AN ANALYSIS OF TEACHER'S PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH AT THE MTs NEGERI 3 LUWU

A Thesis

Submitted To The English Education Study Program Tarbiyah And Teachers Training Faculty Of State Islamic Institute Of Palopo As Partial Fulfillment Of Requirements For S.Pd Degree
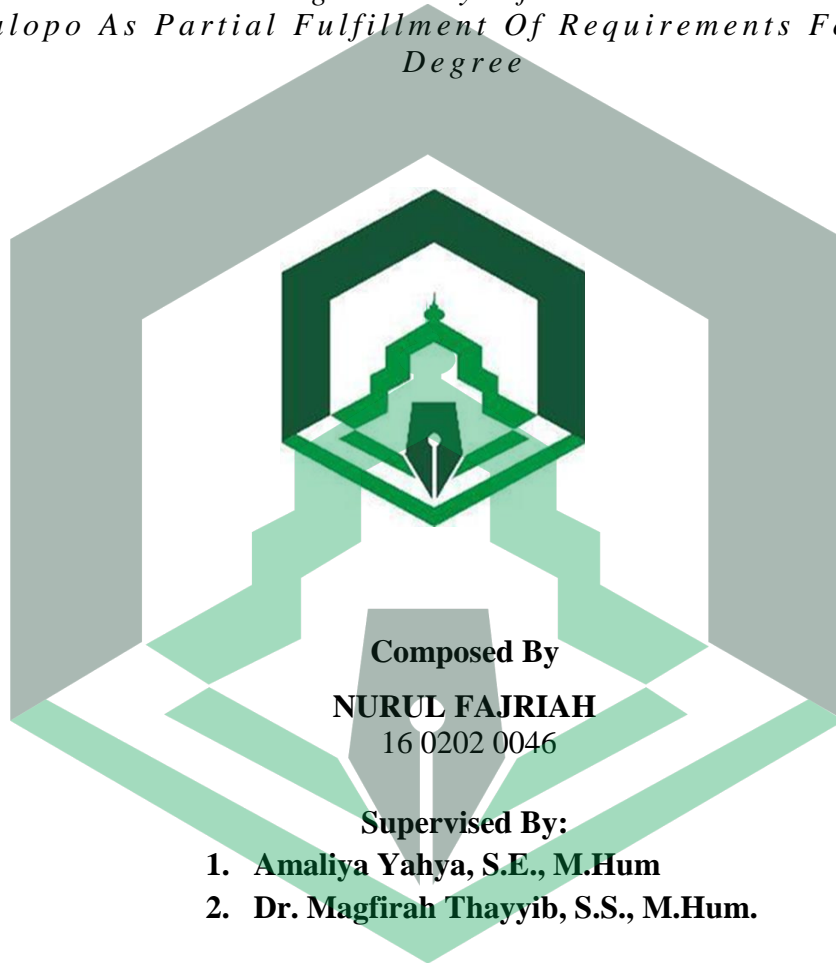

Composed By

NURUL FAJRIAH
16 0202 0046

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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Supervised By:
1. **Amaliya Yahya, S.E., M.Hum**
2. **Dr. Magfirah Thayyib, S.S., M.Hum.**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitled **"An Analysis of Teacher's Pedagogical Competence in Teaching English at the MTs Negeri 3 Luwu"** Which is written by **Nurul Fajriah, Reg. Number. 16.0202.0046,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 7ᵗʰ of May 2021 M,** coincided with **25ᵗʰ Ramadhan 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

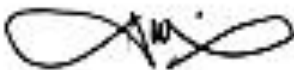**Friday, 7ᵗʰ of May 2021**
25ᵗʰ Ramadhan 1442 H

COMMITTEE OF EXAMINATION

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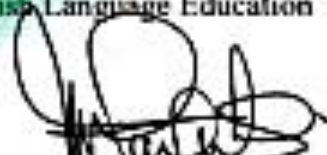5. Dr.Magfirah Thayyib S.S.M.Hum   Consultant II   (.................)

Approved by;

Rektor IAIN Palopo
p.p. The Dean of Tarbiyah and
Teacher Training Faculty

Head of the Study Program
English Language Education

Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

EXAMINER APPROVAL

Thesis Entitled   : **An Analysis of Teacher's Pedagogical Competence in**

Teaching English at the MTs Negeri 3 Luwu

Written By   :

              Name   : Nurul Fajriah

              Reg. Number   : 16 0202 0046

              Faculty   : Tarbiyah and Teacher Training

              Study Program   : English Education

Has been corrected and approved to be Munaqasyah examined

Palopo, 10 Juni 2021

Examiner I

Muhammad Ikson, S.Pd.,M.Pd
NIP:19860327 201801 1 001

Examiner II

Rusdiansyah, S.Pd.,M.Hum
NIP:19800518 201903 1 002

CONSULTANT APPROVAL

Thesis : "An Analysis of Teachers Pedagogical Competence in Teaching English at the MTs Negeri 3 Luwu".

Written by :

Name	: Nurul Fajriah
Reg. Number	: 16 0202 0046
Study Program	: Engliah Language Teaching
Faculty	: Tarbiyah and Teacher Training

Has been corrected and approved to be examined.
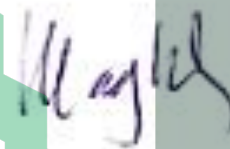
Palopo, 20 April 2021

Consultan I,

Consultant II,

Amalia Yahya, SE.,M.Hum
NIP : 19771013 2000501 2006

Dr.MagfiraThayyib S.S.M.Hum
NIP : 1985071 9201801 2001

NOTA DINAS PEMBIMBING

Hal :

Lampiran :

Kepada Yth.

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Di,-

Tempat.

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Nama   : Nurul Fajriah

NIM   : 16 0202 0046

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : **"An Analysis of Teachers Pedagogical Competence in Teaching English at the MTs Negeri 3 Luwu".**

menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

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Palopo, 20 April 2021

Consultant I,

Amalia Yahya, SE.,M.Hum
NIP : 19771013 2000501 2006

NOTA DINAS PEMBIMBING

Hal :

Lampiran :

Kepada Yth.

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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   NIM   : 16 0202 0046

   Program Studi : Pendidikan Bahasa Inggris

   Judul Skripsi : **"An Analysis of Teachers Pedagogical Competence in Teaching English at the MTsN 3 Luwu",**
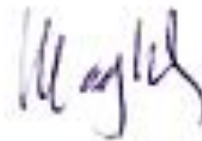
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Wassalamualaikum Warohmatullahi Wabarokatuh.

Palopo, 20 April 2021

Consultant II,

Dr.MagfiraThayyib,S.S.,M.Hum

NIP : 1985071 9201801 2001

PRONOUNCEMENT

Signature By:

Name   : Nurul Fajriah

Reg. Number   : 16 0202 0046

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

With all awareness and consciousness, the researcher who signed below pronounces that this is literary work of research herself. If it is proven that this thesis is duplicated, copied, or made by other people as whole or partially, it causes this thesis is invalid for the law.

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NURUL FAJRIAH
16.0202.0046

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بِسْمِاللَّهِالرَّحْمَٰنِالرَّحِيمِ

ٱلْحَمْدُ لِلَّهِ رَبِّ ٱلْعَٰلَمِينَ

In the name of Allah SWT, the most gracious and merciful. Without blessing and mercy, the researcher would have never been able to start and complete this thesis on the title "An Analysis of Teachers Pedagogical Competence in Teaching English at the MTs Negeri 3 Luwu". *Shalawat* and *Salam* to the Prophet Muhammad SAW who brought us from the darkness into the lightness.

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The writer hopes this thesis can give some value to the students and English teachers and the readers. The writer realizes that the thesis is far from being perfect,

so any criticisms, ideas, and suggestions for the improvement of this thesis are greatly

appreciated.

Palopo, 20 April 2021
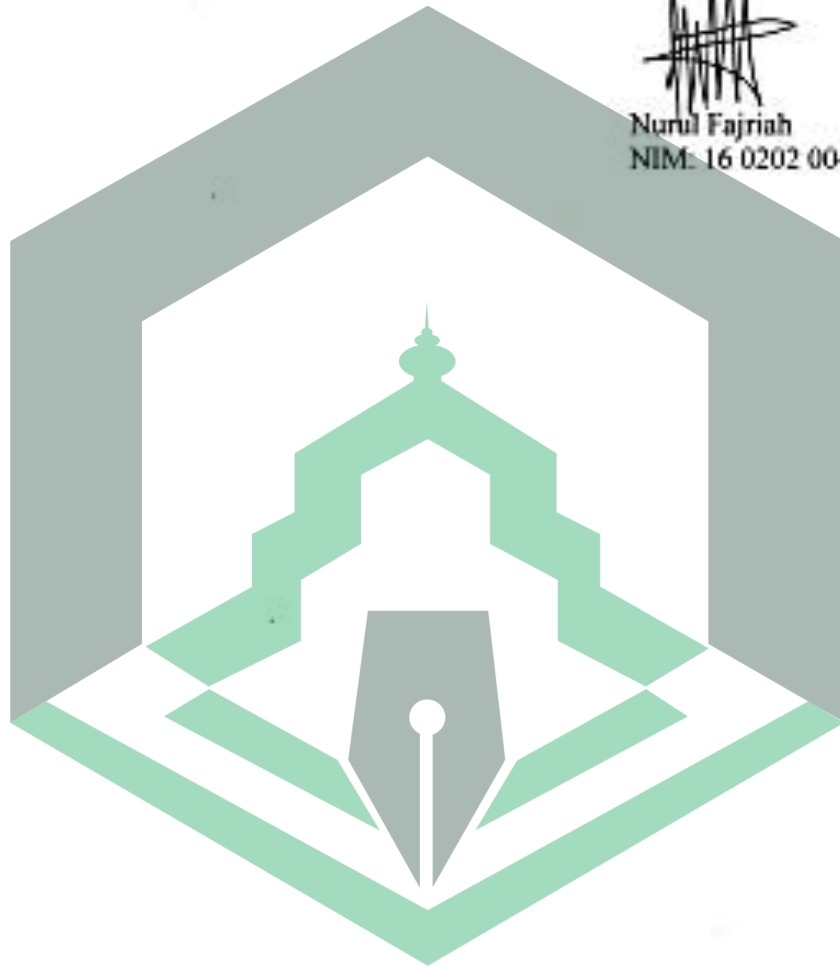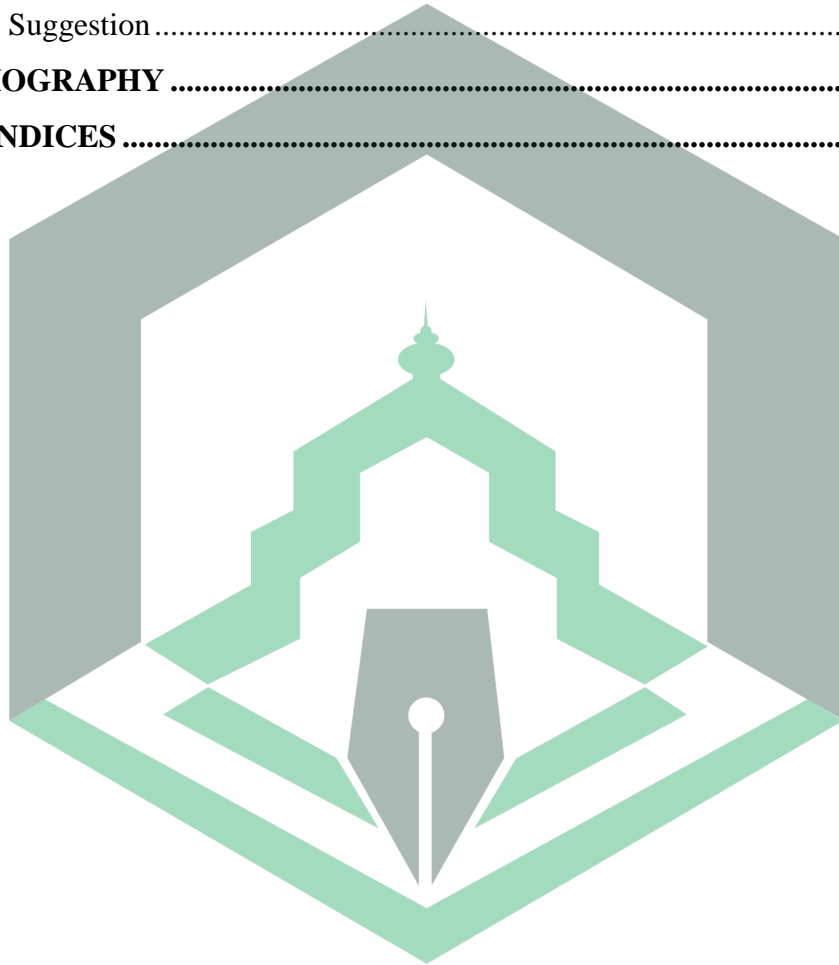
The researcher,

Nurul Fajriah
NIM: 16 0202 0046

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ABSTRACT

Nurul Fajriah,2021. ''*An Analysis of Teacher's Pedagogical Competence in Teaching English At MTs Negeri 3 Luwu''.*Thesis English Education Study Program in the State Islamic Institute Palopo Supervised by Amalia Yahya and Magfirah Thayyib.

This research aims to know the pedagogical competence of English teachers in teaching English at the MTs Negeri 3 Luwu and to find out the students' perception of the teacher's pedagogical competence. This research used a descriptive qualitative method. The subject of this research is one English teacher and 5 students of class VII and VIII MTs Negeri 3 Luwu. There were two kinds of instruments in this research; they were interview lists and questionnaires. According to the result of the interview, the teachers' pedagogic competence was included as a good category because the researcher found that the teacher has applied the theory of teacher pedagogical competence in the learning process. Based on the result of the questionnaire the students perceived their teacher's pedagogic competence as a good category. Most of the respondents choose agree category. It is proved by the average score of students' answers is 6 in the strongly agree category, 35 in agree category, 25 in sometimes category, and 4 in never category.

Keywords: English Teacher, Pedagogic Competence, Students' Perception.

CHAPTER I

INTRODUCTION

A. Background

The teacher is one of the key players in determining whether or not the learning process is successful. However, the educator is not the only thing that can influence the learning process. As an agent of informal educational institutions, the teacher has the greatest effect on all students. Although we all know, the highest quality in the learning process necessitates the presence of a qualified and professional educator. Teachers should master four competencies to become eligible. Pedagogical competence is one of the competencies. This is the ability that distinguishes the teaching profession from other professions. Being a teacher is not as easy as people think. Livia stated, "teachers play an important role in what they do, and how they do in developing their professional knowledge and practice".[1] They take on the role of role models for their students. One explanation is that teachers have a great effect on the teaching-learning process. Their students will be affected by everything they say. As a result, teachers should include their students in the goals that must be met, as all students rely on them.

Students demand good teachers because good teachers will help them grow and develop active language learning, as well as increase their interest in learning. A good teacher should possess adequate teaching knowledge and skills, as well as a

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[1]Livia,*"Teacher Thought of Their Academic Background and Professional Development",* (Jakarta: Unpublished M. A. Thesis, Atma Jaya Catholic University of Indonesia, 2010),p.1.

through understanding of the subject matter to be taught to their students. As a result, if teachers can have a positive influence on their students, especially in language teaching, it can aid in the development of students' learning comprehension. Similarly, Allah says in the Qur'an An-Nahl (16): 125 that teachers must teach and direct students by good teaching.

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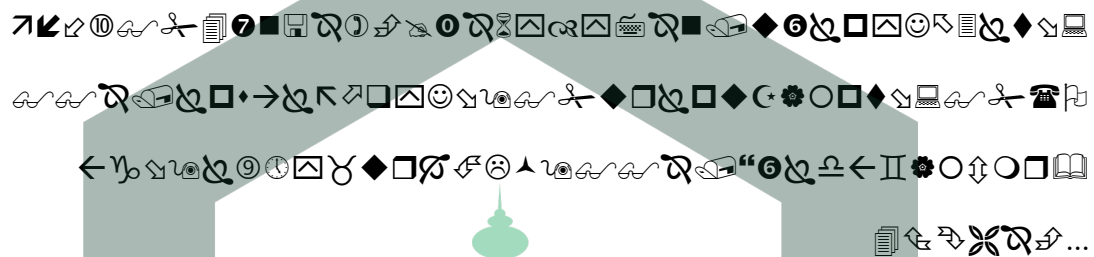
"*Call people to the way of your God with wisdom and good teaching and argue with them in a good way...*"[2]

A professional teacher is someone who has been well educated and trained in the field of education and has the skill and experience to teach. Mastering the different methods or techniques in teaching and learning practices, as well as mastering the fundamentals of education as embedded within the expertise of teachers, is what comprehension is educated and qualified for. Furthermore, the Law of Indonesia about teacher and lecturer in section 1, subsection 10, mentioned that "Competence is a set of knowledge, competence, and behavior that must be belonged

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[2]Departemen Agama RI, *Al-Qur'an Dan Terjemahnya* (Jakarta: Cahaya Qur'an, 2011).

to, inspired, mastered by teacher or lecturer in carrying out the task of professionalism".[3]

In the current situation, it appears that few teachers understand their role and obligation in professional development. Only the roles and obligations as an instructor and administrator class are the most common. Until now, there might still be several school teachers who seem to have grasped the concept of teacher pedagogical competence. As a result, the teacher's position in the educational process of students is merely ceremonial. Teachers' mastery of pedagogical integrity is critical to the accomplishment of teachers' main tasks and functions.

According to Shalahuddin in his research, the progress and retreat of children's education to educational actors and also those who care about education. They feel the impact on the growth of education in the educational environment, namely the principal, supervisors, teachers and so on. Teachers are the spearhead of implementation education in schools. It is the teacher who suits the students whether at SD, SMP, or SMA, then the teacher becomes a role model for students at the front line. All of his behavior will be in the spotlight both in terms of appearance as well as his words that reflect the moral dignity carried out by the teacher.[4]

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[3]Law of Indonesia, *Undang-Undang Republik Indonesia No.14/2005 Tentang Guru Dan Dosen* (Jakarta: Depdiknas, 2005),p.14.

[4] Shalahudin Ismail, "Analisis Kritik Terhadap Pelaksanaan Pembelajaran PAI di Sekolah*",Jurnal Pendidikan Islam* vol.11, No.2 (2020) p.171: https://doi.org/10.22236/jpi.v11i2.5901.

To find out the determining factors for the success of education the first is regarding the suitability of educator competencies especially pedagogical competence. An evaluation of the suitability of teacher pedagogical competence in the implementation of learning is required. Therefore, based on the matters mentioned above, the researcher conducted a study on the extent where is the pedagogical competence level of teachers at the school level basis for the advancement of education with the title "An Analysis Teachers' pedagogical Competence in Teaching English at The MTs Negeri 3 Luwu.

B. Research Questions

The researcher proposed to find out facts for the following research questions:

1. How is the pedagogical competence of the English teacher at the MTs Negeri 3 Luwu in teaching English?

2. How is the students' perception of the teacher's pedagogical competence?

C. The Objective of The Research

Related to the research questions above, there are two objectives in this research:

1. To describe the teacher's pedagogical competence in teaching English at the MTs Negeri 3 Luwu.

2. To analyze the students' perception of the teachers' pedagogical competence.

D. Significance of The Research

The result of this research is expected to give theoretical and practical significance as follow:

1. Theoretical Significance: To give a contribution to the development of the teachers' pedagogical competence theory, especially for the English Teachers.

2. Practical Significance

a) For the English teachers: To show the teachers how is the suitability of the pedagogical competence in implementation learning.

b) For the students: To show them what they want in learning related to the teacher's competence. In this way, the students were expected to increase their knowledge of English.

c) For other researchers: To inspire other researchers to conduct further research about teacher pedagogical competence or other relevant topics.

E. Scope of the Research

At least four teaching competencies are required of English teachers: pedagogic competence, personal competence, social competence, and professional competence The researcher focuses on the teacher's pedagogic competence in teaching in this research. The fundamental pedagogical ability is as the MIFA Operator for Kemendikbud 2014. Understanding the learners, mastery of learning theories and informed concepts of learning, designing the curriculum, developing the learners' potential, engaging with the learners, and applying evaluation with all strategies and types are all indications of English teachers' pedagogic competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this research the researcher finds some researches related to the research as follow:

A thesis from Wiwi Rif'atul Qodriyah (2016), "An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon''. This study aims to examine teachers' pedagogical competence, with a focus on how they handle the classroom and use instructional media while teaching English to young learners. This is a qualitative analysis conducted at Nara Islamic School in Cirebon. The data for this study was gathered through observation and interviews, which helped to strengthen the data. This study illustrates that the teacher takes some acts to handle the English young learner classroom. The instructor performs these acts to handle a variety of topics, including classroom layout, classroom engagement, teacher duties, classroom language, error correction, and coping with diversity.[5]

Siti Aimah (2017) "Building Teacher's Pedagogical Competence and Teaching Improvement through Lesson Study''. The study aimed to observe and document the use of lesson study in assisting teachers in understanding the perspectives of others, particularly in the teaching process, to improve their strategies

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[5] Wiwi Rif'atul Qodriyah,"*An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon,"* (Thesis, Iain Syekh Nurjati Cirebon, 2016).

and classroom management. Lesson study was able to promote substantial teaching ability to enhance the standard of teaching and learning by incorporating action research through the plan, do, and reflect phases. From three periods, the average pedagogical competence of teachers was 3.33 for Language Testing Administration (LTA) and 2.84 for Genre Based Writing (GBW). Teachers' pedagogical skills improved as a result of their decision to change the content and methodology to implement practical learning. It was shown that students' morale could be boosted to the maximum when they entered the classroom. Students' expectations of teachers' pedagogical competence, on the other hand, were improving. It was thought to be a part of the process of improving teaching. As a result, it is suggested that lesson study be implemented to improve the quality of learning, especially in terms of its process.[6]

Ahmad and Setyaningsih (2012) have researched, "Teacher Professionalism: A Study on teachers' Professional and Pedagogic Competencies at Junior, Senior, And Vocational High Schools in Banyumas Regency, Central Java, Indonesia." This research looked at teachers' technical and pedagogic abilities. In this analysis, a questionnaire, observation, interview, and document were used. Quantitative data analysis was used to analyze the outcome in percentages. To assess the teachers' technical and pedagogic competencies, the percentage outcome was scaled. A total of 81.6 percent of 358 teachers, or 292 teachers, were found to be competent.

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[6] Siti Aimah, "*Building Teacher's Pedagogical Competence and Teaching Improvement Through Lesson Study,"* (Thesis, University of Muhammadiyah Semarang, Central Java, Indonesia, 2017).

Furthermore, 222 teachers (62.3 percent) have a strong grasp of the subject. Teachers' technical competence was in the lowest echelon (43.2 percent). Finally, from a pedagogical perspective, their expertise was of a medium degree (69.7 percent). Based on the findings of the report, teachers' roles as technical elements should be strengthened and their role as agents of the teaching-learning process in schools should be enhanced. This position will also concentrate on improving education quality at the national level, as well as Indonesia's human capital in general.[7]

Caraka Putra Bhakti (2016), have researched "The Pedagogical Communication Skill of Senior High School (SHS) Teachers in North Maluku Province, Indonesia''.This study aims to explain senior high school teachers' pedagogical communication abilities. This is a descriptive thesis that employs the descriptive methodology for data analysis. Teachers from eight senior high schools in North Maluku, Indonesia, were used as samples in this study. The data were obtained using questionnaires and observation guides. The following pedagogical communication skills of teachers were assessed: a) ability to establish rapport, b) teaching method variation, c) ability to inspire students, d) ability to create a relaxed classroom environment, e) ability to be a role model, and f) ability to improve learning media. According to this report, teachers in North Maluku's Senior High Schools have a variety of communication skills depending on their community. Their

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[7]Ahmad and Setyaningsih, "Teacher Professionalism: A Study on Teachers' Professional and Pedagogic Competencies at Junior, Senior, And Vocational High Schools in Banyumas Central Java, Indonesia Regency," *Jurnal Pendidikan Sains Sosial dan Kemanusiaan* vol.5,no.1(2012).: https://doi.org/10.2121/sosiohumanika.v5i1461.

pedagogical communication skills are shaped by their geographical location (coastal or inland), local wisdom, school leadership trends, and teacher qualifications.[8]

Faidal Nur Suriani (2020) has researched "The Teachers' Pedagogic Competence in Teaching English through Online and Offline Setting". This study aims to look into the pedagogical abilities of English teachers at SMPN 8 Satap Maiwa. It also seeks to learn about students' impressions of their teachers' pedagogical abilities. This research used three different types of instruments. That is observation, interviews, and a questionnaire.The results of the interviews revealed that the teachers enjoyed teaching in the classroom and were interested in conducting online training, even though they had some difficulties doing so. According to the results of the survey, students thought their teachers were excellent classroom instructors.Finally, the researchers urged teachers to always aim to develop their skills by introducing new approaches to help students better understand the materials.[9]

The correlation between this study and the five related studies mentioned above can be seen in the analysis of teacher pedagogical competence. The research process, the media used, the research site and the research object are all different. The researcher explains teachers' pedagogic competence in teaching English and students' perceptions of teachers in learning English.

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[8]Caraka Putra Bhakti, "The Pedagogical Communication Skill of Senior High School (SHS) Teachers in North Maluku Province, Indonesia,"*Advances in Economics, Business and Management Research* vol.14 (2016).: https://doi.org/10.2991/icmal-16.2016.93.

[9]Faidal Nur Suriani,"*The Teachers' Pedagogic Competence in Teaching English through Online and Offline Setting,"* (Research,Universitas Muhammadiyah Parepare, 2020).

B. Some Pertinent Ideas

1. Pedagogic Competence

In etymological, said pedagogy comes from the Greek, paedos, and agogos (paedos = children and agogo = delivering or guiding). Then pedagogy means teaching the child. The guiding this inherent is the duty of an educator, the teachers, and parents. Hence pedagogic means all the work done by an educator to guide adult human children to mature.[10]

Indonesian language teaching needs to get any useful approaches to be firmly grounded like second language learning. Madhavaram asserted that pedagogical competence was the ability of an individual to use a coordinated, synergistic combination of tangible resources and intangible resources to achieve efficiency and effectiveness in pedagogy.

One of the vital factors and generally discussed the quality of education is the teacher. Hightower et al. claimed that a qualified teacher is a teacher who has a positive effect on student process of learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications and interpersonal skills. It is commonly known when the learning objectives did not meet the targeted standard; the teacher will be the one to blame mostly. Indeed it is not fair because learning is a system or program influenced by many affecting factors mentioned earlier. Nevertheless, the perception toward the teacher's vital role in the

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[10]Haniatin Nabila, "*The Influence Of Pedagogic Competence And Professional Competence to Performance of Teachers Social Studies In Trowulan District,"*(Research Yogyakarta State University, Indonesia, 2016).

success of learning is reasonable as in case there is an insufficient learning facility, we do still have hope if the teacher has standard competence to do so. Conversely, when the facility has been excellent, but the teacher's quality is low, it will not have a significant effect on obtaining learning objectives.

The concept of pedagogic competence also tends to be used with the meaning of the minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of the teaching profession. The emphasis in understanding pedagogical competence should focus on the integrated features which outline the ability to solve educational problems. Therefore, the typical tasks should occur in situations of real pedagogical activities by applying knowledge, professional and life experience, values, and talents in a creative manner to obtain appropriate and effective results.

Sampson and Fyrtos argue that competence has regarded the notion from the perspective of human resource management of vocational training and education, in the attempt to observe the importance of the interdependence between personal characteristics, proficiency level, and context. Richard asserted that an excellent pedagogic competence is an aspect of teachers' knowledge and skills. It includes teachers' awareness, classroom management, interaction, teaching language skills such as reading, listening, speaking, writing, grammar and vocabulary, assessing language skills, and using the appropriate approaches, methodologies, techniques, and strategies. If teachers can master those criteria, and they also can apply them in

the classroom toward the students, it is mean that the teacher has excellent pedagogic competence.

Another definition by Ryegard stated about an important thing that all teachers should understand is that what students need and want in the classroom. He disputes that learners do not like teachers who spend most of the time lecturing in the classroom. Lecturing time makes the students demotivated because they do not like being passive in class. Consequently, learners have limited input to the learning process. If it happens, the learning process will not run as well as the teacher expected. To be highly motivated teachers are needed to develop their competence.

The Association for the Professional Quality of Teachers, SBL mentioned that a pedagogically competent teacher suggests the students a safe learning and working environment, where they find their hold and a structure for social, emotional, and moral development. This competent teacher ascertains that the students: a)Know that they belong, that they are welcome and appreciated.Treat respectfully each other and are challenged to take for one another,b)Take the initiatives and work autonomously c) Learn to discover their affinities and ambitions, and from there make, d) The choice for study and career.

A study by Hamidi and Hatuti found that pedagogical affect performance and does not affect the professional competence of teacher performance, as well as personal competence, has a significant influence on the performance of teachers. Besides, Djamarah argued that teachers should possess the ability to manage the learning skills associated with creating and maintaining optimal conditions for the

process of interaction. The indicators used to measure the ability to manage to learn to include the teacher's knowledge of teaching materials; teaching methods and classroom management; create the conditions for active learning; develop instructional materials properly; improve the ability of students to understand the material by the purpose of learning.[11]

"Pedagogic competence is a capacity linked to understanding students and managers' educational and dialogical learning," according to Jamil Suprihatiningrum.[12] What is meant by pedagogical competence, according to Ramayulis, which includes, among other things, the ability to understand students in-depth and the implementation of educational learning? Teacher pedagogic competence is characterized as the ability to produce a high-quality learning environment while demonstrating exemplary attitudes and behaviors.[13] Pedagogical competence is defined as an educator's ability to manage student learning, as defined by the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Chapter II Competence and Certification Article 2 and Part One Competence Article 3 paragraph (4): a) Understanding educational insights or foundations, b) Understanding students, c) Curriculum or syllabus development, d) Learning design, e) Implementation of educational and dialogical learning, f) Use of

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[11]Faidal, Nur, Suriani, *"The teachers' pedagogic competence in teaching," ELT Worldwide Vol.7, No.1(2020):hal 4243*. https://doi.org/10.26858/eltww.v7i1.13294

[12]Jamil Suprihatiningrum*, Guru Profesional: Pedoman Kinerja,Kualifikasi, dan Kompetensi Guru. (*Jogjakarta: Ar-Ruzz Media, 2013).

[13]Ramayulis, *Profesi Dan Etika Keguruan,*2 edition(Jakarta: Kalam Mulia, 2013),4.

learning technology, g) Assessment of learning outcomes, h) Student development to realize their various potentials.[14]

The pedagogical competence of subject teachers in madrasahs is detailed in the Minister of National Education's Regulation No. 16 of 2007 concerning Teacher Qualification and Competency Standards in Annex as follows:

Table 2.1
Competency Standards for Subject Teachers in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK[15]

Teacher Core Competencies	Subject Teacher Competencies
1.Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects.	1.1 Understand the characteristics of students related to physical, intellectual, socio-emotional, moral, spiritual, and socio-cultural backgrounds. 1.2 Identifying the potential of students in the subject being taught. 1.3 Identifying the initial teaching of students in the subject being taught. 1.4 Identifying the learning difficulties of students in the subject being taught.
2. Mastering learning theory and educational learning principles.	1.1 Understand various learning theories and educational learning principles related to the subjects being taught. 1.2 Applying various approaches, strategies, methods, and learning techniques that educate creatively in the subject being taught.
3. Mastering learning theory and principles of educational learning.	3.1 Understand the principles of curriculum development. 3.2 Determining the learning objectives being taught. 3.3 Determining appropriate learning experiences to achieve the learning objectives being taught.

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[14]*Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008 Tentang Guru, Dalam File Pdf*, n.d.

[15] P*eraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Thun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru Lampiran, Tabel 3, Dalam File Pdf*, n.d.

	3.4 Choosing the instructional material that is related to the learning experience and learning objectives.
	3.5 Arranging learning materials correctly according to the approach chosen and the characteristics of students.
	3.6 Developing indicators and assessment instruments.
4.Organizing educational learning.	4.1 Understand the principles of educational design
	4.2 Developing components of the learning design.
	4.3 Develop a complete learning plan, both for activities in the classroom, laboratory, and in the field.
	4.4 Carrying out educational learning in the classroom, in the laboratory, and in the field with due observance of the required safety standards.
	4.5 Using learning media and learning resources that are relevant to the characteristics of students and the subjects being taught to achieve learning objectives as a whole.
	4.6 Making transactional decisions in guided learning by developing situations.
5. Utilizing information and communication technology for the benefit of learning.	5.1 Utilizing information and communication technology in guided learning.
6. Facilitating the development of the potential of students to actualize their various potentials.	6.1 Provide a variety of learning activities to encourage students to achieve optimal achievement.
	6.2 Provide a variety of learning activities to actualize the potential of students, including creativity.
7.Communicate effectively, empathically, and politely with students.	1.1 Understand various communication strategies that are effective, empathetic, and polite, orally, in writing, and/or in other forms.
	1.2 Communicate effectively, emphatically, and politely with students with distinctive language in educational activity/game interactions that are built cyclically from (a) preparing the psychological conditions of students to take part

	in games through persuasion and examples, (b) invitations to students to take part, (c) students 'responses to teacher requests, and (d) teacher reactions to students' responses, and so on.
8.Conducting assessment and evaluation of learning processes and outcomes.	8.1 Understand the principles of assessment and evaluation of learning processes and outcomes by the characteristics of the subjects being handled. 8.2 Determine aspects of the process and learning outcomes that are important to be assessed and evaluated by the characteristics of the subjects being taught. 8.3 Determine procedures for assessment and evaluation of learning processes and outcomes. 8.4 Developing instruments for assessment and evaluation of learning processes and outcomes. 8.5 Administering the assessment process and learning outcomes on an ongoing basis using various instruments. 8.6 Analyze the results of the assessment process and learning outcomes for various purposes. 8.7 Evaluating the learning process and outcomes.
9.Make use of the results of the assessment and evaluation for the benefit of learning.	9.1 Use information on the results of assessment and evaluation to determine learning completeness 9.2 Use assessment and evaluation information to design remedial and enrichment programs. 9.3 Communicating assessment and evaluation results to stakeholders. 9.4 Make use of information on the results of assessment and evaluation of learning to improve the quality of learning.
10. Reflective take action to improve the quality of learning.	10.1 Reflect on the learning that has been implemented. 10.2 Make use of the results of reflection for improvement and development of learning in the subject being taught. 10.3 Conduct classroom action research to improve the quality of learning in the subjects being taught.

From the above definition, it is clear that pedagogic competence refers to a teacher's knowledge of students and the management or management of learning, which is useful for understanding student characteristics and determining what is required and needed by students. Mastery of the learner's theories and educated concepts of learning, curriculum development, development of the learners' ability, contact with the learners, and evaluation implementation using all techniques and styles. All things will be examined, whether or not the English teachers complete them all.

2. Teacher

A teacher is one of the government-certified occupations that are owned by someone whose primary duty is to teach, in addition to teaching, guiding, directing, preparing, assessing, and evaluating students. The Great Dictionary of Indonesian Teachers defines a teacher as anyone who works in a university teaching school, constructing a learning environment, colleges, high schools, and universities.[16]

Since the main function of the teacher in Law number 14 of 2005 concerning Teachers and The Lecturer is to educate, advise, guide, direct, train, assess, and evaluate students on the formal education route, basic education, and secondary

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[16]*Great Dictionary of Indonesian*, n.d.

education, the teacher as one component in the activity teaching and learning has a very decisive role in learning development.[17]

In the concept of traditional Islamic education, the position of the teacher is so honorable. The teacher is positioned as a person of 'alim wara', pious, and as *uswah* so that the teacher is also required to do good deeds as a manifestation of his knowledge.[18] Simply put, a teacher is someone who imparts knowledge to students. Teachers, according to the culture, are people who provide education in a variety of settings, including mosques, homes, and other informal educational institutions.[19] Furthermore, according to Syafruddin Nurdin, the teacher is a professional who makes it students can plan, analyze, and conclude the problem at hand.[20]

3. Students' Perception

Perception is the internal process that starts with the reception of excitatory and continues until the person knows and recognizes it so that he or she can identify himself and his surroundings.[21] Individuals attempt to rationalize the world, including objects, persons, and events, through interpretation.

Perception is an internal mechanism that allows us to pick, analyze, and arrange stimuli from our surroundings. "An individual interpretation of objects, events, or relationships is obtained by inferring knowledge and determining the

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[17]*Undang-Undang Republik Indonesia No.14/2005 Tentang Guru Dan Dosen.*

[18]Ngainun Naim, *Menjadi Guru Inspiratif, Memberdayakan Dan Mengubah Jalan Hidup Siswa*, (Yogyakarta: Pustaka Pelajar, 2011).

[19]Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif,* (Jakarta: PT Rineka Cipta, 2010).

[20]Syafruddin Nurdin, *Guru Profesional Dan Implementasi Kurikulum,* (Jakarta: Quantum Teaching, 2005).

[21]Bimo Walgito, *PengantarPsikologi Umum,* (Yogyakarta.: And Offset, 2002).

message," Jalaluddin Rahmat said.[22] The procedure entails the perception of an event or entity based on personal experience.

Perception, according to the concept above, is the mechanism by which an individual selects, organizes, and interprets knowledge inputs and existing experiences, and then interprets them to construct the whole description. To put it another way, perception is the mechanism by which we turn the sensory energy of our surroundings into a meaningful experience. The researcher wants to go into greater detail about students' perception, which is described as a person's reaction to recognizing an object, quality, or event, followed by sensing the sensory response, which is then conveyed to the brain, and finally going through psychological processes so that people can understand it. In the broadest sense, students are those who are influenced by an individual or group of people who run education. As a consequence, students' interpretations are a direct response to what they perceive through their senses.

C. Conceptual Framework

English Teacher

Learning Process

Teacher Pedagogical Competence

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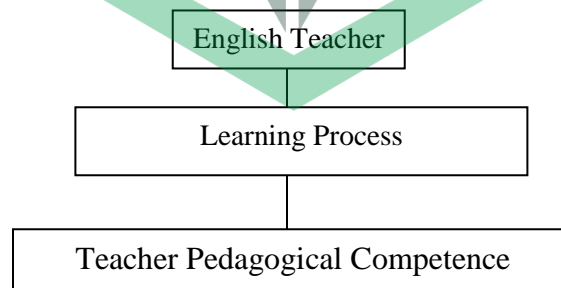
[22]Jalaluddin Rahmat, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya, 2003).

To improve the quality of education is by improving the quality of educators. One of those factors influencing student learning outcomes is the teacher, how teachers are in the teaching and learning process.

Pedagogical competence is the capability of teachers in managing the learning process. Pedagogical competence becomes one of the competence to be controlled by teachers. Pedagogical competence is typical competence that will distinguish teachers from a professional other.

Mastery of pedagogical competence accompanied by professional will determine the level of success processes and lessons students. Pedagogical competence obtained through the effort to learn is constantly and systematic, either on office, supported by talent, interest, and potential teaching other individual concern.
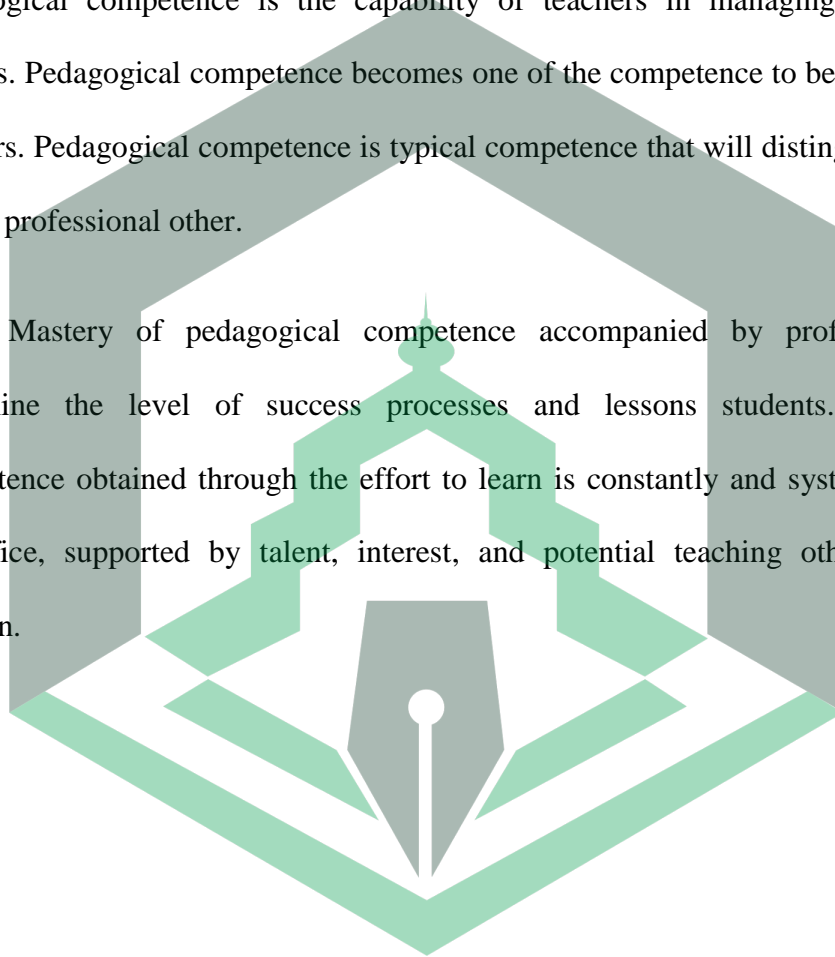
CHAPTER III

METHODOLOGY

A. Research Design

The descriptive qualitative approach was used in this analysis. It aimed to explain the pedagogical competence of English teachers. According to Arikunto, a descriptive study does not have the aim of testing a hypothesis, but rather simply describes certain variables and conditions that occur naturally. [23] Although this research more focused on the descriptive qualitative method, but serving numerical data to get valid and countable data was needed. So, the quantitative method has been conducted in this research to see the percentage and frequencies for supporting the research.

B. The Subject and Setting

This study took place in December 2020, during the odd semester of the 2020/2021 school year, at MTs Negeri 3 Luwu, which is located on Jl. Veteran No.2 Buntu Batu, Kec. Bupon, Kab. Luwu.

One English teacher and five students from MTs Negeri 3 Luwu were the subjects of this research. The students were chosen cluster randomly in this sample, with three students from class VII and two students from class VIII.

C. The Instrument of The Research

1. Interview

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[23]S Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Edisi Revi (Jakarta : Rineka Cipta, 2007).

The interview is a tool to gather information by asking some questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). In this case, the researcher used a structured interview as the research instrument, therefore, doing interviews, the researcher set up an instrument in the form of a question the answer to written questions at the ready alternative to making it easier for the researcher to do.

The purpose of the interviews in this study to obtain data, information related to teachers' pedagogical competence of English Education at the students of MTs Negeri 3 Luwu.

2. Questionnaire

A questionnaire is some written questionnaires that use to get information from the respondent about their self-report or things they know. The questionnaire that was used in this research is closed because the respondents give their opinions toward the question/statement by choosing the available answer. So the closed direct questionnaire is a statement or question that should be responded to itself by choosing the available answer. There are four options for each statement in the questionnaire. They strongly agree, agree, sometimes and never.

D. Data Collection Technique

Data collection carried out in this study includes an interview, questionnaires, and documentation:

1. Interview

In this study, the interview method was used to determine the pedagogic competence of English teachers. The researcher interviewed the teacher directly in the teacher's room, by manually recording all the responses from the teacher to the 4 questions asked. The interview was conducted only once.

2. Distributing Questionnaire

After conducting the interview, the researcher then distributed the questionnaire to the students who had gathered in one of the students' homes. The researcher first explained how to answer the questions and explained the meaning of each question that has been provided, then gave it to students. The students are given time for approximately 30 minutes to 1 hour to answer all the questions. After all the students have finished answering all the questionnaires, the researcher collected them.

3. Documentation

To complete the data obtained, it was carried out data collection by documentation method. Through documentation, researchers can obtain information from a variety of written sources or existing documents on the respondent. The data documented come from written sources, namely RPP. In addition, data were also obtained in the form of photos of activities when interview and students answer the questionnaire list.

E. Data Validity

Test data validity in qualitative research includes a credibility test. As for the testdata credibility or trust in research data qualitative, among others, is done by data triangulation**.** Data triangulation is the process of strengthening data obtained from various sources which provide evidence for the findingsto support a theme so that the reported data becomesaccurate and credible. [24] In this study, researchers used a triangulation source. Source triangulation is done by checking the data that has been obtained through several of the same sources with different techniques. This research, the source in question is the English teacher MTs Negeri 3 Luwu and the participant's students.

In addition, researchers also tested the validity of the data using technical triangulation. Technique triangulation was performed by checking the data to the same source as different techniques.[25] Data obtained from the results of the interview with the teacher checked with documents through the lesson plan (RPP), and student perception about the teacher in questionnaire list.

F. Data Analysis Technique

1. Interview

After the data series has been collected, the next step is doing data analysis. Data analysis represents the management of data that has been collected and is expected to be obtained an accurate and concrete description of the research subject.

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[24] Emzir, *Analisis Data: Metodologi Penelitian Kualitatif*, (Jakarta: Rajawali Press, 2010), 82.
[25] Ibid, 373.

Activity that is carried out in this data analysis is data classification, data presentation, and data verification. The data to be analyzed previously collected (data collection), data collected is data that comes from the results interview, questionnaire, and documentation from the English teacher and students at Mts Negeri 3 Luwu. According to Miles and Huberman there are three kinds of activities in qualitative data analysis, namely, data reduction, display data, and conclusion drawing/verification.[26]

a) Data Reduction

Reduced data will give a more specific interpretation and make it easier for researchers to carry out further data collection and search for data extra if needed. The longer the researcher was inthe field, the amount of data will be more and more, more complex and intricate. For this reason, data reduction is needed so that the data does not accumulate and complicates the next analysis.

b) Display Data

This research using the presentation of data with text that is narrative. The data presented in this study are in the form of a descriptive and systematic summary of the results obtained so that the central theme can be identified by easy, and each summary is explained with pay attention to conformity with the focus of the researcher.

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[26]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2012), 337.

c) Conclusion Drawing/ Verification

Conclusions in qualitative research can answer the formulation of the problem formulated from the start, but maybe not, because the problem and the formulaproblems in qualitative research are still temporary and develop when research is in the field. Activities carried out at this stage, namely: (1) testing the conclusions drawn by comparing the theory put forward by experts, especially relevant theories; (2) carry out the rechecking process starting from the implementationobservation, interview, and documentation; (3) create conclusions to be reported as a result of the study which is conducted. The conclusions obtained in the study qualitatively are expected to be a new finding never before.

2. Questionnaire

The questionnaire was analyzed using frequency and percentage. The highest frequency and percentage from the options of the questionnaire determined the students' perception of the English teacher pedagogic competence. The data was calculated using the following formula:

$$X = \frac{\Sigma x}{N} \times 100\%$$

X= value

Σx= total answer

N= total students

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Interview

During the interviews, the researcher asked the teachers four questions to assess their pedagogical competence. The following were the inquiries:

a) How do you creatively combine a variety of techniques, tactics, and methods?

What the researcher found was supported by the live interview with an English teacher of that school (see appendix on Structure Interview with the teacher).

"Caraku mendekatkan diri dengan siswa dengan cara membangun hubungan emosional agar lebih lebih mudahka untuk ketahui apa sebenarnya yang na inginkan siswa, kenapai na malas belajar, eee Kadang juga pake ka metode pembelajaran kooperatif dalam pengajaran Saya membentuk kelompok pada saat belajar, dalam tiap-tiap kelompok itu digabung antara perempuan dan laki-laki ,dengan kemampuan yang bermacam-macam agar bisa I salaing melengkapi,supaya tidak ada kelompok yang pasif kalo semntara belajar orang."

The teacher used an emotional approach to measure the students' needs and where they were falling behind in their learning in the first question. For the instructor to be able to improve the students' skills, the teacher used cooperative learning in the classroom.

b) Do you create your additions to the syllabus and RPP?

What the researcher found was supported by the live interview with an English teacher of that school (see appendix on Structure Interview with the teacher).

"Dalam penerapan kurikulum 2013 guru memang dituntut untuk mengembangankan silabus pembelajrannya masing-masing. Nah hal ini juga na mudahkanmi guru untuk tentukan materinya sendiri karena na taumi sendiri kondisi sekolahnya."

In the second question, the teacher tries to modify the curriculum to the specific needs of the school.

c) How do you use learning media and a source of knowledge about the characteristics of the students to achieve the educational objective?

What the researcher found was supported by the live interview with an English teacher of that school (see appendix on Structure Interview with the teacher).

"selaluka menggunakan gambar sebagai media untuk membantu siswa mengetahui setiap makna konten. Selaluka gunakan media kalo sementara menjalaskan materi,misalnya kalo kutanya i apa bahasa inggrisnya polpen,spidol,buku,ataukah pintu yang ku tunjuk,jendela juga kadang-kadang."

In the third question, teachers often used a picture as a media to help students fully comprehend the content.

d) How do you measure the learning process and outcomes?

What the researcher found was supported by the live interview with an English teacher of that school (see appendix on Structure Interview with the teacher).

"Selaluka memberikan evaluasi disetiap akhir pertemuan. Evaluasi itu biasanya kusuru I menghapal kosakata, biasaka juga buat games kalo mau mi pulang orang dan supaya mereka tertarik ada gula-gula biasa kusediakan sebagai hadiah, kumotivasi I supaya semangat I belajar."

For the last question, the teacher always gives an evaluation at the end of each meeting.

2. Questionnaire

Sum of a questionnaire about Students' perception of Teachers' Pedagogic Competence that taught in class VII and VIII consisted of 5 students. In analyzing the questionnaires, the researcher calculated in each statement the total respondents who answered each category divided by the total respondents.

Table 4.1
The Questionnaire percentage of Statement 1
Your English teacher provides materials according to the abilities of students.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	3	60%
3	Sometimes	2	40%
4	Never	0	0
	Total	5	100%

Table 4.2
The Questionnaire percentage of Statement 2
Your English teacher helps students develop the abilities of students.

No	Category	Frequency	Percentage
1	Strongly Agree	1	20%
2	Agree	3	60%
3	Sometimes	1	20%
4	Never	0	0
	Total	5	100%

Table 4.3
The Questionnaire percentage of Statement 3
Your English teacher encourages students to study harder.

No	Category	Frequency	Percentage
1	Strongly Agree	1	20%
2	Agree	4	80%
3	Sometimes	0	0
4	Never	0	0
	Total	5	100%

Table 4.4
The Questionnaire percentage of Statement 4
Your English teacher gives an evaluation using a simple test so it does not make it difficult for students.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	1	20%
3	Sometimes	3	60%
4	Never	1	20%
	Total	5	100%

Table 4.5
The Questionnaire percentage of Statement 5
Your English teacher applies learning and learning theory to teaching.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	2	40%
3	Sometimes	3	60%
4	Never	0	0
	Total	5	100%

Table 4.6
The Questionnaire percentage of Statement 6
Your English teacher can determine learning strategies according to the character of the students.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	0	0
3	Sometimes	4	80%
4	Never	1	20%
	Total	5	100%

Table 4.7
The Questionnaire percentage of Statement 7
Your English teacher conveys the competencies you want to achieve before starting lessons.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	4	80%
3	Sometimes	0	0
4	Never	1	20%
	Total	5	100%

Table 4.8
The Questionnaire percentage of Statement 8
Your English teacher drafts planned to learn according to the selected learning strategy.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	3	60%
3	Sometimes	2	40%
4	Never	0	0
	Total	5	100%

Table 4.9
The Questionnaire percentage of Statement 9
Your English teacher can organize the learning atmosphere well.

No	Category	Frequency	Percentage
1	Strongly Agree	3	60%
2	Agree	1	20%
3	Sometimes	1	20%
4	Never	0	0
	Total	5	100%

Table 4.10
The Questionnaire percentage of Statement 10
Your English teacher carries out conducive learning throughout the lesson.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	4	80%
3	Sometimes	1	20%
4	Never	0	0
	Total	5	100%

Table 4.11
The Questionnaire percentage of Statement 11
Your English teacher carries out an evaluation of the learning process and outcomes continuously and by various methods.

No	Category	Frequency	Percentage
1	Strongly Agree	1	20%
2	Agree	1	20%
3	Sometimes	3	60%
4	Never	0	0
	Total	5	100%

Table 4.12
The Questionnaire percentage of Statement 12
Your English teacher analyzes the results of the assessment process and learning outcomes to determine the level of learning completeness.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	5	100%
3	Sometimes	3	0
4	Never	0	0
	Total	5	100%

Table 4.13
The Questionnaire percentage of Statement 13
Your English teacher will use the results of the learning assessment to improve the quality of the learning program.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	4	80%
3	Sometimes	1	20%
4	Never	0	0
	Total	5	100%

Table 4.14
The Questionnaire percentage of Statement 14
Your English teacher facilitates students to develop various academic potentials of students.

No	Category	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	0	0
3	Sometimes	4	80%
4	Never	1	20%
	Total	5	100%

The following conclusions from the overall results of the questionnaire for each student's answer can be seen in the table below:

Table 4.15
The Result of Students' Perception:

Question	Strongly Agree	Agree	Sometimes	Never
1	0	3	2	0
2	1	3	1	0
3	1	4	0	0
4	0	1	3	1
5	0	2	3	0
6	0	0	4	1
7	0	4	0	1
8	0	3	2	0
9	3	1	1	0
10	0	4	1	0
11	1	1	3	0
12	0	5	0	0
13	0	4	1	0
14	0	0	4	1
Total	6	35	25	4

Based on the questionnaire filled out by the students, the researchers found that the students perceive their teachers' pedagogic competence as a good category. Most of the respondents choose Agree (A) category. It is proved by the average score of students' answers is 6 in the strongly Agree category, 35 in Agree category, 25 in sometimes category, and 4 in never category. It indicated that the students considered their English teachers to have good pedagogic competence in teaching English.

B. Discussion

This study aims to learn more about the teacher's pedagogical competence in teaching English, as well as the students' perception of that competence.

Since the researcher found that the teacher had implemented the concept of teacher pedagogical competence in the learning process, the researcher included pedagogic competence as a good category as a consequence of the interview:

1. How do you creatively combine a variety of techniques, tactics, and methods?

The teacher used an emotional approach to measure the students' needs and where they were falling behind in their learning in the first question. For the instructor to be able to improve the students' skills, the teacher used cooperative learning in the classroom. According to Sujarwanto (2010) in his research, *"Implementasi Pembelajaran Kooperatif Dalam Membantu Mengembangkan Kecerdasan",* the application of the learning model is not only directed at achieving results learning that is cognitive, but also able to improve student abilities in working together, interacting socially, developing emotional intelligent students and social skills or multiple intelligence.

Developing Emotional Intelligence is very influential in the process and success learn further, because learning is only an intellectual matter, but also develops students' emotional intelligence. Learning is not just interaction with learning resources for books and the dead environment, but also involves relationships humane between fellow students and between students and teachers, students with the environment. Emotional intelligence elements include: self-

awareness, motivation, empathy, and Emotional intelligence social skills in this analysis only limited to student activities in the learning process, namely skills students control themselves to be self-motivated, have the enthusiasm and high perseverance in learning and skills to interact with others students and teachers in the learning process. This student interaction can occur during the process of learning, namely in cooperative learning, interaction in group discussions both individually and groups.[27]

2. Do you create your additions to the syllabus and RPP?

In the second question, the teacher tries to modify the curriculum to the specific needs of the school. According to Reinesa Noor Emilasari (2010) in her research, ''An Analysis of Teachers' Pedagogical Competence in Lesson Study of MGMP SMP Majalengka'', one of the Indonesian government's efforts in improving teacher professionalism and quality of education is by adopting the concept of Lesson Study from Japan. Lesson Study is an ongoing professional development process of improving a lesson through teacher collaboration. Lesson Study involves a group of teachers meeting regularly to work on the design, implementation, testing, and improvement of one or several research lessons that are: teacher's problem, goal or vision of pedagogical practice, observing, analyzing/reflecting, and discussing.[28]

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[27] Sujarwo, *Implementasi Pembelajaran Kooperatif Dalam Membantu Mengembangkan Kecerdasan Emosional*, (Majalah Ilmiah Pembelajaran, 2010),19.

[28]Reinesa Noor Emilasari, "An Analysis of Teachers' Pedagogical Competence in Lesson Study of Smp Majalengka,"*ELTIN Jornal* Volume 6, No.1 (April 2018): http://e-journal.stkipsiliwangi.ac.id

In the lesson plan used by the teacher, it can be concluded that the teacher is really developing teaching material according to school conditions and student needs, it can be seen in the law on teacher pegagogic competence based on Government Regulation Number 74 of 2008 that teachers are able to develop lesson plan in accordance with conditions and needs of students.

3. How do you use learning media and a source of knowledge about the characteristics of the students to achieve the educational objective?

In the third question, teachers often used a picture as a media to help students fully comprehend the content. According to Utami, Dini Wahyu Tri (2016) in her research "The Use of Picture as a Media to Improve Students" Reading Comprehension in Descriptive Text (Classroom Action Research of the Eighth Grade Students of SMP N 2 Tengaran in the Academic Year of 2016/2017)", picture is one of learning that can be used to explain the subject matter. Picture used almost for all levels of learning or intelligence. The use of pictures as media or means of delivery of the lesson, not only interesting but also can bind to the attend of clarify ideas or information presented to the students of a teacher.[29]

4. How do you measure the learning process and outcomes?

For the last question, the teacher always gives an evaluation at the end of each meeting.

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[29]Dini Wahyu Tri Utami, *The Use of Picture as a Media to Improve Students" Reading Comprehension in Descriptive Text,* (Salatiga: Research, IAIN Salatiga, 2016).

According to Nur Aisyah Dangka Bulawan (2019) *Uregensi Evaluasi Pembelajaran Dalam Proses Belajar Mengajar PAI di SMAN 2 Luwu*, evaluation to improve the quality of the teaching and learning process usually teachers carry out various evaluation activities, with evaluation techniques used such as giving oral questions both before lessons, mid-lesson, and at the end of lessons. But evaluations are also given in the form of daily tests, practices, and assignments. To encourage students' interest and focus in learning.[30]

In the questionnaire we can assess that the teacher's pedagogic competence is in a good category according to the student's recognition of each statement. In statement number twelve all students answered the same that the English teacher analyzed the results of the assessment process and learning outcomes to determine the level of learning completeness.

The students' assessments of the teacher's pedagogic competence suggest that English teacher is a good category, according to the results of the questionnaire. All students accepted that their English teacher assessed the results of the evaluation process and learning outcomes to decide their degree of learning completion in statement number twelve.

According to the interview and questionnaire findings, the English teacher at MTs Negeri 3 Luwu was in a good category, with the teacher assessing according to the procedure, which the students accepted. The teacher is in a good category because

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[30]Nur Aisyah Dangka Bulawan, *Uregensi Evaluasi Pembelajaran Dalam Proses Belajar Mengajar PAI di SMAN 2 Luwu,* (Palopo: Research, IAIN Palopo, 2019).

she is the only English teacher at the school, teaching classes VII, VIII, and IX, with each class comprising 25-30 students. She teaches at MTs Negeri 3 Luwu as well as other schools at MTs Suli Kab. Luwu, and has 14 years of teaching experience.

The obstacle of the research is due to the COVID- 19 pandemic so the research instruments were only interview lists and questionnaires. The research was carried out when the students had an online learning method so it did not allow them to conduct classroom observations.
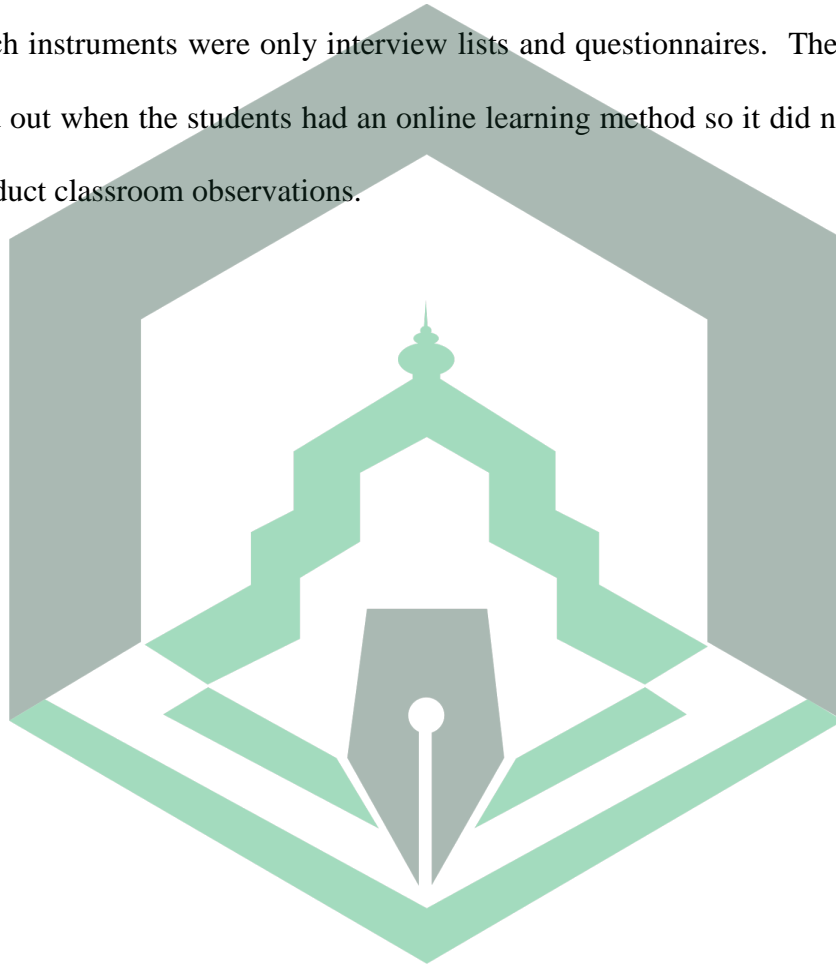
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

It can be inferred based on the results and discussion in the previous chapter:

1. At MTs Negeri 3 Luwu, the teacher's pedagogic skill in teaching English was good. The teacher's interview response revealed that the teacher has implemented the principle of pedagogic competence in the learning process.

2. A good category was in teaching English were discovered in the results of the questionnaire. It is proved by the average score of students' answers is 6 in the strongly agree category, 35 in agree category, 25 in sometimes category, and 4 in never category. It indicated that the students considered their English teachers to have good pedagogic competence in teaching English.

B. Suggestions

1. For the English Teachers

Based on the results of this research, it is recommended that teachers be aware of their pedagogical competence in teaching English so that they can consider their students' teaching difficulties and pay more attention to the learning process. Teachers should improve their teaching methods. As a result, students are more driven to improve their learning.

2. For the English learners

It is preferable to be informed about this study, especially as it pertains to pedagogical competence. To ensure that the learning process runs smoothly, students

can pay attention to what the teacher says. They should ask their instructor if they don't understand the content or the teacher's interpretation.

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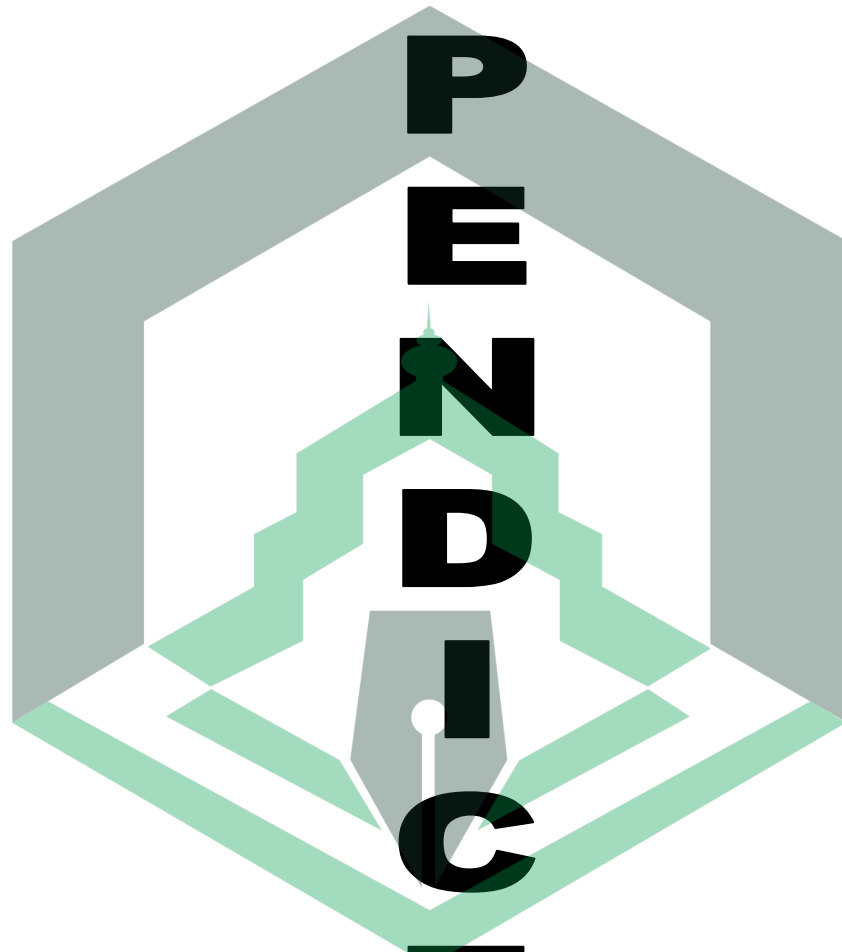
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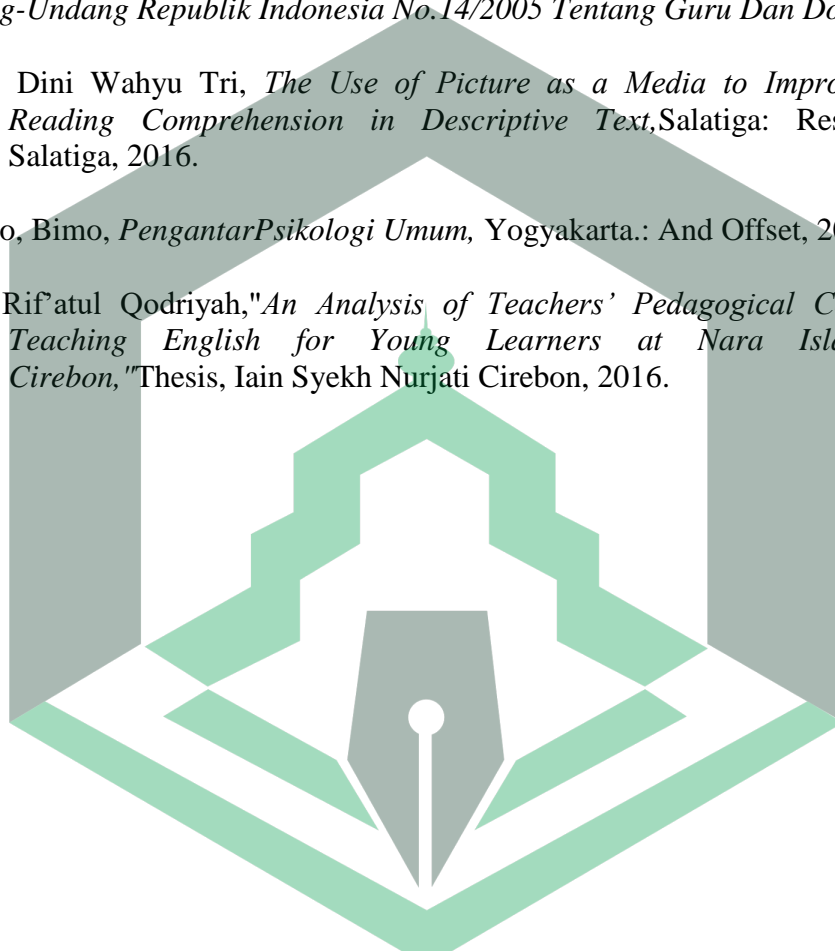
APPENDICES

WAWANCARA GURU

Nama   :Nurfa,S.Pd.I

Umur   :34 Tahun

Mulai Bertugas   :01 Maret 2019

Pertanyaan:

1. Bagaimana Bapak/Ibu menerapkan berbagai pendekatan, strategi, metode, dan teknik pembelajaran yang mendidik secara kreatif dalam mata pelajaran Bahasa Inggris?

2. Apakah bapak/ibu mengembangkan sendiri silabus dan RPP sesuai dengan karekteristik peserta didik/satuan pendidikan atau potensi daerah ?

3. Bagaimana Bapak/Ibu menggunakan media pembelajaran dan sumber belajar yang relevan dengan karakteristik peserta didik untuk mencapai tujuan pembelajaran secara utuh?

4. Bagaimana Bapak/Ibu melakukan evaluasi proses dan hasil belajar?

Transkip Wawancara Dengan Guru

Researcher : Begini bu ada beberapa pertanyaan yang mau ku ajukan sama kita

Teacher : Iye silahkan nak mauki Tanya apa !

Researcher : Bagaimana Ibu menerapkan berbagai pendekatan, strategi, metode, dan teknik pembelajaran yang mendidik secara kreatif dalam mata pelajaran Bahasa Inggris?

Teacher : Caraku mendekatkan diri dengan siswa dengan cara membangun hubungan emosional agar lebih lebih mudahka untuk ketahui apa sebenarnya yang na inginkan siswa, kenapai na malas belajar, eee Kadang juga pake ka metode pembelajaran kooperatif dalam pengajaran Saya membentuk kelompok pada saat belajar, dalam tiap-tiap kelompok itu digabung antara perempuan dan laki-laki ,dengan kemampuan yang bermacam-macam agar bisa I salaing melengkapi,supaya tidak ada kelompok yang pasif kalo semntara belajar orang.

Researcher : Apakah bapak/ibu mengembangkan sendiri silabus dan RPP sesuai dengan karekteristik peserta didik/satuan pendidikan atau potensi daerah ?

Teacher :Dalam penerapan kurikulum 2013 guru memang dituntut untuk mengembangankan silabus pembelajrannya masing-masing. Nah hal

ini juga na mudahkanmi guru untuk tentukan materinya sendiri karena na taumi sendiri kondisi sekolahnya.

Researcher : Bagaimana Bapak/Ibu menggunakan media pembelajaran dan sumber belajar yang relevan dengan karakteristik peserta didik untuk mencapai tujuan pembelajaran secara utuh?

Teacher : selaluka menggunakan gambar sebagai media untuk membantu siswa mengetahui setiap makna konten. Selaluka gunakan media kalo sementara menjalaskan materi,misalnya kalo kutanya i apa bahasa inggrisnya polpen,spidol,buku,ataukah pintu yang ku tunjuk,jendela juga kadang-kadang.

Researcher : Bagaimana Bapak/Ibu melakukan evaluasi proses dan hasil belajar?

Teacher : Selaluka memberikan evaluasi disetiap akhir pertemuan. Evaluasi itu biasanya kusuru I menghapal kosakata, biasaka juga buat games kalo mau mi pulang orang dan supaya mereka tertarik ada gula-gula biasa kusediakan sebagai hadiah, kumotivasi I supaya semangat I belajar.

"An Analysis of Teachers' Pedagogic Competence in Teaching English at MTSN 3 LUWU"

I. **Identitas Respondent**

    Nama :

    Kelas :

    Umur :

II. **Petunjuk Pengisian**

    Pilihlah jawaban yang tepat, dengan menceklis (√) salah satu kolom jawaban yang disediakan.

III. **Keterangan Jawaban**

    SS :Sangat Sering   KK : Kadang-kadang

    S :Sering   TP : Tidak Pernah

IV. **Pertanyaan**

NO	PERNYATAAN	SS	S	KK	TP
1	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik.				
2	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik.				
3	Guru Bahasa Inggris anda mendorong peserta didik untuk belajar lebih giat belajar.				
4	Guru Bahasa Inggris Anda memberikan evaluasi menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik.				
5	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar.				
6	Guru Bahasa Inggris anda mampu menentukan				

	strategi pembelajaran sesuai karakter peserta didik.				
7	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran.				
8	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih.				
9	Guru Bahasa Inggris anda mampu menata/mengatur suasana pembelajaran dengan baik.				
10	Guru Bahasa Inggris anda melaksanakan pembelajran yang kondusif selama pelajaran berlangsung.				
11	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara secara berkesinambungan dan dengan berbagai metode.				
12	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar.				
13	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran.				
14	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik.				

Source: M. Syahrul,2016.

Kuisioner Penelitian "An Analysis of Teachers' Pedagogic Competence in Teaching English at MTSN 3 LUWU"

I. Identitas Responden

Nama : Muh. Fauzi

Kelas : VII

Umur : 13 Tahun

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan menceklis (√) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

SS : Sangat Sering   KK : Kadang-kadang

S : Sering   TP : Tidak Pernah

IV. Pertanyaan

NO	PERNYATAAN	SS	S	KK	TP
1	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik!			√	
2	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik!		√		
3	Guru Bahasa Inggris anda mendorong peserta didik untuk belajar lebih giat belajar!	√			
4	Guru Bahasa Inggris Anda memberikan evaluasi menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik!		√		
5	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar!			√	
6	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik!			√	
7	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran!		√		

Picture 1 questionnaire page 1

8	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih!		✓		
9	Guru Bahasa Inggris anda mampu menata/mengatur suasana pembelajaran dengan baik!	✓			
10	Guru Bahasa Inggris anda melaksanakan pembelajran yang kondusif selama pelajaran berlangsung!		✓		
11	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara secara berkesinambungan dan dengan berbagai metode!			✓	
12	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar?		✓		
13	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran!		✓		
14	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik!				✓

Picture 2 questionnaire page 2

Kuisioner Penelitian "An Analysis of Teachers' Pedagogic Competence in
Teaching English at MTSN 3 LUWU"

I. Identitas Responden

Nama : Rahmana Putri

Kelas : VIII

Umur : 19

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan menceklis (√) salah satu kolom jawaban yang
disediakan.

III. Keterangan Jawaban

SS : Sangat Sering   KK : Kadang-kadang

S : Sering   TP : Tidak Pernah

IV. Pertanyaan

NO	PERNYATAAN	SS	S	KK	TP
1	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik!		√		
2	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik!	√			
3	Guru Bahasa Inggris anda mendorong peserta didik untuk belajar lebih giat belajar!		√		
4	Guru Bahasa Inggris Anda memberikan evaluasi menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik!			√	
5	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar!		√		
6	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik!			√	
7	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran!		√		

Picture 3 questionnaire page 1

8	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih!		✓			
9	Guru Bahasa Inggris anda mampu menata/mengatur suasana pembelajaran dengan baik!			✓		
10	Guru Bahasa Inggris anda melaksanakan pembelajran yang kondusif selama pelajaran berlangsung!		✓			
11	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara secara berkesinambungan dan dengan berbagai metode!		✓			
12	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar?		✓			
13	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran!			✓		
14	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik!				✓	

Picture 4 questionnaire page 2

Kuisioner Penelitian "An Analysis of Teachers' Pedagogic Competence in
Teaching English at MTSN 3 LUWU"

I. Identitas Responden

Nama : Safaraz akma Fadhil

Kelas : VII

Umur : 13 tahun

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan menceklis (√) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

SS : Sangat Sering   KK : Kadang-kadang

S : Sering   TP : Tidak Pernah

IV. Pertanyaan

NO	PERNYATAAN	SS	S	KK	TP
1	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik!			√	
2	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik!		√		
3	Guru Bahasa Inggris anda mendorong peserta didik untuk belajar lebih giat belajar!		√		
4	Guru Bahasa Inggris Anda memberikan evaluasi menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik!			√	
5	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar!			√	
6	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik!			√	
7	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran!		√		

Picture 5 questionnaire page 1

8	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih!			✓	
9	Guru Bahasa Inggris anda mampu menata/mengatur suasana pembelajaran dengan baik!		✓		
10	Guru Bahasa Inggris anda melaksanakan pembelajran yang kondusif selama pelajaran berlangsung!		✓		
11	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara secara berkesinambungan dan dengan berbagai metode!			✓	
12	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar?		✓		
13	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran!			✓	
14	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik!			✓	

Picture 6 questionnaire page 2

Kuisioner Penelitian "An Analysis of Teachers' Pedagogic Competence in Teaching English at MTSN 3 LUWU"

I. **Identitas Responden**

Nama : Assohra Nurul Aulia

Kelas : VII

Umur : 13

II. **Petunjuk Pengisian**

Pilihlah jawaban yang tepat, dengan menceklis (√) salah satu kolom jawaban yang disediakan.

III. **Keterangan Jawaban**

SS : Sangat Sering   KK : Kadang-kadang

S : Sering   TP : Tidak Pernah

IV. **Pertanyaan**

NO	PERNYATAAN	SS	S	KK	TP
1	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik!		√		
2	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik!			√	
3	Guru Bahasa Inggris anda mendorong peserta didik untuk belajar lebih giat belajar!		√		
4	Guru Bahasa Inggris Anda memberikan evaluasi menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik!				√
5	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar!		√		
6	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik!				√
7	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran!				√

Picture 7 questionnaire page 1

No	Pernyataan				
8	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih!		✓		
9	Guru Bahasa Inggris anda mampu menata/mengatur suasana pembelajaran dengan baik!	✓			
10	Guru Bahasa Inggris anda melaksanakan pembelajran yang kondusif selama pelajaran berlangsung!		✓		
11	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara secara berkesinambungan dan dengan berbagai metode!	✓			
12	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar?		✓		
13	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran!		✓		
14	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik!				✓

Picture 8 questionnaire page 2

Kuisioner Penelitian "An Analysis of Teachers' Pedagogic Competence in
Teaching English at MTSN 3 LUWU"

I. Identitas Responden

Nama : fatimah

Kelas : VIII

Umur : 14

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan menceklis (√) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

SS : Sangat Sering   KK : Kadang-kadang

S : Sering   TP : Tidak Pernah

IV. Pertanyaan

NO	PERNYATAAN	SS	S	KK	TP
1	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik!		✓		
2	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik!		✓		
3	Guru Bahasa Inggris anda mendorong peserta didik untuk belajar lebih giat belajar!		✓		
4	Guru Bahasa Inggris Anda memberikan evaluasi menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik!			✓	
5	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar!			✓	
6	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik!			✓	
7	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran!		✓		

Picture 9 questionnaire page 1

8	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih!		✓		
9	Guru Bahasa Inggris anda mampu menata/mengatur suasana pembelajaran dengan baik!	✓			
10	Guru Bahasa Inggris anda melaksanakan pembelajran yang kondusif selama pelajaran berlangsung!		✓		
11	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara secara berkesinambungan dan dengan berbagai metode!			✓	
12	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar?		✓		
13	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran!		✓		
14	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik!			✓	

Picture 10 questionnaire page 2

DOCUMENTATION
Students are answering the Questionnaire

Picture 11

The Teacher Checks the Interview List
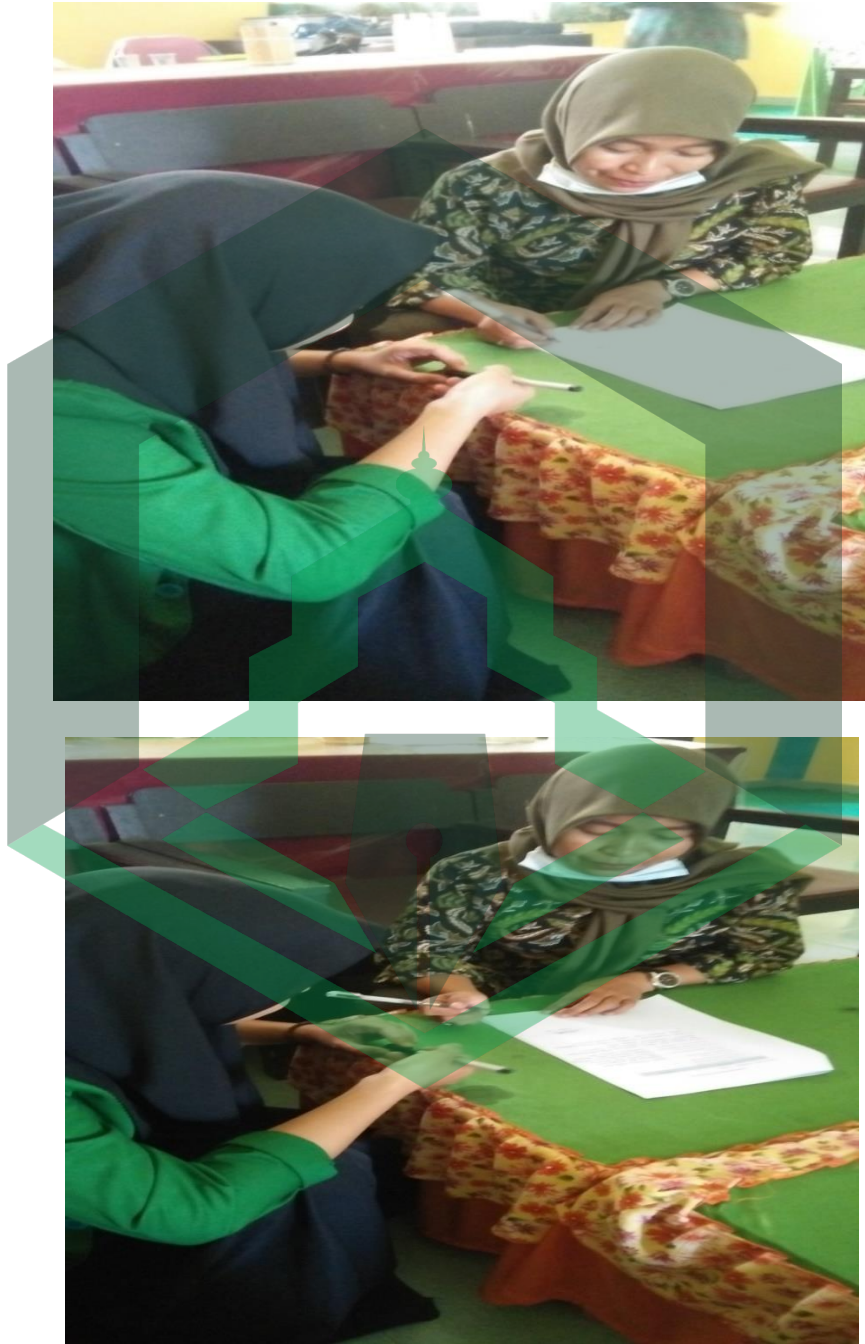
Picture 12

KEMENTERIAN AGAMA KABUPATEN LUWU

MADRASAH TSANAWIYAH NEGERI 3 LUWU

Alamat: Jl. Veteran No. 02 Buntu Batu Kec. Bupon Kab. Luwu
Email : mtsn.3.luwu@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 221/ MTs.21.09.03/ XII/2020

Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama	: NURUL FAJRIAH
NIM	: 16 0202 0046
Jurusan / Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Dusun Al manar Desa Buntu Batu Kecamatan Bupon

Benar telah mengadakan Penelitian / Pengambilan Data pada MTs Negeri 3 Luwu Kec. Bupon Kab. Luwu dari tanggal 14 Desember 2020 s/d 14 Maret 2020 untuk keperluan penyusunan Skripsi dengan judul :

" AN ANALYSIS OF TEACHERS PEDAGOGICAL COMPETENCE IN TEACHING ENGLISHT
AT THE MTsN 3 LUWU ".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Buntu Batu, 19 Desember 2020
Kepala Madrasah,

Dra. RAHIMA
NIP. 19700117 199803 2 001

Picture 13

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MTs.N 3 LUWU
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII / Ganjil
Judul Bab   : Good morning. How are you?
Materi Pokok   : Menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta
                                menanggapinya
Alokasi Waktu   : 160 Menit

A. Tujuan Pembelajaran
Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran discoveryLearning, dengan metode literasi, eksperimen, praktikum, dan presentasi denganmenumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan beranimengemukakan pendapat, siswa dapat
• Mengidentifikasi ungkapan yang digunakan untuk berpamitan
• Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris
Media Pembelajaran, Alat/Bahan & Sumber Belajar
❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ **Alat/Bahan:** Penggaris, spidol, papan tulis, Laptop & infocus
❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan

menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.***	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	

Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.***
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.***
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.***
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.*** Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 Menit)	
	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh

Peserta Didik	setelah belajar tentang topic. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

C. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Suli,   Juli 20….

Mengetahui,

Kepala MTs.N 3 LUWU   Guru Mata Pelajaran,

Dra. RAHIMA   **NURPA, S.Pd.I**
NIP: 197001171998032001   NIP: 198607252019032017

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: MTs.N 3 Luwu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / Ganjil
Judul Bab	: Good morning. How are you?
Materi Pokok	: Menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya
Alokasi Waktu	: 160 Menit

D. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran discoveryLearning, dengan metode literasi, eksperimen, praktikum, dan presentasi denganmenumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan beranimengemukakan pendapat, siswa dapat

• Memahami struktur Teks memulai dan menanggapi terkait "menyapa, berpamitan, berterima kasih dan meminta maaf"

Media Pembelajaran, Alat/Bahan & Sumber Belajar

❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ **Alat/Bahan:** Penggaris, spidol, papan tulis, Laptop & infocus
❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan

	menghubungkan dengan materi selanjutnya.
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Struktur Teks memulai dan menanggapi terkait "menyapa, berpamitan, berterima kasih dan meminta maaf"***.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
**Kegiatan Inti (90 Menit)**
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Struktur Teks memulai dan menanggapi terkait "menyapa, berpamitan, berterima kasih dan meminta maaf"***.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Struktur Teks memulai dan menanggapi terkait "menyapa, berpamitan, berterima kasih dan meminta maaf"***.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Struktur Teks memulai dan menanggapi terkait "menyapa, berpamitan, berterima kasih dan meminta maaf"***.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Struktur Teks memulai dan menanggapi terkait "menyapa, berpamitan, berterima kasih dan meminta maaf"***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
**Kegiatan Penutup (15 Menit)**
Peserta	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topic.

Didik	Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

F. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Suli,   Juli 20….

Mengetahui,
Kepala MTs.N 3 LUWU   Guru Mata Pelajaran,

Dra. RAHIMA   **NURPA, S.Pd.I**
NIP: 197001171998032001   NIP: 198607252019032017

.

	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan*.
	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan*.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan*.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Unsur Kebahasaan; Ungkapan-ungkapan yang lazim digunakan, termasuk Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan*.
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	diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta Didik	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topic. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

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- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

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Dra. RAHIMA   **NURPA, S.Pd.I**
NIP: 197001171998032001   NIP: 198607252019032017

	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Berkenalan, memperkenalkan diri sendiri/orang lain*.
	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Berkenalan, memperkenalkan diri sendiri/orang lain*.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Berkenalan, memperkenalkan diri sendiri/orang lain*.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Berkenalan, memperkenalkan diri sendiri/orang lain*.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Berkenalan, memperkenalkan diri sendiri/orang lain.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
	Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh

Peserta Didik	setelah belajar tentang topic. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.
Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

A. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Suli,   Juli 20….

Mengetahui,
Kepala MTs.N 3 LUWU   Guru Mata Pelajaran,

Dra. RAHIMA   **NURPA, S.Pd.I**
NIP: 197001171998032001   NIP: 198607252019032017

Guru	Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa.

B. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Suli,   Juli 20….

Mengetahui,
Kepala MTs.N 3 LUWU   Guru Mata Pelajaran,

Dra. RAHIMA   **NURPA, S.Pd.I**
NIP: 197001171998032001   NIP: 198607252019032017