STUDENTS' PERCEPTION ON CHARACTERISTIC OF TEACHER PEDAGOGICAL COMPETENCES IN TEACHING ENGLISH AT SMPN 2 BABADAN PONOROGO

THESIS

By

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2021

ABSTRACT

MAHARANI, VIVIANA SETYA, 2021. "*Students' Perception on Characteristic of Teacher Pedagogical Competences in Teaching English at SMPN 2 Babadan Ponorogo*". Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State institute of Islamic Studies of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M. Pd.

Keywords: *Students' Perception, Teacher Pedagogical Competences and Teaching English*

Teacher is someone who does an important role in education. Teacher has the role of controlling in the learning and teaching process. Therefore, teacher determines where learning process. If teacher has characteristic of competences as a good teacher, the teacher will be able to do the learning process well too.

The purpose of this research was to know the students' perception on characteristic of teacher pedagogical competences in teaching English at SMPN 2 Babadan Ponorogo in academic year 2020/2021.This research apllied descriptive qualitative approach and used descriptive design. The procedure of data collection were observation, questionnaire, interview and documentation.

The population of questionnaire was taken from eight grade students of SMPN 2 Babadan Ponorogo. The number of the sample in this research were 20 students for questionnaire and 1 English teacher for interview. To analysis it, used Likert Scale to know the result of questionnaire. To check validity of the data, used Triangulate data to observation, interview and documentation data and used Face and Content validity to know the result all of data.

The result of the reasearch showed that the percentage of students who answered *Strongly Agree* was higher. It is mean that from students' perception the teacher do based on characteristic of teacher pedagogigal competences. And the result of questionnaire related to the interview. So, from this reasearch above it can concluded that the students' perception on characteristic of teacher pedagogical competences in teaching English at SMPN 2 Babadan Ponorogo can going well in accordance with the characteristics that exist in the teacher pedagogical competences.

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Has been approved by the board of examiner on:
Day   : Friday
Date   : 15 October 2021

and has been accepted as the requirement for the degree the sarjana in English Education on:
Day   : Monday
Date   : 25 October 2021

Ponorogo, 25 October 2021

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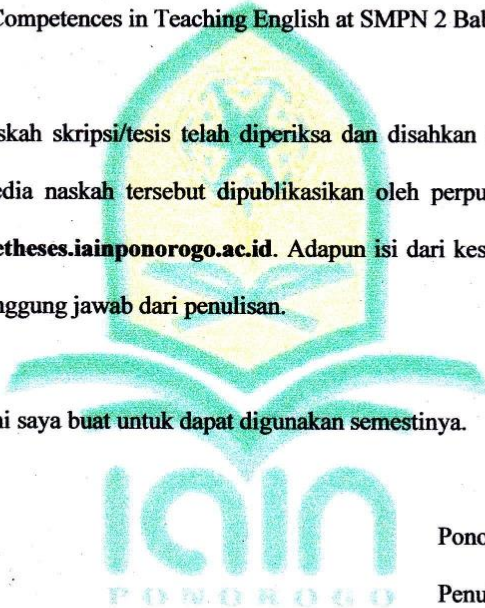
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PERNYATAAN KEASLIAN TULISAN

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CHAPTER I

INTRODUCTION

In this chapter consists of background of the study, research focus, statements of the problems, objectives of the study, significances of the study and organization of the study.

A. Background of The Study

Teacher is someone who does an important role in education. Teacher has the roles of controlling in the learning process. Therefore, teacher determines where learning process. If the teacher has characteristic of competences, the teacher will be able to do the learning process well too.

When the teacher can not bring the students to the good learning process, it can be create difficulties of students understanding. There is case that teacher only use one methodology of learning and make the students boring. In the other case there is teacher use a good methodology of learning and can manage the classroom thoroughly.

Such case was also experienced by the researcher when Magang 1 in SMPN 1 Sambit Ponorogo. In the researcher experience, the researcher observed two classes that have the differend teacher in English learning. Every teacher has the differend way to manage the classroom. And in every class the situation has differend.

Based on National Education Government Regulation of Indonesia number 16, 2007, this teachers' competences standard is developed in full from four main competencies, namely pedagogical, personality, social, and professional

competencies. The fourth competencies integrated in teacher performance.[1] Pedagogical competence is one of the competency that teacher must have.

According to the Rahman's journal, teacher pedagogical competence is the ability to manage learning, which include planning, implementation and evaluation of learning outcomes of learner. These competencies should be owned by every teacher in order to achieve success in learning and teaching.[2] This study aims to determine how students' perception on characteristic of teacher pedagogical competences in teaching English at SMP Negeri 2 Babadan Ponorogo.

Every teacher have a differend of pedagogical competence. According to the researcher experience when Magang 1 in SMP Negeri 1 Sambit, the differend level of teacher pedagogical competence can make a differend performance in the classroom. The level of teacher pedagogical competences can categorizes such as high level, middle, and low. This research not reach the level of teacher pedagogical competences, but reach characteristic on teacher pedagogical competences in teaching English.

The outline of characteristic in teacher pedagogical competences are divided into two parts, namely the ability to plan learning and the ability to carry out learning.[3] From these outline of characteristic, this research will know how students' perception on characteristic of teacher pedagogical competences in teaching English.

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[1]Permendiknas no. 16, 2017.

[2]Rahman Mardia, Professional Competence , Pedagogical Competence and the Performance of Junior High School of Science Teachers, **https://www.iiste.org/Journals/index.php/JEP/article/view/11868** .

[3] Umar Sidiq. Etika dan Profesi Keguruan. (Tulungagung: STAI Muhammadiyah Tulungagung. 2018).

From the explanation, the researcher want to conduct a deeper analysis on the students' perception about characteristic of teacher pedagogical competences in teaching English under the title "**STUDENTS' PERCEPTION ON CHARACTERISTIC OF TEACHER PEDAGOGICAL COMPETENCES IN TEACHING ENGLISH AT SMP NEGERI 2 BABADAN PONOROGO**"

B. Research Focus

Based on the background of the study outlined above, the researcher focuses in students' perception on characteristic of teacher pedagogical competences in teaching English at SMP Negeri 2 Babadan Ponorogo.

C. Statements of The Problems

Based on the background above, researcher problem statements:

1. What are the characteristics of teacher pedagogical competences?

2. How is the students' perception on characteristic of teacher pedagogical competences in teaching English at SMP Negeri 2 Babadan Ponorogo?

D. Objectives of The Study

Concerning with the problem statements, this study has some objectives described as the follows:

1. To explaine the characteristics of teacher pedagogical competences.

2. To describe students' perception on characteristic of teacher pedagogical competence in teaching English at SMP Negeri 2 Babadan Ponorogo.

E. Significances of The Study

1. Theoretical Significances

The result of the study was expected to have a significances contribution for the development of the teacher pedagogical competences theory especially for the English teachers.

2. Practical Significances

   a. Significance for the teacher

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

   b. Significances for the students

      This research is expected to make students be able to learn more optimally to get a good achievement.

   c. Significances for future researchers

      After read this research, the researcher hope that the future researchers can use this research as a references to develop about teacher pedagogical competences.

F. **Organization of The Study**

   The discussion in this study concists of five chapters and each chapter is related to one another which becomes a unified whole and compiled systematically.

   The first chapter is introduction consists of background of study, identification of the problem, focus and limitation of the problem, statement of the problem, objective of the problem, and significance of the study.

   Second chapter explains about review related literature that consists of theoretical background, previous research finding, theoretical framework, and hypotheses.

   Third chapter explains about research methodology consists of research design, population, samples, instrument of data collection, technique of data collection, and technique of data analysis.

Fourth chapter in this study is about findings and discussion includes: location of the study, data description, data analysis, discussion, and interpretation.

Fifth chapter is the conclusion and recommendation as the end of discussion contents series of thesis.

CHAPTER II

PREVIOUS RESEARCH FINDING AND

THEORITICAL FRAMEWORK

In this chapter explain about previous research findings related to teacher pedagogical competences, this is important as a medium for developing an understanding of teacher pedagogical competences. In addition, this chapter also explain theoretical framework about pedagogical competences, education, educator, student and teacher pedagogical competences in learning.

A. Previous Research Findings

The previous research finding will help researcher widen her research with a lot of perspectives. In this part researcher will be provide with few previous similar or related research finding so that the researcher able to discuss the research with multiple stand point in completing the research.

The previous research is a Journal has been conducted by Andreia Irina Suci and Liliana in 2011. The journal of educational Sciences entitled "Pedagogical Competence- The Key to Efficient Education". In their conclusion they state that Pedagogical competences can be found in concrete terms with the other subcategories, such as communication and relationship competence or classroom management. Through this holistic approach, they were able to distinguish between general pedagogical competences, such as methodological and assessment competences and special skills that correspond to other categories, such as information technology, classroom management, and career management.[4] The similarly of this journal with researcher research is same discussion about Teacher Pedagogical Competences but the differences

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[4] Andreia Irina Suci and Liliana,*Pedagogical Competence-The Key to Efficient Education*. 2011.

are the journal using descriptive library research and focus in the general pedagogical competence. This research is very important because it will discuss the pedagogic competence of teachers in more detail.

Second, thesis arangged by Wiwi Rif'atul Qodriyah has been conducted a researcher under title An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon, Syekh Nurjati State Islamic Institute Cirebon. In her study, pedagogical competence is one type of competencies that absolutely need to be mastered by teachers. Basically, pedagogical competence is the ability of skills of teachers to deal with three aspects of teaching skills, namely lesson planning, implementing teaching and learning process, and assessing students' learning.[5] According study above the similarity with researcher study is the relationship between teacher pedagogical competences in English language teaching but on her journal more focus on the learning of young learners that have a different treatment of learning.

The third one is a thesis by M. Syahrul from English Education of Alauddin State Islamic Makassar has conducted a qualitative and quantitative research entitled "An Analysis of Pedagogical Competence of the English Teachers' of the Second Grade Students at MTs Negeri 1 Jeneponto in Teaching English" in 2016. He used collecting data techniques through observation, interviews and questionnaires divide.

Furthermore, to analyze the data that have been collected since the beginning of the study until the end of the study with the technique of data reduction, data presentation and conclusion. He analyzed it used to know the

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[5] Wiwi Rif'atul Qodriyah, *An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Leraners at Nara Islamic School Cirebon, Syekh Nurjati State Islamic Institute Cirebon*. 2016.

effectiveness of teachers in the process of delivering materials in classroom. While non-participants, the researcher focus on learning outcomes of students.[6] This journal also same discuss about teachers' pedagogical competence in English teaching learning process and this journal the objective is also to students' perception.

B. Theoritical Framework

1. Perception

Accordding to christopher G. Halley, perception is the interaction by which we decipher our general surroundings, framing a psychological portrayal of the climate. This portrayal isn't isomorphic to the world, however it's dependent upon numerous correspondence contrasts and mistakes. The mind makes assumtions about the world to overcolne the intrinsic equivocalness in every tangible datum, and in light of the main.[7]

Perception is the way the individual gains knowledge about his environment in this quest for adaptive behavior is of prime importance. The other definition of perception is a primary focus of our consideration of information extraction will be a description of the cognitive structures (those mechanisms that direct the way cuse are processed) involved as people accomplish various perceptual tasks.[8]

[6]M.Syahrul, *An Analysis of Pedagogical Competence of the English Teachers' of the Second Grade Students at MTs Negeri 1 Jeneponto in Teaching English*. 2019.

[7] Matthew O. Ward, Georges Grinstein, Daniel Keim, *Interactive Data Visualization* (Routledge: CRC Press, 2015) 74.

[8] Ronald H Forgus, Lawrence E. Melamed, PERCEPTION *A Cognitive-Stage Approach* (United State of America: Mc Graw. Hill. Inc, 1976) 1

2. Pedagogical Competence

a. Definition competence

According to the Indonesian General Dictionary (WJS. Purwadarminta) competence means (authority) the power to determine or decide something. The basic definition of competence is the ability or skill.[9] According to Usman , competency is "something that describes a person's qualifications or abilities, both qualitative and quantitative". Competences can also be interpreted as knowledge, skills and abilities controlled by a person who has become a part of himself so that he can perform cognitive, affective and psychomotor behaviors as well as possible.[10]

Moqvist stated that "competency has been defined in the light of actual circumstance relating to the individual and work". Holmes stated that " a competence is a description of something which a person who works in a given occupational area should be able to do. It is a description of an action, behavior or outcome which a person should be able to demonstrate".[11]

From the two opinions above, it is concluded that competence is a description of what a person should be able to do in a job in the form of activities, behaviors and results that should be displayed or demonstrated. In order to be able to do something in their job, of course a person must have the abilities in the form of knowledge, attitude and

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[9] Moch. Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT Remaja Rosdakarya, 2016), 14

[10] Ibid., 51.

[11] Umbu Tagela Ibi Leha, Sumardjono Padmomartono, *Profesi Kependidikan* (Yogyakarta: Penerbit Ombak, 2014), 142.

skills that are in accordance with the field of work.

b. Definition Pedagogy

Pedagogy is a science that discusses education, namely the science of Child Education. So pedagogy tries to explain the ins and outs of children's education. Pedagogy is a theory of children's education, derived from the Greek words *"paedos"* which means boys, and *"agogos"* which means to escort, guide. So pedagogic literally means a boy's servant in ancient Greece whose job was to take the son of his employer to school.[12]

Then figuratively pedagogically is an expert who guides the child towards a certain life goal. According to Prof. Dr. J. Hoogveld (Netherlands) pedagogy is the study of the problem of guiding children towards certain goals, namely so that later they are able to independently complete their life tasks. So pedagogy is the science of educating children.[13]

Lavengeld distinguishes the term "pedagogic" with the term "pedagogy". Pedagogy is defined as the science of educating, which focuses more on reflective thinking about education. A thought on how we guide children and educate children. Meanwhile, the term pedagogy means education, which puts more emphasis on practice, concerning educational activities and activities to guide children.[14] Pedagogy is a theory and study that carefully, critically and objectively develops its

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[12] Uyoh Sadulloh, Agus Muharram, Bambang Robandi. *PEDAGOGIK (Ilmu mendidik)* (Bandung: Alfabeta, 2017), 1.

[13] Ibid., 2.

[14] Ibid., 2.

concepts regarding the nature of humans, the nature of children, the nature of educational goals and the nature of the educational process.

3. **Education, Educator (teacher) and Student**

   a. **Education**

   In English the term education uses "education", which is usually associated with education in schools, on the grounds that in schools where children are educated and guided by specialists who experience education and training as a profession.[15] The word education is related to the Latin word "educere" which means to bring out an ability (e = to leave, ducere = to lead). So it means guiding to release an ability that is stored in the child.[16]

   In Dutch we find the word "opvoeden" for education (op = upward, voeden = to feed). Feeding here is taken figuratively, which is spiritual feeding to increase the abilities and degrees of a child. In a special sense Lavengeld argues that education is the guidance given by adults to children who are not yet mature to reach maturity.[17]

   Education in a broad sense is a human effort to improve the welfare of his life that lasts a lifetime. Handerson states "but to see education as a process of growth and development taking place as the result of the interaction of an individual with his environment, both physical and social, beginning at birth and lasting as long as life itself a process in which the social heritage as a part of the social environment becomes a tool to be used toward the development of the best and most

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[15] Ibid., 2.

[16] Ibid., 3.

[17] Ibid., 3.

intelligent person possible, men and women who will promote human welfare, that is to see the educative process as philosophers and educational reformers conceived it ".[18] In the Republic of Indonesia Law number 20 of 2003 concerning the National Education System it is said that: Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence strength , noble character, and skills needed by him, society, nation and state.[19]

b. **Educator (teacher)**

In the educational process, educators play a very important and decisive role in achieving educational goals. Educators are adults both naturally (parents) and professionally (become educators because of their job duties) who are responsible for developing their students. Educators are adults who guide children so that the child can lead to maturity.

In achieving educational success, educators have a decisive role, because it can be said that educators are the main key to educational success. For that an educator must meet certain adequate requirements. Distinct characteristics compared to other professions. The characteristics of an educator are knowing their students and being able to help their students.[20]

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[18] Ibid., 4.

[19] Ibid., 5.

[20]Uyoh Sadulloh, Agus Muharram, Bambang Robandi. *PEDAGOGIK (Ilmu mendidik)* (Bandung: Alfabeta, 2017), 128.

Edi Suardi states that an educator must need several requrements:[21]

    1) An educator must know the purpose of education.

    2) An educator must know his/her students.

    3) An educator must know the principles and use of educational tools.

    4) An educator must have the attitude of being willing to help students.

    5) An educator must be able to establish good relationship with their students.

One of the things included in an educator is a teacher. The teacher is an important element in education, especially in schools. In Law number 14 of 2005 concerning teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, in early childhood education, formal education, basic education, and secondary education.[22] Meanwhile, the word professional is a job or activity that is carried out by a person and becomes a source of living income that requires expertise, skills or abilities that meet certain quality standards or norms and require professional education.[23]

According to Soedijarto, the professional abilities of teachers include:[24]

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[21] Ibid., 134.

[22] Ibid., 132.

[23] M. Miftakhul Ulum, *Demitologi Profesi Guru* (Ponorogo: STAIN Ponorogo Press, 2011).

[24] Moch. Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT Remaja Rosdakarya, 2016), 57.

1) Designing and planning a learning program.

2) Developing a learning program.

3) Manage the implementation of the learning program.

4) Assesing the learning process and outcomes.

5) Diagnosing factors that affect the success of the learning process.

To be able to master the five professional skills of the teacher, basic knowledge and professional knowledge are needed.

In addition, to become an educator, there are several things a teacher must have:[25]

1) Teachers must have maturity.

2) Teachers must be able to make himself an example.

3) Teachers must be willing to help their students.

4) Teachers must follow the mental state and development of students.

5) Teachers must know each child as a person.

6) Teachers must be a person..

c. **Student**

A student is someone who is developing, has certain potential, and with the help of an educator he develops these potentials optimally.

In expressing the characteristics of students, Edi Suardi suggests three characteristics of students:[26]

1) Weakness and helplessness. Children when born are weak

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[25]Uyoh Sadulloh, Agus Muharram, Bambang Robandi. *PEDAGOGIK (Ilmu mendidik)* (Bandung: Alfabeta, 2017), 132-133.

[26] Ibid., 135.

and helpless. To be able to move must have several stages. The weaknesses possessed by children are spiritual and physical weaknesses. The weakness and helplessness of children is getting lost because of the help and guidance of educators or what is known as education.

2) Students are beings who want to develop. A normal or healthy baby is never still, he always wants to move, whatever he finds he touches and tries, everything he wants to know. A child will continue to want to develop. Educators who recognize this will use the desire to develop, which sometimes appears to be helped towards maturity.

3) Students who want to be themselves. It is important for a child to be his own person for his survival in the community. So children need to be guided to know themselves better so that they become real people.

In formal or school educational activities, students are called learners. As described in Law number 20 of 2003 concerning the national education system, students are members of society who try to develop their potential through the learning process available at certain paths, levels and types of education.[27]

4. **Teacher Pedagogical Competences in Learning**

   a. **Teachers' competence**

   Based on the definition of competency, teachers' competence is the ability of a teacher to responsibly perform his or her duties

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[27] Ibid., 135.

appropriately. Meanwhile, based on professional terms, teachers' competence is a vocation an which professional knowledge of some department learning science is used in its applications to the other or in the practice of an art found it.[28]

Teachers' competence can be interpreted as a description of what a teacher should be able to do in carrying out his job either in the form of activities, behavior or results that can be shown.[29]

Raka Joni suggests three types of teacher competence:[30]

1) Proffesional competence. Has extensive knowledge of the field of study it teaches, selects and uses various teaching methods in the teaching and learning process it teaches.

2) Community competence. Able to communicate, both with students, fellow teachers, and the wider community.

3) Personal competence. Namely having a good personality and exemplary. Thus a teacher will be able to become a leader who plays the role of: *ing ngarso sung tulada, ing madya mangun karsa, tut wuri handayani.*

In addition, there are competencies that must be possessed by a teacher as contained in Law number 14 of 2005 on teachers and lecturers in chapter 4 part one article 10 paragraph (1) explains that teacher competence includes:[31]

1) Pedagogic competence.

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[28]Moch. Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT Remaja Rosdakarya, 2016),14.

[29] Umbu Tagela Ibi Leha, Sumardjono Padmomartono, *Profesi Kependidikan* (Yogyakarta: Penerbit Ombak, 2014), 142.

[30] Ibid., 143.

[31] Arif Firdaus, barnawi, *Profil Guru SMK Profesional* (Jogjakarta: Ar-Ruzz Media, 2012).

2) Personality competence.

3) Social competence.

4) Proffesional competence obtained through proffesional education.

b. Pedagogical Competence

According to Law number 14 of 2005 on teachers and lecturers article 10 paragraph (1), it is explained that pedagogical competence is the ability of teachers to manage learning, implement learning, evaluate learning and develop students to actualize their various potentials.[32]

As stated in Government Regulation number 19 of 2005 concerning National Education Standards, pedagogical competences consist of seven characteristics:[33]

1) Knowing the characteristics of students.

2) Mastering learning theory and teaching learning principles.

3) Curriculum development.

4) Educational learning activities.

5) Understand and develop the potential of students.

6) Communication with students.

7) Assesment and evaluation.

The ability to plan learning is seen from several indicators:[34]

1) Formulation of learning objectives.

2) Selection and organization of teaching materials.

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[32] Ibid., 6.

[33] Umbu Tagela Ibi Leha, Sumardjono Padmomartono, *Profesi Kependidikan* (Yogyakarta: Penerbit Ombak, 2014), 143.

[34] Ibid., 115.

3) Selection of learning resources or learning media.

4) Learning methods.

5) The assessment plan is in accordance with the learning objectives.

6) Appropriate assessment plans are equipped with assessment instruments..

While the ability to carry out learning is seen from various indicators:[35]

1) Learning activities.

2) Opening lesson.

3) The main learning activities.

4) Closing learning .

The main learning activities are seen again:

1) Mastery of the subject matter.

2) Approach or learning strategy.

3) Utilization of learning resources.

4) Learning that triggers and maintains student involvement.

5) Assesment of the learning process.

6) Use of language.

Therefore, teachers are expected to be able to guide students whose learning acceleration is retarded so that at the end of the lesson they will have equality.[36]

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[35] Ibid., 115.

[36]Umar Sidiq. *Etika dan Profesi Keguruan* (Tulungagung: STAI Muhammadiyah Tulungagung, 2018), 14.

CHAPTER III

RESEARCH METHOD

In this chapter describes the methods use in this research included research design, researcher's role, research's location, data source, techniques of data collection, techniques of data analysis, checking validity and research's procedure of this research.

A. Research Design

The word research is composed of two syllables, re and search. The dictionary defines the former as a prefix meaning again, anew or over again and the latter as a verb meaning to examine closely and carefully, to test and try, or to probe. Together they form a noun describing a careful, systematic, patient study investigation in some field of knowledge, undertaken to establish fact or principles. Grinnell further said that "research is a structured inquiry that utilises acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable.[37] It mean that research methodology is study a particular things which it explains some theories and concepts about research approach, use the theory to prove whether the study related with theory or not and use a scientific approach.

To conduct this research, the researcher used descriptive qualitative approach by using descriptive design because it is comparable to collect the data from students' perception. Descriptive design relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, and what can be predicted to happen again under the same

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[37] Ranjit Kumar, *Research Methodology A Step-by-Step Guide for Beginners* (New Delhi: SAGE Publications Ltd, 2011), 28.

circumstances. 'Observation' can take many forms. Depending on the type of information sought, people can be interviewed, questionnaires, distributed, visual records made, even sounds and smells recorded. Important is that the observations are written down or recorded in some way, in order that they can be subsequently analysed.[38]

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This meant that qualitative researchers study things in their natural setting, attempting to make sense of interpret, phenomena in terms of the meanings people bring to them.[39]

In this research, the researcher focus to STUDENTS' PERCEPTION ON CHARACTERISTIC OF TEACHER PEDAGOGICAL COMPETENCES IN TEACHING ENGLISH AT SMPN 2 BABADAN PONOROGO. Based on statements above descriptive design is suitable with the main objective of the study that is to describe the students' perception on characteristic of teacher pedagogical competences in teaching English at SMPN 2 Babadan Ponorogo.

B. Researcher's Role

There are two types of observation; participant observation and non-participant observation. Participant observation   is when the researcher

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[38] Nicholas Walliman, *Research Method the Basic* (New York: Routledge, 2011), 10.

[39] John W Creswell*, Qualitative Inquiry & Research Design,* (London: Sage Publications Ltd, 2007),36.

participates in the activities of the group being observed in the same manner as its members, with or without their knowing that they are being observed. Non-participant observation is when the researcher does not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusion from this.[40]

In this research, the researcher became an observer as participant, the researcher got interaction with the subject's activity to collect data and organized it well. The collection of the data had been analyzed, interpreted, and reported by the researcher as a result.

C. Research's Location

Location of SMPN 2 Babadan Ponorogo is in Ponorogo-Madiun street, Pondok village, Babadan district, Ponorogo regency. SMPN 2 Babadan Ponorogo is one of the junior high schools in Ponorogo city. This school became one of the favorite schools in Babadan district. This is because this school produces understanding students every year. In addition, to the road to the school is very good, located very strategically on the edge of highway can be passed by all vehicles, making it easier for students to learn. This research was conducted the research in SMPN 2 Babadan Ponorogo. The researcher chooses the English teacher and his students become the object of observation when collecting the data. The reasons for selecting the school are:

1. SMPN 2 Babadan Ponorogo has professional teachers that can support to reach researcher objective.
2. The researcher want to know the students' perception on characteristic of teacher pedagogical competences in teaching

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[40] Ranjit Kumar, *Research Methodology A Step-by-Step Guide for Beginners* (New Delhi: SAGE Publications Ltd, 2011), 134.

English at SMPN 2 babadan Ponorogo.

3. The researcher is alumnus of SMPN 2 Babadan Ponorogo.

D. Data Source

There are two kinds of data source:

1. Primary Data Source**.** The primary data is data that has been observed, experienced, or recorded close to the event. This source is the nearest one can get to the truth.**[41]** The primary data source in this research is taken from observation in English teaching learning process at SMPN 2 Babadan Ponorogo, interview about teachers' pedagogical competence from the teacher and questionnaire about the students' perception on characteristic of teacher pedagogical competences in teaching English from the students.

2. Secondary Data Source. The secondary is written success of that interpret or recorded primary data.[42] Secondary data of this research is the document about SMPN 2 Babadan ponorogo.

E. Techniques of Data Collection

There are three data collection techniques choosen in this study (observation, interview, questionnaire and documentation).

1. Observation

Observation is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are many situations in which observation is the most appropriate method of data collection; for example,

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[41] Nicholas Walliman, *Research Method the Basic* (New York: Routledge, 2011), 69.

[42] Ibid., 69.

when you want to learn about the interaction in a group, study the dietary patterns of a population, ascertain the functions performed by a worker, or study the behaviour or personality traits of an individual.[43]

In this research, the researcher is going to observe teachers' pedagogical competence in English teaching learning process. Futhermore, the researcher want to be sure that characteristic of teacher pedagogical competences related to students' perception.

2. Interview

Interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others. There are many definitions of interviews. According to Monette et al, 'an interview involves an interviewer reading questions to respondents and recording their answers'. According to Burns , 'an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person'. Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview.[44]

The researcher intend to interview the teacher with the structured question. The purpose of this interview is the researcher is able to identify characteristic of teacher pedagogical competences from the teacher point of view.

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[43] Ranjit Kumar, *Research Methodology A Step-by-Step Guide for Beginners* (New Delhi: SAGE Publications Ltd, 2011), 134.

[44] Ibid., 137.

3. Questionnaire

A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The only difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and if necessary, explains them) and records the respondent's replies on an interview schedule, and in the latter replies are recorded by the respondents themselves. This distinction is important in accounting for the respective strengths and weaknesses of the two methods.[45]

The researcher taken questionnaire to know the students' perception on characteristic of teacher pedagogical competences in teaching English. The questionnaires that used in this research is closed questionnaire because the respondents (students) give their opinion toward the question by choosing the available answer.

Every question or statement in the questionnaires has four answer choices. The answer from the respondent written by giving the checklist on the available questionnaire., they are always, often, sometimes, never. The collect questionnaire from the respondent get a score based on the fixed assessment system. These are asessment score to each answer from the respondent:

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[45] Ibid., 138.

Table 3.1

Asessment Score of Questionnaire

Alternative Answer	Assessment answer
Always (SS)	4
Often (S)	3
Sometimes (KK)	2
Never (TP)	1

4. Documentation

A valuable source of information in qualitative research can be documents. The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.[46]

F. Techniques of Data Analysis

1. Interview, Observation and Documentation Data Analysis

According to Miles and Huberman analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing/ verification.[47]

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[46] Rajendra Sharma, *Sociological Method* (New Delhi: Atlantic, 2008), 222

[47] Mathew B. Miles and A.Michael Huberman, "*Qualitative Data Analysis*," (United State: SAGE Publications, 1994),10.

a) Data Reduction

Data reduction refers to the processof selecting, focusing, simplifing, abstracting, and transforming the data that appear in written-up field note or transcription.[48] So data reduction is the process of collecting data related to the research. These data are collected throughly for selection at a later stage.

b) Data Display

The second major flow of analysis activity is data display. Generically, display is organized, compressed assembly of information that permits conclusion drawing and action.[49] So the data display collection of information that allows researchers to organize the preparation of data collection and taking action. Display is useful to help understand whats happening so that the researcher performs an analysis for subsequent action based on the content of the information.

c) Conclusion and verification

In this implication, the researcher makes a conclusion. The conclusion is the answer of the research problems that have been formulated.

2. Questionnaire Data Analysis

Cross tabulation (contingency tables) is a simple way to display the relationship between variables that have only a few categories. They show the

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[48] [48]Matew Miles And Michael Huberman, *Qualitative Data Analisys* (New Delhi: Sage Publition, 1994), 10.

[49] Ibid., 11.

relationships between each of the categories of the variables in both number of responses and percentages.[50] The tabulation activities is coding and scoring.

a. Coding is giving code at every single edited data.

b. Scoring is giving score into every single answer of the respondent to obtain the qualitative data for scoring.

This research is using Likert Scale. Summated scales (or Likert-type scales) are developed by utilizing the item analysis approach wherein a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and those whose score is low. Those items or statements that best meet this sort of discrimination test are included in the final instrument.[51]

In a Likert scale, the steps are as follows:[52]

a. Ideal Score

The ideal score is the score used to calculate the score to determine the rating scale and the number of answers. To calculate the total ideal score (criteria) of all items, the following formula is used, namely

Criterion score = Scale value x Number of respondent

Furthermore, the score that has been obtained is then entered into the rating scale.

b. Rating Scale

The rating scale functions to determine the results of questionnaire data and interviews in general and the overall results obtained from questionnaire assessments and interviews.

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[50] Nicholas Walliman, *Research Method the Basic* (New York: Routledge, 2011), 122.

[51] C.R. Khotari, *Research Methodology: Method & Technique*, (New Delhi: New Age International (P) Ltd, 2004), 84.

[52] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: ALFABETA, 2012), 95.

c. Percentage

Furthermore, to find out the number of answers from the respondents through the percentage, namely by using the formula:

$$p = \frac{f}{n}x100\%$$

p= percentage

f= the frequency of each questionnaire answer

n= the ideal number of scores

100= fixed number

G. Checking Validity

1. Triangulate Validity

Related to qualitative research, Cavanagh says that "Qualitative researchers should strive to achieve reliable and valid results.[53] It means that qualitative research findings should be tested for credibility or accuracy using terms and criteria which have been developed for the approach. Appleton argues that "the process of triangulation increases the accuracy of qualitative research findings in that data from different sources can confirm the thruth.[54] *Triangulate* different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then

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[53]John R. Cutcliffe, et al, Establishing the Credibility of Qualitative Research Findings, 1999, 375.

[54] Ibid., 378.

this process can be claimed as adding to the validity of the study.[55] In this research, the researcher will triangulate the data that is taken from the observation, interview and documentation.

2. Face and Content Validity

This research using Face and content validity. The judgement that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Hence, one of the main advantages of this type of validity is that it is easy to apply. Each question or item on the research instrument must have a logical link with an objective. Establishment of this link is called **face validity**. It is equally important that the items and questions cover the full range of the issue or attitude being measured. Assessment of the items of an instrument in this respect is called **content validity**. In addition, the coverage of the issue or attitude should be balanced; that is, each aspect should have similar and adequate representation in the questions or items. Content validity is also judged on the basis of the extent to which statements or questions represent the issue they are supposed to measure, as judged by you as a researcher, your readership and experts in the field.[56] This research compared the result of questionnaire with the observation.

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[55] John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach*, 247-253.

[56] Ranjit Kumar, *Research Methodology A Step-by-Step Guide for Beginners* (New Delhi: SAGE Publications Ltd, 2011), 167.

H. Research Procedure

In this researcher, there are four procedures of research that will do:

1. Pre-research phase. Those are arrange structure of research choose the place of research, get license letter, observe place and condition of research, choose and use informant, prepare equipment of research.

2. Research phase. Those are : understand background of research, enter into research field, and join in the research with collection of data.

3. Data analysis phase.

4. Research report phase.[57]

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[57]David Royse, *Research Method In Social Work* (USA: Thompson, 2008), 185-103.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter present finding of the research and also explain the discussion of the finding research. This chapter will focus in the result of research findings included location of the study, interview and questionnaires.

A. Location of the Study

1. General condition of SMPN 2 Babadan Ponorogo

SMP Negeri 2 Babadan Ponorogo is located in Pondok Village, Babadan District, Ponorogo Regency, where the community is quite concerned about education. The public's concern for education can be seen from the significant support both in financing and in supervision as well as the enthusiasm of the community in improving the education of their children. The social states of the local area like this permit schools to foster instruction that is more sufficient and forward-examining request to make a general public that is shrewd, gifted, and has a solid character and confidence. This is as per the objectives of public training which infers an equilibrium of intellectual, full of feeling and psychomotor turn of events.

The community's desire to further develop abilities and religious development has become the basis for the development of various extracurricular activities as well as additional content for intracurricular activities. The demands of society are very realistic because these two things are the basis for children's lives in society. Accordingly, the school looks to oblige the desires of the local area as a type of collaboration in building schools and carrying out one of the components of school-based a management.

The economic conditions of the people who use education services at SMP Negeri 2 Babadan Ponorogo are for the most part at the lower center financial level. People for the most part work as farmers, entrepreneurs, farm laborers and Indonesian traveler laborers abroad. In any case, this doesn't decrease the investment of the local area in propelling instruction, as can be seen from the help gave as drives, financing and oversight. The school consistently endeavors to have the option to offer greatest assistance for students who have middle to lower financial backgrounds. Notwithstanding, all arrangements taken by the school consistently focus on the financial states of the local area.

SMP Negeri 2 Babadan Ponorogo is situated on the edges of the city/city line, albeit the school is situated on the common street, public transportation doesn't pass from south to north. So students who live in the north of the terminal, to go to class (if taking public transportation) should pass a long diversion. This condition likewise should be thought about in deciding the course of schooling for kids. This half-half spot (on the line of the sub-area with the city) is a test for schools, instructors, and kids in giving training. Obviously this additionally influences the outcomes accomplished in the instructive cycle. The financial and topographical conditions above positively don't need to make schools lingering behind in instruction. Instruction grows so quick. Schools consistently attempt to give great training to have the option to stay up with different instructive progressions both on a local, public and worldwide scale. In this manner, schools will keep on after the advancement of instruction to have the option to offer greatest support to the local area for instructive necessities. In addition, schools are obliged to provide education by paying attention to the pillars of education and various kinds of intelligence possessed by children. Thus schools must pay attention to diversity and provide broad opportunities for children to develop their

potential in accordance with the pillars of education and the opportunity to obtain lifelong education.[58]

2. **Motto, Vision and Mission of SMPN 2 Babadan Ponorogo**

a. **Motto**

" ACHIEVEMENT, FAITH AND CULTURE"

b. **Vision**

- Realization of Education Unit Curriculum Development.

- Realization of an Innovative Learning Process.

- Achievement in Academics (Graduation).

- Increasing the Quality of Educational Human Resources with Global Insight.

- Fulfillment of Educational Facilities and Infrastructure.

- The Realization of Effective And Participatory School Management.

- Realization of Education Financing Standards.

- Realization of Educational Assessment Standards.

- Achievement in Extra Academic and Non Academic Fields.

- The Growth of National Cultural Character Based on IMTAQ.

c. **Mission**

- Implementing Education Unit Curriculum Development.

- Implementing the Learning Process according to the KBK and KTSP.

- Increasing the Average Value of UNAS Subjects.

- Implement the development of Human Resources Education with a Global perspective.

- Organizing Educational Facilities and Infrastructure.

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[58] *Document of SMP Negeri 2 Babadan Ponorogo.*

- Implementing Effective and Participatory School Management Development.

- Implementing Education Financing Development.

- Implementing Assessment Development.

- Implementing the Development of Academic and Non-Academic Extra-Curricular Activities.

- Carry out the development of activities in the fields of religion, manners and a healthy school environment.[59]

3. **Profile of SMPN 2 Babadan Ponorogo**

    a. School Name   : SMP NEGERI 2 BABADAN

    b. Statistic Number   : 201051103002

    c. School Adress   :Jln. Raya Ponorogo Madiun, Pondok village, Babadan districts, Ponorogo city

    d. Telephone Number : (0352) 486956[60]

4. **Teachers and Staff of SMPN 2 Babadan Ponorogo**

    Teachers are essential for the training framework which plays a significant part in learning measure. Teacher qualifications can also be a motivator to improve student learning achievements. Therefore, a description of the background and the number of education the teachers and staff needs to be considered. In SMPN 2 Babadan Ponorogo there are 19 teachers and 10 administrative staff.[61]

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[59] *Document of SMP Negeri 2 Babadan Ponorogo.*

[60] *Document of SMP Negeri 2 Babadan Ponorogo.*

[61] Document of SMP Negeri 2 Babadan Ponorogo.

a. School Structure of SMPN 2 Babadan Ponorogo

Table 4.1

School Structure of SMPN 2 Babadan Ponorogo

No.	Jabatan	Nama	Jenis Kela-min		Usia	Pend. Akhir	Masa Kerja
			L	P			
1.	Kepala Sekolah	Parno, S.Pd.,M.Pd.	V		59	S-2	37 Th
2.	Wakasek Bidang Akademik	Nurhadi Winasis, S.Pd	V		52	S-1	24 Th

b. Teacher of SMPN 2 Babadan Ponorogo

Table 4.2

Teacher of SMPN 2 Babadan Ponorogo

No.	Tingkat Pendidikan	Jumlah dan Status Guru				Jumlah
		GT/PNS		GTT/Guru Bantu		
		L	P	L	P	
1.	S2	-	1	1	-	2
2.	S1	8	8	1	-	17
3.	D-4	-	-	-	-	-
4.	D3/Sarmud	-	-	-	-	-
5.	D2	-	-	-	-	-
6.	D1	-	-	-	-	-
7.	≤ SMA/sederajat	-	-	-	-	-
	Jumlah	8	9	2	-	19

Table 4.3

Teacher Education Background

No.	Guru	Jumlah guru dengan latar belakang pendidikan sesuai dengan tugas mengajar				Jumlah guru dengan latar belakang pendidikan yang TIDAK sesuai dengan tugas mengajar				Jumlah
		D1/D2	D3/ Sarmud	S1/D4	S2/S3	D1/D2	D3/ Sarmud	S1/D4	S2/S3	
1.	IPA	-	-	2	-	-	-	-	-	2
2.	Matematika	-	-	2	-	-	-	-	-	2
3.	Bahasa Indonesia	-	-	1	1	-	-	-	-	2
4.	Bahasa Inggris	-	-	3	-	-	-	-	-	3
5.	Pendidikan Agama	-	-	1	1	-	-	-	-	2
6.	IPS	-	-	2	-	-	-	-	-	2
7.	Penjasorkes	-	-	1	-	-	-	-	-	1
8.	Seni Budaya	-	-	1	-	-	-	-	-	1
9.	PKn	-	-	1	-	-	-	-	-	1
10.	TIK/Keterampilan	-	-	-	-	-	-	-	-	-
11.	BK	-	-	1	-	-	-	-	-	1
12.	Lainnya:									
	Ket. Elektronika	-	-	-	-	-	-		-	1
	Bahasa jawa	-	-	-	-	-	-	1	-	1
	Teknologi Pendidikan	-	-	-	1	-	-	-	-	-

			15	3	-		1	-	19
	Jumlah								

Table 4.4

Teacher Professionalism

No.	Jenis Pengembangan Kompetensi	Jumlah Guru yang telah mengikuti kegiatan pengembangan kompetensi/profesionalisme			
		Laki-laki	Jumlah	Perempuan	Jumlah
1.	Penataran KBK/KTSP	10		9	19
2.	Penataran K-13	10		9	19
3.	Penataran Metode Pembelajaran (termasuk CTL)	10		9	19
4.	Penataran PTK	10		9	19
5.	Penataran Karya Tulis Ilmiah	10		9	19
6.	Sertifikasi Profesi/Kompetensi	10		9	19
7.	Penataran PTBK	10		9	19
8.	Penataran lainnya:	3		3	6

c. Staff of SMPN 2 Babadan Ponorogo

Table 4.5

Staff of SMPN 2 Babadan Ponorogo

No.	Tenaga pendukung	Jumlah tenaga pendukung dan kualifikasi pendidikannya						Jumlah tenaga pendukung Berdasarkan Status dan Jenis Kelamin				Jumlah
		≤ SMP	SMA	D1	D2	D3	S1	PNS		Honorer		
								L	P	L	P	
1.	Tata Usaha	-	5	-	-	-	1	4	1	1	-	6

No.		1	2	3	4	5	6	7	8	9	10	11
2.	Perpustakaan	-	-	-	-	-	-	-	-	-	-	-
3.	Laboran lab. IPA	-	-	-	-	-	-	-	-	-	-	-
4.	Teknisi lab. Komputer	-	-	-	-	-	-	-	-	-	-	-
5.	Laboran lab. Bahasa	-	-	-	-	-	-	-	-	-	-	-
6.	PTD (Pend Tek. Dasar)	-	-	-	-	-	-	-	-	-	-	-
7.	Kantin	-	-	-	-	-	-	-	-	-	-	-
8.	Penjaga Sekolah	-	1	-	-	-	-	-	-	1	-	1
9.	Tukang Kebun	-	2	-	-	-	1	-	-	3	-	3
10.	Keamanan	-	-	-	-	-	-	-	-	-	-	-
11.	Lainnya:	-	-	-	-	-	-	-	-	-	-	-
	Jumlah	-	8	-	-	-	2	4	1	5	-	10

5. Students of SMPN 2 Babadan Ponorogo

The number of students at SMPN 2 Babadan Ponorogo both male and female are 261. The seventh grade students there are 85 students, eigth grade students there are 87 students, and ninth grade there are 89 students.[62]

Table 4.6

Student Data for the Last Years

Th. Pelajaran	Jml Pendaftar (Cln Siswa Baru)	Kelas VII		Kelas VIII		Kelas IX		Jumlah (Kls. VII + VIII + IX)	
		Jml Siswa	Jumlah Rombel	Jml Siswa	Jumlah Rombel	Jml Siswa	Jumlah Rombel	Jml Siswa	Rombel
2019/2020	86	86	3	97	3	75	3	258	9
2020/2021	85	85	3	87	3	89	3	261	9

[62] Document of SMP Negeri 2 Babadan Ponorogo.

6. **Learning Support Facilities of SMPN 2 Babadan Ponorogo**

Learning support facilities assume a significant part in the great instructing and learning measure. Like a learning media, school offices, rooms and others. all of that can influence the objectives to be accomplished in the educating and learning measure in the schools.

a. Library Support Facilities

Table 4.7

Library Support Facilities of SMPN 2 Babadan Ponorogo

No.	Jenis	Jumlah / Ukuran/ Spesifikasi
1.	Komputer	1 unit
2.	Ruang baca	1 ruang ukuran (4 X 5)
4.	TV	1 buah 29 Inch
5.	LCD	-
6.	VCD/DVD player	-
7.	Lainnya : - Komputer PSB (Pusat Sumber Belajar) - Printer - Kipas Angin	12 Unit PC 1 Unit 2 Unit

b. Condition of Learning Media

Table 4.8

Condition of Learning Media in SMPN 2 Babadan Ponorogo

No.	Alat/bahan	Jumlah, kualitas, dan kondisi alat/bahan*)										
		Jumlah				Kualitas			Kondisi			
		Kurang dari 25% dr keb.	25%-50% dr keb.	50%-75% dr keb.	75%-100% dr keb.	Kurang	Cukup	Baik	Sangat baik	Rusak berat	Rusak ringan	Baik
1.	Lab. IPA	-	-	-	V	-	-	V	-	-	-	V
2.	Lab. Bahasa	-	-	-	-	-	-	-	-	-	-	-
3.	Lab. Komputer	-	-	-	V	-	-	V	-	-	-	-
4.	Ketrampilan	-	V	-	-	-	-	V	-	-	-	V
5.	PTD	-	-	-	-	-	-	-	-	-	-	-
6.	Kesenian	-	-	-	-	-	-	-	-	-	-	-
7.	Multimedia	-	-	-	-	-	-	-	-	-	-	-

B. **Findings**

1. **Students' Perception in Teacher Pedagogical Competences**

   a. Sum of questionnaires about students' perception on characteristic of Teacher Pedagogical competences that educated in class VIII-A (comprised of 27 students) and class VIII-B (comprised of 29 students). The researcher only took data from half of the number of students because during the pandemic the school implemented teaching and learning activities with an alternate system. There are

20 students as a participant in this questionnaire. In analyzed the questionnaire, the researcher used the formulas as follow:

Table 4.9

The questionnaire percentages of number 1

"Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pembelajaran"

No	Category	Frequent	Percentage
1	Strongly Agree	9	45%
2	Agree	10	50%
3	Sometimes	1	5%
4	Never	0	0%
	Total	**20**	**100%**

The table is about "*strongly Agree* 9 (45%) the respondent who answered *Agree* 10 (50%), respondent who answer *Sometimes* 1 (5%) and who answer *Never 0 (0 %)"*. The result of tables' data shows that the respondents who answer *Agree* are more than the other.

Table 4.10

The questionnaire percentages of number 2

"Guru Bahasa Inggris anda memberi materi sesuai kemampuan peserta didik"

No	Category	Frequent	Percentage
1	Strongly Agree	12	60%
2	Agree	8	40%
3	Sometimes	0	0%
4	Never	0	0%
Total		20	100%

The table is about "*strongly Agree* 12 (60%) the respondent who answered *Agree* 8 (40%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)*". The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.11

The questionnaire percentages of number 3

"Guru Bahasa Inggris anda menguasai materi yang

disampaikan kepada peserta didik"

No	Category	Frequent	Percentage
1	Strongly Agree	17	85%
2	Agree	3	15%
3	Sometimes	0	0%
4	Never	0	0%
Total		20	100%

The table is about "*strongly Agree* 17 (85%) the respondent who answered *Agree* 3 (15%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)"*. The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.12

The questionnaire percentages of number 4

"Guru Bahasa Inggris anda memberi pembelajaran sesuai karakter peserta didik"

No	Category	Frequent	Percentage
1	Strongly Agree	10	50%
2	Agree	6	30%
3	Sometimes	4	20%
4	Never	0	0%
Total		**20**	**100%**

The table is about "*strongly Agree* 10 (50%) the respondent who answered *Agree* 6 (30%), respondent who answer *Sometimes* 4 (20%) and who answer *Never 0 (0 %)"*. The result of table' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.13

The questionnaire percentages of number 5

"Guru Bahasa Inggris anda membimbing peserta didik untuk lebih giat

belajar"

No	Category	Frequent	Percentage
1	Strongly Agree	18	90%
2	Agree	2	10%
3	Sometimes	0	0%
4	Never	0	0%
	Total	**20**	**100%**

The table is about "*strongly Agree* 18 (90%) the respondent who answered

Agree 2 (10%), respondent who answer *Sometimes* 0 (0%) and who answer

Never 0 (0 %)". The result of tables' data shows that the respondents who

answer *Strongly Agree* are more than the other.

Table 4.14

The questionnaire percentages of number 6

"Guru Bahasa Inggris anda menggunakan strategi belajar yang baik"

No	Category	Frequent	Percentage
1	Strongly Agree	13	65%
2	Agree	6	30%
3	Sometimes	1	5%
4	Never	0	0%
	Total	**20**	**100%**

The table is about "*strongly Agree* 13 (65%) the respondent who answered *Agree* 6 (30%), respondent who answer *Sometimes* 1 (5%) and who answer *Never 0 (0 %)"*. The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.15

The questionnaire percentages of number 7

"Guru Bahasa Inggris anda mampu mengatur kelas menjadi kondusif"

No	Category	Frequent	Percentage
1	Strongly Agree	12	60%
2	Agree	8	40%
3	Sometimes	0	0%
4	Never	0	0%
	Total	**20**	**100%**

The table is about "*strongly Agree* 12 (60%) the respondent who answered *Agree* 8 (40%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)"*. The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.16

The questionnaire percentages og number 8

"Guru Bahasa Inggris anda menggunakan sumber belajar lain selain buku dari sekolah"

No	Category	Frequent	Percentage

1	Strongly Agree	10	50%
2	Agree	9	45%
3	Sometimes	0	0%
4	Never	1	5%
Total		**20**	**100%**

The table is about "*strongly Agree* 10 (50%) the respondent who answered *Agree* 9 (45%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 1 (5 %)"*. The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other. The teacher explained that in the English learning process not only use books from school, the teachers also used the other learning resources such as the internet through learning sites.

Table 4.17

The questionnaire percentages og number 9

"Guru Bahasa Inggris anda menggunakan media pembelajaran dalam proses belajar mengajar"

No	Category	Frequent	Percentage
1	Strongly Agree	7	35%
2	Agree	10	50%
3	Sometimes	3	15%
4	Never	0	0%
Total		**20**	**100%**

The table is about "*strongly Agree* 7 (35%) the respondent who answered *Agree* 10 (50%), respondent who answer *Sometimes* 3 (15%) and who answer

Never 0 (0 %)". The result of tables' data shows that the respondents who answer *Agree* are more than the other.

Table 4.18

The questionnaire percentages of number 10

"Guru Bahasa Inggris anda mampu mengatur proses pembelajaran dengan baik"

No	Category	Frequent	Percentage
1	Strongly Agree	13	65%
2	Agree	7	35%
3	Sometimes	0	0%
4	Never	0	0%
	Total	**20**	**100%**

The table is about "*strongly Agree* 13 (65%) the respondent who answered *Agree* 7 (35%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)"*. The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.19

The questionnaire percentages og number 8

"Guru Bahasa Inggris anda melakukan evaluasi secara bertahap guna melakukan penilaian hasil belajar"

No	Category	Frequent	Percentage

No	Category	Frequent	Percentage
1	Strongly Agree	14	70%
2	Agree	6	30%
3	Sometimes	0	0%
4	Never	0	0%
	Total	20	100%

The table is about "*strongly Agree* 14 (70%) the respondent who answered *Agree* 6 (30%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)*". The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.20

The questionnaire percentages og number 12

"Guru Bahasa Inggris anda menganalisis hasil evaluasi dan melakukan evaluasi ulang jika hasil evaluasi belum memenuhi standar"

No	Category	Frequent	Percentage
1	Strongly Agree	15	75%
2	Agree	5	25%
3	Sometimes	0	0%
4	Never	0	0%
	Total	20	100%

The table is about "*strongly Agree* 15 (75%) the respondent who answered *Agree* 5 (25%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)*". The result of table' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.21

The questionnaire percentages og number 13

"Guru Bahasa Inggris anda memberikan penilaian sesuai dengan

kemampuan peserta didik"

No	Category	Frequent	Percentage
1	Strongly Agree	15	75%
2	Agree	5	25%
3	Sometimes	0	0%
4	Never	0	0%
	Total	**20**	**100%**

The table is about "*strongly Agree* 15 (75%) the respondent who answered

Agree 5 (25%), respondent who answer *Sometimes* 0 (0%) and who answer

Never 0 (0 %)". The result of tables' data shows that the respondents who

answer *Strongly Agree* are more than the other.

Table 4.22

The questionnaire percentages og number 14

"Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran

untuk perbaikan kualitas pembelajaran"

No	Category	Frequent	Percentage

1	Strongly Agree	12	60%
2	Agree	8	40%
3	Sometimes	0	0%
4	Never	0	0%
Total		**20**	**100%**

The table is about "*strongly Agree* 12 (60%) the respondent who answered *Agree* 8 (40%), respondent who answer *Sometimes* 0 (0%) and who answer *Never 0 (0 %)*". The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

Table 4.23

The questionnaire percentage og number 15

"Guru Bahasa Inggris anda memfasilitasi peserta didik untuk

mengembangkan kemampuannya di bidang akademik"

No	Category	Frequent	Percentage
1	Strongly Agree	10	50%
2	Agree	3	15%
3	Sometimes	5	25%
4	Never	2	10%
Total		**20**	**100%**

The table is about "*strongly Agree* 10 (50%) the respondent who answered *Agree* 3 (15%), respondent who answer *Sometimes* 5 (25%) and who answer *Never 2 (10 %)*". The result of tables' data shows that the respondents who answer *Strongly Agree* are more than the other.

In light of mean score about Students' perception on characteristic of teacher pedagogical competences in teaching English including high category. It is shown by the consequence of the survey which expresses that the level of students who addressed Strongly Agree was higher.

2. **Teacher Pedagogical Competences**

The researcher did an interview and observation to take an aftereffect of Teacher academic competences at the eight grade of SMPN 2 Babadan Ponorogo.

In view of the consequence of perception, the scientist put 5 things on observartion:

   a. Learning material planning

   b. Understanding of students

   c. Learning implementation

   d. The use of learning media

   e. Implementation of assessment and evaluation of learning outcomes

On the observation checklist above, in the first item the researcher found that the teacher plan learning materials based on characteristic of students and the aplicable curriculum so that the process and result of achievement in learning can be maximized.

In the second thing, the researcher tracked down that the educator truly know the attribute of students, so the instructor use differend techniques and systems in learning.

In the third thing, the researcher tracked down that the instructor uses all components in the study hall, spurs students, clarifies the material as well as could be expected, and gives students the oportunity to consider their learning experience in the learning system.

In the fouth thing, the reasearcher tracked down that the educator can uses all of media in the homeroom to make happy with learning environment. In the last thing, the scientist tracked down that the educator assess getting the hang of as indicated by the skills to be echieved. The educator likewise direct evaluation educatively, successfully and efficiently.

In takes interview with teacher, the researcher gave 4 questions of showing the instructors academic to discover the outcome. Here were the questions:

    a. How do you choose and apply learning strategies, methods and techniques in the English learning process?

    b. How do you develop lesson plan and learning material according to the characteristic of students?

    c. How do you take advantage of exiting learning media facilities to the achieve learning objectives?

    d. How do you evaluate assess teaching and learning outcomes?

According to the result of interview, the researcher discovered the appropriate responses. In the first question, the teacher applies "Language Translation Method" to further develop understudy understanding in the learning system.

The second question, the teacher facilitates a memorable learning experiences to strenghten students' character. There are 5 main character; religiosity, nationalism, independence, mutual cooperation and integrity.

The third question, the teacher always use all of media facilities as well as possible.

In the last question, the teacher conduct assessment and evaluation according to the competencies to be achieved in a professional. Objective and accountable manner.

C. Discussion

This section discusses students' perceptions on characteristic of teacher pedagogical competences based on the results of the questionnaires. And in this section also discusses characteristics of teacher pedagogical competences based on expert opinions.

1. Students' Perception on Teacher Pedagogical Competences

Accordding to christopher G. Halley, perception is the interaction by which we decipher our general surroundings, framing a psychological portrayal of the climate. This portrayal isn't isomorphic to the world, however it's dependent upon numerous correspondence contrasts and mistakes. The mind makes assumtions about the world to overcolne the intrinsic equivocalness in every tangible datum, and in light of the main.[63]

Students have a differend perception about characteristic of teacher pedagogical competences. Based on the result of the research, the students' perception on characteristic of teacher pedagogical competences in teaching English at eight grade of SMPN 2 Babadan Ponorogo have a positive respons. Based on students' perception, the teacher does teaching English accordance with the characteristic of teacher pedagogical competences.

2. Teacher Pedagogical Competences

As indicated by Law number 14 of 2005 on teacher and lecturer article 10 section (1), it is clarified that educational capability is the capacity of educators to oversee learning, execute learning, assess learning and foster students to realize their different possibilities.[64]

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[63] Matthew O. Ward, Georges Grinstein, Daniel Keim, *Interactive Data Visualization* (Routledge: CRC Press, 2015) 74.

[64] Arif Firdaus, barnawi, *Profil Guru SMK Profesional* (Jogjakarta: Ar-Ruzz Media, 2012) 6.

As stated in Government Regulation number 19 of 2005 concerning National Education Standards, pedagogical competence consist of seven characteristic:[65]

a. Knowing the characteristics of students.

b. Mastering learning theory and teaching learning principles.

c. Curriculum development.

d. Educational learning activities.

e. Understand and develop the potential of students.

f. Communication with students.

g. Assesment and evaluation.

The ability to plan learning is seen from several indicators:[66]

a. Formulation of learning objectives.

b. Selection and organization of teaching materials.

c. Selection of learning resources or learning media.

d. Learning methods.

e. The assessment plan is in accordance with the learning objectives.

f. Appropriate assessment plans are equipped with assessment instruments.

While the ability to carry out learning is seen from various indicators:[67]

a. Learning activities.

b. Opening lesson.

c. The core learning activities.

d. Closing learning .

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[65] Umbu Tagela Ibi Leha, Sumardjono Padmomartono, *Profesi Kependidikan* (Yogyakarta: Penerbit Ombak, 2014), 143.

[66] Ibid., 115.

[67] Ibid., 115.

The core learning activities are seen again:

a. Mastery of the subject matter.

b. Approach or learning strategy.

c. Utilization of learning resources.

d. Learning that triggers and maintains student involvement.

e. Assesment of the learning process.

f. Use of language.[68]

Based on view of consequence of observation and interview, the researcher found that the result of observation, interview and documentation related to the result of questionnaire.

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[68]Umar Sidiq. *Etika dan Profesi Keguruan* (Tulungagung: STAI Muhammadiyah Tulungagung, 2018), 14.

CHAPTER V

CLOSING

In this chapter the researcher explained the conclusion of the research and give recommendation for the English teachers, students, and the other researcher or readers.

A. Conclusion

From the result of this research, it can be concluded that the students' perception on characteristic of teacher pedagogical competences in teaching English at SMPN 2 Babadan Ponorogo has a positive response. In light of mean score about Students' perception on characteristic of teacher pedagogical competences showing English including **high category**. It is indicated by the result of the questionnaires which states that the percentage of students who answered *Strongly Agree* was higher.

In light of the aftereffect of observation and interview, the researcher found that the result of observation, interview and documentation related to the result of questionnaire. It implies that the teacher who have characteristic of pedagogical competences will actually want to complete the showing learning measure.

B. Recomendation

1. For the English teacher

   In language teaching learning process, the teacher sould be imaginative and creative in choosing and proper media and strategy for discovering that will be utilized in the class that is appropriate for the personality of students.

2. For the students

   The researcher trusted that the students should focus closer on the educator when English language instructing and learning measure. They likewise are expected to have an incredible inspiration in learning, particularly in English lesson. In this way, they want to work on their English ability.

3. For the other researchers/Readers

    For the other researchers or the readers who have been read this research, the researcher hope that the aftereffect of this research can be helpful as reference for a future researchers worried with instructor academic skills in English language educating.

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