STUDENTS' PERCEPTION TOWARD TEACHER'S PEDAGOGIC CEMPETENCEIN TEACHING ENGLISH (A STUDY AT SMAN I TRUMON TIMUR)

THESIS

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DARUSALAM - BANDA ACEH
2018/1439 H

THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

Darusalam Banda Aceh as a partial fulfillment

Of the requirements for Sarjana-Degree (S1)

On Teacher Education

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It has been defended in <u>Munaqasyah</u> in front of the council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for <u>Sarjana</u> Degree S-1 on Teacher Education
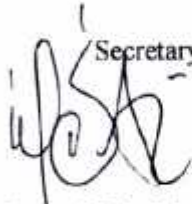
On:

Monday, <u>January 29th, 2018</u>
Jumadil Awal 11th, 1439 H

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all, I would like to express my gratitude to Allah SWT who has gives me opportunity, the strength and health to finish this thesis. Then, greeting and loving I present to the prophet Muhammad SAW who show us the right way in this world.

Here, I would like to say thank you for my parents who always give me their prayers, guidance and supporting. Next, I also want to say thank you to my supervisor Mr. Syamsul Bahri S.Ag., MA.TESOL and co supervisor Drs. Lukmanul Hakim, M.A who had guided me to finish this thesis. My appreciation is also addressed to the head of English Department and UIN-Ar-Raniry. The last for I would like to say thank you also for my friends who support me and giving me their suggestion in finishing this thesis.

The writer knows that this thesis is not perfect and need suggestion to make this thesis to be better. The writer is also hoping this thesis is useful.

Banda Aceh, 22 December 2017

The writer

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Dengan ini menyatakan bahwa skripsi yang berjudul Student's perception English Teacher Pedagogic Competence in teaching English (A Study at SMAN I Trumon Timur) adalah benar-benar karya asli saya, kecuali lampiran yang di sebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikian pernyataan ini saya buat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Banda Aceh, 22 Desember 2017
Yang menyatakan

Ratna Dewi Ratnadi

ABSTRACT

Teachers have a prominent role in students' learning and it is irrefutable that a study about whether the teacher is able in managing his/her classrooms in pedagogic competence to help students in learning English and make the students enjoy the classrooms by the way of teacher teaches. The research question in this study is: how is students' perception toward teacher's pedagogic competence in English classroom. This study focused on three indicators of pedagogic competences namely: conducting educational learning, communicating effectively, empathetic, and manner with the students, and utilizing the assessment and evaluation for the sake of learning. This research used quantitative method through giving questionnaire for the students to see how is English teacher's pedagogic competence. The questionnaire was made with open-close ended questions and take the score of percentage then was supported by student's statements. There are three category of English teacher's pedagogic competence based on the percentage of students perception namely less competence above 55%,sufficient competence about 56%-75% and good competence about 76%-100%. The population of this study were about 153 of students in SMAN I Trumon Timur and as the sample, the researcher took all of students in the trhird year with purposive sampling technique. Based on the result, for the first indicators students perception about teacher competence in sufficient competence with the result about72,87%, for the second indicators, students give 87,2% of their positive respond and this is good competence category, and for the last indicator the students give 85% of their positive respond and this is also appertain in good competence. Students' statements also support the result of the percentage of students' perception above. Therefore, the teacher must increase her pedagogic competence for the first indicator and defend the competence for the second and the third indicator.

Key words: Perception; Pedagogic competence; Teacher's Competence;
                    Teaching English.

CHAPTER I
INTRODUCTION

A. Background of Study

Education is primarily necessary for all people. It is to be the future bridge through knowledge in education from teacher in school. Teacher is a person who makes big influence toward students through the teaching that is done in classroom. Teaching process is not an easy activity, it is very difficult because teacher must be able to build an understanding in any different characters in one classroom. Shishavan (2009, p.130) states that "Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning". Bhowmik (2013, p. 2) states that "Effective teaching is the teaching that successfully achieves the learning objectives by the pupil as identified by the teacher. The most effective teaching is that which results in the most effective learning". A teacher needs good comprehension in teaching to be a good teacher. Therefore, a teacher has to master the competence which must be possessed by all teachers.

In this modern world, many students in Indonesia like to speak English because it is one of the international languages. In SMAN 1 Trumon Timur, many students also like to learn English. They said that they felt happy while speaking English although they just could talk a simple sentence. In addition, they stated that English is an impressive language and they hope they could speak English well. But there are some students who are not interested in learning English. Some of them feel bored, make noisy and they also do not pay attention to the teacher's

explanation and instruction in the classroom. Then, in the school only one English teacher and she has to teach English subject in all the classrooms, starting from students in the first year until the students in the third year. This is to be a problem for the teacher to handle all the classrooms alone. Whether the teacher can be able to manage the classroom to help students learning in every classroom? It is mean that whether the teacher can be able teach the students in the good way or make the students enjoy the classroom, interested to learn English subject and easy accept the lesson.

Students' perception is needed to be known how the competences of a teacher in teaching because the students directly interact with the teacher in classroom activities, and automatically the students know what the teacher does in the classroom. Koutsoulis (2003)& Thompson (2008) as cited in Nghia (2015) agree that there are several studies about teacher qualities in many countries and most of the studies are from students' perception.

There is a previous study related to students' perception toward teacher's pedagogic competence. Aminah (2008) conducted a research entitled "*Hubungan Persepsi Siswa Tentang Pedagogik Guru Kimia dan Motivasi Terhadap Prestasi Belajar Kimia Siswa Kelas X Semester II MA Kartayuda Wado Kabupaten Blora Tahun Pelajaran 2007-2008* (The relationship of Students Perception about Chemistry Teacher Pedagogic and Motivation toward Students' Learning Achievement in Chemistry in class X semester II MA Kartayuda Wado Kabupaten Blora Year 2007-2008). The relationship between this research with Aminah's research is similar in discussing about students' perception toward

teacher's pedagogic competence, however, they are different in subject of lesson. Aminah's research hooks between students' perception with motivation toward students' learning achievement in Chemistry and focuses on the teacher and students, but this study only focused on teacher (teacher's pedagogic competence) through students' perception. This is because in this study the researcher wanted to see teacher's pedagogic competence.

In the result of Aminah's research, there was a positive relationship between students' perception toward teacher pedagogic competence with learning achievement if the motivation is controlled. Then, there was a positive relationship between motivations of learning with students' learning achievement if students' perception toward teacher pedagogic competence is controlled. The last, there was a positive relationship between students' perception toward teacher's pedagogic competence and the motivation of learning with students' learning achievement. It also revealed that students' perception toward Chemistry teacher's pedagogic competence was good and made students' learning effective.

B.   Research Question

The research question proposed in this study was:

1. How is students' perception toward teacher's pedagogic competence in English classroom?

C. **Purpose of Study**

The purpose of this study was to investigate students' perception toward teacher's pedagogic competence in teaching English. The result was expected to

be able to show how is the English teacher's pedagogic competence from the students' perception.

D. Significance of the Study

1. For researcher

This research showed how students' perception toward teacher's pedagogic competence in learning English with the aim to make the teachers more careful about their competence as a teacher to teach the students to be better. All of the teachers must care their students because the function of teacher in school is to make the students to be good students who can master the lessons which are given by the teacher. Therefore, the teachers must care too for their competence in teaching, and one of the ways is from students' perception toward teacher's competency.

2. For teacher

A good teacher will do every wayto teach the students professionally with the aim to make the students to be smart students in the classroom, such as through playing a game, creating groups, showing the animation and others. A teacher also must pay attention about their competence as the teacher while teach the students and try to make the students enjoy his/her class. based on the reason, there are many teachers ask the students to write their comment about the teachers' way in teaching. It proves that a teacher needs students' perception to improve their competence to be the well-liked teacher. So, this study result is important to provide information for English teachers to see how is their pedagogic competence in teaching English from the students' perception because

as stated before, the teachers also need perception from their students about their competence with the aim to increase their knowledge in teaching English.

3. For Students

The perception of students will help the teachers in improving their performance in teaching English and automatically students also become more understand about English lesson. Good teaching will create good understanding for the students, and activities in the classroom will be effective and will find good achievement result.

E. Terminology

1. Perception

Rensink (2000, p. 2) states that "Scene perception is the visual perception of an environment as viewed by an observer at any given time. It includes not only the perception of individual objects, but also such things as their relative locations, and expectations about what other kinds of objects might be encountered". Perception in this study is the perception from students in the third year of senior high school students in SMAN I Trumon Timur toward how English teacher pedagogic competence teach the students in classroom with the result to see how is teacher's pedagogic competence in their teaching in three indicators based on Asmani (2009) as cited in Hakim (2015, p. 2) namely: conducting educational learning, communicate effectively, empathetic, and manner with the students, utilize the assessment and evaluation for the sake of learning.

2. **Teaching English**

Teaching English is a professional of English teacher in presenting English material. English language has four macro skills namely writing, reading, speaking and listening that students have to master. In other word English teacher must has the competence about four macro skills above. Shishavan (2009, p. 131) States that "Brosh (1996) found the desirable characteristics of an effective language teacher to be: having knowledge and command of the target language; being able to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice; and being available to students".

3. **Pedagogic competence**

Liakopoulou (2011, p. 69) states that "General pedagogical knowledge: this field relates to organization of the classroom, to motivating and retaining students' attention, pooling resources, learning theories and pedagogical theories. The pedagogical subjects they consider important have to do with a better understanding of a students' specific profile and needs, interaction issues, as well as interpreting and solving student problems". In other word, teachers who are able control their class and have innovative competence in classroom will make students innovative too. So, pedagogic competence is very important for the teacher to teach the students as the supplies from the teacher to be given for students.

In pedagogic competence, this study just focuses for three indicators based on Asmani (2009) as cited in Hakim (2015, p. 2) namely:

1. Conducting educational learning.
2. Communicate effectively, empathetic, and manner with the students.
3. Utilize the assessment and evaluation for the sake of learning.

F. Research design

The researcher used quantitative design in theis study. It is because this study needsaverage of the percentage of students' perception then qualitative design was suitable to be used. As the instrument the researcher gave questionnaire for the students to see teacher pedagogic competence. It is because teacher pedagogic competence is about how the teacher' manage the classroom to help students learning. This is also about how the teacher make the students interest to learn English subject, how to make the students enjoy the classroom and make the students easy to accept the lesson. Therefore, giving questionnaire for students to see how the teacher manages the classroom is suitable because the students directly meet with the teacher in the classroom and know what the teacher does in every meeting. Then, by giving the questionnaire for the students, the researcher knows how their feeling, whether the students are interest to learn English subject, enjoy the classroom and easy or not to accept the lesson. These all included in pedagogic competence of the teacher.

The questionnaire was make in open-close ended where the students can answer yes/no then give statements about why they answer yes/no, but this just for some of questions, others questions the students just answer yes/no. Then, for

analyze the data, the researcher looks for the average of percentage score from students respond then supported by students' statements and find where is English teacher pedagogic competence. Whether teacher' competence is in less competence (below 55%), sufficient competence (about 56%-75%), or in good competence (about 76%-100%). The researcher also looks for the statements from the students whether support the percentage or not.

CHAPTER II
LITERATURE REVIEW

A. Definition of perception

According to Desirato (1976, p. 129) as cited in Rahmat (2007) Perception is the experience of objects, events, or relationships obtained by summing up information and interpreting messages. Perception is to give meaning to sensory stimulation (sensory stimulation). Rookes & Willson (2000, p.1) state that "Perception is a process which involves the recognition and interpretation of stimuli which register on our sense. Someone who is studying sensory processes is likely to ask questions such as how is electromagnetic radiation registered by the eye? Where a psychologist is interested in perception is more likely to ask 'how can you recognize that object? How far away do you think it is? Where is it in relation to other objects that you see around you' in other words, perception relates to how we make sense of our environment".

Rensink (2000, p.2) states that "Scene perception is the visual perception of an environment as viewed by an observer at any given time". It includes not only the perception of individual objects, but also such things as their relative locations, and expectations about what other kinds of objects might be encountered." Every person has the way to see something in their life, like how to see a problem through their mind and something happen, a person can show their idea about something true or false based on their mind.

Based on the explanation of the experts, the purpose of their meaning about definitions of perception is same. They explain how is our sensory stimulation

process while looks the thing, the process that we feel until issuing perceptions. Humans have a competence to think and determine good things around them. Therefore, based on explanation from experts above about definition of perception, the researcher conclude that perception is the competence from someone to see the problem around her/him and can able to distinguish something wrong or true. A person can not life alone and also need the perception from other people to make a view about something to be clear and makes a problem to be easy. A person could not control the problem easily without the perception from the people around him/her.

B.   Definition of Competence

According to Gupta (2004) as cited in Singh (2010, p.168) Competence is the competency by someone to do working or his/her task through the skill, knowledge, attitudes supported by work appropriate with the job need. Every job needs the competence appropriate with the working implementation above. A skill is very important in a job to make the result of working to be well. Then, good skill is from knowledge where the expertise in skill is the result from knowledge which produces a creation. Attitude is also significant to make the implementation of competency to be the result is wanted. In A person must own the competence and good attitude relate with the working which is his done.

According to Blandford (2000) Competence is the description of a working or a person who do the working and has to be able to do it. This are about an action, attitude or the result of a person working which show his/ her competence appropriate with the standards of the working. A job has the competence criteria

for someone who wants to do the job. Every person looking a job appropriate with their competence and the people can see a job which the picture of competencies criteria appropriate with their competence. Actually, all the people have the competency but they must capable choose the job which suitable with them. For instance, is teacher, to be a teacher there are certain criteria competencies until can teach professionally. Hakim (2015) the quality of teaching competence is very significant part in making and determine the grade of students learning activity, then gives information about the level of professionalism of the teachers appropriate with their part and also can implement the job in the better way in teach the students.

C. Teachers' Competencies

Rama (1979) as cited in Singh (2010, p. 32) state that "Teacher competency as the competence of a teacher manifested through a set of overt teacher classroom behavior which is resulted of the interaction between the presage and product variables of teaching within a social setting". All state has certain regulation in determine teacher competencies. In Indonesia, there are four competencies for the teacher to teach the students. Indonesian regulation number 19 year of 2005:

1. Pedagogic Competence

According to Mulyasa (2007) as cited in Hakim (2015) Pedagogic competence is the ability to carry out students learning involve "an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential". So,

pedagogic competence is the competence which related with how the teacher teach or subjected to the students in classroom and determine the successful of student in learning the subject. Attention for students is one of the purposes of pedagogic competence which show us that students need attention in education world specifically from the teacher while teach them in the classroom with the aim to understand the students, know their problem in leaning and then help them to solve the problem. Others purposes also very important to make active students in classroom.

Components included in the pedagogic competence based on Asmani, (2009) as cited in Hakim (2015, p. 2) namely:

a. Controls the characteristics of leas from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual.

b. Control of learning theories and principles of learning that educates.

c. Develop curriculum related to the subject matter.

d. Conducting educational learning.

e. Utilize information and communication technology for the sake of learning.

f. Facilitate the development of potential learners to actualize their potential.

g. Communicate effectively, empathetic, and manner with the students.

h. Conducting the assessment and evaluation processes and learning outcomes.

i. Utilize the assessment and evaluation for the sake of learning

j. Take action to improve the quality of reflective learning.

a. **Pedagogical Content Knowledge (PCK)**

Van (1998, p. 673) states that **"**The concept of PCK refers to teachers' interpretations and transformations of subject-matter knowledge in the context of facilitating student learning". Knowledge toward transferring knowledge for the students must happen professionally. The understanding for subject knowledge, how to teach, and managing classroom determine teacher achievement in teach the students. All of students needed in classroom must be understand by the teacher to make the classroom to be effective.

2. **Personality competence**

According to E. Mulyasa (2003) as cited in Kheruniah (2013) Personality competence is the basic of pedagogic competence, social competence and professional competence. Here, the teacher's obligation is must be able to explain the process of learning and the most important is how can make learning process to be the steps which make the students improve their competence. In school, the teacher also teaches how the good attitude is for the students. Before teach the students, teacher must show first good attitude for them. The teacher is the guide figure for his students. Teacher attitude in the classroom will determine student spirit to learn the lesson with him/her. The students more like enter the in classroom with the teacher who they belief good attitude and comfortable in teaching.

3. **Professional Competence**

Hakim (2015, p. 3) states that "Professional competence is the mastery of learning materials is broad and deep, covering mastery of curriculum content and

substance of scientific subjects philosophically". Professional competency is something that prosecutes for the teacher in school. Skill, knowledge and understand of the curriculum to be the point of teacher understanding.

Blandford (2000, p.95) states that "The principle of professional competence as a means of assessment implies that teachers' career and professional development may be determined according to their professional skills and abilities". The teachers who have quality in their teaching will make them are needed in school. A professional teacher will be seen from their working and make them always is used in society. But different if a teacher just teaches the students without the professional feeling in their own. It is make the students or the society in school is not interested to join with them. Then, make the working does not go for them.

4. Social Competence

According to E. Mulyasa (2007) as cited in Hakim(2015) Social competence is teacher competence as the one of the public to interact with students, others teachers and parents and the community. In school, teacher is a person who respected by the students and the teacher is one of society there. The teacher must be able to create good interaction with students in classroom or school area. Good interaction will make interaction between teacher and students to be harmonious and capable create effective teaching learning activity.

D. Good teacher

Teacher has to be a good sample for the students from all things that is done by the teacher. In other word, a teacher must show good things for students.

A teacher must teach the students with good way and makes them to be a good person who have good knowledge then become a person who useful for many people in their future.

According to Aksoy (1998) as sited in Bullock (2015) good teacher is a person who charitable, easy to talk with students, helper, calm while interaction with students. Too many students in school are easy to understand the knowledge from the teacher who is friendly. The students to be free to ask the material which they do not understand to the teachers who are friendly because they do not afraid and more relax in the classroom. Attitude which is shown from someone will make others people around him/her interested to interaction and communication together or opposite. Then, Students also need the teacher who is helpful. It is because students in classroom have the problems that make them difficult to accept knowledge from the teacher. So, the teacher is hoped to understand the students and can help the students to solve their problem with the aim make the students easy understand the lessons.

According to Jim (2012) Classroom management is the manner from teacher to organize students' activity and controlling situation in the classroom or the manner that teacher consciously does not determine to arrange and control or the manner that teacher give the classroom for students. When someone go to school to teaching, he/she are ready to open new social world in school as a teacher. Teaching is to be the task which must be done. To teach the students teacher have to realize his/her profession as a teacher and create a good situation world in classroom. Elizabeth & Rao (2004) an effective teacher can create a life

in the activities of classroom. Then, when good life is created in the classroom, it is means that teacher is success teach the students in part controlling classroom. Elizabeth & Rao (2004) a good teacher is created from teaching learning activity. If a teacher loves his/her task as a teacher, this will make him/her to be a good teacher on basis of his/her learning in different situation.

a. Teacher in the system of Education

Anboucarassy (2015, p. 2) states that "The most important factor that decides the quality of education is the teacher. The teacher is the pivot of any educational system. All committees and commissions have emphasized the importance of the role of the teacher in education. The teacher becomes the cogwheel of the entire educational system; the healthy functioning and success of the system depends upon his strength and competence to innovate methods and media to meet the needs his class". The successful of students in education depend on teacher. Teacher play important role in education world. It is can be said teacher play students reins to success. Facilities and curriculum also important but these also depend on teacher while use it.

b. Importance of teacher

Anboucarassy (2015, p. 3) states that "Schools are nurseries of human progress and classrooms shape the destiny of the nation. The position if the teacher is of paramount importance. Besides educational progress, every existence of the continuity of civilization itself in the world depends ultimately upon the work of the teacher in the schools". Every student success in education is can be said the result of the teacher working in teaching. A good teacher will

create good students. In teaching learning process, the student doing learning process with teacher and others friends. One way is doing discussion, the students develop their lesson through the way reading and searching the lesson then explain it in front of the class. In this moment, the teacher must smart to use their competence to control the students and may not let the students misunderstanding while giving explanation in front of the classroom. This is one sample of importance of teacher.

c. Transactional of teacher Competencies

Singh (2010, p. 45) states that "Teaching learning process in education involves interaction between the teacher and the taught resulting in the achievement of the desired competencies. Teaching as a concept is to be conceived in these stages: 1. Planning, 2. Teaching learning process and 3. Evaluation. During transaction, the teachers put plan into action and evaluate its impact in terms of competency achievement level at the end of the transaction". In implementation of teaching learning process, teacher has certain structure and regulation with purpose to make activities in the classroom effective. All of these is done to make the students can accept the material well. The teacher arranges lesson plan then implements it in classroom until evaluation process. To arrange lesson plan, the teacher must use good technique appropriate certain material. The material that is taught must balance with the curriculum how the students must understand the material.

Besides the curriculum, the competence of teacher in managing the classroom also is needed. The teacher must be able to be creative teacher and

create active classroom. The classroom is the place for teacher and student meeting to do teaching and learning activity. Therefore, not just teacher to be active in the classroom but the students must participate to develop the material. It is mean that the teacher has to be able make the students to participation in involving the lesson. These reasons make the teacher expand his knowledge and skill to teach the students. Singh (2010) teacher must increase their competences like knowledge and skill so as to make them escalate their competencies with the aim to make their teaching to be better.

E. Teaching competency

According to E. Amidon (1967) in Bhowmik (2013) Teaching is an effective action in the learning process like discussion and others as activities which are done by teacher and students in certain time. Singh (2010, p. 30) states that "Teaching competency can be defined as identifiable effective teaching behavior or composite skills that are required for the transaction of the content and can be specified in behavior term, which is aimed to bring about desired pupil outcomes and which are fairly demonstrable". Tamura (2006, p. 169) teaching is related to someone analysis about their work in long time with the knowledge from others people through their teaching before and invention the new ways in teaching to increase teacher task in the classroom. Teaching relate with a teacher and students. Teaching is an activity that is done by the teacher to transfer knowledge for students. Teaching is not simple activity. It is needs certain competence and technique In difference subject and difference material which appropriate with the lesson. There is other problems in teaching activity namely

students behavior. In one classroom, there are many students with difference characters, they have difference problem while learn the subject in the classroom. Teacher has to use the technique which capable makes the students spirit and active to learn the subject.

The teacher can make group, game, or other technique to teach the students. Group will make the students more active. Then, the teacher just explains and controls the students in front of the class. Through the group, the students will look for the material more complete and make them own high insight because they will explain the material for another group. The game also makes the students more spirit because with game will not make the students bored and enjoy the lesson while playing the game.

1. Effective teaching

According to Bhowmik (2013) effective teaching is when the students understand the lesson like the teacher expectation from the learning. The teaching who make the students easy to understand the lesson appropriate the teacher want is appertained in effective teaching. Achievement of students will show whether it is effective class or not. Then, it will create clever students in classroom as the evidence of the successful of the teacher. Rajagopalan (1976) as cited in Anboucarassy (2015) defined teaching effectiveness as a competence produce good results.

There are four components of teaching competencies: knowledge, performance, behavior and consequence. Consequence competency refers to

pupil's outcome or achievement. The other three competencies refer to the activities of the teacher in and outside the classroom.

1. Knowledge competency includes the content of the subject matter and the knowledge of the teacher over the subjects.

2. Performance competency refers to the report and the personality of the teacher.

3. Behavior competency refers to the rapport and the personality of the teacher.

Figure 2.1 Anboucarassy (2015, p. 26) Pictorical Representation of the Component of Teaching Competency
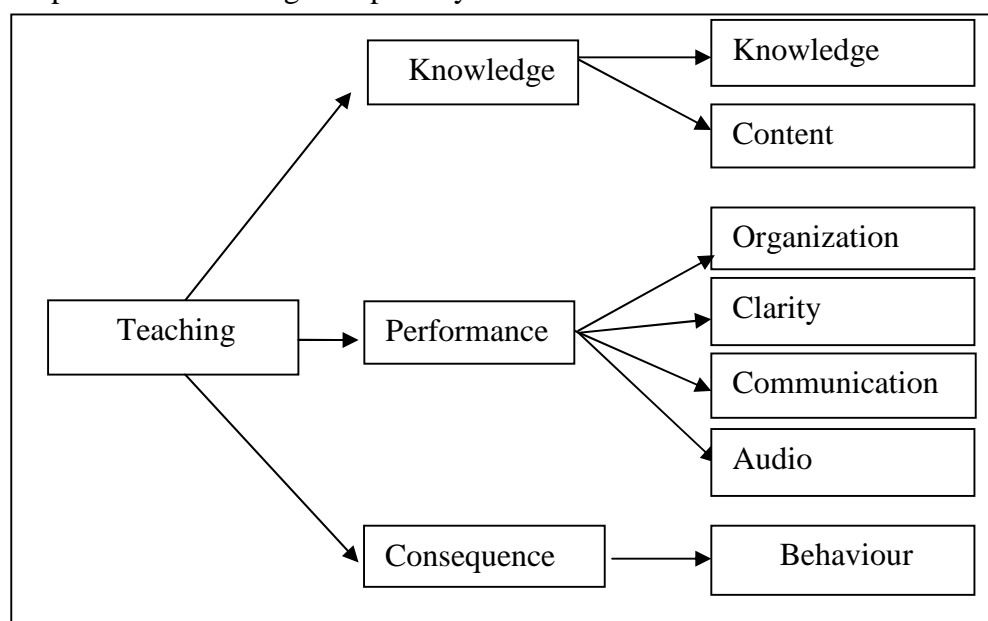
G. Teaching English

According to Tamura (2006, p.16) the teacher has to offer the specific qualities to students of a certain mother tongue to make them interest to learn the foreign language. That means that the methodology of teaching English has to

take in to account the problems posed by the English language for the students who will learn it.

Risager (2006, p.1) states that "Language and culture are inseparable; language and culture are intimately liked; language is culture and culture is language". While someone learn foreign language, it is mean that he/she learn culture from the state of the language. While translate a language, it does not translate the meaning but must know the purpose of the sentences. Someone has to know specific problem in the language so as to there do not misunderstanding and miscommunication. To teach something knowledge someone must know the problem in the knowledge. Language is the tool which is very important in social live. In matter of communication, the using of language relate with culture totally).

The methodology of teaching English stands in relation with several challenges or problems based on Tamura (2006, p.169):

1. What to teach? That means the amount of knowledge, skills and habits that students have to obtain within the process of learning the language.

2. What are the aims of teaching? When a teacher is sure of the aim of teaching, he/she will have the easiness of reaching the intended goal.

3. How to teach? In this case one can call to mind the principles upon which teaching of English is based, the means, methods, fashion and tactics used in teaching in order to achieve the required final completion.

For successful teaching, teachers are required several initiatives. The teacher has:

a. To awaken and develop the potentiality and competence of students for studying.

b. To help students develop habits through frequent repetition.

c. To inspire, to kindle the interest of the student in studying.

Also, the teacher should know how to go from easy stages to more difficult ones.

CHAPTER III
RESEARCH METODOLOGY

A.   General Description of research location

SMAN I Trumon Timur is a school located in Krueng Luas Village, subdistrict of Trumon Timur of the regency of Aceh Selatan. In this school there are seven classrooms consists of two classrooms for first grade namely X1 with 28 students and X2 with 28 students. Then three classrooms for second grade namely XI IPA with 20 students, XI IPS1 with 20 students and XI IPS2 with 14 students and the last two classrooms for the third grade namely XII IPA with 20 students and XII IPS with 23 students. The total number of the students are 153 consisting of 96 female students and 57 male students.

Table 3.1 The number of teachers with the subjects held

No	Subject teachers	Total number of teachers
1	Physical	1
2	Art and culture teacher	2
3	Sociology teacher	1
4	Religion teacher	1
5	Physics teacher	1
6	Civic education teacher	2
7	Arabic Language	1
8	Mathematics teacher	1
9	Technology, information and communication	1
10	Chemistry	1
11	Economy teacher	1
12	local content teacher	1
13	Bahasa teacher	1
14	Biology teacher	1
15	History teacher	1
16	Geography teacher	1
17	English teacher	1
	Total	**19**

B.   **Research Design**

Independent variable of this study is students' perception and dependent variable is teacher competence. Through student's perception the researcher determines teacher competence. To conduct the data the researcher used quantitative design. This method was selected by the researcher because the research question of this study was to investigate how students' perception toward teacher pedagogic competence in teaching English and need the score of the percentage of students' respond. Therefore, qualitative design was suitable to be used.

To conduct the data, the researcher is using the questionnaire. The questionnaire was made appropriate with the three indicators in teacher pedagogic competence in this study. Here, the researcher saw the percentage of students respond in one by one of indicators (close-ended question) with supported by student statements (open-ended question). Then, the researcher fond where is English teacher pedagogic competence with the category by Arikunto (2006).

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

  55%   : less competence

  56-75%   : Sufficient competence

  76-100% : Good competence

C.   Population and Sample

    a. Population

Mark (1996) states that "A population is the collection of all individuals, families, groups, organizations, communities, events, and so on that we are interested in finding out about". The population of this study was senior high school students in SMAN 1 Trumon Timur Aceh Selatan with there are 153 students. The writer chose senior high school students because they easier to explain their opinions then junior high school students because of their maturity factor.

    b. Sample

Brockop and Tolsma (2013) state that, "sampling is a procedure that uses a small number of elements of a given population as a basis for drawing conclusion about the whole population". As the sampling the writer took the third-grade students of SMAN 1 Trumon Timur Aceh Selatan. The third-grade students would make the result of the study stronger because they had the experience more with teacher than the first and second year students. Purposive sampling technique was selected by the researcher because of the sample is meet the criteria required in this study.

In SMAN 1 Trumon Timur there are two classrooms of the third-year students, all of the students are taken as the samples to collect the data. First class is IPS students and the second class is IPA students. The difference course was not a problem in this study because they learn English without the difference lesson.

D. Data Collection Procedure

The data was collected through questionnaire. These would be appeared in table below:

Table 3.2 Information about data collection of research question.

Research Questions	Method
How is students' perception toward teacher's pedagogic competence in teaching English.	Questionnaire

a. Questionnaire

The questionnaire in this research was open-close ended question. Students were given questions that relate to teacher pedagogic competence in teaching English. The questions were made in bahasa Indonesia to avoid misunderstanding among the participants.

There were three indicators in questionnaire for students that relate to teacher pedagogic competence taken from Asmani (2009) as cited in Hakim (2015, p. 2) namely: conducting educational learning, communicate effectively, empathetic, and manner with the students, and utilize the assessment and evaluation for the sake of learning. There are 20 of questions that cover the indicators of indicators. Then the questions also are made in positive form and negative form.

There were two selections of answers in questionnaire (close ended) with Guttman scale namely: *yes/no,* every student answered *yes* (for the question in positive form) was given 1 score and *no* (for question in negative form) was given 0 score, but the score was given upside down for the question with upside down

form too.   Next, the students also write their statements (open-ended questionnaire) to support their answers *yes/no*.

Table 3.3 Indicators of instrument about students' perception toward English teacher pedagogic competence.

About	Indicators	Number of statements Item	
		+	-
Pedagogic competence	Conducting educational learning.	1,2,3,13,14,18,16.	19
	Communicate effectively, empathetic, and manner with the students.	8,10,12,15,17	
	Utilize the assessment and evaluation for the sake of learning.	4,20,5,6,7,9,11,	

Tabel 3.4 Selection of answers with Guttman scale

Selection of answers	Score	
	(+)	(-)
Yes	1	0
No	0	1

b. **Validity of Questions**

The questions were made appropriate with teacher pedagogic competence-based students' perception how is teacher teach the students in classroom. Then, the researcher validated the validity of the questionnaire with guidance of preceptors because the preceptors more understand about this study than others. The preceptors guided the researcher to make the questionnaire appropriate with senior high school student, but some of questions was took from the previous study and be made appropriate with this study needed.

E. **Data Analysis**

In this study, the data is interpreted through the percentage of students' perception toward teacher's pedagogic competence in teaching English. First the

researcher made the percentage of one by one of question items. Next, the researcher presented the percentage of students' perception in one by one of indictors, and where is teacher competence, in less competence, sufficient competence or in good competence. Then, the statements from the students support the result of the percentage of students, perception.

CHAPTER IV
DATA ANALYSIS

A. Result of Questionnaire

The questionnaire with 20 questions was given before the English classroom period ended. It took the students 20 minutes to answer the questionnaire. Before answering the questionnaire, they were given explanation about how to answer and the researcher asked them to answer the questionnaire honestly. Actually, there were 43 students in the third grade in SMAN 1 Trumon Timur and all of them were include as the respondents in this study, but, because not all of them present in school, the researcher only found 38 respondents, namely 21 respondents from 23 students in XII IPS classroom and 17 respondents from 20 students in XII IPA classroom. The result of the questionnaire can be seen in Appendix B.

To analyze the data from questionnaire was processed through formula below that proposed by Sugiono (2014, p. 96) to find level of English teacher pedagogic competence. The score sought in this study was average point of teacher pedagogic competence in teaching English.

Score in one item question:

$$P = \frac{f}{n} \times 100\%$$

P   = Percentage

f   = Frequency of respondents

n   = Number of sample

100% = Constant value

For a clear explanation, it is necessary to present the required information as seen in the following below:

1. **Analysis of question for number 1**:

This question is about the way of English teacher teaches the students in the fun way or not. Based on students' perception, English teacher can be classified as teaching the students in the fun way. It can be seen in the percentage of students' perception from the table below:

Table 4.1 The result of the percentage of students' perception in question item number 1

Question	Answer	IPS	IPA	f	Percentage
1	Positive answer	16	17	33	87%
	Negative answer	5	0	5	13%
	Total	**21**	**17**	**38**	**100%**

Based on the table, it can be seen the specific of the differences from respondent's answers. Most of students' perceptions show that English teacher teaches the students in the fun way. This is evidenced by 87% the result of students' perception. Then, just 13% of their respond show that English teacher does not teach the students in the fun way. This result is also supported by some statements of students in open-ended answering.

"The lesson taught or explained by the English teacher is easily to be understanding". "If we do not understand by teacher's explanation, she will explain again. Then, in learning session, it is not very strained". "The teacher teaches in a fun way and we are happy while learning".

2. Analysis of question for number 2:

This question is about does English teacher start the lesson in the right time. In the result based on students' perceptions declare that English teacher start the lesson appertain in the right time. This is showed from the percentage of students' perception below:

Table 4.2 The result of the percentage of students' perception in question item number 2

Question	Answer	IPS	IPA	f	Percentage
2	Positive answer	20	17	37	97%
	Negative answer	1	0	1	3%
	Total	**21**	**17**	**38**	**100%**

Based on the table, it can be seen the student's perception toward English teacher start the lessons is 97% in the right time and just 3% of students' perception that show that English teacher does not start the lesson in the right time.

3. Analysis of question for number 3:

This question is about does English teacher end the lessons with the right time. In the result, students' perceptions are agreed that English teacher end the lesson in the right time. This is shown from the percentage of students' perception below:

Table 4.3 The result of the percentage of students' perception in question item number 3

Question	Answer	IPS	IPA	f	Percentage	
3	Positive answer		18	17	35	92%
	Negative answer	3	0	3	8%	
	Total			**38**	**100%**	

Based on the table, it can be seen student's perception toward English teacher end the lessons is 92% in the right time and just 3% of students' perception that show that English teacher does not end the lesson in the right time.

4. **Analysis of question for number 4**:

This is about whether English teacher gives homework at the end of the lesson. In the result based on students' perception show that English teacher appertain gives the homework for the students at the end of the lesson. It can be seen in the percentage of students' perception below:

Table 4.4 The result of the percentage of students' perception in question item number 4

Question	Answer	IPS	IPA	f	Percentage
4	Positive answer	18	17	35	92%
	Negative answer	3	0	3	8%
	Total			**38**	**100%**

Based on the table, it can be seen that 92% of students' perception said that English teacher gives the homework for the students at the end of the lesson.

Then, it is just8% of their perception that the teacher does not give the homework at the end of the lesson.

5. Analysis of question for number 5:

Here the researcher asks the students about whether in every English teacher meeting, she invite the students to ask about the lesson that has been explained. In the result based on students' perception show that English teacher always invite students to ask about the lesson that has been explained. It can be seen in the percentage of students' perception below:

Table 4.5 The result of the percentage of students' perception in question item number 5

Question	Answer	IPS	IPA	f	Percentage
5	Positive answer	21	17	38	100%
	Negative answer	0	0	0	0%
	Total			**38**	**100%**

Based on the table, it can be seen that 100% of students' perception show that in every English teacher meeting, she always invites students to ask about the lesson that has been explained.

6. Analysis of question for number 6:

This is about whether before starting the lesson, does the English teacher remind the students back about the previous lesson. In the result, all of students' perception said that before starting the lesson, the English teacher belong reminds the students back about the previous lesson first. It can be seen in the percentage of students' perception below:

Table 4.6 The result of the percentage of students' perception in question item number 6

Question	Answer	IPS	IPA	f	Percentage
6	Positive answer	21	17	38	100%
	Negative answer	0	0	0	0%
	Total			**38**	**100%**

Based on the table, it can be seen that 100% of students' perception show that English teacher reminds the students back about the previous lesson before continue the lesson.

7. **Analysis of question for number 7**:

This is about whether English teacher train students' understanding troughs ask the students to doing exercises on the board. In the result based on students' perception show that English teacher appertain train students' understanding trough asking the students to do the exercises on the board. It can be seen in the percentage of students' perception below:

Table 4.7 The result of the percentage of student's perception in question item number 7

Question	Answer	IPS	IPA	f	Percentage
7	Positive answer	21	17	38	100%
	Negative answer	0	0	0	0%
	Total			**38**	**100%**

Based on the table, it can be seen that 100% of students' perception show English teacher train students' understanding trough asking the students to do the

exercises on the board, and no one of them gave difference perception. This result also supported by some statements of students in open-ended answering.

"It is like make a tube in the sentence". "We often are tested in front of class". "It is often being done".

8. **Analysis of question for number 8**:

This is about whether English teacher respond well when correcting that students answer is not quite right or incorrect. In the result based on student's perception it shows that English teacher respond well when correcting the students' answer even though the answer is not quite right or incorrect. It can be seen in the percentage of students' perception below:

Table 4.8 The result of the percentage of students' perception in question item number 8

Question	Answer	IPS	IPA	f	Percentage	
8	Positive answer	17	13		30	79%
	Negative answer	4	4		8	21%
	Total				**38**	**100%**

Based on the table, it can be seen that most of students' perception gave 79% of their answer that English teacher respond well when correcting students answer even though it is not quite right or incorrect. But, there is 21% of their perception show that English teacher does not respond well when correcting students' answer when it is not quite right or incorrect. This result also supported by some statements of students in open-ended answering.

"The teacher gives good respond for the students but she advises first whether the answer is true or false". "English teacher never angry if our answers are false so long as we do not cheat". "It is like repeat again the lesson, she shows where are our false then show the true answer".

9. **Analysis of question for number 9**:

This is about whether English teacher ask the students to conclude the lesson that has been taught. In the result based on student's perception show that English teacher does not ask the students to conclude the lesson that has been taught. It can be seen in the percentage of students' perception below:

Table 4.9 The result of the percentage of students' perception in question item number 9

Question	Answer	IPS	IPA	f	Percentage	
9	Positive answer	12	6		18	34%
	Negative answer	13	12		20	66%
		Total			**38**	**100%**

Based on the table, it can be seen just 66% of students' perception show that English teacher does not ask the students to conclude the lesson that has been taught. And 34% of students' perception show that English teacher ask the students to conclude the lesson that has been taught.

10. **Analysis of question for number 10**:

Question for number ten, this is about does the English teacher ask about whether the students have understood the lesson the teacher has taught while teaching. In the result based on students' perception that the teacher askes the

students whether they have understood the lesson or not. It can be seen in the percentage of students' perception below:

Table 4.10 The result of the percentage of students' perception in question item number 10.

Question	Answer	IPS	IPA	f	Percentage
10	Positive answer	21	17	38	100%
	Negative answer	0	0		0%
	Total			**38**	**100%**

Based on the table, it can be seen that 100% of students' perception show that the English teacher ask the students whether they have been understanding the lesson or not. Then, no one of them said no.

11. Analysis of question for number 11:

This is about does English teacher check students' work by circling student tables. In the result based on students' perception that English teachers check students' work by circling student tables. It can be seen in the percentage of students' perception below:

Table 4.11 The result of the percentage of students' perception in question item number 11.

Question	Answer	IPS	IPA	f	Percentage
11	Positive answer	11	17	28	74%
	Negative answer	10	0	10	26%
	Total			**38**	**100%**

Based on the table, it can be seen that 74% of students' perception show that English teachers check students' work by circling student tables. Then, just 26% disagree with this. This result also is supported by some statements of students in open-ended answer.

"While giving exercise, the teacher walks around our table if there are some of us do not understand by teacher's explanation". "If we are difficult understand the lesson, the teacher walks around us and checks it". "English teacher checks our note book, whether we do our **assignment, and whether we write the lesson completely".**

12. Analysis of question for number 12:

This is about whether the students are comfortable with the language the English teacher use in the teaching process. In the result of the percentage of students' perception shows that the students are comfortable with the language the English teacher use in the teaching process. It can be seen in the percentage of students' perception below:

Table 4.12 The result of the percentage of students' perception in question item number 12.

Question	Answer	IPS	IPA	f	Percentage
12	Positive answer	19	16	35	92%
	Negative answer	2	1	3	8%
	Total			**38**	**100%**

Based on the table, it can be seen that 92% of the percentage by students' perception show that the students are comfortable with the language the English teacher use in the teaching process except 8% of them.

13. Analysis of question for number 13:

This is about does English teacher gives an overview before starting to explain the lesson. In the result based on students' perception show that almost half of them show that English teacher does not give an overview before starting to explain the lesson. Then, remainder of them said opposite of it. It can be seen in the percentage of students' perception below:

Table 4.13 The result of the percentage of students' perception in question item number 13.

Question	Answer	IPS	IPA	f	Percentage
13	Positive answer	8	13	21	55%
	Negative answer	13	4	17	45%
	Total			**38**	**100%**

Based on the table, it can be seen that 55% of the percentage of students' perception show that the English teacher gives an overview before starting to explain the lesson. Then, 45% of their perception shows that the English teacher does not give an overview before starting to explain the lesson. This result almost shows the same score although this result still show that English teacher gives an overview before starting to explain the lesson, but the teacher must work hard again for this part. This result also supported by some statements of students in open-ended answering.

"English teacher gives the overview how a story in order to make us easily understand". "The teacher immediately starts the lesson". The teacher does not give the overview"

14. Analysis of question for number 14:

This is about do students feel bored while learning English. in the result based on students' perception, it shows that the students do not bored while learning English but almost half of students' perception show that they are bored while learning English. It can be seen in the percentage of students' perception below:

Table 4.14 The result of the percentage of students' perception in question item number 14.

Question	Answer	IPS	IPA	f	Percentage
14	Positive answer	10	11	21	55%
	Negative answer	11	6	17	45%
	Total			**38**	**100%**

Based on the table, it can be seen that 55% of students' perception that they do not feel bored while learning English. This is appertaining in less competence. Therefore, teacher must work hard again for this part to make the students more interest to learn English. This result also supported by some statements of students in open-ended answering.

"We are difficult to understand about reading, writing, and translating English lesson". "We are less understanding English".

15. Analysis of question for number 15:

This is about does English teacher provide time to help difficulties faced by students while learning. In the result show based on students' perception that English teacher provides time to help difficulties faced by students while learning. It can be seen in the percentage of students' perception below:

Table 4.15 The result of the percentage of students' perception in question item number 15.

Question	Answer	IPS	IPA	f	Percentage
15	Positive answer	16	13	29	76%
	Negative answer	5	4	9	24%
	Total			**38**	**100%**

Based on the table, it can be seen that 76% of students' perception show that English teacher provides time to help difficulties faced by students while learning. Then 24% of remainder difference perception. This result also supported by some statements of students in open-ended answering.

"English teacher gives time for us to memorize the words if we do not understand". While I do not understand, I immediately met the teacher". "The teacher always helps us while do not understand".

16. Analysis of question for number 16:

This item is about does the English teacher explain the lesson by giving examples in everyday life. In the result of students' perception show that English teacher explains the lesson by giving examples in everyday life. It can be seen in the percentage of students' perception below:

Table 4.16 The result of the percentage of students' perception in question item number 16.

Question	Answer	IPS	IPA	f	Percentage	
16	Positive answer	21	17	38	100%	
	Negative answer	0	0	0	0%	
	Total				**38**	**100%**

Based on the table, it can be seen that 100% of students' perception show that English teacher explain the lesson by giving examples in everyday life. Then, no one of them gave difference perception. This makes the result very strong. This result also supported by some statements of students in open-ended answering. *"For examples is like the activities and daily habits". "The teacher always gives the examples in our life". "While learning, the teacher always gives the sample in daily life like simple presentence, simple past tense, simple and others".*

17. Analysis of question for number 17:

This is about does the English teacher explains the lessons until the students really understand. In the result based on students' perception show that English teacher belong explain the lesson until the students really understand. It can be seen in the percentage of students' perception below:

Table 4.17 The result of the percentage of students' perception in question item number 17.

Question	Answer	IPS	IPA	f	Percentage	
17	Positive answer	18	16	34	89%	
	Negative answer	3	1	4	11%	
	Total			**38**	**100%**	

Based on the table, it can be seen that 89% of students' percentage show that English teacher explain the lesson until the students really understand. then just 12% gave difference perception. This result also supported by some statements of students in open-ended answering.

"English teacher always repeats the lesson until we can do it". "While we do not understand the teacher teaches us until we understand it". "It is like repeat the lesson until we understand it".

18. Analysis of question for number 18:

This is about does English teacher make interesting games while teaching. In the result based on students' perception show that English teacher does not make interesting games while teaching. It can be seen in the percentage of students' perception below:

Table 4.18 The result of the percentage of students' perception in question item number 18.

Question	Answer	IPS	IPA	f	Percentage
18	Positive answer	5	5	10	26%
	Negative answer	16	12	28	74%
	Total			**38**	**100%**

Based on the table, it can be seen that just 26% of students' perception that English teacher makes interesting games while teaching. Then, it is more dominant toward that English teacher does not make interesting games while teaching. it was shown from 74% of the result of percentage from students' perception which show that English teacher does not make interesting game while learning English. This result also supported by some statements of students in open-ended answering.

"The teacher does not make the game in the classroom". "English teacher ever give the game yet". "English teacher is often to tell a story".

19. Analysis of question for number 19:

This item is about whether the atmosphere in the class is over strung. In the result based on students' perception, it shows that the atmosphere in the class is tense. It can be seen in the percentage of students' perception below:

Table 4.19 The result of the percentage of students' perception in question item number 10.

Question	Answer	IPS	IPA	f	Percentage
19	Positive answer	16	11	27	71%
	Negative answer	5	6	11	29%
	Total			**38**	**100%**

Based on the table, it can be seen that 71% of students' percentage show that the atmosphere in the class is over strung. Then 29% gave difference perception. Then this was supported by some statements of students in open-ended answering.

"The lesson passed casually", "teacher makes funny and not too serious", "the way the teacher teaches is comfortable"

20. Analysis of question for number 20:

This is about does the English teacher conducts a remedial for low score students. In the result show that the English teacher has conducts a remedial for low score students. It can be seen in the percentage of students' perception below: Table 4.20 The result of the percentage of students' perception in question item number 10.

Question	Answer	IPS	IPA	f	Percentage
20	Positive answer	18	17	35	92%
	Negative answer	3	0	3	8%
	Total			**38**	**100%**

Based on the table, it can be seen that 92% of the percentage of students' perception show that English teacher conducts a remedial for low score students. Then just 8% of others perception show that English teacher does not conduct a remedial for low score students.

B. Result of Questionnaire through one by one of indicators

The result of students' perception toward teacher's pedagogic competence in one by one of indictors can see in the percentage below:

Table. 4.21 Data of students' response toward English teacher pedagogic competence in indictor of conducting educational learning

No	Indicator	Question Item	Frequency (f)		Percentage %	
			Positive answer	Negative answer	Positive answer	Negative answer
1	Conducting educational	1	33	5	87%	13%
2	learning.	2	37	1	97%	3%
3		3	35	3	92%	8%
4		13	21	17	55%	45%
5		14	21	17	55%	45%
6		16	38	0	100%	0%
7		18	10	28	26%	74%
8		19	27	11	71%	29%
					72.87	27.12

Table. 4.22 Data of students' response toward English teacher pedagogic competence in indictor of communicate effectively, empathetic, and manner with the students.

No	Indicator	Question Item	Frequency (f)		Percentage %	
			Positive answer	Negative answer	Positive answer	Negative answer
1	Communicate	8	30	8	79%	21%
2	effectively, empathetic,	10	38	0	100%	0%
3	and manner with the	12	35	3	92%	8%
4	students.	15	29	9	76%	24%
5		17	34	4	89%	11%
					87.2	**12.8%**

Table. 4.23 Data of students' response toward English teacher pedagogic competence in indictor of communicate effectively, empathetic, and manner with the students.

No	Indicator	Question Item	Frequency (f)		Percentage %	
			Positive answer	Negative answer	Positive answer	Negative answer
1	Utilize the assessment	4	35	3	92%	8%
2	and evaluation for the	5	38	0	100%	0%
3	sake of learning.	6	38	0	100%	0%
4		7	38	0	100%	0%
5		9	18	20	34%	66%
6		11	28	10	74%	26%
7		20	35	3	92%	8%
			230	36	**85%**	**15%**

C.   Discussion

As mentioned in the previous chapter, the purpose of this study was to survey students' perception toward teacher's pedagogic competence in teaching English. Based on the result of the data analysis of questionnaire the researcher find that the teacher has sufficient competence in indicator of conducting educational learning. There are different perceptions of the students about the questions of this indicator. There are positive and negative respond of this indicator from the students and make the result of percentage of students respond is in sufficient category with 72,87%. Then for indicator of *communicate effectively, empathetic, and manner with the students* and *utilize the assessment and evaluation for the sake of learning, most of students' respond* is appertain in good competence category with 87,2% and 85%. For these indicators most of the students give positive respond.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data and discussing the result in previous chapter, the writer can take the conclusion based on students' respond in questionnaire as follow:

1. English teacher pedagogic competence in SMAN I Trumon Timur has sufficient competence toward indicator of conducting educational learning. It is proved by the percentage of students responds toward the questions of this indicator is about 72,87%. This is in category of sufficient competence. This result also supported by students' statements in open-ended question, there are positive statements toward teacher competence but there are some negative statements too like shown in chapter IV.

2. English teacher pedagogic competence in SMAN I Trumon Timur has good competence toward indicator of communicate effectively, empathetic, and manner with the students. It is proved by the percentage of students respond toward the questions of this indicator is about 87,2%, this is in category of good competence. This result also supported by students' statements that most of students respond are positive like shown in chapter IV.

3. English teacher pedagogic competence in SMAN I Trumon Timur has good competence toward indicator of utilize the assessment and

evaluation for the sake of learning. It is proved by the percentage of students responds toward the questions of this indicator is about 85%, this is in category of good competence. This result also supported by students' statements that most of students respond say that English Teacher has good competence in utilize the assessment and evaluation for the sake of learning. Some of the statements can be seen in chapter IV.

B. Suggestion

After the writer take the conclusion, now the writer would like to offer some suggestions based on the result of percentage of students' perception in previous chapter:

1. The result of students responds toward English teacher pedagogic competence in indicator of conducting educational learning is appertain in sufficient competence. This is because three of eight of questions result is appertain in less competence. First, result of the percentage of question number 13 about does English teacher gives an overview before starting to explain the lesson is about 55%, the result of the percentage of question number 14 about do students feel bored while learning English is about 55%, and the result the percentage of question number 18 about does English teacher make interesting games while teaching is about 26%. The percentage makes the result of conducting educational learning indicator to be in sufficient competence.

Based on the reasons, English teacher in SMAN I Trumon Timur is suggested to give an overview before starting the lesson. This will make the students explore the lesson extensively. Then, the teacher is suggested to provide interesting games in the classroom to make the students enjoy the class and interest to learn English subject.

2. Although the result of students responds toward English teacher pedagogic competence in indicator of Utilize the assessment and evaluation for the sake of learning is in good competence category, but there is one of seven of the percentage from students respond is in less competence. It is the question number 9 about whether English teacher ask the students to conclude the lesson that has been taught. The result of this question is about 34%. Therefore, the teacher is suggested to pay attention on giving task for the students to conclude the lesson in the end of English class in order to know the competence of the students toward the lesson.

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DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10 Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11 Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 Juni 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:

1. Syamsul Bahri, M. TESOL   Sebagai Pembimbing Pertama

2. Drs. Lukmanul Hakim, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Ratna Dewi Ratnadi**

NIM : **231324398**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Students' Perception toward Teacher Pedagogic Competence in Teaching English**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Juli 2017
An. Rektor
Dekan,

Mujiburrahman

Nomor : B- 9819 /Un.08/TU-FTK/ TL.00/10/2017   23 Oktober 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
             Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Ratna Dewi Ratnadi
N I M	: 231 324 398
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Utama Rukoh Lr. Ayah Bunda No. 29, Darussalam Banda Aceh

Untuk mengumpulkan data pada:

SMAN I Trumon Timur Kabupaten Aceh Selatan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student's Perception toward Teacher Pedagogic Competence in Teaching English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG UMUM   BAG UMUM

Kode 2380

DINAS PENDIDIKAN

UNIT PELAKSANA TEKNIS DINAS
PUSAT PENGEMBANGAN MUTU GURU (UPTD PPMG) WILAYAH IX
Jln. Tapaktuan - Medan, Km. 21, Pasie Raja – Aceh Selatan Kode Pos 23755
email : ppmgwilayah9@gmail.com

Aceh Selatan, 30 Oktober 2017

Nomor   : 423.4/870/PPMG-IX/SRT/2017
Lampiran : -
Perihal   : Izin Penelitian

Yang terhormat,
Sdr. Kepala SMAN 1 Trumon Timur
Kabupaten Aceh Selatan
di-
     Tempat

Sehubungan Surat Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh Nomor : B-9819/Un.08/TU-FTK/TL.00/10/2017 tanggal 23 Oktober 2017, hal Izin Penelitian Atas nama Ratna Dewi Ratnadi, NIM : 231324398 Program Study Pendidikan Bahasa Inggris.

Bekenaan Dengan hal Tersebut diatas kami mohon bantuan saudara untuk mempertimbangkan yang besangkutan melaksanakan penelitian pada sekolah yang saudara pimpin pada SMAN 1 Trumon Timur.

Adapun Pelaksanaan Penelitian dalam rangka penyusunan Skripsi Sebagai syarat penyelesaian Studi pada Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh. Penelitian tersebut dimulai dari tanggal 30 Oktober s.d 04 November 2017.

Demikian disampaikan atas perhatian dan bantuannya diaturkan terimakasih

KEPALA UPTD PPMG WILAYAH IX TAPAKTUAN
DINAS PENDIDIKAN ACEH

DI MULTA
PEMBINA
NIP. 19651231 198602 1 009

Tembusan :
1. Dinas Pedidikan Aceh
2. Arsip

SURAT PERNYATAAN TELAH MELAKUKAN PENELITIAN
Nomor : 070/224/2017

Yang bertanda tangan dibawah ini

Nama	:	Dra. PRIHARTINI
NIP	:	196810021994122004
Pangkat/Golongan	:	Pembina Tk I/IV.b
Jabatan	:	Kepala Sekolah

Menyatakan dengan sesungguhnya bahwa :

Nama	:	RATNA DEWI RATNADI
NIM	:	231324398
Prody	:	Pendidikan Bahasa Inggris Fakultas Pendidikan dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh.
Judul PTK	:	Student's Perception Toward Teacher Pedagogik Competence in Teaching English

Benar yang tersebut namanya diatas telah melakukan penelitian pada tanggal 30 Oktober s/d 04 November 2017 di SMA Negeri 1 Trumon Timur Kabupaten Aceh Selatan.

Demikian surat pernyataan ini saya perbuat dengan sebenar benarnya untuk dapat dipergunakan seperlunya.

Krueng Luas, 08 November 2017
Kepala Sekolah

Dra. PRIHARTINI
NIP 196810021994122004

APPENDICES

1. Questionnaire

a. Indicator of conducting educational learning :

1. Does the English teacher give an overview before starting to explain the lesson? Yes/No. Explain.

2. Does English teacher make interesting games while teaching? Yes/No. Explain it?

3. Does the English teacher explain the lesson by giving examples in everyday life? Yes/No. Explain it.

4. Does English teacher start the lessons with the right time? Yes/No,.

5. Does the English teacher end the lesson with the right time? Yes/No.

6. Does English teacher teach in a fun way? Yes/No, Explain it.

7. Do students feel bored while learning English? Yes/No, Explain it.

8. Is the atmosphere in the class over strung? Yes/No, Explain it.

b. Communicate effectively, empathetic, and manner with the students:

1. Whether the language is used by English teacher when teaching? English /Indonesian / both. Are students comfortable with the language the English teacher use in the teaching process? Yes/No.

2. Does English teacher respond well when correcting that students answer is not quite right or incorrect. Yes/No, please explain how the teacher response?

3. When teaching, does the English teacher ask whether the students have understood the lesson the teacher has taught while teaching? Yes/No.

4. Does English teacher provide time to help with the difficulties faced by students while learning? Yes/No. Explain it.

5. Does the English teacher explain the lesson until the students really understand? Yes/No. Explain it?

c. **Utilize the assessment and evaluation for the sake of learning:**

1. Does English teacher give homework at the end of the lesson? Yes/No.

2. Does English teacher has remedial session for low score students? Yes/No.

3. Does English teacher train students' understanding trough asking the students to do the exercises on the board? Yes/No. Explain.

4. Does the teacher ask the students to conclude the lesson that has been taught? Yes/No.

5. Does English teacher check students' work by circling student tables? Yes No. Explain it.

6. Before starting the lesson, does the English teacher remind the students back about the previous lesson? Yes/No

7. Does every English teacher meeting invite students to ask about the lesson that has been explained? Yes/No.

These are the result of students perception in questionnaire in XII IPS classroom from number 1-10

No	Initial of prticipants	Lk/ Pr	Number of Questions									
			1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
1	KA		1	1	1	0	1	1	1	1	0	1
2	SE		1	1	1	1	1	1	1	1	0	1
3	SA		1	1	1	1	1	1	1	1	0	1
4	ZA		1	1	0	1	1	1	1	1	1	1
5	DA		1	1	1	1	1	1	1	1	1	1
6	LM		1	1	1	1	1	1	1	1	1	1
7	HE		1	1	1	1	1	1	1	1	0	1
8	RO		1	1	1	1	1	1	1	0	1	1
9	FA		0	0	0	1	1	1	1	0	1	1
10	MA		1	1	1	1	1	1	1	1	1	1
11	AF		0	1	1	1	1	1	1	1	1	1
12	AS		1	1	1	1	1	1	1	1	0	1
13	CU		1	1	1	1	1	1	1	1	0	1
14	ZU		0	1	1	1	1	1	1	0	1	1
15	AS		0	1	1	1	1	1	1	1	0	1
16	SU		1	1	0	1	1	1	1	1	1	1
17	RA		1	1	1	1	1	1	1	1	1	1
18	SA		1	1	1	0	1	1	1	1	1	1
19	AR		0	1	1	0	1	1	1	1	1	1
20	RA		1	1	1	1	1	1	1	1	0	1
21	RU		1	1	1	1	1	1	1	0	0	1
	Score		16	20	18	18	21	21	21	17	12	21

These are the result of students perception in questionnaire in XII IPS classroom from number 11-20

No	Initial of participants	Lk/Pr	Number of Questions									
			11	12	13	14	15	16	17	18	19	20
1	KA		1	1	0	1	1	1	1	0	1	1
2	SE		1	1	0	1	1	1	1	0	1	1
3	SA		1	1	0	1	1	1	1	0	1	1
4	ZA		0	1	0	0	0	1	1	1	1	1
5	DA		1	1	1	0	1	1	1	1	0	1
6	LM		1	1	1	1	1	1	1	0	1	1
7	HE		0	1	0	1	0	1	1	0	1	1
8	RO		0	1	0	1	1	1	1	0	0	0
9	FA		0	0	0	0	1	1	0	1	1	1
10	MA		0	1	1	0	1	1	1	0	0	1
11	AF		0	1	0	0	1	1	0	0	1	1
12	AS		1	1	0	1	1	1	1	1	1	0
13	CU		1	1	0	1	1	1	1	0	1	1
14	ZU		0	1	1	0	1	1	0	0	1	1
15	AS		1	0	1	0	1	1	1	0	1	1
16	SU		1	1	1	0	0	1	1	0	0	0
17	RA		0	1	1	1	1	1	1	0	0	1
18	SA		1	1	0	0	1	1	1	0	1	1
19	AR		0	1	0	0	0	1	1	0	1	1
20	RA		0	1	1	0	0	1	1	0	1	1
21	RU		1	1	0	1	1	1	1	1	1	1
	Score		11	19	8	10	16	21	18	5	16	18

These are the result of students perception in questionnaire in XII IPA classroom from number 1-10

No	Initial of participants	Lk/Pr	Number of Questions									
			1	2	3	4	5	6	7	8	9	10
1	SAR		1	1	1	1	1	1	1	0	1	1
2	MIR		1	1	1	1	1	1	1	0	0	1
3	RIS		1	1	1	1	1	1	1	0	0	1
4	SHI		1	1	1	1	1	1	1	1	0	1
5	ATH		1	1	1	1	1	1	1	1	0	1
6	PUT		1	1	1	1	1	1	1	1	0	1
7	LID		1	1	1	1	1	1	1	1	0	1
8	RAM		1	1	1	1	1	1	1	1	0	1
9	MAH		1	1	1	1	1	1	1	1	1	1
10	KTA		1	1	1	1	1	1	1	1	1	1
11	RIS		1	1	1	1	1	1	1	1	1	1
12	MAR		1	1	1	1	1	1	1	1	0	1
13	DEB		1	1	1	1	1	1	1	1	1	1
14	ASN		1	1	1	1	1	1	1	1	0	1
15	KAR		1	1	1	1	1	1	1	1	0	1
16	CUT		1	1	1	1	1	1	1	1	0	1
17	IRM		1	1	1	1	1	1	1	0	1	1
	Score		17	17	17	17	17	17	17	13	6	17

hese are the result of students perception in questionnaire in XII IPA classroom from number 11-20

No	Initial of participants	Lk/Pr	Number of Questions									
			11	12	13	14	15	16	17	18	19	20
1	SAR		1	1	1	1	0	1	0	0	0	1
2	MIR		1	1	0	0	0	1	1	1	1	1
3	RIS		1	1	0	0	1	1	1	0	0	1
4	SHI		1	1	1	0	1	1	1	1	0	1
5	ATH		1	0	0	0	1	1	1	0	0	1
6	PUT		1	1	1	1	1	1	1	0	0	1
7	LID		1	1	1	1	1	1	1	1	1	1
8	RAM		1	1	1	1	1	1	1	0	1	1
9	MAH		1	1	1	0	0	1	1	1	1	1
10	KTA		1	1	0	0	1	1	1	1	1	1
11	RIS		1	1	1	1	1	1	1	0	1	1
12	MAR		1	1	1	1	1	1	1	0	1	1
13	DEB		1	1	1	1	0	1	1	0	0	1
14	ASN		1	1	1	1	1	1	1	0	1	1
15	KAR		1	1	1	1	1	1	1	0	1	1
16	CUT		1	1	1	1	1	1	1	0	1	1
17	IRM		1	1	1	1	1	1	1	0	1	1
Score			17	16	13	11	13	17	16	5	11	17

3. Research Documentation
a. The stusents re answering the question of questionnaire

Nama : Anang

Lk/Pr : P

Kelas : XII-IIA

Jawablah pernyataan di bawah ini berdasarkan intruksi yang terdapat pada soal. Jika pertanyaan pada soal meminta jawaban Ya/Tidak, cukup jawab ya/tidak Ya/Tidak, tetapi jika soal meminta penjelasan atau jawaban Ya/Tidak, maka jelaskanlah.

1. Apakah guru bahasa Inggris mengajar dengan cara yang menyenangkan? Ya/tidak. Jelaskan.

   Ya, karena di dalam proses belajar mengajar banyak pengetahuan baru & wawasan

2. Apakah guru bahasa Inggris memulai pelajaran dengan waktu yang tepat? Ya/tidak. ?

   Ya

3. Apakah guru bahasa Inggris mengakhiri pelajaran dengan waktu yang tepat? Ya/tidak.

   Ya

4. Apakah guru bahasa Inggris memberikan PR pada akhir pelajaran? Ya/tidak.

   Ya tapi kadang²

5. Apakah di setiap pertemuan guru bahasa Inggris mempersilahkan siswa untuk bertanya mengenai pelajaran yang telah di jelaskan? Ya/tidak.

   Ya

6. Apakah sebelum memulai pelajaran, guru bahasa Inggris mengingatkan siswa kembali mengenai pelajaran sebelumnya? Ya/tidak.

   Ya

7. Apakah guru bahasa Inggris melatih pemahaman siswa dengan mengerjakan soal di papan tulis? Ya/tidak. Jelaskan.

   Ya, bagus mungkin kami suru menulis ke depan

8. Apakah guru bahasa Inggris memberi respon yang baik ketika mengoreksi jawaban siswa yang kurang tepat atau salah? Ya/tidak, jelaskan bagaimanakah respon guru tersebut?

   Ya, guru tersebut mengoreksi tapi tidak dan memperbaiki

9. Apakah guru memerintahkan siswa untuk menyimpulkan pelajaran yang telah di ajarkan? Ya/tidak.

   Tidak

10. Saat mengajar, apakah guru bahasa Inggris bertanya mengenai apakah siswa sudah mengerti terhadap pelajaran yang telah di ajarkan oleh guru? Ya/tidak.

    Ya

11. Apakah guru bahasa Inggris memeriksa pekerjaan siswa dengan mengitari meja-meja siswa? Ya/tidak. Jelaskan.

    Ya tapi kadang² melihat satu yang belum/telah siap atau

12. Bahasa apakah yang digunakan oleh guru bahasa Inggris ketika mengajar? bahasa Inggris/bahasa Indonesia/keduanya. Apakah siswa nyaman dengan pelajaran tersebut? Ya/Tidak.

    Indonesia /keduanya. Ya

13. Apakah guru bahasa Inggris memberikan gambaran terlebih dahulu sebelum memulai menjelaskan pelajaran? Ya/tidak. Jelaskan.

    Ya, terlebih menggambarkan penjelasan, + agar dipahami

14. Apakah siswa merasa bosan saat belajar bahasa inggris? Iya/tidak. Jelaskan.

Tidak, karna siru membuat suasana enjoy

15. Apakah guru bahasa Inggris memperhatikan waktu untuk membantu kesulitan yang dihadapi oleh siswa saat belajar? Ya/tidak. Jelaskan.

Ya, disaat saat (?)mur? kita bisa menanyakan vocabulary
kita sama, ibu menyediakan waktu 2 tanya itu

16. Apakah guru bahasa Inggris menjelaskan pelajaran dengan memberikan contoh dalam kehidupan sehari hari? Iya/Tidak. Jelaskan.

Ha sepaut (?)orlanan (?)ahuman (?)anoe beliau memberikan
contoh sehari²

17. Apakah guru bahasa Inggris menjelaskan pelajaran hingga siswa benar benar mengerti? Ya/tidak. Jelaskan?

Ya, Ipa beum mengerti beliau sambat mejelaskan

18. Apakah guru bahasa Inggris membuat permainan yang menarik saat mengajar? Ya/tidak. Jelaskan?

Tidak bahao beliau pahat menjual game

19. Apakah suasana di dalam kelas terasa menegangkan? Iya/tidak. Jelaskan.

Tidak, relayf saw duoam dan enjoy

20. Apakah guru bahasa Inggris mengadakan remedial bagi siswa yang memperoleh nilai rendah? Ya/tidak.

_Ya,_

— **TERIMA KASIH** —

Nama : Litt Lina Putri

LP/P : ....

Kelas : ....

Jawablah pertanyaan di bawah ini berdasarkan urutan yang terdapat pada soal. Jika pertanyaan pada soal tersedia jawaban Ya/Tidak, cukup jawab jawab Ya/tidak, tetapi jika soal meminta penjelasan atas jawaban Ya/Tidak, maka jelaskanlah.

1. Apakah guru bahasa Inggris mengajar dengan cara yang menyenangkan? Ya/tidak. Jelaskan.

P, Sangat menyenangkan

2. Apakah guru bahasa Inggris memulai pelajaran dengan waktu yang tepat? Ya/tidak.²

_Ya,_

3. Apakah guru bahasa Inggris mengakhiri pelajaran dengan waktu yang tepat? Ya/tidak.

_Ya_

4. Apakah guru bahasa Inggris memberikan PR pada akhir pelajaran? Ya/tidak.

Ya, dan memberikan latihan latihan setelah selesai pelajaran

5. Apakah di setiap pertemuan guru bahasa Inggris memperlihatkan siswa untuk bertanya mengenai pelajaran yang telah di jelaskan? Ya/tidak.

_Ya_

6. Apakah sebelum memulai pelajaran, guru bahasa Inggris mengingatkan siswa kembali mengenai pelajaran sebelumnya? Ya/tidak.

_Ya_

7. Apakah guru bahasa Inggris melatih pemahaman siswa dengan mengerjakan soal di papan tulis? Ya/tidak. Jelaskan.

Ya. Selalu mengerjakan pembahasan jawaban soal

8. Apakah guru bahasa Inggris memberi respon yang baik ketika menyelesaikan jawaban siswa yang kurang tepat atau salah? Ya/tidak, jelaskan bagaimanakah respon guru tersebut?

Ya. Baik guru siswa membenarkan jawaban dengan baik menulis mencari lagi di cari tambahannya

9. Apakah guru memerintahkan siswa untuk mengingatkan pelajaran yang telah di ajarkan? Ya/tidak.

Tidak

10. Saat mengajar, apakah guru bahasa Inggris bertanya mengenai apakah siswa sudah mengerti terhadap pelajaran yang telah di ajarkan oleh guru? Ya/tidak.

_ya_

11. Apakah guru bahasa Inggris memonitor pekerjaan siswa dengan mengitari meja-meja siswa? Ya/tidak. Jelaskan.

Ya. jika kami ada kesulitan Dosen guru mengitari kami meja demi meja yang di kerjakan.

12. Bahasa apakah yang digunakan oleh guru bahasa Inggris ketika mengajar? bahasa Inggris/bahasa Indonesia/keduanya. Apakah siswa nyaman dengan penjelasan tersebut? Ya/Tidak.

_ya_

13. Apakah guru bahasa Inggris memberikan gambaran terlebih dahulu sebelum memulai menjelaskan pelajaran? Ya/tidak. Jelaskan.

Tidak, kadang guru contoh langsung

14. Apakah siswa merasa bosan saat belajar bahasa Inggris? Ya/tidak. Jelaskan.

Tidak karena guru berbagi ingatan keseruan dalam pelajaran

15. Apakah guru bahasa Inggris menyisihkan waktu untuk membantu kesulitan yang dihadapi oleh siswa saat belajar? Ya/tidak. Jelaskan.

ya. agar siswa memahami yang soal dihadapan

16. Apakah guru bahasa Inggris menjelaskan pelajaran dengan memberikan contoh dicari kehidupan sehari-hari? Iya/Tidak. Jelaskan.

Ya kadang guru selalu memberikan contoh dalam kehidupan

17. Apakah guru bahasa Inggris menjelaskan pelajaran hingga siswa benar-benar mengerti? Ya/tidak. Jelaskan?

ya kadang siswa paham agar siswa mengerti siswa kembali mengerti

18. Apakah guru bahasa Inggris memberi permainan yang menarik atau mengaju? Ya/tidak. Jelaskan?

Tidak kadang tidak ada permainan saat menulis ngajarnya

19. Apakah suasana di dalam kelas terasa menyenangkan? Iya/tidak. Jelaskan.

Tidak karena kami selalu mengajar

20. Apakah guru bahasa Inggris mengadakan remedial bagi siswa yang memperoleh nilai rendah? Ya/tidak.

_ya_

AUTOBIOGRAPHY

Personal Identity

Nama   : Ratna Dewi Ratnadi
Place and Date of Birth : Ie Alem, April 29th 1995
Sex : Female
Religion : Islam
Nationality : Indonesia, Achenese
Marital Status : Single
Occupation : Student
Adress : Jln. Utama Rukoh, lorong Ayah Bunda No. 29, Darusalam, Banda Aceh.
Email : dewiaselratna@gmail.com

Educational Background

Primary school : SDN Jambo Dalem Kec. Trumon Timur Kab. Aceh Selatan
Junior High school : SMPN 2 Trumon Timur Kab. Aceh Selatan
Senior High School : SMAN 1Trumon Timur Kab. Aceh Selatan

Parents

Father's name : Iwan
Occupation : Civil Servant
Mather,s name : Zanidar
Occupation : Housewife

Banda Aceh, Jan 15th 2018

Ratna Dewi Ratnadi