogical competence which consists of classroom management and the use of instructional media. Those various actions are conducted by the teacher to manage several things, such as classroom layout, classroom interaction, roles of the teacher, classroom language, error correction, and dealing with diversity. The teacher in this present study concerns to only three interactions

proposed by Hadfield & Hadfield (2008). Those are teacher to students (60%), teacher to students and student (s) to teacher (37%), and student to student interaction (3%).

Emiliasari (2018, p. 22-33) This research presents an in-depth view of the pedagogical competence of teachers as they participated in the activities of the Lesson Study. For the purpose of gathering data, observations, notes, videotaping and interviews, detailed data on the field was used. It was discovered that there was a difference in their pedagogical ability between senior and junior teachers. Senior teachers had stronger pedagogical skills in the following areas: classroom management, student comprehension, curriculum development, lesson plan, and speaking. In the meantime, junior teachers have been successful at: the use of ICT and the growth of media in teaching. This was also discovered that both senior and junior teachers were still less interested in mastering the theory of fundamental concepts in teaching and improving the ability of students. There was no proactive action in teaching, and the lack of comprehension of teachers in classroom action research were other factors that influence the pedagogical competence of teachers. It is suggested that the pedagogical competence of teachers is very important to improve in order to improve the quality of teaching.

Yilmaz & Tinmaz (2016, p. 209-219) The aim of this study is to examine the views of students on the pedagogical skills of faculty members and to determine whether these views differ in terms of the variables selected. Results have shown that students find most of the lecturers to be adequate in

Democratic Attitude; however, few of them have found to be sufficient in the Course Process and Calculation and Evaluation. While there have been differences between male and female students in Democratic Attitude and Measurement Assessment and Evaluation, there have been no significant differences in the gender of students in other skills. The students' views differed in terms of faculties and grades in all four factors. Nevertheless, their views did not vary substantially in any of the four dimensions depending on the attendance component.

#### **B. Definition of Classroom Management**

According to Evertson and Weinstein in Korpershoek, et al (2014) that their concept of classroom management for acts taken by teachers to create a positive atmosphere for academic and social-emotional learning for students. Five types of actions are described. In order to achieve high-quality classroom management, teachers must (1) develop caring, supportive relationships with and between students (2) organize and implement instruction in ways that optimize students' access to learning (3) encourage students' engagement in academic tasks, which can be done by using group management methods by establishing rules and classroom procedures, also teachers must (4) promote the development of students' social skills and self-regulation. Evertson and Weinstein in Korpershoek (2014) state that teachers should be able to (5) use appropriate interventions to assist students with behavior problems. The last two actions proposed by Evertson and Weinstein

(2006) indicate that effective classroom management improves student behavior.

Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006, p. 17) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)". Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students. (Korpershoek, *et al* 2014, p. 11)

Referring to all experts' explanations above, the researcher summarizes that classroom management is teacher's way to manage and handle her class. In the classroom, the teacher starts the class and until the class finish. Then, the teacher has responsibility in managing the students. The teacher needs to understand enough about the concept of classroom management because it is going to do the classroom management process in the class.

### **C. Teachers' Competencies**

In the commonly accepted terminology, the word competence comes from the English language competence and is equally competent and competent with the skill, capacity, authority, ability, knowledge, attitude and others. According to Fullan in Pahrudin (2016, p. 334) "Competence is a broad capacity as a fully human attribute. Competence is meant to include all the qualities of personal efficiency that are required in the workplace, "it is

certain that we have here a very diverse set of qualities: attitudes, motivations, interests, personal attitudes of all kinds, perspective, acceptance, flexibility, creativity, social skills in general, interpersonal maturity, types of personal identification, as well as knowledge.

Competence is the ability and skill. A person who is declared competent in certain subjects is the one who controls the work skills or expertise in tune with the demands of fieldwork is concerned. According to Law No. 14, 2005 about Teachers and Lectures, competence is a set of knowledge, skills, and behaviors that must be owned, lived and ruled by a teacher or lecturer in performing the duties of professionalism. Things According to Hamalik (2008, p. 27), Professional teachers are people who have been through the teacher education program and have a master's level and have got a diploma of state and have experience in teaching in large classes. According to Gutek in his book Philosophical and ideological (2004) regarding the competence of teachers, namely: "Moreover, a competent teacher is one who engages student in dialogue and manages through dialogue to achieve genuine learning because when student and teachers are engaged in a shared critical dialogue, they mutually create and construct knowledge instead of passively transmitting it, since they can share reviews their experiences, reflect upon them and finally they make critical evaluations regarding the way they have obtained that knowledge and reviews those experiences".

On the other hand according Selvi (2010, p.167) teachers competencies on the competence of teachers is: The general framework regarding teacher

competencies were explained in nine different dimension as field competencies, social-cultural competencies, emotional competencies, communication competencies, competencies information and communication technologies (ICT) and environmental competencies. Teachers' competencies affect and review their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teacher's competencies to improve the teaching-learning process in school is great important". (Pahrudin, *et al* 2016, p.334-335)

All state has certain regulation to determine teacher competencies. In indonesia, there are four competencies for the teacher to teach the students. Indonesian regulation number 19 year of 2005:

### **1. Pedagogical Competence**

Reygard in Pahrudin, *et al* (2016, p. 335) stated that "Pedagogical competence implies that the teacher from definite goals and frameworks, through continuous development of teaching and personal professional development, supports and facilities the learning of the students in the best way. This pedagogical competence Also Reflects the teacher's competence regarding collaboration, comprehensive view and contribution to the development of pedagogy for higher education". (Pahrudin, *et al* 2016, p. 335)

According to Pasal 23 ayat (3) Badan Standard Nasional Pendidikan there are four components of teacher's pedagogical competence:

a. Understanding the students

The teacher who has good pedagogical competence should be able to understanding the students. There are four things that should be understood by the teacher from the learners such as intelligence, creativity, physic disability, and cognitive development. It means that teacher should know the condition of students. In other word the teacher should know the condition of the students both physique and mental of the students. So, during learning process teacher not only focus on the subject of their teaching but also teacher should care about the condition of students.

b. Designing of the learning

Designing of the learning is important activity to be done by the teacher because it is the basic of teaching learning process. Teacher should know what is student actually needs in learning process. There are three activities in designing of the learning including identify of the learning need, formulate the basic competence, and organizing the learning program. It means teacher should know what is student actually needs in learning process. The teacher before teaching should deliver the basic competence that should be mastered by the students. It is important to make sure the designing of the teaching by teacher. Then, designing of the learning is the act of the teacher in making a good plan before teaching.

c. Evaluation

Evaluation is needed to be done by teacher during teaching learning process. By doing evaluation, teacher will know how far students understand about the lesson. Suyanto and Asep (2011:41) propose that the essential indicators in evaluation such as the evaluation process should be continuous, analyzing the evaluation result, and use the result of evaluation to improve the quality of learning. It means the evaluation process in learning should be continuous and the teacher should be able to use the result of evaluation to improve the quality in learning and also to increase the quality of teaching learning process. Evaluation also can help the teacher to know the advice the students in learning process.

d. Developing students' potential

In this part, as a teacher who has pedagogical competence the teacher should be able to develop students' potential. Developing students' potential can be done by the teacher through some ways, such as extracurricular, remedial and counseling guidance. Teacher should help the students to develop their potential through some positive activities. So, the students can expend the potential that they have. (Mulyasa, 2012 p.78-79)

Accordingly, it can be concluded that pedagogical competence of teacher is very important to be had by teacher to manage the learning and learners, including: comprehension of perception or educational basis, comprehension

of learners, developing curriculum and syllabus, lesson plan, implementation of educated and dialogize learning, implementation of learning technology, evaluation learning result, enhancing learners to actualize several potentials they have, the minimal of pedagogical competence is significantly affected in educational quality which can be seen in the learning results from the learners.

## **2. Personality competence**

According to Mulyasa as cited in Kheruniah (2013, p.108) Personality competence is the basis of pedagogic competence, social competence, and professional competence. Teachers who have a good personality to foster motivation in students. Many students were excited, passionate, and fun to learn with a teacher because of the personality of the teacher is good and interesting. But on the contrary there are also some students who feel discouraged, lazy, indifferent, sleepy, noisy, because of the teacher's personality is not good and not interesting. Motivation to learn can arise when a good response to the students' teachers, especially in terms of his personality. Here, the teacher's obligation is must be able to explain the process of learning and the most important is how can make the learning process to be the steps that make the students improve their competence. In school, the teacher also teaches how a good attitude is for the students. Before teaching the students, the teacher must show the first good attitude for them. The teacher is the guide figure for his students. Teacher attitude in the classroom will determine student spirit to learn the lesson with him/her. The

students more like enter the classroom with the teacher who they believe good attitude and comfortable teaching.

### **3. Professional Competence**

According to Wibowo & Hamrin in Pahrudin, *et al* (2016) Professional competence is the competence or skills related to the completion of the tasks of education. Professional competence has mastered the characteristics of teaching materials are broad and deep, and master the structures and methods science field of study is taught. The material is controlled not just a teaching material that is taught in school or in accordance with a flyer in the school curriculum, but also the material overriding.

Professional competence is a mastery of the subject matter is broad and deep that include mastery of curriculum subjects at school and substance of knowledge that overshadow the material, as well as mastery of structure and methodology of science. Some indicators that can demonstrate professional competence of teachers are: Mastering the substance of science related to the field of study, has the indicators to be essential to understand the teaching materials in the curriculum of the school, understand the structure, concepts and methodology of science that houses the teaching material, understand the concept of inter related subjects, and apply the concepts of science in everyday life, (2) mastering the structure and the scientific method, have an essential indicator: mastering the steps of research and theoretical studies to deepen the knowledge or study material. (Pahrudin et al, 2016 p. 336-337)

#### **4. Social Competence**

According to Reitz in Pahrudin, *et al* (2016) who stated that "Social competence is the sum of knowledge and skills of a person that determines the quality of socially competent behavior". According to Mulyasa social competence that is: get along and communicate effectively , relationship between the school and the community, the role of teachers in the community, and the teacher as an agent of social change.

Based on some of the above understanding can be concluded that social competence is the competence of teachers about the relationship between teachers and the environment or the public, that society is in school or out of school, communicate and interact with both the students and have the values and manners and etiquette in the mix and adhere to the values and norms that apply in school and society.

#### **D. The Nature of Pedagogical Competence**

##### **1. Definition of Pedagogical Competence**

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge, and attitudes supported by work by the demands of the job. According to Spencer in Emiliasari (2018) that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations. The concept that talking about one's

competence required in the learning management called pedagogical competence.

Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. According Mulyasa (2007) that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

Components included in the pedagogical competence, namely : controls the characteristics of leas from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual; control of learning theories and principles of learning that educates; develop curriculum related to the subject matter; conducting educational learning; utilize information and communication technology for the sake of learning; facilitate the development of potential learners to actualize their potential; communicate effectively, empathetic, and manner with the students; conducting the assessment and evaluation processes and learning outcomes; utilize the assessment and evaluation for the sake of learning; take action to improve the quality of reflective learning (Hakim, 2015, p. 2)

While in the National Education Standards article 28 paragraph 3 point a (E. Mulyasa, 2008: 75) explains the understanding of teacher pedagogical competence is 'the ability to manage learners' learning which includes understanding of students, designing and implementing learning, evaluating

learning outcomes and development learners to actualize the various potentials they have'. This understanding explains that the teacher's pedagogical competence is the ability of a teacher in managing or managing learning taught to students.

For analysis of the pedagogical concepts used measurement indicators, among others; level of understanding of learners, instructional design, and implementation of educational learning the diagnosis, evaluation of learning and development of learners to actualize their potential. According to Subroto in Emiliasari (2018), factors attached to teachers affecting the teaching and learning programs are personality, material mastery, classroom management, ways of teacher talk, ways of creating classroom situation, concerns for individual principles, openness, collaboration, responsiveness to innovation, willingness and ability to carry out learning experiments. That teachers have the ability to manage to learn well, teachers need to have professional skills to meet the 10 competencies of teachers, namely: mastering the materials, managing the teaching and learning programs, managing the class, using media or source, mastering the foundations of education, managing the teaching and learning interactions, assessing students' achievement for the benefit of lessons, knowing the functions of guidance and counseling services in schools, understanding the principles of learning, interpreting the results of educational research for teaching purposes (Emiliasari, 2018, p. 23)

Pedagogical Competence:

- a. Teaching Plan Competency. Efforts made to empower teacher competency in this area were done by directing and enabling teachers to have the ability of describing objectives, selecting materials, organizing materials, determining learning methods and strategies, determining learning sources, media, and tools, designing assessment and evaluation tools, determining assessment and evaluation technique, and allocating time.
- b. Learning and Teaching Process Competency: Improved Learning and Teaching Process. Competency were opening lesson, delivering materials, using media and method, using teaching media, using communicative language, motivating students organizing activities, interacting with students communicatively, concluding lessons, providing feedback conducting assessment and evaluation, and using time effectively.
- c. Learning and Teaching Assessment and Evaluation Competency. The teacher empowerment in terms of this competency turned out to directed to the ability of: choosing questions based on the level of difficulty, selecting questions based on the level of differentiation, repairing the problem is not valid, checking the answer, classifying the results of the assessment, processing and analyzing. assessment results, making interpretation of the trend assessment results, determining the correlation problem based on the assessment results,

assessing to identify the level of variation in the results, inferring from the results of the assessment clearly and logically, arranging follow-up program assessment results, classifying students, identifying the need for follow-up assessment results, carrying out follow-up, evaluating the results of follow-up, and analyzing the results of evaluation. (Ada *et al*, 2016 p. 245-247)

## **2. Components of Pedagogical Competence**

A professional teacher is a person who has the ability and expertise in the field of teacher or other words he has educated and very well trained. Educated and trained not only to gain formal education but also have to master a variety of strategies or in the techniques of teaching and learning activities and master the foundations as noted in the educational competence of teachers. Competencies that must be owned by a teacher namely: professional competence, personality, pedagogical, and social.

According to Pasal 23 ayat (3) Badan Standard Nasional Pendidikan there are four components of teacher's pedagogical competence:

### **a. Understanding the students**

The teacher who has good pedagogical competence should be able to understanding the students. There are four things that should be understood by the teacher from the learners such as intelligence, creativity, physic disability, and cognitive development. It means that teacher should know the condition of students. In other word the teacher should know the condition of the students both

physique and mental of the students. So, during learning process teacher not only focus on the subject of their teaching but also teacher should care about the condition of students.

b. Designing of the learning

Designing of the learning is important activity to be done by the teacher because it is the basic of teaching learning process. Teacher should know what is student actually needs in learning process. There are three activities in designing of the learning including identify of the learning need, formulate the basic competence, and organizing the learning program. It means teacher should know what is student actually needs in learning process. The teacher before teaching should deliver the basic competence that should be mastered by the students. It is important to make sure the designing of the teaching by teacher. Then, designing of the learning is the act of the teacher in making a good plan before teaching.

c. Evaluation

Evaluation is needed to be done by teacher during teaching learning process. By doing evaluation, teacher will know how far students understand about the lesson. Suyanto and Asep (2011:41) propose that the essential indicators in evaluation such as the evaluation process should be continuous, analyzing the evaluation result, and use the result of evaluation to improve the quality of learning. It means the evaluation process in learning should be

continuous and the teacher should be able to use the result of evaluation to improve the quality in learning and also to increase the quality of teaching learning process. Evaluation also can help the teacher to know the advice the students in learning process.

d. Developing students' potential

In this part, as a teacher who has pedagogical competence the teacher should be able to develop students' potential. Developing students' potential can be done by the teacher through some ways, such as extracurricular, remedial and counseling guidance. Teacher should help the students to develop their potential through some positive activities. So, the students can expend the potential that they have. (Mulyasa, 2012 p.78-79)

According to Yasin in Ada (2016) pedagogic competence is the ability of an educator in managing the learning of students include:

- a. The ability to understand the learners, with indicators between others: Understanding the developmental characteristics of learners, such as understand the level of cognition of learners according to age; Understanding the principles of personality development of students, as to recognize the personality types of learners, recognize the stages of personality development of students, and others; Be able to identify the provision of teaching early learners, recognize differences in the potential of students, and so forth.

- b. The ability to create learning design, with indicators, among others: Ability to plan the organization learning materials, such as being able to examine and describe the material listed in the curriculum, teaching materials are able to choose in accordance with the material, being able to use learning resources adequate, and others; Ability to plan management learning, such as formulating learning objectives to achieve in accordance with the competence to be achieved, choose the type of strategy/learning methods are suitable, determine steps learning, determining how that can be used to motivate learners, determining forms questions will be presented to the students, and others; Ability classroom management plan, such as a space arrangement sitting learners, allocate time, and others; Capable planned use of the media and the means that can be used facilitate the achievement of competencies, and others; Ability plan learning process valuation models, such as determine the form, procedure, and assessment tools.
- c. The ability to implement the learning, with indicators such as: Being able to apply the teaching of basic skills, such as open lessons, explained, the pattern of variation, asked, giving strengthening, and close the lesson; Ability to apply various kind of model approaches, strategies/learning methods, such as active learning, learning portfolios, contextual learning and other; Ability to master classes, such as activating participants learners in asking, able to answer and

direct questions student, group work, self-employment, and others; Capable measure the level of achievement of competence of learners during the process learning takes place.

- d. Ability to evaluate learning outcomes, indicators among others: Ability to design and implement assessment, such as understand the principles assessment, able to devise various learning evaluation instrument, capable of carrying out evaluation, and others; Capable of analyzing the results of assessment, such as capable of processing the results of evaluation of learning, able to recognize characteristics evaluation instruments; Being able to utilize the results assessment for further improvement of the quality of learning, such as utilizing the results of the analysis in the process of evaluation instruments improvement of evaluation instruments, and able to provide feedback for improved planning, implementation and evaluation learning. \
- e. The ability to develop learners to actualize its potential, with indicators, among others: Facilitate learners to develop academic potential, such as the channel potential academic learners according to their ability, capable directing and developing the academic potential of learners; Capable of facilitating learners to develop potential non-academic, such as channeling the potential of non-academic participants students according to their abilities, able to direct and developing the potential of non-academic learners. (Ada et al 2016, p. 242)

In addition, according to Peraturan Pemerintah NO.12.Tahun 2005 in Asep and Suyanto (2013:41) there are four components in pedagogical competence.

1. Understanding the students, in this indicator, teacher should understand the students using principle of knowledge development on the students, teacher help to manage the student's ability in their personality in teaching learning process.
2. Designing the lesson, this part includes how the teacher understand major goal of teaching for the importance teaching process, apply the material learning in the subject, and determine strategy in teaching based on characteristic of the students. Moreover, teacher can establish pedagogical competence to achieve the aim of teaching learning activity, teaching materials then arrange learning based on the chosen strategy.
3. Doing the lesson, implementing learning with some essential indicators is between setting the learning background and conducting good learning.
4. Designing and Evaluating, the important things in doing teaching learning process are designing and evaluating. The teacher in designing the lesson is to achieve the goal of study. Then, evaluation is to measure how far the understanding students in teaching learning process.

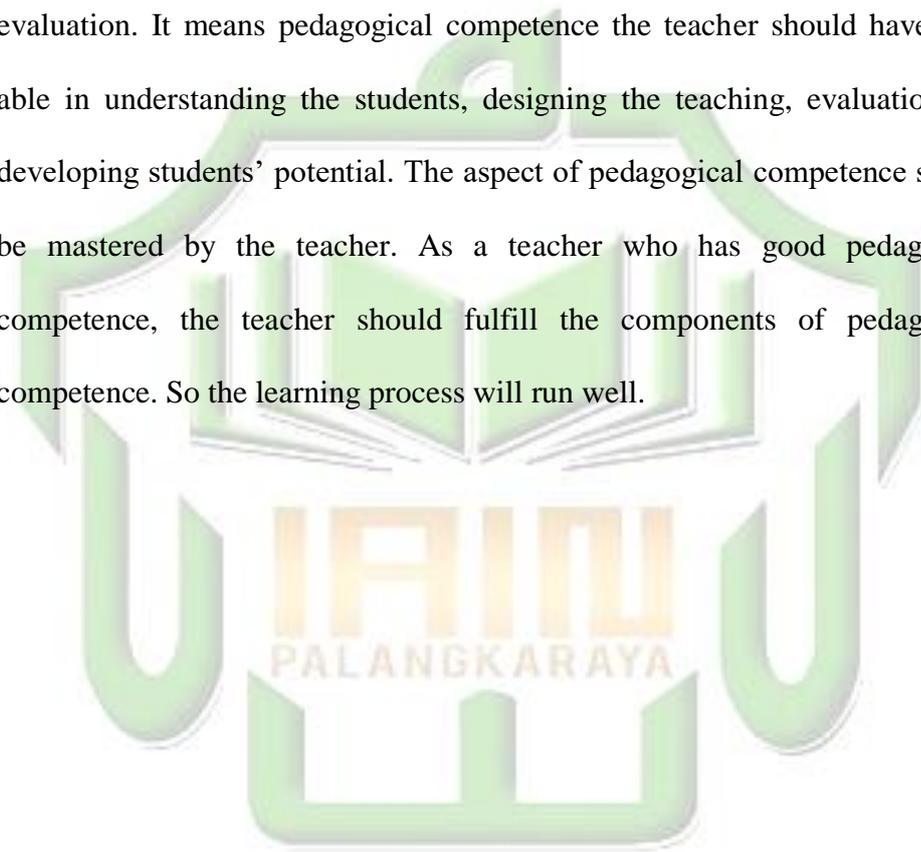
The teacher also have to be capable to master the learning material which will be taught and also develop the curriculum so it can be used in practice or in the learning process. The teacher should provide teaching material which is appropriate to the needs of curriculum by considering the needs of students, that is a teaching material appropriate to the characteristics, setting, or students' social environment (Qamariah, 2015, p. 101)

Teacher is required to be capable of educating the student and facilitate the potential which the students have so that they can channel it according to their talent. Pedagogical competence of teachers tends to be used in lesson plans as the basis for the implementation of the learning process in the class. Moreover, the teacher, in the interaction with the student, needs good communication so the study result can be evaluated both by the teacher and students together to conduct reflection for the benefit of improving the quality of students' learning process. Teacher's competence is very important in the learning process because the teacher is one of the components that control the learning process. (Kumalasari *et al* 2017 p.148-149)

Referring with the explanation of components teacher's pedagogical competence above, in the National Education Standards article 23 paragraph 3 point (E. Mulyasa, 2008: 78) explains the understanding of teacher pedagogical competence is 'the ability to manage learners learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes and development learners to actualize the various potentials they have'. This understanding explains that the teacher's

pedagogical competence is the ability of a teacher in managing or managing learning taught to students.

Based on explanation from the expert above, the researcher summarizes all experts agree that the pedagogical competence of the teacher should be able to understand the learners, design and implement the learning, facilitate and develop students' potential to actualize their potential, adapt the situation also evaluation. It means pedagogical competence the teacher should have been able in understanding the students, designing the teaching, evaluation and developing students' potential. The aspect of pedagogical competence should be mastered by the teacher. As a teacher who has good pedagogical competence, the teacher should fulfill the components of pedagogical competence. So the learning process will run well.



## CHAPTER III

### RESEARCH METHOD

This chapter presents methodology that the researcher used, including research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

#### A. Research Design

This research was quantitative approach and the researcher chose survey as design. Creswell (2015) stated survey design are procedures quantitative research in which you administer a survey or questionnaire to a small group of people (called the *sample*) to identify trends in attitudes, opinions, behaviours, or characteristics of a large groups of people (called the *population*). Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior." So the purpose of survey research is to investigate peoples' beliefs, opinion, behavior, and characteristics such as gender, age, education, social race and their attitudes concerning some matters (Ary, et al., 2010, p.372).

By statements above, the researcher concluded that the survey research is process of collecting information about the respondents of population. In this research the researcher also did not control over the independent variable as non-experimental research. The researcher used the quantitative and survey

design to measured students' perception toward English teacher's pedagogical competence.

## **B. Population**

Population is generalization that composed by subject/ object has certain characteristic and qualities which researchers studied and concluded (Sugiyono, 2008, p. 11). According to Nunan (1992, p. 231) population is situations or individuals that who has one or more characteristics. The survey research took all population of second grade students at MAN Kota Palangka Raya. Thus, the researcher made the questionnaire based on National Education Standard article 28 paragraph 3 components as a measuring instrument. The participants were required to answer all the items of the questionnaire honestly, giving their own perceptions about teacher's pedagogical competence in teaching English.

The writer concluded that a population is a group of individuals who have certain characteristics to be studied, researched, and inferred. Population of this study was second grade students at MAN Kota Palangka Raya year 2019/2020 (the total of this population is 264 students).

## **C. Sample**

The sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012, p.381). The researcher used total sampling took the data of the sample. Total sampling is where the sampling technique is the number of samples is the same as the population (Sugiyono, 2007, p.115).

**Table 3.1 List of Students**

<b>XI Grade</b>	<b>Total Students</b>
XI MIPA 1	32
XI MIPA 2	25
XI MIPA 3	26
XI MIPA 4	30
XI MIPA 5	23
XI IPS 1	33
XI IPS 2	30
XI AGAMA 1	33
XI AGAMA 2	32

*(Data from MAN Kota Palangka Raya Website)*

#### **D. Research Instrument**

##### **1. Research Instrument Development**

##### **a. Questionnaire**

In this research, the researcher used questionnaire to collect the data Students' Perception Toward English Teachers' Pedagogical Competence at MAN Kota Palangka Raya. For this research the researcher used close ended question because Sandra Lee McKay (2006.p.36) states close ended question allow for uniformity or responses and are easy to answer, code and analyse.

The questionnaire constructed in the form of Likert scale. Questionnaire that gave to the students are Indonesia form. So, it makes responders easy to understand and answer. About thirty close-

ended questions were an instrument in this research to gather information about the perceptions on Students' perception toward English teachers' pedagogical competence. The researcher arranged the questionnaire based on the components of Indonesian National Education Standard Agency paragraph 23 article 3.

The researcher gave the questionnaire in google form to all the students of second grade on September 1<sup>st</sup> 2020 by WhatsApp group.

**Table 3.2 Indicator of Questionnaire**  
(Indonesian National Education Standards paragraph 23 article 3)

No	Indicator	Sub Indicator	Number of Item
1	Understanding of the students	Understand students' intelligence, creativity, physic disability, and cognitive development.	1, 2, 3, 4, 5, 6
2	Designing and implementing learning	Identify of the learning need, formulate the basic competence, and organizing the learning program	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.
3	Evaluating learning outcomes	The evaluation process should be continuous, analyzing the evaluation result, and use the result of evaluation to improve the quality of learning.	22, 23, 24, 25, 26.
4	Developing students potential	Be able to develop students' potential through some ways, such as extracurricular, remedial and counseling guidance.	19, 20, 21, 27, 28, 29, 30.

**Table 3.3**  
**The Range Score of Statements of questionnaire on second grade**  
**at MAN Kota Palangka Raya.**

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

## 2. Instrument Try Out

The researcher has taken try out the instrument before it applies to the real total sampling in this study. The trial instrument was held on Wednesday 19 August 2020 in the second grade of Bahasa class. The instrument is given to 32 students in Language class. The researcher gained the information about the instrument quality that consists of instrument validity and instrument reliability.

Procedures of the try out have been done as follows:

- a) Trying out the instruments to 32 second garde students of Language class.
- b) Then analyzing the data obtained to know the instrument Reliability and Validity using Microsoft Excel and SPSS 18.0 Program,

- c) After that, the researcher tested the test for the real total sampling.

### **3. Instrument Validity**

In this research, face validity, content validity, and construct validity has used. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test. (Heaton,1974, p.152). The researcher did face validity to make sure that the instrument is appropriate with the respondents. It was related with the instruction in the questionnaire. Content validity demands appropriateness between the ability to be measured and the test being used to measure it. Construct validity test can be used with the opinion of experts (experts' judgment). (Sugiyono, 2009, p. 177) In this case, after the questionnaire is constructed on the aspects that is measured based on a particular theory, then it consulted with an expert who have credibility to judge the questionnaire. The expert make a decision: the instrument can be used without revisions, adding some improvements or possibly a total revision. In this study, the questionnaire has been added some improvements.

The researcher calculated the result of the instrument try out using SPSS 18.0 Program. The total of the item was 30 items and the total of the respondents were 32 students on second grade of Language class. The technique used to determine the validity of a test is by-product moment. It used the level of significant in 5%. To determine whether the test question is valid or invalid then  $r_{xy}$  or  $r_{hitung}$  compared with product moment  $r_{tabel}$  with the following criteria:

If  $r_{hitung} \geq r_{tabel}$  then valid

If  $r_{hitung} < r_{tabel}$  then invalid. (Purwanto, 2004, p.139)

Based on table below. There was 30 items of questionnaires.

The critical value was 0,361. There was 30 items of questionnaire was valid  $\geq r_{tabel}$  0,05.

**Table 3.4**  
**The result of Questionnaire Validity**

Item	r hitung	r tabel	keterangan
Item 1	0,546	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 2	0,484	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 3	0,566	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 4	0,57	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 5	0,518	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 6	0,605	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 7	0,444	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 8	0,631	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 9	0,592	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 10	0,725	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 11	0,599	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 12	0,638	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 13	0,517	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 14	0,419	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$
Item 15	0,419	0,361	$r_{hitung} > r_{tabel} = \text{Valid}$

<b>Item 16</b>	0,38	0,361	r hitung > r tabel = Valid
<b>Item 17</b>	0,414	0,361	r hitung > r tabel = Valid
<b>Item 18</b>	0,574	0,361	r hitung > r tabel = Valid
<b>Item 19</b>	0,509	0,361	r hitung > r tabel = Valid
<b>Item 20</b>	0,447	0,361	r hitung > r tabel = Valid
<b>Item 21</b>	0,465	0,361	r hitung > r tabel = Valid
<b>Item 22</b>	0,402	0,361	r hitung > r tabel = Valid
<b>Item 23</b>	0,493	0,361	r hitung > r tabel = Valid
<b>Item 24</b>	0,407	0,361	r hitung > r tabel = Valid
<b>Item 25</b>	0,601	0,361	r hitung > r tabel = Valid
<b>Item 26</b>	0,646	0,361	r hitung > r tabel = Valid
<b>Item 27</b>	0,488	0,361	r hitung > r tabel = Valid
<b>Item 28</b>	0,609	0,361	r hitung > r tabel = Valid
<b>Item 29</b>	0,407	0,361	r hitung > r tabel = Valid
<b>Item 30</b>	0,485	0,361	r hitung > r tabel = Valid

#### 4. Instrument Reliability

According to Donald Ary, the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. (Donald Ary, 1985, p.236) Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Reliability is defined how much consistency the test scores the test achieves on the retest (Sudijono, 2005, p.179-180). Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017) to find reliability of data, the researcher will use Alpha's formula.

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Where :

$\sum S_i$  = number of score variant each items

$S_t$  = total of variants

K = number of items

It was using program SPSS version 18 in finding the reability. The degree of alpha's Cronbach is higher than r table (0,361).

**Table 3.5**  
**Realibility Statistic**

Cronbach's Alpha	N of Items
.909	30

### E. Data Collection Procedure

In other hand the important in designing survey is deciding what means of collecting information was effective. In this research the researcher used questionnaire as the technique for collecting the data by respondents.

In this study, the researcher used some procedures to accumulate the data. There are:

1. The researcher chose the students of second grade of MAN Kota Palangka Raya which to be analysed.
2. The researcher prepared the questionnaire.
3. Constructed list of questions.
4. Distributed the questionnaire to the students of second grade of MAN kota Palangka Raya

5. The researcher gave questionnaires related to Students' Perception Toward English Teachers' Pedagogical Competence to the respondent.
6. Asked students to answer the questionnaires to know their perception about what researcher search.
7. The researcher collected the data.
8. The researcher analysed the data obtain using SPSS and to measured the central tendency.
9. Calculated and analysed the result of the questionnaire by using SPSS 18.0 Program

#### **F. Data Analysis Procedure**

In this research, the researcher was used interval scale and collected data by using questionnaire both of the close-ended and Likert type's questions. This research about students' perception which is known as attitudinal information.

The Researcher analysed the data the data used computer programs for processed questionnaire data. There are numerous statically software packages that can be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences). Which is the market leader category. For the process analysed close-ended in this survey, the researcher used SPSS 18.0, because the process analysis this program make possible not only to provide statistic-based on method. In addition, because it is strongly linked with the statistic modules of software data management for analysis by importing and exporting the text based result becomes easier.

1. The researcher collected the main data
2. The researcher arranged the collected score into distribution of frequency of score table.
3. The researcher calculated Mean using formula, Medium and Modus.

According to Sidebar, r (2013).

- a. Mean

$$M_x = \frac{\sum x}{N}$$

Where:

$M_x$ : Mean Value

$\sum f x$  = sum of each mid-point times by it frequency

$N$  = Number of Case

- b. Median

Median is defined as that point in a distribution of measure which 50 % percent of the cases lie.

- c. Modus/ Mode

The mode is the value in distribution that occurs most frequently.

- d. The researcher was calculated the deviation score and standard.

Deviation using the formula:

- 1) Deviation Score

$$x = X - \bar{X}$$

$x$  = Deviation Score

$X$  = raw score

$\bar{X}$  = Mean

Standard Deviation

$$S^2 = \frac{\sum x^2}{N-1}$$

$$S = \frac{\sqrt{X^2}}{N-1}$$

$$S = \frac{\sqrt{\sum X^2 - \frac{(\sum x)^2}{N}}}{N-1}$$

$\sum X^2$  = Sum of the squares of each score

$(\sum X^2)$  = Sum of the score squared (the score are first summed, and then this total is squared)

$N$  = number of cases

- e. The researcher interpreted the analysis result.
- f. The researcher gave conclusion.

**Table 3.6**  
**Category of Measurement of Students Perceptions**

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

- g. The researcher concluded of each item in the questionnaire.
- h. The researcher described the result in form of a percentage.

Criteria of percentage of students' perception toward teacher pedagogic competence based on Arikunto (2006):

<55% : less competence

56-75% : Sufficient competence

76-100% : Good competence



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher present the research finding and discussion of the research about Students' Perception Toward English Teacher's Pedagogical Competence.

#### A. Data Presentation Questionnaire

**Table 4.1 Result of Questionnaire**

No	Item	Number & Percent	Scale					Total
			SD 1	D=2	N=3	A=4	SA=5	
1	1	Number	5	19	114	89	38	265
		Percent	1.9%	7.2%	43.0%	33.6%	14.3%	100%
2	2	Number	0	0	61	142	62	265
		Percent	0	0	23.0%	53.6%	23.4%	100%
3	3	Number	2	7	70	130	56	265
		Percent	0.8%	2.6%	26.4%	49.1%	21.1%	100%
4	4	Number	0	21	64	130	50	265
		Percent	0	7.9%	24.2%	49.1%	18.9%	100%
5	5	Number	0	8	42	135	80	265
		Percent	0	3.0%	15.8%	50.9%	30.2%	100%
6	6	Number	2	5	55	122	81	265
		Percent	0.8%	1.9%	20.8%	46.0%	30.6%	100%
7	7	Number	16	35	101	90	23	265

		Percent	6.0%	13.2%	38.1%	34.0%	8.7%	100%
8	8	Number	3	35	94	96	37	265
		Percent	1.1%	13.2%	35.5%	36.2%	14.0%	100%
9	9	Number	3	7	36	127	92	265
		Percent	1.1%	2.6%	13.6%	47.9%	34.7%	100%
10	10	Number	5	22	72	110	56	265
		Percent	1.9%	8.3%	27.2%	41.5%	21.1%	100%
11	11	Number	1	10	97	119	38	265
		Percent	0.4%	3.8%	36.6%	44.9%	14.3%	100%
12	12	Number	0	6	68	119	72	265
		Percent	0.0%	2.3%	25.7%	44.9%	27.2%	100%
13	13	Number	6	20	87	117	35	265
		Percent	2.3%	7.5%	32.8%	44.2%	13.2%	100%
14	14	Number	8	31	124	76	26	265
		Percent	3.0%	11.7%	46.8%	28.7%	9.8%	100%
15	15	Number	6	37	111	90	21	265
		Percent	2.3%	14.0%	41.9%	34.0%	7.9%	100%
16	16	Number	13	30	99	81	42	265
		Percent	4.9%	11.3%	37.4%	30.6%	15.8%	100%
17	17	Number	25	70	109	46	15	265
		Percent	9.4%	26.4%	41.1%	17.4%	5.7%	100%
18	18	Number	1	16	85	119	44	265
		Percent	0.4%	6.0%	32.1%	44.9%	16.6%	100%
19	19	Number	5	15	91	106	48	265
		Percent	1.9%	5.7%	34.3%	40.0%	18.1%	100%

20	20	Number	3	6	68	136	52	265
		Percent	1.1%	2.3%	25.7%	51.3%	19.6%	100%
21	21	Number	10	12	64	100	79	265
		Percent	3.8%	4.5%	24.2%	37.7%	29.8%	100%
22	22	Number	17	35	100	87	26	265
		Percent	6.4%	13.2%	37.7%	32.8%	9.8%	100%
23	23	Number	2	4	103	116	40	265
		Percent	0.8%	1.5%	38.9%	43.8%	15.1%	100%
24	24	Number	5	17	97	102	44	265
		Percent	1.9%	6.4%	36.6%	38.5%	16.6%	100%
25	25	Number	4	14	102	108	37	265
		Percent	1.5%	5.3%	38.5%	40.8%	14.0%	100%
26	26	Number	1	6	84	117	57	265
		Percent	0.4%	2.3%	31.7%	44.2%	21.5%	100%
27	27	Number	4	18	86	112	45	265
		Percent	1.5%	6.8%	32.5%	42.3%	17.0%	100%
28	28	Number	3	26	106	96	34	265
		Percent	1.1%	9.8%	40.0%	36.2%	12.8%	100%
29	29	Number	13	28	104	98	22	265
		Percent	4.9%	10.6%	39.2%	37.0%	8.3%	100%
30	30	Number	14	41	110	80	20	265
		Percent	5.3%	15.5%	41.5%	30.2%	7.5%	100%

## B. Data Findings

### a. Result of Questionnaire

The researcher was used the questionnaire and interview to collected main data. There were 30 items of the questionnaires as the instrument for collected the data. The questionnaire arranged by the researcher and got validation from the lecture.

The result on Students' Perception Toward English Teachers' Pedagogical Competence was obtained by using questionnaire as the main instrument to collected the data. The questionnaire consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 264 students of second grade of MAN Kota Palangka Raya were chose as sampling in this research.

Note:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

MN: Mean

MDN: Median

MO: Modus

SD: Standard Devotion

Based on table above. The result questionnaire described the mean there were highest score 4.12 in item number 9 and minimum score 2.83 in item 17, the median there was highest score 53.6 in item 2 and the score minimum 36.2 in item 8. The mode there were 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 18, 19, 20, 21, 23, 24, 25, 26, 27 with score 4 and minimum score 3 in items 1, 7, 14, 15, 16, 17, 22, 28, 29, 30 and standard deviation there was highest score 1,041 in item 16 and minimum score 84 in item 4. There were analysed the result of the questionnaire consisted 30 items questionnaire.

**Table 4.2 Result of the Questionnaire**

Item	Number/ Percent	Scale					Total	M N	MD N	M O	SD
		SD	D	N	A	SA					
		1	2	3	4	5					
1	Number	5	19	114	89	38	931	3.51	43.0	3	.892
	Percent	1.9	7.2	43.0	33.6	14.3	100				
2	Number	0	0	61	142	62	1061	4	53.6	4	.683
	Percent	0	0	23.0	53.6	23.4	100				
3	Number	2	7	70	130	56	1026	3.87	49.1	4	.797
	Percent	0.8	2.6	26.4	49.1	21.1	100				
4	Number	0	21	64	130	50	1004	3.79	49.1	4	.84
	Percent	0	7.9	24.2	49.1	18.9	100				
5	Number	0	8	42	135	80	1082	4.08	50.9	4	.759

	Percent	0	3.0	15.8	50.9	30.2	100				
6	Number	2	5	55	122	81	1070	4.04	46.0	4	.811
	Percent	0.8	1.9	20.8	46.0	30.6	100				
7	Number	16	35	101	90	23	864	3.26	38.1	3	.998
	Percent	6.0	13.2	38.1	34.0	8.7	100				
8	Number	3	35	94	96	37	924	3.49	36.2	4	.93
	Percent	1.1	13.2	35.5	36.2	14.0	100				
9	Number	3	7	36	127	92	1093	4.12	47.9	4	.823
	Percent	1.1	2.6	13.6	47.9	34.7	100				
10	Number	5	22	72	110	56	985	3.72	41.5	4	.953
	Percent	1.9	8.3	27.2	41.5	21.1	100				
11	Number	1	10	97	119	38	978	3.69	44.9	4	.775
	Percent	0.4	3.8	36.6	44.9	14.3	100				
12	Number	0	6	68	119	72	1052	3.97	44.9	4	.788
	Percent	0.0	2.3	25.7	44.9	27.2	100				
13	Number	6	20	87	117	35	950	3.58	44.2	4	.893
	Percent	2.3	7.5	32.8	44.2	13.2	100				
14	Number	8	31	124	76	26	876	3.31	46.8	3	.909
	Percent	3.0	11.7	46.8	28.7	9.8	100				

15	Number	6	37	111	90	21	878	3.31	41.9	3	.89
	Percent	2.3	14.0	41.9	34.0	7.9	100				
16	Number	13	30	99	81	42	904	3.41	37.4	3	1.041
	Percent	4.9	11.3	37.4	30.6	15.8	100				
17	Number	25	70	109	46	15	751	2.83	41.1	3	1.009
	Percent	9.4	26.4	41.1	17.4	5.7	100				
18	Number	1	16	85	119	44	984	3.71	44.9	4	.826
	Percent	0,4	6.0	32.1	44.9	16.6	100				
19	Number	5	15	91	106	48	972	3.67	40.0	4	.902
	Percent	1.9	5.7	34.3	40.0	18.1	100				
20	Number	3	6	68	136	52	1023	3.86	51.3	4	.793
	Percent	1.1	2.3	25.7	51.3	19.6	100				
21	Number	10	12	64	100	79	1021	3.85	37.7	4	1.021
	Percent	3.8	4.5	24.2	37.7	29.8	100				
22	Number	17	35	100	87	26	865	3.26	37.7	3	1.022
	Percent	6.4	13.2	37.7	32.8	9.8	100				
23	Number	2	4	103	116	40	983	3.71	43.8	4	.765
	Percent	0.8	1.5	38.9	43.8	15.1	100				
24	Number	5	17	97	102	44	958	3.62	38.5	4	.902
	Percent	1.9	6.4	36.	38.	16.6	100				

				6	5						
25	Number	4	14	102	108	37	955	3.6	40.8	4	.847
	Percent	1.5	5.3	38.5	40.8	14.0	100				
26	Number	1	6	84	117	57	1018	3.84	44.2	4	.796
	Percent	0.4	2.3	31.7	44.2	21.5	100				
27	Number	4	18	86	112	45	971	3.66	42.3	4	.89
	Percent	1.5	6.8	32.5	42.3	17.0	100				
28	Number	3	26	106	96	34	927	3.5	40.0	3	.88
	Percent	1.1	9.8	40.0	36.2	12.8	100				
29	Number	13	28	104	98	22	883	3.33	39.2	3	.947
	Percent	4.9	10.6	39.2	37.0	8.3	100				
30	Number	14	41	110	80	20	846	3.19	41.5	3	.968
	Percent	5.3	15.5	41.5	30.2	7.5	100				

**Table 4.3**  
**The result of Teacher's Pedagogical Competence**

No	Indicator	Sub Indicator	Number of Item	Category
1	Understanding of the students	Understand students' intelligence, creativity, physic disability, and cognitive development.	1, 2, 3, 4, 5, 6	Sufficient Competence
2	Designing and implementing learning	Identify of the learning need, formulate the basic competence, and organizing the learning program	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,	Less Competence

			18.	
3	Evaluating learning outcomes	The evaluation process should be continuous, analyzing the evaluation result, and use the result of evaluation to improve the quality of learning.	22, 23, 24, 25, 26.	Sufficient Competence
4	Developing students potential	Be able to develop students' potential through some ways, such as extracurricular, remedial and counseling guidance.	19, 20, 21, 27, 28, 29, 30.	Sufficient Competence

**Table 4.4**  
**Result of analysis survey item 1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	1.9	1.9	1.9
	D	19	7.2	7.2	9.1
	N	114	43.0	43.0	52.1
	A	89	33.6	33.6	85.7
	SA	38	14.3	14.3	100.0
	Total	265	100.0	100.0	

Item 1, “Apakah Guru Bahasa Inggris Anda selalu memastikan kelas rapi dan siap untuk memulai pembelajaran?”. There was 5 student who chose option Strongly Disagreed (1.9 %). There was 19 student who Disagreed (7.2 %). There were 144 students who Neutral (43.0 %). There were 89 students who Agreed (33.6%). There were 38 students who Strongly Agreed (14.3 %).

**Table 4.5**  
**Result of analysis survey item 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	61	23.0	23.0	23.0
	A	142	53.6	53.6	76.6
	SA	62	23.4	23.4	100.0
	Total	265	100.0	100.0	

Item 2, “Apakah guru Bahasa Inggris Anda selalu menanyakan kesiapan siswa terlebih dahulu sebelum memulai pembelajaran?”. There were 61 students who chose option Neutral (23.0 %). There were 142 students who Agreed (53.6%). There were 62 students who Strongly Agreed (23.4 %).

**Table 4.6**  
**Result of analysis survey item 3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.8	.8	.8
	D	7	2.6	2.6	3.4
	N	70	26.4	26.4	29.8
	A	130	49.1	49.1	78.9
	SA	56	21.1	21.1	100.0
	Total	265	100.0	100.0	

Item 3, “Apakah guru Bahasa Inggris Anda selalu berusaha menciptakan suasana kelas yang tenang dan dapat mendukung berlangsungnya kegiatan belajar mengajar dengan baik?”. There was 2 student who Strongly Disagreed (.8%).

There was 7 student who Disagreed (2.6%). There were 70 students who Neutral (26.4%). There were 130 students Agreed (49.1%). There were 56 students who Strongly Agreed (21.1%).

**Table 4.7**  
**Result of analysis survey item 4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	21	7.9	7.9	7.9
	N	64	24.2	24.2	32.1
	A	130	49.1	49.1	81.1
	SA	50	18.9	18.9	100.0
	Total	265	100.0	100.0	

Item 4, “Apakah guru Bahasa Inggris Anda selalu menanyakan kesulitan siswa terhadap materi yang telah dipelajari pada setiap pertemuannya?”. There was 21 student who Disagreed (7.9%). There were 64 students who Neutral (24.2%). There were 130 students who Agreed (49.1%). There were 50 students who Strongly Agreed (18.9 %).

**Table 4.8**  
**Result of analysis survey item 5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	8	3.0	3.0	3.0
	N	42	15.8	15.8	18.9
	A	135	50.9	50.9	69.8
	SA	80	30.2	30.2	100.0

**Table 4.8**  
**Result of analysis survey item 5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	8	3.0	3.0	3.0
N	42	15.8	15.8	18.9
A	135	50.9	50.9	69.8
SA	80	30.2	30.2	100.0
Total	265	100.0	100.0	

Item 5, “Jika ada siswa yang kurang mengerti dengan materi, bersediaah guru Anda menjelaskan kembali materi tersebut?”. There was 8 student who Disagreed (3.0 %). There were 42 students who Neutral (15.8 %). There were 135 students who Agreed (50.9 %). There were 80 students who Strongly Agreed (30.2 %).

**Table 4.9**  
**Result of analysis survey item 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	2	.8	.8	.8
D	5	1.9	1.9	2.6
N	55	20.8	20.8	23.4
A	122	46.0	46.0	69.4
SA	81	30.6	30.6	100.0
Total	265	100.0	100.0	

Item 6, “Apakah guru Bahasa Inggris Anda selalu menganggapi pertanyaan siswa yang suka bertanya dan memiliki rasa ingin tahu terhadap materi pelajaran?”. There was 2 students who Strongly Disagreed (.8 %). There was 5 students who Disagreed (1.9 %). There were 55 students who Neutral (20.8 %). There were 122 students who Agreed (46.0%). There were 81 students who Strongly Agreed (30.6 %).

**Table 4.10**  
**Result of analysis survey item 7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	6.0	6.0	6.0
	D	35	13.2	13.2	19.2
	N	101	38.1	38.1	57.4
	A	90	34.0	34.0	91.3
	SA	23	8.7	8.7	100.0
	Total	265	100.0	100.0	

Item 7, “Pada pertemuan awal proses pembelajaran apakah guru Anda selalu memberikan kontrak pembelajaran?”. There were 16 student who Strongly Disagreed (6.0 %). There were 35 students who Disagreed (13.2 %). There were 101 students who Neutral (38.1 %). There were 90 students who Agreed (34.0%). There were 23 students who Strongly Agreed (8.7 %).

**Table 4.11**  
**Result of analysis survey item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.1	1.1	1.1
	D	35	13.2	13.2	14.3
	N	94	35.5	35.5	49.8
	A	96	36.2	36.2	86.0
	SA	37	14.0	14.0	100.0
	Total	265	100.0	100.0	

Item 8, “Sebelum memulai pembelajaran apakah guru Anda selalu menjabarkan kompetensi dasar terlebih dahulu?”. There were 3 student who Strongly Disagreed (1.1 %). There were 35 students who Disagreed (13.2 %). There were 94 students who Neutral (35.5 %). There were 96 students Agreed (36.2%). There were 37 students who Strongly Agreed (14.0 %).

**Table 4.12**  
**Result of analysis survey item 9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.1	1.1	1.1
	D	7	2.6	2.6	3.8
	N	36	13.6	13.6	17.4
	A	127	47.9	47.9	65.3
	SA	92	34.7	34.7	100.0
	Total	265	100.0	100.0	

Item 9, “Apakah guru Anda selalu menginformasikan materi apa saja yang akan dipelajari?”. There were 3 students who Strongly Disagreed (1.1 %). There were 7 students who Disagreed (2.6 %). There were 36 students who Neutral (13.6 %). There were 127 students who Agreed (47.9%). There were 92 students who Strongly Agreed (34.7 %).

**Table 4.13**  
**Result of analysis survey item 10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	1.9	1.9	1.9
	D	22	8.3	8.3	10.2
	N	72	27.2	27.2	37.4
	A	110	41.5	41.5	78.9
	SA	56	21.1	21.1	100.0
	Total	265	100.0	100.0	

Item 10, “Apakah sebelum memulai pembelajaran guru Anda selalu menyampaikan tujuan dari materi yang dipelajari terlebih dahulu?”. There were 5 student who Strongly Disagreed (1.9 %). There were 22 students who chose option Disagreed (8.3 %). There were 72 students who Neutral (27.2 %). There were 110 students who Agreed (41.5%). There were 56 students who Strongly Agreed (21.1 %).

**Table 4.14**  
**Result of analysis survey item 11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	10	3.8	3.8	4.2
	N	97	36.6	36.6	40.8
	A	119	44.9	44.9	85.7
	SA	38	14.3	14.3	100.0
	Total	265	100.0	100.0	

Item 11, “Apakah guru Anda selalu menyampaikan materi pelajaran dengan baik dan benar serta mudah dipahami?”. There was 1 student who chose option Strongly Disagreed (.4 %). There were 10 students who Disagreed (3.8 %). There were 97 students who Neutral (36.6%). There were 119 students who Agreed (44.9%). There were 38 students who Strongly Agreed (14.3 %).

**Table 4.15**  
**Result of analysis survey item 12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	2.3	2.3	2.3
	N	68	25.7	25.7	27.9
	A	119	44.9	44.9	72.8
	SA	72	27.2	27.2	100.0
	Total	265	100.0	100.0	

Item 12, “Apakah materi yang di ajarkan guru Anda sesuai dengan topik yang dipelajari pada setiap pertemuannya?”. There were 6 students who Disagreed (2.3 %). There were 68 students who Neutral (25.7%). There were 119 students who Agreed (44.9%). There were 72 students who Strongly Agreed (27.2 %).

**Table 4.16**  
**Result of analysis survey item 13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	2.3	2.3	2.3
	D	20	7.5	7.5	9.8
	N	87	32.8	32.8	42.6
	A	117	44.2	44.2	86.8
	SA	35	13.2	13.2	100.0
	Total	265	100.0	100.0	

Item 13, “Apakah materi yang di sampaikan guru Anda runtut dan sesuai dengan kontrak pembelajaran yang di berikan sebelumnya?”. There were 6 students who Strongly Disagreed (2.3%). There were 20 student who Disagreed (7.5 %). There were 87 students who Neutral (32.8%). There were 117 students who Agreed (44.2%). There were 35 students who Strongly Agreed (13.2 %).

**Table 4.17**  
**Result of analysis survey item 14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	3.0	3.0	3.0
	D	31	11.7	11.7	14.7
	N	124	46.8	46.8	61.5
	A	76	28.7	28.7	90.2
	SA	26	9.8	9.8	100.0
	Total	265	100.0	100.0	

Item 14, “Apakah guru Anda menyampaikan materi menggunakan metode ceramah pada setiap pertemuannya?”. There were 8 students who Strongly Disagreed (3.0%). There were 31 students who Disagreed (11.7%). There were 124 students who Neutral (46.8 %). There were 76 students who Agreed (28.7%). There were 26 students who Strongly Agreed (9.8 %).

**Table 4.18**  
**Result of analysis survey item 15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	2.3	2.3	2.3
	D	37	14.0	14.0	16.2
	N	111	41.9	41.9	58.1
	A	90	34.0	34.0	92.1
	SA	21	7.9	7.9	100.0
	Total	265	100.0	100.0	

Item 15, “Apakah guru Anda melaksanakan proses pembelajaran dengan cara diskusi serta tanya jawab?”. There were 6 students who Strongly Disagreed (2.3 %). There were 37 students who Disagreed (14.0 %). There were 111 students who Neutral (41.9%). There were 90 students who Agreed (34.0%). There were 21 students who Strongly Agreed (7.9 %).

**Table 4.19**  
**Result of analysis survey item 16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	4.9	4.9	4.9
	D	30	11.3	11.3	16.2
	N	99	37.4	37.4	53.6
	A	81	30.6	30.6	84.2
	SA	42	15.8	15.8	100.0
	Total	265	100.0	100.0	

Item 16, “Apakah ketika mengajar guru Anda menggunakan media pembelajaran yang menarik?”. There were 13 students who Strongly Disagreed (4.9%). There were 30 students who Disagreed (11.3%). There were 99 students who Neutral (37.4%). There were 81 students who Agreed (30.6%). There were 42 students who Strongly Agreed (15.8%).

**Table 4.20**  
**Result of analysis survey item 17**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	25	9.4	9.4	9.4

D	70	26.4	26.4	35.8
N	109	41.1	41.1	77.0
A	46	17.4	17.4	94.3
SA	15	5.7	5.7	100.0
Total	265	100.0	100.0	

Item 17, “Apakah ketika mengajar guru Anda menggunakan buku-buku dalam perpustakaan untuk menambah wawasan siswa?”. There were 25 students who Strongly Disagreed (9.4 %). There were 70 students who Disagreed (26.4 %). There were 109 students who Neutral (41.1 %). There were 46 students who Agreed (17.4%). There were 15 students who Strongly Agreed (5.7 %).

**Table 4.21**  
**Result of analysis survey item 18**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	16	6.0	6.0	6.4
	N	85	32.1	32.1	38.5
	A	119	44.9	44.9	83.4
	SA	44	16.6	16.6	100.0
	Total	265	100.0	100.0	

Item 18, “Selama proses belajar mengajar apakah guru Anda memberikan instruksi yang jelas dalam mendiskusikan materi serta dalam penugasan?”. There was 1 student who Strongly Disagreed (.4 %). There were 16 students who Disagreed

(6.0 %). There were 85 students who Neutral (32.1 %). There were 119 students who Agreed (16.6%). There were 44 students who Strongly Agreed (16.6 %).

**Table 4.22**  
**Result of analysis survey item 19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	1.9	1.9	1.9
	D	15	5.7	5.7	7.5
	N	91	34.3	34.3	41.9
	A	106	40.0	40.0	81.9
	SA	48	18.1	18.1	100.0
	Total	265	100.0	100.0	

Item 19, “Apakah guru Anda memberikan kesempatan kepada siswa untuk menyampaikan ide-ide yang berkaitan dengan materi yang dipelajari?”. There were 5 students who Strongly Disagreed (1.9 %). There were 15 students who Disagreed (5.7 %). There were 91 students who chose option Neutral (34.3 %). There were 106 students who Agreed (40.0%). There were 48 students who Strongly Agreed (18.1 %).

**Table 4.23**  
**Result of analysis survey item 20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.1	1.1	1.1
	D	6	2.3	2.3	3.4
	N	68	25.7	25.7	29.1

A	136	51.3	51.3	80.4
SA	52	19.6	19.6	100.0
Total	265	100.0	100.0	

Item 20, “Apakah guru memberikan kesempatan kepada siswa untuk bertanya, menyanggah serta mengekspresikan gagasan mereka sendiri mengenai pelajaran tersebut?”. There were 3 students who Strongly Disagreed (1.1 %). There were 6 students who Disagreed (2.3 %). There were 68 students who Neutral (25.7 %). There were 136 students who Agreed (51.3%). There were 52 students who Strongly Agreed (19.6 %).

**Table 4.24**  
**Result of analysis survey item 21**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	3.8	3.8	3.8
	D	12	4.5	4.5	8.3
	N	64	24.2	24.2	32.5
	A	100	37.7	37.7	70.2
	SA	79	29.8	29.8	100.0
	Total	265	100.0	100.0	

Item 21, “Apakah guru Anda memberikan kesempatan kepada siswa untuk melakukan remedial jika nilai siswa tidak mencapai KKM?”. There were 10 students who Strongly Disagreed (3.8 %). There were 12 students who Disagree

(4.5 %). There were 64 students who Neutral (24.2%). There were 100 students who Agreed (37.7%). There were 79 students who Strongly Agreed (29.8 %).

**Table 4.25**  
**Result of analysis survey item 22**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	6.4	6.4	6.4
	D	35	13.2	13.2	19.6
	N	100	37.7	37.7	57.4
	A	87	32.8	32.8	90.2
	SA	26	9.8	9.8	100.0
	Total	265	100.0	100.0	

Item 22, “Sebelum melakukan remedial apakah guru Anda dan Anda mendiskusikan kendala yang Anda hadapi selama proses pembelajaran serta mengenai nilai Anda?”. There were 17 students who Strongly Disagreed (6.4 %). There were 35 students who Disagreed (13.2 %). There were 100 students who Neutral (37.7 %). There were 87 students who Agreed (32.8%). There were 26 students who Strongly Agreed (9.8%).

**Table 4.26**  
**Result of analysis survey item 23**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.8	.8	.8
	D	4	1.5	1.5	2.3
	N	103	38.9	38.9	41.1

A	116	43.8	43.8	84.9
SA	40	15.1	15.1	100.0
Total	265	100.0	100.0	

Item 23, “Setelah proses pembelajaran atau materi yang disampaikan selesai, apakah guru Anda memberikan penugasan/latihan?”. There were 2 students who Strongly Disagreed (.8 %). There were 4 students who Disagreed (1.5 %). There were 103 students who Neutral (38.9 %). There were 116 students who Agreed (43.8%). There were 40 students who Strongly Agreed (15.1 %).

**Table 4.27**  
**Result of analysis survey item 24**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	1.9	1.9	1.9
	D	17	6.4	6.4	8.3
	N	97	36.6	36.6	44.9
	A	102	38.5	38.5	83.4
	SA	44	16.6	16.6	100.0
	Total	265	100.0	100.0	

Item 24, “Apakah guru Anda memberikan penugasan/latihan yang bervariasi?”. There were 5 students who Strongly Disagreed (1.9 %). There were 17 students who Disagreed (6.4 %). There were 97 students who Neutral (36.6 %). There were 102 students who Agreed (38.5%). There were 44 students who Strongly Agreed (16.6 %).

**Table 4.28**  
**Result of analysis survey item 25**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.5	1.5	1.5
	D	14	5.3	5.3	6.8
	N	102	38.5	38.5	45.3
	A	108	40.8	40.8	86.0
	SA	37	14.0	14.0	100.0
	Total	265	100.0	100.0	

Item 25, “Apakah pada setiap proses pembelajaran guru Anda memberikan penilaian ataupun evaluasi?”. There were 4 students who Strongly Disagreed (1.5 %). There were 14 students who Disagreed (5.3 %). There were 102 students who Neutral (38.5 %). There were 108 students who Agreed (40.8%). There were 37 students who Strongly Agreed (14.0 %).

**Table 4.29**  
**Result of analysis survey item 26**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	.4	.4	.4
	D	6	2.3	2.3	2.6
	N	84	31.7	31.7	34.3
	A	117	44.2	44.2	78.5
	SA	57	21.5	21.5	100.0
	Total	265	100.0	100.0	

Item 26, “Apakah guru Anda melakukan tes (ulangan harian) mengenai materi pelajaran yang dipelajari sebelumnya?”. There was 1 student who Strongly Disagreed (.4 %). There were 6 students who Disagreed (2.3%). There were 84 students who Neutral (31.7 %). There were 117 students who Agreed (44.2%). There were 57 students who Strongly Agreed (21.5 %).

**Table 4.30**  
**Result of analysis survey item 27**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	1.5	1.5	1.5
	D	18	6.8	6.8	8.3
	N	86	32.5	32.5	40.8
	A	112	42.3	42.3	83.0
	SA	45	17.0	17.0	100.0
	Total	265	100.0	100.0	

Item 27, “Apakah menurut Anda test yang dilakukan membantu siswa untuk meningkatkan motivasi belajar siswa kedepannya?”. There were 4 students who Strongly Disagreed (1.5 %). There were 18 students who Disagreed (6.8 %). There were 86 students who Neutral (32.5%). There were 112 students who Agreed (42.3 %). There were 45 students who Strongly Agreed (17.0 %).

**Table 4.31**  
**Result of analysis survey item 28**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.1	1.1	1.1

D	26	9.8	9.8	10.9
N	106	40.0	40.0	50.9
A	96	36.2	36.2	87.2
SA	34	12.8	12.8	100.0
Total	265	100.0	100.0	

Item 28, “Apakah guru Anda merancang dan melaksanakan aktivitas pembelajaran untuk memunculkan daya kreativitas dan kemampuan berfikir kritis peserta didik?”. There were 3 students who Strongly Disagreed (1.1%). There were 26 students who Disagreed (9.8 %). There were 106 students who Neutral (40.0 %). There were 96 students who Agreed (36.2%). There were 34 students who Strongly Agreed (12.8%).

**Table 4.32**  
**Result of analysis survey item 29**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	4.9	4.9	4.9
	D	28	10.6	10.6	15.5
	N	104	39.2	39.2	54.7
	A	98	37.0	37.0	91.7
	SA	22	8.3	8.3	100.0
	Total	265	100.0	100.0	

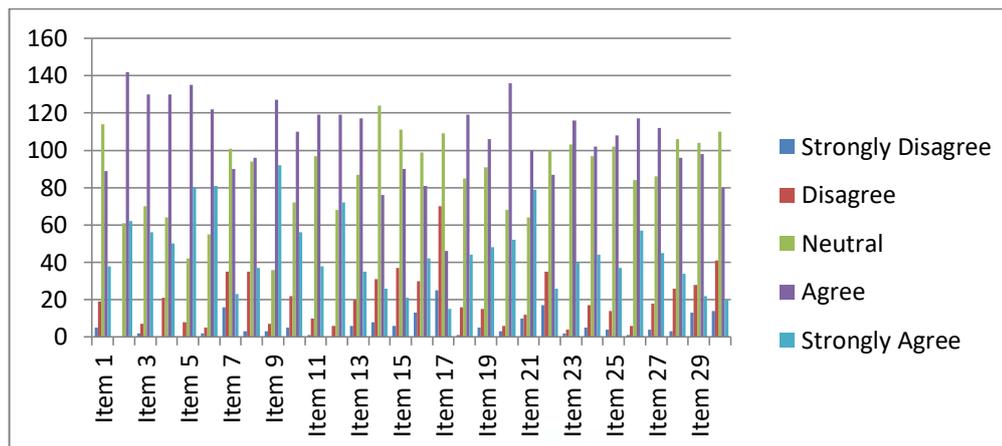
Item 29, “Apakah Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik?”. There were 13

students who Strongly Disagreed (4.9 %). There were 28 students who Disagreed (10.6 %). There were 104 students who Neutral (39.2 %). There were 98 students who Agreed (37.0%). There were 22 students who Strongly Agreed (8.3 %).

**Table 4.33**  
**Result of analysis survey item 30**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	5.3	5.3	5.3
	D	41	15.5	15.5	20.8
	N	110	41.5	41.5	62.3
	A	80	30.2	30.2	92.5
	SA	20	7.5	7.5	100.0
	Total	265	100.0	100.0	

Item 30, “Apakah Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi non-akademik peserta didik?”. There were 14 students who Strongly Disagreed (5.3 %). There were 41 students who Disagreed (15.5%). There were 110 students who Neutral (41.5 %). There were 80 students who Agreed (30.2%). There were 20 students who Strongly Agreed (7.5 %).



**Figure 4.1**  
**Chart of Students' Perception Toward English Teacher's Pedagogical Competence**

The result of the questionnaire shown the following the data related to students' perception toward the statements that asked in questionnaire sheets that are related to the teacher pedagogical competence in teaching English. Based on the chart, it could be concluded above score item by item. To discuss the chart about the result of the questionnaire as follows:

Item 1, "Does your English teacher always make sure the classroom is neat and ready to starting the learning?". From the data result, it was relevant with the data 48% with the categorized Agree. The students agreed with the statement that the teacher always make sure the calssroom situation before start the learning process. This statement related to Hadfield (2008) said classroom layout means that the teacher needs to position all things in the classroom correctly which is suitable with the activities in the classroom. Also the teacher must manage the classroom layout, such as the desks, chairs, and other items, based on the activities done in the classroom.

Item 2, “Does your English teacher always asking the student’s preparedness before starting the learning?”. From the data result, it was relevant with the data 77% with the categorized Agree. This statement related to Brophy (2006) stated that classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities).

Item 3, “Does your English teacher always create a good classroom’s atmosphere to support teaching and learning activities run well?”. From the data result, it was relevant with the data 70% with the categorized Agree. This statement related to Korperhsoek (2014) said that in order to achieve high-quality classroom management, teachers must develop caring, supportive relationships with and between students.

Item 4, “Does your English teacher always asking the students’ difficulties when doing teaching and learning activities?”. From the data result, it was relevant with the data 68% with the categorized Agree. This statement related to Ada (2016) stated that the teacher should managing the teaching and learning interactions, assessing students' achievement for the benefit of lessons.

Item 5, “If the students do not understand the learning material, does your English teacher review and explain more about the material?”. From the data result, it was relevant with the data 81% with the categorized Agree. This statement related to Yasin (2016) stated that the teacher must have ability to

master classes, such as activating participants learners in asking, able to answer and direct questions student, group work, self-employment, and others.

Item 6, “Does your English teacher always give respond to the students who asked and have a question about the material?”. From the data result, it was relevant with the data 77% with the categorized Agree. This statement related to Gutek (2004) said that a competent teacher is one who engages student in dialogue and manages through dialogue to achieve genuine learning because when student and teachers are engaged in a shared critical dialogue, they mutually create and construct knowledge instead of passively transmitting it.

Item 7, “Does your English teacher always give learning contract in the first meeting of learning?”. From the data result, it was relevant with the data 43% with the categorized Neutral. This statement related to Ada (2016) state that efforts made to empower teacher competency in this area were done by directing and enabling teachers to have the ability of describing objectives.

Item 8, “Does your English teacher always explain the basic competencies before starting the learning activity?”. From the data result, it was relevant with the data 50% with the categorized Neutral. This statement related to Badan Standar Nasional Pendidikan (2012) teacher should know what is student actually needs in learning process. The teacher before teaching should deliver the basic competence that should be mastered by the students. It is important to make sure the designing of the teaching by teacher. Then, designing of the learning is the act of the teacher in making a good plan before teaching.

Item 9, “Does your English teacher always inform you about the material that will be studied in the classroom?”. From the data result, it was relevant with the data 83% with the categorized Agree. This statement related to This statement related to Badan Standar Nasional Pendidikan (2012) Teacher should know what is student actually needs in learning process. There are three activities in designing of the learning including identify of the learning need, formulate the basic competence, and organizing the learning program.

Item 10, “Does your English teacher always tell the objective of learning material first?”. From the data result, it was relevant with the data 63% with the categorized Agree. This statement related to Ada (2016) that Efforts made to empower teacher competency in this area were done by directing and enabling teachers to have the ability of describing objectives, selecting materials, organizing materials, determining learning methods and strategies, determining learning sources, media, and tools, designing assessment and evaluation tools, determining assessment and evaluation technique, and allocating time.

Item 11, “Does your English teacher always explain the learning material well, clearly and easier to understand?”. From the data result, it was relevant with the data 59% with the categorized Neutral. This statement related to Vanesa (2018) classroom management is system that teacher control all the students in the class. classroom management is effective element that support students’ motivation and that can help teacher in transferring her or his knowledge in teaching and control all activities in the classroom.

Item 12, “Does the material that your teacher teaches fit the topic studied at each meeting?”. From the data result, it was relevant with the data 72% with the categorized Agree. This statement related to Qamariah (2015) that the teacher should provide teaching material which is appropriate to the needs of curriculum by considering the needs of students, that is a teaching material appropriate to the characteristics, setting, or students’ social environment.

Item 13, “Does the material that your teacher explained accordingly to the learning contract?”. From the data result, it was relevant with the data 57% with the categorized Neutral. This statement related to Azhar (2016) the ability to master the competency standard and content standard, the ability to develop the matter creatively, the ability to take a continuously professionalism advancement, and the ability to exploit the technology in learning process. From the points, Professional teacher is the one who has ability and expertise in teaching to charge the things as expected, in other words, the educated and trained person in his area to work.

Item 14, “Does your teacher using lecture method in explaining the learning material?”. From the data result, it was relevant with the data 38% with the categorized Neutral. This statement related to Ada (2016) stated that teacher must have the ability in managing the teaching and learning interactions using communicative language, motivating students organizing activities, interacting with students communicatively.

Item 15, “Does your teacher make group discussion also question and answer activity in learning process?”. From the data result, it was relevant with the data 42% with the categorized Neutral. This statement related to Tamura (2016) said that he teacher can make group, game, or other technique to teach the students. Group will make the students more active. Then, the teacher just explains and controls the students in front of the class. Through the group, the students will look for the material more complete and make them own high insight because they will explain the material for another group.

Item 16, “Does your teacher use interesting learning media in the classroom?”. From the data result, it was relevant with the data 46% with the categorized Neutral. This statement related to Qodriyah (2016) stated that learn English with fun way so that we as teachers have to create classroom situations to be more alive and fun. The media make students easier to understand and comprehend the materials, so that, media help the teachers to deliver the materials. Teachers’ posture, eye contact, movements, and facial expressions can help students understand more.

Item 17, “Does your teacher use books from the library for enhancing students knowledge?”. From the data result, it was relevant with the data 23% with the categorized Neutral. This statement related to Qodriyah (2016) media have a purpose that is to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should

be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the students' attention.

Item 18, “Does your teacher explain the instruction clearly in discussing the material and giving task?”. From the data result, it was relevant with the data 61% with the categorized Agree. This statement related to Evertson (2017) said that the development of a quality relationship between teachers and their students, good communication, and keeping children on task are the key components that affect success in classroom management. If teachers are able to run the classroom in an effective way, it helps children to be successful in their learning

Item 19, “Does your teacher give a chance to the students to express their thought that related to the learning material?”. From the data result, it was relevant with the data 58% with the categorized Agree. This statement related to Aksoy (2015) stated that good teacher is a person who charitable, easy to talk with students, helper, calm while interaction with students. Too many students in school are easy to understand the knowledge from the teacher who is friendly. The students to be free to ask the material which they do not understand to the teachers who are friendly because they do not afraid and more relax in the classroom.

Item 20. “Does your teacher give a chance to the students for asking, disproving and expressing their feelings through the learning material?”. From the data result, it was relevant with the data 71% with the categorized Agree. This statement related to Aksoy (2015) The students to be free to ask the material

which they do not understand to the teachers who are friendly because they do not afraid and more relax in the classroom. Attitude which is shown from someone will make others people around him/her interested to interaction and communication together or opposite.

Item 21, “Does your teacher give remedial if the students did not passed the KKM score?”. From the data result, it was relevant with the data 67% with the categorized Agree. This statement related to Yasin (2016) tacher must being able to utilize the results assessment for further improvement of the quality of learning, such as utilizing the results of the analysis in the process of evaluation instruments improvement of evaluation instruments, and able to provide feedback for improved planning, implementation and evaluation learning.

Item 22, “Do the teacher and students discussed about students’ difficulties during learning process?”. From the data result, it was relevant with the data 43% with the categorized Neutral. This statement related to Aksoy (2015) Students also need the teacher who is helpful. It is because students in classroom have the problems that make them difficult to accept knowledge from the teacher. So, the teacher is hoped to understand the students and can help the students to solve their problem with the aim make the students easy understand the lessons.

Item 23, “Does your teacher give exercise or learning task after finishing the learning material?”. From the data result, it was relevant with the data 59% with the categorized Agree. This statement related to Badan Standard Nasional Pendidikan that evaluation is needed to be done by teacher during teaching

learning process. By doing evaluation, teacher will know how far students understand about the lesson

Item 24, “Does your teacher give varies task or exercise?”. From the data result, it was relevant with the data 55% with the categorized Neutral. This statement related to Arifin (2010) said in related to the evaluation process, teachers need to create and develop the learning evaluation to find out students’ achievement in learning, students’ difficulties in learning, and to know teachers’ strategies in learning

Item 25, “Does your teacher give evaluation for each learning process?”. From the data result, it was relevant with the data 55% with the categorized Neutral. This statement related to Suryanto (2011) 011:41) propose that the essential indicators in evaluation such as the evaluation process should be continuous, analyzing the evaluation result, and use the result of evaluation to improve the quality of learning. It means the evaluation process in learning should be continuous and the teacher should be able to use the result of evaluation to improve the quality in learning and also to increase the quality of teaching learning process

Item 26, “Does your teacher did daily test about the previous learning material?”. From the data result, it was relevant with the data 66% with the categorized Agree. This statement related to Government Regulation (2005) the important things in doing teaching learning process are designing and evaluating. The teacher in designing the lesson is to achieve the goal of study. Then,

evaluation is to measure how far the understanding students in teaching learning process.

Item 27, “Did the test given by the teacher help you to enhance learning motivation?”. From the data result, it was relevant with the data 59% with the categorized Agree. This statement related to Qodriyah (2016) having a good teacher is absolutely demanded by the students themselves, because good teachers can help them to develop and encourage good language learning, and raise their interest in learning. A good teacher should have an adequate teaching knowledge and skills; they also should master the subject matter that would be taught to their students well. So, if the teachers can give their students a very good impact especially in language teaching, it can help for developing students’ comprehension in learning.

Item 28, “Does your teacher make a plan about learning activities to develop students critical thinking and students’ creativity?”. From the data result, it was relevant with the data 49% with the categorized Neutral. This statement related to Callander (2013) stated that dialogic learning involves students’ extended and supported use of talk (involving both teacher-to-student and student-to-student interactions) that includes open-ended questions, reflections, extended exchanges of dialogue, authentic feedback, and uptake/building on the ideas of others to collaboratively engage in knowledge construction within a safe learning environment. It means that teachers and students should create a communicative and an attractive communication in order to help students to develop their understanding of the teaching and learning process.

Item 29, “Does your English teacher help the students for developing their potential in academic?”. From the data result, it was relevant with the data 45% with the categorized Neutral. This statement related to Yulianti (2012) stated that teachers who have a good pedagogical competence will be able to analyze the learning potential of each learner and identify the development of potential learners through learning programs that support students to actualize their academic potential , personality , and creativity until there is clear evidence that students actualize their potential

Item 30, “Does your English teacher help the students for developing their potential in non-academic?”. From the data result, it was relevant with the data 38% with the categorized Neutral. This statement related to Badan Standard Nasional Pendidikan, as a teacher who has pedagogical competence the teacher should be able to develop students’ potential. Developing students’ potential can be done by the teacher through some ways, such as extracurricular, remedial and counseling guidance. teacher should help the students to develop their potential through some positive activities. So, the students can expend the potential that they have

**Table 4.34**  
**Final Result of analysis Students’ perception**

No	Score	Categorized	No	Score	Categorized
<b>1</b>	48	Neutral	<b>16</b>	46	Neutral
<b>2</b>	77	Agree	<b>17</b>	23	Neutral

<b>3</b>	70	Agree	<b>18</b>	61	Agree
<b>4</b>	68	Agree	<b>19</b>	58	Neutral
<b>5</b>	81	Agree	<b>20</b>	71	Agree
<b>6</b>	77	Agree	<b>21</b>	67	Agree
<b>7</b>	43	Neutral	<b>22</b>	43	Neutral
<b>8</b>	50	Neutral	<b>23</b>	59	Neutral
<b>9</b>	83	Agree	<b>24</b>	55	Neutral
<b>10</b>	63	Agree	<b>25</b>	55	Neutral
<b>11</b>	59	Neutral	<b>26</b>	66	Agree
<b>12</b>	72	Agree	<b>27</b>	59	Agree
<b>13</b>	57	Neutral	<b>28</b>	49	Neutral
<b>14</b>	38	Neutral	<b>29</b>	45	Neutral
<b>15</b>	42	Neutral	<b>30</b>	38	Neutral

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{1.723}{30} \\
 &= 57 \% \text{ (Neutral)}
 \end{aligned}$$

Based on the questionnaire result, the students perceived that English teacher pedagogical competence at MAN Kota Palangka Raya during teaching-learning process is good and they showed the positive perception toward the English teacher pedagogical competence. The total item questionnaire consists 30 questions with the final result was in Sufficient competence with 57%.



### C. Discussion

In this following discussion, the analysis of the Students Perception Toward English Teachers' Pedagogical Competence at MAN Kota Palangka Raya would be discussed.

All experts agree that the pedagogical competence of the teacher should be able to understand the learners, design and implement the learning, facilitate and develop students' potential to actualize their potential, adapt the situation also evaluation. It means pedagogical competence the teacher should have been able in understanding the students, designing the teaching, evaluation and developing students' potential. The aspect of pedagogical competence should be mastered by the teacher. As a teacher who has good pedagogical competence, the teacher should fulfill the components of pedagogical competence.

The questionnaire were distributed to 264 students of the research since there were all of second grade students in MAN Kota Palangka Raya as respondents of this research, in the class XI MIPA 136 students, XI IPS 63 students, and XI Agama 65 students. The questionnaire contained 30 items based on 4 components of teacher pedagogical competence in Indonesian National Education Standards.

The previous studies from Shelly (2020) showed that the ability of teacher in mastering pedagogical competence and implementation of it in teaching English are still include on the good category. Ratnadi (2017) showed that students perception about teacher competence in first indicator was sufficient

competence, the second indicators was good competence and the last indicator was appertain in good competence. Syahrul (2016) showed that the score of students' perception on teachers' pedagogical competence in teaching English were including medium category. Vanesa (2018) showed the results of the study that the English teacher have good pedagogical competence in teaching, able to teach in accordance with the components that exist in the teacher's pedagogical competence in teaching in front of the class. Qodriyah (2016) This research aims to analyze the teachers' pedagogical competence which concerns more on how the teachers able to manage the classroom and use the instructional media in teaching English for young learners. The teacher in this present study concerns to only three interactions proposed by Hadfield & Hadfield (2008). Those are teacher to students (60%), teacher to students and student (s) to teacher (37%), and student to student interaction (3%).

In this present study, the researcher found that the data analysis showed all classes are dominated by many who chose Neutral with precentage 57% from the analysis of questionnaire reult. The questionnaire also supported by the students who had positive perceived. Most of the students said that English teacher applied components of teacher pedagogical competence in teaching and learning process. Based on the results of the research, the students' perceptions of pedagogic ability of teachers of English shows that, English teacher that taught in class XI has pedagogic ability that was in the sufficient category.

**Table 4.35**  
**Similarity and Difference Between The Previous Studies and This Study**

<b>Similarity</b>	<b>Difference</b>
<p>Based on the previous studies from Shelly, Ratnadi, Syahrul, Vanesa, Qodriyah, Emiliasari, Yilmaz &amp; Tinmaz above were about teacher's pedagogical competence which concerns more on how the teachers able to manage the classroom and the ability to manage learners' learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes and development learners to actualize the various potentials they have. Mostly they used quantitative method and used questionnaire and interview as instrument in their study.</p>	<p>Some of the subject in previous studies were not English teacher, some of them were lectures in University, Junior High School students, Students of University, and the differences between female and male students. Some of the previous studies used observation, notes, videotaping, and documentation. And some of the previous studies concerns on how the teachers able to manage the classroom and use the instructional media in teaching English for young learners. The result of every study is different, because the quality or the competencies of every teacher in teaching English are different.</p>

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contained the conclusion of the findings and suggestions. The conclusion was to summary the finding, and suggestions were aimed to the students and teacher at MAN Kota Palangka Raya.

#### **A. Conclusion**

According to the result of the questionnaire, the research concluded that most of the students had possitive perception or Neutral about English teacher's pedagogical competence who taught on second grade at MAN Kota Palangka Raya with final result 57% and it can categorized Sufficient Competence. The questionnaire given to the students were according to the National Education Standar section 23, subsection 3 explained the definition of the pedagogic competence. Which the students perceived that their English teacher have the ability to manage the teaching learning process includes the understanding of learners, lesson design of learning, evaluation of learning outcomes, and the development of learners to actualize their competence.

#### **B. Suggestions**

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students, the lecturers and the researcher.

a. For the Teacher

Based on the result of students' perception above, the teacher can see and also improve their weakness in teaching and managing the classroom, especially for English teacher. The teacher has to know more about components of pedagogical competence in understanding students, design the learning, evaluate the learning outcome, and develop students' potential.

b. For The School

The researcher is expected this study can be a reference for school to pay more attention to their teachers' quality especially in pedagogical competence in the teaching-learning process. So that learners can achieve mastery to learn optimally to achieve a proud achievement.

c. For other Reseachers

In this research, the researcher fathomed that design of the research was very simple. There are still many weaknesses that could be found. Hence, for next researcher, it is expected that the other researcher can improve this research with better design and different object in order to support the result finding. In other hand, the next researcher can use this research as the reference for conducting their study.

## REFERENCES

- Akhyak., Idrus, M., Bakar, Y. A. (2013). Implementation of teachers pedagogy competence to optimizing learners development in public primary school in Indonesia. *International Journal of Education and Research*, 1 (9) 1-4
- Arikunto., Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta
- Ary, D. (2010). *Introduction to Research in Education (Eight Eddition)*. United States of America: Wadsworth
- Barakoska, A. (2015). The Need Of Strengthening The Pedagogical Competencies In Teaching From The English Teachers' Perspective. *International Journal of Cognitive Research in Science, Engineering and Education*, 3 (1) 43-45.
- Emiliasari, R. N. (2018). An analysis of teachers' pedagogical competence in lesson study of MGMP SMP Majalengka. *ELTIN Journal*, 6 (1) 22-25.
- Febrianis, I et al (2014). Pedagogical competence-based training needs analysis for natural science teachers. *Journal of Education and Learning*, 8 (2) 144-151.
- Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal Of Engineering And Science*, 4 (2) 1-6.
- Hakim, L. (2017). Development strategy of pedagogical competence to improve professionalism of Islamic education teacher. *Jurnal Pendidikan Islam*, 3 (2) 208-209.
- Khaeruniah, A. E. (2013). A teacher personality competence contribution to a student study motivation and discipline to fiqh lesson. *International Journal of Scientific & Technology Research*, 2 (2) 108-112
- Korpershoek, H. et al (2014). *Effective classroom management strategies and classroom management programs for educational practice*. Groningen: RUG/GION.
- Kumalasari, S. P., Setiawan, B., Sumarlam. (2017). Pedagogical competence of Indonesia teacher viewed from the anecdote writing lesson planning. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 11 (2) 147-151
- Mulyasa, E. (2017). *Standar Kompetensi Dan Sertifikasi Guru*, (Bandung: PT. Remaja Rosda Karya.
- Nelliwati (2017). Correlation between the role of principle with the pedagogical competences of teachers in Vocational School. *Jurnal Konseling dan Pendidikan*, 5 (2) 102-108
- Nurfadillah, R. (2015). Pedagogical competence of English teachers with non-English educational background in kuningan regency: problems and solutions. *Indonesian EFL Journal*, 1(2) 199-201.
- Pahrudin, et al (2016). *The effect of pedagogic competency, personality, professional and social competency teacher to study achievement of economic lesson in State Senior High school of East Lombok district*

- academic year 2015/2016*. A Paper Presented on the second International Conference on Teacher Training and Education (ICTTE), FKIP Sebelas Maret University Surakarta, Surakarta.
- Peraturan Pemerintah No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan. 2006. Jakarta. <https://bsnp-indonesia.org/standar-nasional-pendidikan>
- Putri, S. et al (2015). Analysis of teachers' interpersonal relationship in English learning process at SMAN 2 Painan. Unpublished Thesis. Sumatera Barat: STKIP PGRI.
- Qamariah, Z. (2015). Developing Islamic English instructional materials based on school-based curriculum. *Journal on English as a Foreign Language*, 5 (2) 99-112.
- Rahman, A. W (2016). Students' perception toward good lecturer pedagogical competence. *English and Literature Journal*, 3 (2) 141-155
- Rahman, M. H. (2014). Professional competence, pedagogical competence and the performance of junior high school of science teachers. *Journal of Education and Practice*, 5 (9) 75-76.
- Richards, J. C. (2017). Teaching English through English: Proficiency, Pedagogy and Performance. *RELC Journal*, 48 (1) 8-12.
- Samusevica, A., Striguna, S. (2017). The development of teachers' pedagogical competence in the process of self-education at the University. *International Journal on Lifelong Education and Leadership*, 3 (2) 39-42.
- Selvi, K. (2010). Teachers Competencies. *Cultura International Journal of Phylosophy and Culture and Axiology*, 7 (1) 35-38.
- Shelly, C. S., Nuraida, I., Oktaviana, F. (2020). An Analysis of Teacher pedagogical competence in Teaching English at SMK PGRI 3 Kota Serang. *Journal of English Language Teaching and Literature*, 3 (1) 54-66
- Sugiyono. (2013). Metode Penelitian Kuantitatif dan Kualitatif. Bandung: CV. Alfabeta.
- Sulistiyo, U., Haswindy, S. (2018). Organizing professional and pedagogical training to improve English teachers' skills: A literature review. *Jurnal Pendidikan dan Pengajaran*, 5 (2) 168-170.
- Syahrul, M. (2016). *The analysis of pedagogical competence of the english teachers' of the second grade students at MTs Negeri 1 Jeneponto in teaching English*. Unpublished Thesis. Makassar: UIN Alauddin.
- Tarwiyah, S., Dewi, N. M., Widyaningrum, L. (2018). Coaching program to develop teachers' pedagogical competence: A description of experience. *Vision: Journal For Language And Foreign Language Learning*, 7 (2) 110-111.
- Teygong, L., Moses, K., Daniel, O. (2017). Influence of teacher pedagogical competencies on pupils academic performance in public primary schools in Kenya. *European Journal of Education Studies*, 3 (12) 567-572.
- Vanesa, N. (2018). *The study of English teacher pedagogical competence in the classroom (a study at SMA Muhammadiyah 1 Padang academic year 2017/2018)*. Unpublished Thesis. Sumatera Barat: STKIP PGRI.

- Vecaldo, R. T et al (2017). Pedagogical competence and academic performance of pre-service elementary teachers in Tuguegarao city, Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 5 (1) 47-54.
- Yasin, A. F (2008). *Dimensi-Dimensi Pendidikan Islam*, (Malang: UIN Malang Press).
- Yilmaz, H. B & Tinmaz, A. K (2016). Students' views about pedagogical competence of Lecturers. *Journal of Higher Education and Science*, 6 (2) 209-219
- Yuliani, A. (2018). *The Analysis of E-Book Quality*. Yogyakarta: Deepublish Publisher.



