

**UNPACKING ENGLISH PRIMARY TEACHERS PEDAGOGICAL
COMPETENCES TEACHING ENGLISH AS A
FOREIGN LANGUAGE IN INDONESIA**

SKRIPSI

*Proposed in Partial Fullment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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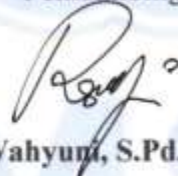
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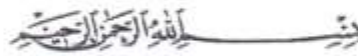
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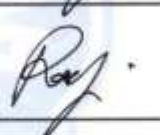
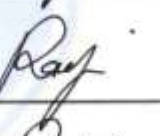
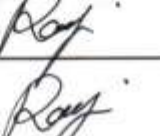
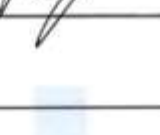


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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
08 / April - 2023	- kekurangan dan kelebihan Pada guru - Findings : hanya point yang penting dan kegiatannya	
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20 / April - 2023	- Understanding the student's characteristic - - wajib dibuat describe dan dibuat prosesnya - - mastering learning Theory and principles of educational learning (untuk guru atau student).	
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ABSTRACT

Nurthania. 1802050077 “Unpacking English Primary Teachers Pedagogical Competence Teaching English As A Foreign Language in Indonesia”. Skripsi. English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2023.

This research is based Unpacking English Primary Teachers Pedagogical Competence Teaching English As A Foreign Language in Indonesia. Researcher found that there is still a lack of knowledge in this regard in the field of English and many students still have difficulties in learning English at the elementary school level and it can be seen that the competence of a teacher is not deep in understanding English material and the researcher looks at how the teacher's competence in teaching Elementary school level students to easily understand English subjects. This research will be conducted using a descriptive qualitative method to describe problems in the process of a teacher's competence in teaching and focus on researching. Based on the findings and discussion, the result of this research can be concluding that: English teacher pedagogic competence in teaching english in SDS Plus Mip Marelan as a whole understands student characteristics by trying to know student personalities, mastering learning theories and educational principles by designing and using various teaching and learning activities, developing curriculum according to rules and objectivity of teaching and learning activities, organizing educational learning activities, helping students in developing self-potential, good communication behavior with students in class, and conducting assessments and evaluations using various techniques appropriate to learning materials and learning objectives.

Keywords : *Competence, Pedagogic, Teacher*

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Medan, 10 Juni 2023

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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Wahyuni (2021) Innovation is an attempt to bring about educational improvement by doing something which is perceived by implementers as new or different. According to Issantosa (2007), education is an important issue for every nation, especially for developing nations, including Indonesian nation. Therefore, it is appropriate if the government together with the community always make changes to improve education. Various changes made by the government include curriculum changes, improving the academic quality of teachers, educational media, equipment and various other aspects of education support. All these improvements in the field of education are aimed at improving student achievement.

Education is very important for human life so it becomes the foundation of hope for developing individuals and society as a tool to advance civilization and build a civilized generation. So, Education is very important for the next generation but we also have to be a teacher who can make students understand the material or lesson we have to teach, especially to elementary school students we must have good competence so that these students understand the material easily, for example, occurs in subjects English lesson, for them English is a difficult subject. As a prospective English teacher, that need to know where students' understanding of English subjects is not. As a researcher, I have taught in

elementary school but not as an English teacher but also asked the English teacher how the teacher teaches so that students can easily understand it and the teacher first hand we must first understand the students' interests to understand English subjects and we must know the easy way for elementary school students because elementary school students and high school students are very different. After all, junior high school students and above are easier to understand than elementary students so we as prospective English teachers, must be able to see what competencies exist in what students teach in the material English lessons. Teacher must be able to create interesting learning that can be reached by students well so that English becomes a lesson that is less interesting and less mastered by students. The learning process is said to be successful if there is a positive change in learning behavior in students in accordance with the planned learning objectives. A teacher to present lessons appropriately, clearly, interestingly, effectively, and efficiently. Teacher continue to try to develop and implement varied lesson plans so that students are more interested and enthusiastic in learning English. One of them is by applying mastery of pedagogic competence.

Elementary school teachers (SD) are the spearhead of success in shaping the nation's next generation of quality. It seems that they have to have high professional abilities and attitudes so that they can work seriously in educating their students to be of high quality. Its scope includes all human experiences and thoughts about education. Everyone has heard of the word education, and everyone as a child has experienced education or everyone as a parent has carried out education.

But not everyone understands in the true sense what education is, and not everyone experiences education or carries out education as it should. Therefore, to understand the intricacies of education, we need to study education (Sadulloh et al., 2011).

Education is very important for human life so it becomes the foundation of hope for developing individuals and society as a tool to advance civilization and build a civilized generation. so in my opinion education is very important for the next generation but we also have to be teachers who can make students understand the material or lessons we have to teach, especially to elementary school students we must have good competence so that these students understand the material easily, for example, occurs in subjects English lessons, for them English is a difficult subject. As a prospective English teacher, the researcher needs to know where students' understanding of English subjects is not. The researcher taught in elementary school but not as an English teacher but the researcher also asked the English teacher how the teacher teaches so that students can easily understand and saw the teacher, we must first understand the students' interests to understand English subjects and we must know the easy way for elementary school students because elementary school students and high school students are very different because junior high school students and above are easier to understand than elementary students so that we as prospective English teachers we must be able to see what competencies exist in what students teach in the material English lessons. Teacher must be able to create interesting learning that can be reached by students well so that English becomes a lesson that is less

interesting and less mastered by students. The learning process is said to be successful if there is a positive change in learning behavior in students in accordance with the planned learning objectives. A teacher to present lessons appropriately, clearly, interestingly, effectively, and efficiently. Teacher continue to try to develop and implement varied lesson plans so that students are more interested and enthusiastic in learning English. One of them is by applying mastery of pedagogic competence.

According to Sudrajat (2015) stated that English is a foreign language that is considered important for the purposes of science, technology, arts, and culture, as well as the development of relations between nations in the world. For this reason, English starting from the 1994 basic curriculum, the 2004 curriculum, and also the 2006 basic education curriculum, English is listed as one of the subjects in elementary schools which are held as local content. Based on the Decree of the Minister of Education and Culture number 060/U/1993, the authority to determine a subject as local content is the Head of the Office of the Ministry of Education and Culture (now Ministry of National Education) level II (City or Regency) with the approval of the Regional Office provided that local content in the form of English is intended for provide competence to understand oral and written information and simple expressions. The Decree also states that English lessons in elementary schools can be taught in grade IV. This decision is the right decision because elementary school students are at an age where their speech apparatus is still flexible and their motivation to learn is very high.

The role of the teacher in the successful implementation of teaching English in elementary schools is very important. According to Brown H (2007) said that *"teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning"*. Nurkamto (2006) argues that there are two implications in learning. The first is the role of the teacher as a teacher whose job is to help students learn. The form of assistance can be in the form of providing motivation and guidance. Teachers are also expected to be able to provide media and tools that facilitate learning. Giving motivation can be in the form of making students aware of the existence of intrinsic (from within) and extrinsic (from outside) motivation. Guidance can be in the form of explaining the learning objectives, the nature of the assignment, and the strategies used to do the task. What is meant by providing facilities for learning is how the teacher makes learning easy.

In connection with the competencies possessed by teacher, it must be realized that the teacher's personality has been formed from the start. However, there are many more skills and attitudes that must be learned by teachers to improve their competence. Competence can be interpreted as an ability to do something, both referring to the cognitive, affective, and psychomotor domains. Competence can also mean skilled or intelligent in doing something or in solving problems. When directed in the world of education, competence refers to the ability to carry out something that is obtained through education. Competence can also refer to performance and rational action, to meet certain specifications in carrying out educational tasks. Teacher competence is one of the things that must be possessed

at any level and level of education. There are several competencies that must be possessed by every teacher, as in the opinion of Sudrajat (2015), among others: (1) the ability to formulate instructional objectives; (2) utilize the sources of learning materials; (3) organize the subject matter; (4) create, select, and use appropriate teaching media, (5) master and choose the right teaching method; (6) knowing and conducting assessments; (7) managing teaching and learning interactions so that they are effective and not boring, and (8) making evaluation and evaluation tools and being able to administer them.

According to Brown H (2001) revealed that language teachers are required to have 12 pedagogical abilities, while still prioritizing a balance between three other abilities, namely technical knowledge, interpersonal skills and personal qualities. The 12 pedagogical abilities are: 1) teachers are expected to have excellent knowledge of language teaching approaches, 2) understand and use a variety of language teaching techniques, 3) efficiently design and implement teaching plans, 4) continuously monitor students' understanding of language teaching. lessons and make adjustments when needed, 5) know the students' needs for language knowledge, 6) provide maximum feedback, 7) stimulate interaction between students, the same ape, and the group era, 8) use the principles of appropriate classroom management principles, 9) have effective and clear presentation skills, 10) creatively adapt materials from textbooks, audio-visuals, and other teaching aids, 11) can create innovative learning materials when needed , and 12) using intrinsic and interactive motivational techniques in constructing the test.

A teacher in carrying out the learning process must have the ideas outlined in the learning design, as a starting point in communicating with students. Therefore, it is necessary to understand the elements that can support the communication process and the purpose of communication. In order for the learning communication process to run effectively and efficiently, teachers need to use media to stimulate students in learning. So in principle the media is useful to support the learning process, this not only makes the presentation more concrete but also has several other uses.

In general, the notion of learning media is: a tool in the teaching and learning process. Learning media can also be interpreted as anything or a tool to stimulate students to think, pay attention, so that a learning process occurs. There are lots of learning media that can be used, on this occasion the admin will share some examples of learning media for elementary students, junior high school students, and high school students. In this example, it is taken from the English subject and the learning media.

For different grades we also have to use different media according to students' understanding. It is impossible for us to use high school student learning media for students who are still in elementary school. Adjustment of the selected media also affects the delivery of learning material.

Definition of learning media in detail (Hamalik, 1994:6), media as a communication tool to make the teaching and learning process more effective; media function in order to achieve educational goals; details of the learning

process; the relationship between teaching methods and educational media; the value or benefits of educational media in teaching; selection and use of educational media; various types of educational media tools and techniques; educational media in every subject; innovation efforts in educational media.

In the observations of researcher conducted at an educational institution/elementary school, the implementation of (micro) education is still limited to a low level, namely memorizing not a few teachers who only present theories to be memorized which are then tested, even though such learning will turn off the creative thinking power of children. . This situation is exacerbated by teachers who still remain loyal to using ancient learning methods that position students as passive objects and teachers as active subjects who dominate in learning. According to Nurkamto (2006), the traditional view of teaching is to see students as empty bottles that can be filled by the teacher at any time. Students are required to sit quietly in chairs that are arranged facing the front of all and must listen to their teacher. Based on the analysis of learning weaknesses above, this is caused by several factors. One of the main factors is the low competence of teachers in carrying out their professional duties. In addition, philosophically, not a few teachers have a low understanding of their professional duties, which actually develops potential and makes students in accordance with their human nature.

Based on observations and interviews with school principals, it was found that phenomena related to RPP, teacher pedagogic competence in understanding students. These symptoms include the following:

First, the teacher provides punishment outside the classroom during learning hours. In the learning process at school, precisely during class hours, it was seen that several students were pulling grass in the school yard. While other students are taking part in learning in the classroom. Students who are pulling grass in the school yard are students who are undergoing punishment. Because they do not do the homework (PR) given by the teacher. Second, there is a teacher who is less varied in English teaching, so that students become bored to follow the lessons delivered by the teacher. Third, there is a teacher who is less skilled in using media when teaching, so that students do not have the opportunity to convey their ideas. And the last there is a teacher who is still lack understanding of curriculum implementation.

Researcher found that there is still a lack of knowledge in this regard in the field of English and many students still have difficulties in learning English at the elementary school level and it can be seen that the competence of a teacher is not deep in understanding English material and the researcher looks at how the teacher's competence in teaching Elementary school level students to easily understand English subjects. The researcher hopes that this research can increase knowledge in the teaching field, especially in English subjects. Because there are still many elementary school students who do not understand English from pronunciation and writing in English, the researcher will also explain the competence of a teacher in the teaching process. As a result, researcher has a good opportunity to examine the level of competence of a teacher in English subjects at the elementary school level.

B. The Identification of the Problem

Based on the above background, the problem were identified related to the research. Issues are identified as follows:

1. There is still a lack of ability of English education teachers in managing classes.
2. Students' interest in learning English are still low cause most teachers usually do the same method or model in teaching.
3. Teacher and student communication in the learning process were not running smoothly because students are less active in asking or answering questions.
4. The learning motivation of students in English subjects were low, so that the learning outcomes of students are low.
5. Teachers do not master English subject matter and use technology.

C. The Scope and Limitation

The scope of this research is to focus on the Analysis of English Teacher Pedagogic Competence. Limitation of the problem is necessary to avoid misunderstanding under study. Therefore, it is necessary to limit the scope of the problem. The limitations of the problem in this study are Teacher pedagogical competence in this case student understanding, curriculum development, learning design, implementation of educative and dialogic learning, utilization of learning technology in English subjects.

D. The Formulation of the Problem

The problems of this study are formulated as the following :

1. How is the pedagogical competence of English teachers?
2. What are the inhibiting factors for increasing the pedagogic competence of English teachers?

E. The Objective of the Study

The objectives of this research are follows :

1. To know out the pedagogical competence of English teachers.
2. To find the inhibiting factors for increasing the pedagogic competence of English teachers.

F. The Significance of the Study

The significance of the study are expected to be useful theoretically and practically.

1. Theoretically

To improve students' abilities and provide information about teacher pedagogical competence at SDS Plus in the Mip Marelan sub-district to then be used as a reference for further research.

2. Practically

- a. For headmaster, As material for consideration in order to improve and evaluate the competence of an educator in order to improve the quality of education better.

- b. For teachers, as input for teachers in efforts to increase the quality of English learning and encourage teachers to further improve learning management.
- c. For other researchers, as material for the author's understanding in increasing knowledge about the pedagogic competencies that must be possessed by a teacher.

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with a review of the related literature. Some of the theories used in this research are important to explain in order to understand certain concepts. There are many related theories as the basis of research.

A.Theoretical Framework

1. The Concept of Teacher Competence

a) Definition of Teacher Competence

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, it is stated that competence is a set of knowledge, skills, which are internalized and mastered by teachers or lecturers in carrying out their professional duties. Kepmendiknas 045/U/2002 states that competence is a set of intelligent, responsible actions that a person has as a condition to be considered capable by the community in carrying out certain tasks in the field of work.

According to Suandi (2021) explained that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. Teacher competence is the result of the incorporation of many types of abilities, which can be in the form of a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in carrying out their professional duties.

So from the various definitions stated above, it can be concluded that competence is a person's ability in the form of knowledge and skills both cognitively, affective and performance as a condition to be considered capable of carrying out certain tasks both cognitively, affectively, and psychomotorically intelligently and can be accounted for. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, various competencies that must be possessed by teachers are pedagogic, personality, professional and social competencies that are integrated in teacher performance.

b). Types of Teachers Competence

Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, that "Competencies that must be mastered by teachers at least include pedagogic competence, personality competence, social competence and professional competence obtained through professional education". Main competence the four teacher competencies as above can be described as follows:

1. Pedagogic competence

Pedagogic competence is the ability of teachers to manage learning, at least includes:

- a) Understanding of insight or educational foundation.
- b) Understanding of students.
- c) Curriculum / syllabus development.

- d) Learning design.
- e) Implementation of educate and dialogical learning.
- f) Utilization of learning technology.
- g) Evolution of learning processes and results.

2. Personality competencies

Personality competencies are competencies that include the personality abilities possessed by a teacher. Everybody clearly has different personalities, and that is a human nature.

3. Social competence

Social competence is a competency that can be seen from how a social teacher and collaborates with students or other teachers. Social competencies that must be mastered by teachers include: how to communicate verbally and in writing, how to use communication and information technology functionally, interact effectively with students, fellow educators, educational staff, parents / guardians and socialize politely with the surrounding community.

4. Professional competence

According to Enar Ratriany (2015) Professional competence is competence which includes mastery of the material, extensive and deep learning. The success of this competency can be seen from the extent to which the ability of teachers to follow the development of science that is

always dynamic. A teacher must also understand the concepts, structures, and teaching methods in the classroom. Because the teacher's professional attitude in teaching and learning activities is absolute.

From the explanation above, the researcher concludes there are kinds of competence that can be categorized based on division of the ability in teaching. According to Jamal Ma'mur (2009), the four competencies above are holistic and integrative in performance teacher. Therefore, the whole figure of teacher competence includes: (1) Introducing students in depth; (2) Mastery of the field of study both disciplines (disciplinary content) and teaching materials in the school curriculum (pedagogical content); (3) Organization of teaching and learning which includes planning and implementing learning, evaluating processes, learning outcomes, and follow-up for improvement and enrichment; (4) Development of personality and professionalism on an ongoing basis.

2. The Concept of Pedagogic Competence

a) Definition of Pedagogic Competence

In the previous section, the meaning of pedagogy has been discussed, but later in this section it will be reviewed again to refresh memory. Pedagogy in Dutch: *paedagogiek*, English: *pedagogy*. The origin of the word pedagogy itself consists of two words in ancient Greek, namely *paedos* which means child and *agogos* which means to lead, guide or lead. From these two words, several terms are

formed, each of which has a specific meaning. The terms in question are paedagogos, pedagogos (paedagoog or pedagogue), pedagogia, pedagogy (paedagogie), and swordogik (paedagogiek). From the words paedos and agogos, the term paedagogos is formed, which means servant or servant in ancient Greece whose job is to take and pick up the child of his employer to school, in addition to always guiding or leading his employer's children.

In its development, there was a change in the term from a servant or assistant to an educator which means a student or an expert educator. But in principle, that in the education of children there is an obligation to guide them until they reach maturity. On the other hand, there is also pedagogy, namely association with children which later turns into pedagogy or pedagogy which means the practice of educating children or the practice of educating children; and formed the term pedagogic or pedagogic which means the science of child education or the science of educating children.

According to Prof. Dr. J. Hoogeveld (Netherlands), pedagogy is a science that studies the problem of guiding children towards certain goals, namely so that later they will be able to independently complete their life tasks. (Suandi, 2021) Pedagogic competence is the ability that must be possessed by teachers regarding the characteristics of students seen from various aspects such as moral, emotional, and intellectual. This implies that a teacher must be able to master learning theory and learning principles, because students have different characters, traits, and interests.

The abilities that teachers must have with regard to pedagogic aspects, namely:

1. Mastery of the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects.
2. Mastery of learning theory and educational principles of learning.
3. Able to develop curriculum related to the field of development being taught.
4. Organizing educational development activities.
5. Utilizing information and communication technology for the benefit of organizing educational development activities.
6. Facilitating the development of the potential of students to actualize their various potentials.
7. Communicate effectively, empathically, and politely with students.
8. Conducting assessments and evaluations of learning processes and outcomes, utilizing the results of assessments and evaluations for the benefit of learning.

Pedagogic competence is the ability of teachers to manage learning, at least including:

1. Understanding insight or educational foundation,
2. Understanding of students,
3. Curriculum/syllabus development,
4. Learning design,
5. Implementation of educational and dialogical learning,

6. Use of learning technology,
7. Evaluation of learning processes and outcomes, and
8. Development of students to actualize their various potentials.

Thus, education is an effort made intentionally by adults to help or guide children (who are not yet adults) to reach maturity. Langeveld continued, education only occurs when children recognize authority. The condition for children to recognize authority is when children have the ability to understand language. Therefore, the lower limit of education or education begins when the child recognizes authority. While the upper limit of education or the end of education is when the educational goals have been achieved, namely maturity. Therefore, when a child does not recognize authority, education cannot be carried out, and in this condition what can be done is pre-education or habituation. Thus, according to a pedagogical review, there is no education for adults, much less for advanced humans.

Pedagogy is a science that examines how to guide children, how educators should deal with students, what are the duties of educators in educating children, what is the purpose of educating children. In this section, we will discuss the notion of pedagogy, education in a special sense and in a broad sense. Education contains three aspects, namely educating, teaching and training.

b) Purpose and Function of Pedagogic Competencies

According to Musfah (2011) teacher pedagogical competencies have the following objectives and functions:

- a. Helping students develop intellectually, socially, physical, and emotional
- b. Increase students' self-impression (images self)
- c. Provide opportunities for success.
- d. Carry out active learning.
- e. Strengthening exploration.
- f. Provides security.

If we look at the purposes and functions described above, then it can be said that with the application of competence pedagogical by the teacher the expected educational goals school can be achieved well.

c) Pedagogic Competency Indicators and Aspects

1. Mastering The Characteristics of Students

According to Ministry of National Education (2010) the teacher is able to record and use information about the characteristics of students to help the learning process. These characteristics are tied to the physical, intellectual, social, emotional, moral, and sociocultural background aspects. The teacher can identify the learning characteristics of each student in his class.

1. Teachers ensure that all students get the same opportunity to actively participate in learning activities.
2. Teachers can organize class to provide equal learning opportunities to all students with physical disabilities and different learning abilities

3. Teachers try to find out the causes of deviant behavior of students to prevent this behavior from harming other students.
4. Teachers help develop potential and overcome the shortcomings of students.
5. Teachers pay attention to students with certain physical weaknesses in order to participate in learning activities, so that these students are not marginalized (marginalized, ridiculed, insecure, etc.).

2. Mastering Learning Theory and Teaching Learning Principles.

According to Ministry of National Education (2010) teachers are able to determine various approaches, strategies, methods, and learning techniques that educate creatively in accordance with teacher competency standards. Teachers are able to adjust learning methods according to the characteristics of students and motivate them to learn.

1. Teachers provide opportunities for students to master learning material according to their age and learning abilities through the arrangement of various learning processes and activities.
2. Teachers always ensure the level of students' understanding of certain learning material and adjusts subsequent learning activities based on that level of understanding.
3. Teachers can explain the reasons for carrying out the activities / activities he does, both appropriate and different from the plan, related to the

success of learning.

4. Teachers use various techniques to motivate students' willingness to learn.
5. Teachers plan learning activities that are interrelated with each other, taking into account the learning objectives and the learning process of students,
6. Teachers pay attention to the responses of students who do not / do not understand the learning material being taught and use it to improve the next learning design.

3. Curriculum Development

According to Ministry of National Education (2010) the teacher is able to compile a syllabus according to the most important objectives of the curriculum and use lesson plans according to the objectives and learning environment. Teachers are able to select, compile, and organize learning materials according to the needs of students:

1. The teacher can compile a syllabus according to the curriculum,
2. The teacher designs a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve established basic competencies,
3. The teacher follows the sequence of learning materials by paying attention to the learning objectives,
4. The teacher chooses learning material that: (1) is in accordance with the

learning objectives, (2) is accurate and up to date, (3) is in accordance with the age and level of learning abilities of students, (4) can be implemented in class and (5) is in accordance with the context of daily life -day learners.

4. Educational Learning Activities

According to Ministry of National Education (2010) the teacher is able to compile and implement a complete educational design. Teachers are able to carry out student activities. the teacher is able to compile and use a variety of learning materials and learning resources according to the characteristics of students, if relevant, the teacher uses information communication technology (ICT) for learning purposes.

1. Teachers carry out learning activities in accordance with a complete design and the implementation of these activities indicates that the teacher understands the purpose.
2. Teachers carry out learning activities that aim to help the learning process of students, not to test so that it makes students feel depressed.
3. Teachers respond to the mistakes made by students as a stage of the learning process. It is not merely an error that must be corrected, for example: by knowing in advance other students who agree / disagree with the answer, before providing an explanation of the correct answer.

4. Teachers carry out various learning activities with sufficient time for learning activities that are appropriate to the age and level of learning abilities and pay attention to the attention of students.
5. Teachers manage the class effectively without dominating or busy with their own activities so that all students' time is used productively.
6. Teachers are able to audio visual (including ICT) to increase students' motivation to achieve learning goals. Adjust learning activities designed to class conditions.
7. Teachers provide many opportunities for students to ask questions, practice and interact with other students.
8. Teachers arranges the implementation of learning activities systematically to help the learning process of students, for example; the teacher adds new information after evaluating students' understanding of the previous material, and
9. Teachers use teaching aids, and / or audio visuals (including ticks) to increase students' motivation to achieve learning goals.

5. Development of The Potential of Students

According to Ministry of National Education (2010) the teacher is able to analyze the learning potential of each student and identify the development of the potential of students through learning programs that support students to actualize their academic potential, personality, and creativity until there is

clear evidence that students are actualizing their potential:

1. The teacher analyzes learning outcomes based on all forms of assessment of each student to determine the level of progress of each.
2. The teacher designs and implements learning activities that encourage students to learn according to their respective skills and learning patterns.
3. The teacher can correctly identify the talents, interests, potential, and learning difficulties of each student.
4. The teacher focuses on interactions with students and encourages them to understand and use the information conveyed.

6. Communication with Students.

Teachers are able to communicate effectively, empathically and politely with students and are enthusiastic and positive. Teachers are able to provide complete and relevant responses to students' comments or questions:

1. Teachers use questions to determine understanding and maintain student participation, including providing open-ended questions that require students to answer with their ideas and knowledge.
2. Teachers pay attention and listens to all questions and responses to students, without interrupting, unless necessary to help and clarify the questions / responses.
3. Teachers respond to students' questions appropriately, correctly and upto-date, according to learning objectives and curriculum content, without

embarrassing them.

4. Teachers present learning activities that can foster good cooperation between students.
5. Teachers listen and pays attention to all students' answers, both right and wrong, to measure the level of understanding of students.
6. Teachers pay attention to the questions of students and responds completely and is relevant to eliminate confusion in students

7. Assessment and Evaluation.

Teachers are able to carry out process assessments and learning outcomes on an ongoing basis. The teacher evaluates the effectiveness of the process and learning outcomes and uses the information from the assessment and evaluation results to design remedial and enrichment programs. The teacher is able to use the results of the assessment analysis in the learning process:

1. Teachers prepare an assessment tool in accordance with the learning objectives to achieve certain competencies as written in the lesson plan.
2. Teachers carry out assessments with various techniques and types of assessment, in addition to formal assessments carried out by schools, and announce the results and implications to students regarding the level of understanding of the learning material that has been and will be studied.
3. Teachers analyze the results of the assessment to identify difficult basic competencies so that the strengths and weaknesses of each student are

known for remedial and enrichment purposes.

4. Teachers use input from students and reflects on it to improve further learning, and can provide it through notes, learning journals, learning designs, additional material, and so on.
5. Teachers use the results of the assessment as material for the preparation of learning designs that will be carried out next.

From the explanation above to understand more clearly about the pedagogic competence it will be described in the sub-chapters above Government Regulation No. 74 of 2008 concerning Teacher Chapter 2, Article 3, paragraph (4) states that pedagogic competence is the ability of the teacher in managing learning learners.

3. The Concept of Teacher

a) Definition of Teacher

According to Danim (2010) The teacher is a professional educator with assignments major in educating, teaching, guiding, directing, train, judge, and evaluate students on track formal education. Generally it can be interpreted that the teacher is the person responsible for development all potential students, both cognitive potential, affective potential, and psychomotor potential.

According to Djamarah (2005) The teacher is the person who gives knowledge of students. In more understanding broad teachers can also be

interpreted as people who carry out education in certain places, not only in formal educational institutions, but also in mosques, in homes, at home etc.

So it can be explained that duties and responsibilities of teachers are actually not only in school, but can be wherever they are. At home, teachers play the role of parents as well as educators for their children. Mentioned in Law No. 14 of 2005 about Teachers and Lecturers said that, "Teachers is an educator with the main task of educating, teaching, guide, direct, train, judge and evaluating students in early childhood education formal education, basic education and education medium."

From some of the definitions stated above, then it can be concluded that the teacher is an educator professional with the main task of educating, teaching, guide, direct, assess, and evaluate students as well as in efforts to form human resources potential in the field of development.

According to Yamin (2012) the duties and obligations of teachers have been mentioned in Law No. 14 of 2005 article 20, regarding the duties and obligations of teachers, among others:

- a. Plan learning, carry out processes quality learning, as well as assessing and evaluating learning outcomes;
- b. Improve and develop academic qualifications and competence continuously in line with development science, technology, and arts;
- c. Acting objectively and not discriminating on the basis of considerations of gender, religion, or family background and socioeconomic status of

students in learning;

- d. Upholding statutory regulations, laws, and teacher code of ethics, as well as religious and ethical values;
- e. Maintain and cultivate the unity and integrity of the nation.

Apart from duties and obligations, teachers also have responsibilities. If we look at the transitional changes in teaching as described in the previous section which increase the opportunities for students to learn and develop and on the other hand, based on the professional role of modern teachers, of course it raises or increases the responsibility of teachers to be greater. These responsibilities are as follows:

- a. Teachers must demand that students learn;
- b. Participate in and develop the school curriculum;
- c. Conducting guidance for students (personality, character, and physical);
- d. Provide guidance to students;
- e. Make a diagnosis of learning difficulties and conduct assessment of willingness to learn;
- f. Carry out research;
- g. Get to know the community and participate actively;
- h. Living, practicing, and securing Pancasila;
- i. Participate in helping to create unity and unity nation and world peace

- j. Participate in the successful development of responsibility enhance the professional role of teachers.

Ali Mudlofir (2012), also explained the duties and responsibilities answer the teacher in developing his profession. As for the explanation as follows: "There are at least six duties and responsibilities of teachers in developing their profession, namely:

- a. The teacher served as a teacher;
- b. The teacher serves as a guide;
- c. The teacher serves as a class administrator;
- d. The teacher is in charge of curriculum developer;
- e. The teacher is in charge of developing the profession;
- f. The teacher is in charge of building relationships with Public.

The six duties and responsibilities above are the main duties of the teaching profession.

In the current situation, the duties and responsibilities of teachers in professional development and fostering relationships with the community do not seem to be done by many teachers. The most prominent is only the duties and responsibilities as a teacher and as class administrator. Likewise, the duties and responsibilities as a guide are still not entrenched among teachers. They think that the task of guiding is the duty of the supervisor or homeroom teacher.

4. The Concept of English Learning

a) Definition of Learning

According to Setyadi (2006) the term learning is the same as instruction or teaching. Teaching means how to teach or teach. Thus teaching is defined as the same as learning (by students) and teaching (by teachers). Teaching and learning activities are a unity of two unidirectional activities.

Learning activities are activities primary, while teaching is a secondary activity that is intended for optimal activities. And it can be concluded that learning is a conscious effort from the teacher to make students learn, namely the occurrence of behavior changes in students who learn, where the changes are obtained by obtaining new abilities that apply in a relatively long time and because of the effort.

Learning is a system that aims to assist the student learning process, which contains a series of events designed and arranged in such a way as to influence and support the internal student learning process. Learning is an activity in which there is a process of teaching, guiding, training, giving examples, and arranging and facilitating various things for students so that they usually learn so that educational goals are achieved. Learning is a process of interaction carried out by educators to students to generate a desire to learn and achieve predetermined goals through the media, environment, and others.

The English learning method plays a very important role in English

learning activities. There are many students who are able to achieve good achievement because they are taught using appropriate English learning methods.

b) English Learning

According to Brown H (2000) the main objective of English teaching and learning involves some components: grammar, vocabulary, and pronunciation, with the four basic competence skills: listening, speaking, reading and writing. Because English is not the first language; some of Indonesian students feel that English is difficult to be learnt. In addition, they face some problems when they want to master it.

The problems come from inside (their selves/their motivation) and outside (the materials, the school, the media, family's support, etc.). But, there is no reason for us to stop learning something in our life, includes language, and people have to use their ability to learn language.

English teachers have to pay attention on the students' characteristic. In order they can apply the appropriate method to teach. The choosing of certain method used in class should be suited with the goal of teaching-learning process, as the right method will result the better achievement.

B. Previous Related Studies

Ahmad and Setyaningsih (2012) have researched about "Teacher Professionalism: A Study on teachers' Professional and Pedagogic Competencies at Junior, Senior, And Vocational High Schools in Banyumas Regency, Central

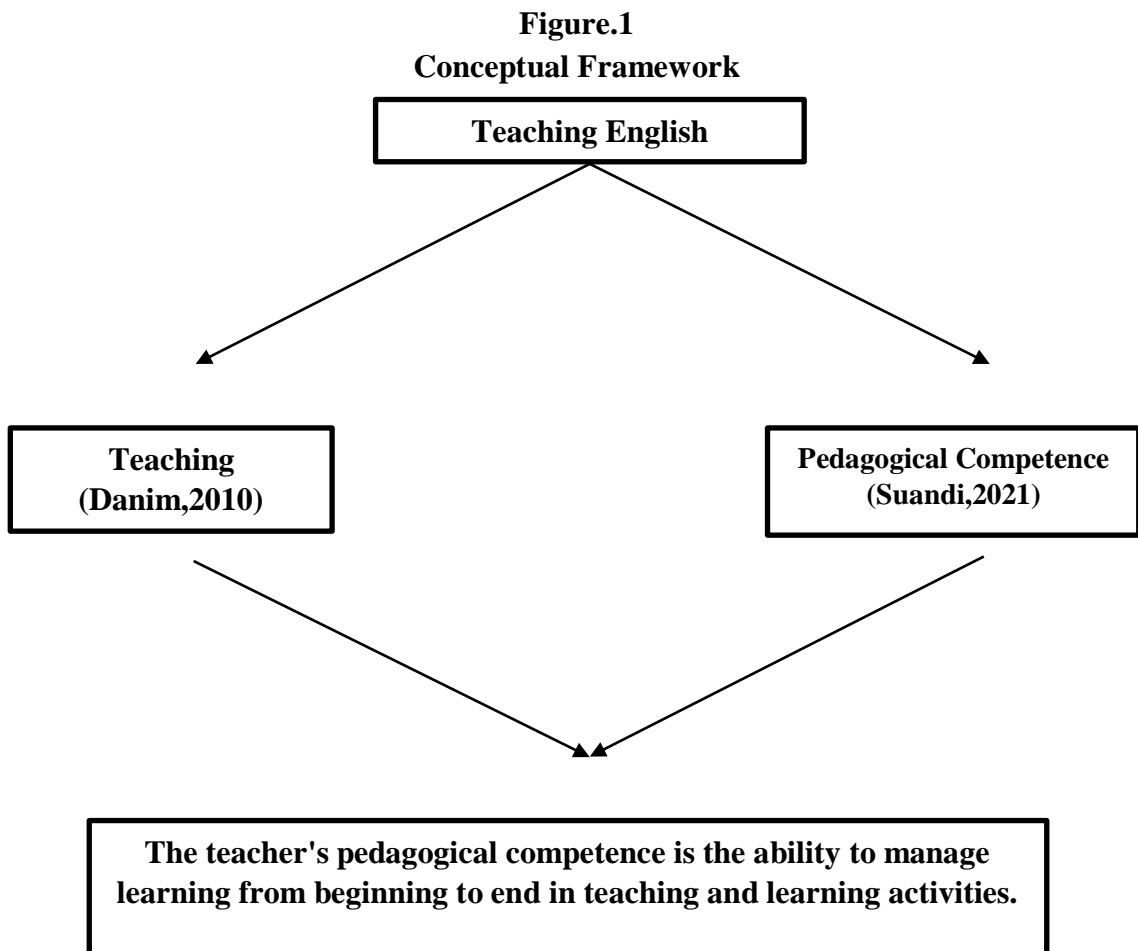
Java, Indonesia.” This paper discusses teachers’ professionalism. These teachers’ competencies are summarized in four competencies, namely professional competency, pedagogical competence, personal competencies, and social competence. This study focused on both teachers’ professional and pedagogic competences. This study was carried out to research teachers’ of Junior, Senior, and Vocational High School in Banyumas Regency, Central Java, Indonesia.

Setyarahajoe and Irtanto (2013) have researched similar matter entitled “The Competency of Teachers as Human Resources at Senior High School, in Kediri, East Java, Indonesia”. The result of this research shows that the rate of teachers’ competencies has satisfactorily in line with standard categories, especially the pedagogic, personal, professional, and social competencies. Of the four competencies stated previously, the weakness existed especially in professional competency that concerns an indicator of scientific writing.

Based on some opinions above the research deduced that a teacher should mastery the four competences, namely professional competence, pedagogical, personal competence, and social competence. The difference in the research above is the year the research was conducted and the subjects in the research were different. The research that the researchers conducted discussed Pedagogic Competence focused on English Teachers.

C. Conceptual Framework

The conceptual of this research, describe about analysis of the teacher pedagogical competence in teaching English and learning process.



CHAPTER III

RESEARCH METHODS

A. Research Design

This research conducted using a descriptive qualitative method to describe problems in the process of a teacher's competence in teaching and focus on researching them. According to Lexy and Molong (2007) that the data collected in qualitative research are in the form of words, pictures but not numbers. Qualitative research approach is an approach that does not use the basis of statistical work but is more based on qualitative evidence such as observations and interviews.

Descriptive-qualitative research method is focused on problems based on facts which are carried out by means of observations, interviews, and studying documents. This method was chosen as one of the writing methods in order to obtain an overview in the field for knowing ability manage learning students who include understanding student in design and implementation learning , evaluation , results study and knowing progress student in understand eye lesson language English on student school base and knowing strategy used by students.

B. Source of Data

In qualitative research, researchers enter certain social situations, conduct observations and interviews with people who are considered to know about the social situation (Sugiyono, 2017: 297). What is meant by the source of data in

research is the subject from where data can be obtained. In this study using two data sources, namely:

1. Sugiyono (2017: 308) states, "Primary data sources are data sources that directly provide data to data collectors". Primary data sources in this study came from key informants and supporting informants. The key informant in this study was SDS Plus English teacher Mip Marelan.
2. Sugiyono (2017: 308) explains, "Secondary data sources are sources that do not directly provide data to data collectors, for example through other people or documents". Secondary data sources in this study can be in the form of documentation, observation results, and supporting theories. Secondary data can complement what has been obtained in primary data. Secondary sources in this study were research photos, interview recordings, video recordings, documents related to thematic learning, author's notes and other supporting documents.

Table 3.1 Source of Data

No	Initial Names of Teacher	Date of Birth	Adress	Question
1	ENS	16 September 1998	Pasar 3 Barat Gg. Kembar	1.How do English teachers try to understand student characteristics? 2.What are the efforts of English teachers to master learning theory and educational learning principles? 3.What are the efforts of the English teacher in developing the curriculum? 4.What are the efforts of the English teacher in carrying out educational learning activities?
2	NT	10 January 1997	Pasar 2 Barat Gg. Arjuna	
3	SA	05 August 1998	Pasar 4 Barat Gg.Keluarga	5.What are the efforts of English teachers in developing students' potential abilities?
4	IS	21 December 1985	Jl. Kapten Rahmadbuddin Gg.Jagung	
5	PA	08 March 1993	Pasar 4 Barat Gg. Sepakat Link.12	6.What are the English teacher's efforts in implementing communication with students? 7.How are the English teacher's efforts in evaluating and assessing students?

C. Technique of Collecting Data

The research data collected through the following steps:

1. Interview

According to Siyoto & Sodik (2015), an interview is a meeting of two people who exchange information through question and answer, so that the meaning of a topic discussed can be obtained. So the interview is a method of collecting data through questions submitted orally to the informant directly. Apart from face-to-face interviews, interviews can also be conducted by telephone. The types of interviews used in this study were unstructured interviews.

The researcher did to interviewed a teacher at an elementary school to find out how an English teacher teaches elementary school students. And the researcher also wants to know the method or method used when teaching because the researcher knows how active elementary school students are with their behavior. The researcher will also interview private and public English teachers so that the researcher also has a comparison so that the researcher can also know the methods of these teachers in the teaching process.

2. Observation

According to Arikunto (2006) the observation method is a method that successfully destroys the eye. Observation or called also observations, including activity center attention on something objects using all five senses. So observation could conducted through observation , hearing ,

smell , touch , and tasting. Observations are observations made by researcher to collect data accurately and accurately. In this research, researcher will be observed teacher skills, namely teacher understanding, curriculum/syllabus development, learning planning, use of learning technology, implementation of educational learning and dialogue in increasing student interest in learning, namely feelings of pleasure, student interest, student attention, student involvement through teacher pedagogic competence in SDS Plus Mip Marelan who acts as a teacher and involves all elementary school students who carry out the learning process.

3. Documentation

According to Siyoto & Sodik (2015), the documentation method is collecting data regarding matters in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, agendas, and so on. This research also collects pictures of the English teacher at SDS MIP Marelan teaching, besides that there is also documentation during the interview process.

D. Technique for Analyzing Data

The data analysis technique used in this study is a qualitative data analysis technique (Miles & Huberman,1992). These steps consist of three streams of activities that occur simultaneously, namely:

1. Data Reduction:

Data reduction is a form of analysis that sharpens shorts, focuses,

discards and organizes data in such a way that final conclusions can be drawn and verified. So, in this step the researcher was reducing the data by selecting and organizing the appropriate data that each teacher has obtained to know how the pedagogic competence of each English teacher at SDS Plus Mip Marelan when they teach English.

2. Data Display

In this step, researcher was displaying data by describe and discuss the data that has been get in systematically form based on the needed structure in order to easy to understand. The data from the subjects and instrument were crosschecked with theory before drawing a result or conclusion.

3. Data Conclusion

The final conclusion of the data analysis procedure in this study. Therefore, after reducing and displaying the data the researcher draws conclusions which means a process of describing the contents of the collected data in the form of good and clear statements..

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely findings and discussion results where the findings present the results of the data analysis of the research instruments and discussion related to further information of the findings.

A. Findings

Based on what the researcher likes in the brief explanation above, the researcher will describe as well as answer what is the pedagogical competence of English teachers at SDS Plus Mip Marelan as a research question according to the results found from this study below:

1. Understanding the Students' Characteristics

Based on research on English teachers in understanding student characteristics, English teachers:

- a. Try to identify the learning characteristics of each student in the class.

Find out the learning characteristics of each student in the class.

- b. Ensuring students get equal learning opportunities so that all students are active in class.
- c. Observing or finding out the causes of student behavior if it is found that students exhibit behavioral deviations so that they can be prevented from disturbing other students.

- d. Try to find out the causes of students' deviant behavior so that this behavior does not harm other students.
- e. Helping students overcome student deficiencies and develop student potential.
- f. Arrangement of classrooms that can make all students have equal learning opportunities in the classroom during teaching and learning activities.
- g. Helping students overcome student deficiencies and develop student potential.
- h. Ensuring students get equal learning opportunities that enable all students to actively participate in teaching and learning activities.
- i. Helping students to overcome student luck and develop student potential.
- j. Give attention to students even though students have other psychological weaknesses so that students feel cared for and are also able to participate in learning activities so they do not feel marginalized.

2. Mastering Learning Theory and Principles of Educational Learning

In the mastery of learning theory and the principles of educational learning aspects carried out by the teacher towards students were found by researchers:

- a. Gave opportunity to students in order to master a learning material that appropriate with their age and their learning ability through varied teaching and learning activities that accordance with the students.
- b. The teacher ensures the students' understanding of the learning material during the learning activities run and adjusts the next activity based on that.
- c. Plan or designs the learning activities that interrelated with each other by taking into the learning objective as well as learning process of students.
- d. Improve the next plan or design of the teaching and learning activities based on the students' responds or students understands about the material that has been learned.
- e. Ensures the students' understanding of the learning material to adjust the next activities
- f. Explain the reason and the goals of the teaching and learning activities that applied in the activities even it accordance with the teaching and learning activities plan before or not accordance.
- g. The teachers gave attention to the students' responses about their understanding to the material that has been studied and improve the next learning design based on the result of students' learning process.
- h. Confirms and pays attention to the students' understanding on the

material that has been taught.

- i. Design teaching and learning activities.
- j. Use various technique to motivate students in order to the students have willingness to learn.
- k. Uses the level understand all of the students to determine the next learning activities and improve the learning design in the future.

3. Developing Curriculum

In developing curriculum aspect, researcher was found:

- a. Arranges a syllabus in accordance with the curriculum in the school.
- b. Design a lesson plan that in accordance with the syllabus to discuss learning materials in order to students can achieve the basic competencies set by follow the sequence of learning material and paying attention to the learning objectives.
- c. Follow the sequence of learning material according to the objective
- d. Choose learning material that appropriate to the learning objectives, right and up to date, according to the age and level of learning abilities of students, can be carried out in class and in accordance with the context of the daily lives of students.

4. Educating Learning Activities

In educating learning activities, teacher should manage the classroom

effectively without dominating or busy with their own activity because the main purpose of educating learning was to educate students in order to grow and develop into an individual active.

Based on the result on English teachers at SDS Plus Mip Marelan sub-district show that the teachers' pedagogic competence in educating learning activities were create and carries out various teaching and learning activity that focus in improving students ability so that the objective of learning activity more easily to get.

The result found as a whole supported and convenient with The Minister of Educational Regional No. 35 (2010: 149) where the teacher in the pedagogic competence on educating learning activities should to:

- a. Carries out learning activities in accordance with the design that has been prepared in full and the implementation of these activities indicates that the teacher understands the purpose.
- b. Carries out learning activities that aim to help the learning process of students, not to test so that makes students feel depressed.
- c. Communicates new information (such as additional material) according to the age and level of learning ability of students.
- d. Responds to the mistakes made by students as a stage of the learning process, not merely mistakes that must be corrected. For example: by knowing in advance other students who agree/disagree with the answer, before giving an explanation of the correct answer.

- e. Carries out learning activities according to curriculum content and relates them to the context of students' daily lives.
- f. Does variety learning activities with sufficient time for learning activities that are appropriate to the age and level of learning ability and maintain student attention.
- g. Manages the classroom effectively without dominating or being busy with his own activities so that all time participants can be utilized productively.
- h. Adjust learning activities that are designed with class conditions.
- i. Provide many opportunities for students to ask questions, practice and interact with other students.
- j. Manage the implementation of learning activities systematically to help the learning process of students. For example: the teacher adds new information after evaluating the students' understanding of the previous material.
- k. Use the teaching aids, and / or audio-visuals (including ICT) to increase the motivation to learn in achieving learning objectives.

5. Developing students' potential

In developing students' potential aspect, researcher was found:

- a. Analyze of the students' learning outcomes based on forms assessment of each student to find out the level progress of the students.

- b. Design and implementing learning activities that encourage students to learn according to their respective skill and learning patterns.
- c. Design and implements learning activities to bring out the power of creativity and critical thinking skills of students.
- d. Active to help students in the learning process by giving attention to each individual and focuses on the interaction with students
- e. Encourages the students to understand and used the information conveyed also done by the teacher as the way in order to develop their potential.
- f. Helps students in the learning process by giving attention to each individual.
- g. Focuses on interaction with students as well as encourages the students to understand and used the information conveyed.

6. Communicating with Students

In communication with students' aspect, researcher was found:

- a. Used questions to determine understanding and maintain student participation, including providing open questions that require students to answer by their ideas and knowledge.
- b. Gave attention and listens to all the questions and responses the students without interruption, unless needed to help or clarify the question.

- c. Respond to students' questions correctly, right, and up to date, according to the learning objectives and curriculum content, without embarrassing them.
- d. Presented learning activities that can foster good cooperation between students
- e. Listen and gave attention to all the answers of the students both right and those that are considered wrong to measure the level of understanding of the students.
- f. Gave attention to the questions of the students and respond it in a complete and relevant manner to eliminate confusion in the students.

7. Assessment and Evaluation

In assessment and evaluation aspect, researcher was found:

- a. Prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan.
- b. Carries out evaluations with various techniques or types of assessment that has been prepare before.
- c. Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known.
- d. Use the responds and result of students as the material for the preparation of improving the next learning design.

Based on the results of the researcher's analysis, it shows that the pedagogical competence of teachers at SDS Plus Mip Marelan is still quite good. Of the seven pedagogic competencies used by researchers who received a good category, namely competency mastery of student characteristics and curriculum development competency. While in the quite good category, namely competence in mastering learning theory and educational principles of learning, competence in educational learning activities, competency in developing the potential of students, communication competence with students and assessment and evaluation competence.

This can be caused by a lack of knowledge and pedagogic competence of the teacher. Researchers see that there are still teachers who have not received training and knowledge about education. Researchers also saw teacher inequality in teaching subject areas, there were teachers who did not meet educational qualification standards. So it creates irrelevance in the application between the fields of study studied or taken during lectures and the material being taught, even though both come from education.

Table 4.1
Result of Interview

Question	Initial Names of Teacher				
	ENS	NT	SA	IS	PA
1	<p>3. Try to identify the learning characteristic of each student in classroom.</p> <p>4. Makes sure his students get same learning opportunities in order to all of the students active in the classroom</p>	<p>5. Try to know the reason of the students' deviant behavior in order to the behavior not harming other students</p> <p>6. Help the students to overcome the students' shortcoming as well as develop the students' potentials</p>	<p>7. Arranges classroom which can make all of the students had same learning opportunity in the class during teaching and learning activities run</p> <p>8. Observe or find out that causes of students' behavior if there were obtain the students show a behavioral deviation so that can be prevented to not bother other students.</p>	<p>9. Find out the learning characteristic of each student in classroom</p> <p>10. Ensure the students to get same learning opportunities that make all of the students can actively participate in teaching and learning activities.</p>	<p>11. Helps the students to overcome the students' luck as well as develop the students' potential</p> <p>12. Give attention to the students even the students had weakness psychical of other in order to the students feeling notice and also able to participate in learning activities so that they were not feel marginalized.</p>

2	<ul style="list-style-type: none"> • Gave opportunity to students in order to master a learning material that appropriate whit their age and their learning ability through varied teaching and learning activities that accordance with the students • The teacher ensures the students' understanding of the learning material during the learning activities run and adjusts the next activity based on that 	<ul style="list-style-type: none"> • Plan or designs the learning activities that interrelated with each other by taking into the learning objective as well as learning process of students • Improve the next plan or design of the teaching and learning activities based on the students' responds or students understands about the material that has been learned 	<ul style="list-style-type: none"> • Gave opportunity to students in order to master a learning material that appropriate whit their age and their learning ability through varied teaching and learning activities that accordance with them • Ensures the students' understanding of the learning material to adjust the next activities • Explain the reason and the goals of the teaching and learning activities that applied in the activities even it accordance 	<ul style="list-style-type: none"> • The teachers gave attention to the students' responses about their understanding to the material that has been studied and improve the next learning design based on the result of students' learning process • Gave opportunity to students in order to master a learning material that appropriate whit their age and their learning ability through varied teaching and 	<ul style="list-style-type: none"> • Confirms and pays attention to the students' understanding on the material that has been taught o Design teaching and learning activities • Use various technique to motivate students in order to the students have willingness to learn • Uses the level understand all of the students to determine the next learning activities and improve the learning design in the future
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			with the teaching and learning activities plan before or not accordance	learning activities that accordance with them	
3	<ul style="list-style-type: none"> • Arranges a syllabus in accordance with the curriculum in the school. • Design a lesson plan that in accordance with the syllabus to discuss learning materials in order to students can achieve the basic competencies set by follow 	<ul style="list-style-type: none"> • Did teaching and learning conformable with curriculum contain to liking the activities with daily activities. • Did various teaching learning activities with enough time for learning time as well as manages the class in effectively without dominating or busy with his activity and keep 	<ul style="list-style-type: none"> • Choose learning material that appropriate to the learning objectives, right and up to date, according to the age and level of learning abilities of students, can be carried out in class and in accordance with the context of the daily lives of students. 	<ul style="list-style-type: none"> • Arranges a syllabus in accordance with the curriculum in the school Follow the sequence of learning material according to the objective 	<ul style="list-style-type: none"> • Choose learning material that appropriate to the learning objectives, right and up to date, according to the age and level of learning abilities of students, can be carried out in class and in accordance with the context of the daily lives of students

	the sequence of learning material and paying attention to the learning objectives.	compile the activity in accordance with the previously design activity and class condition.			
4	<ul style="list-style-type: none"> • Carries out learning activities in accordance with the design that has been prepared. • Carries out the activities that aim to help the learning process of students, not to test which makes the students feel depressed o Responds of students' mistake as a stage of the learning process not merely 	<ul style="list-style-type: none"> • Did teaching and learning conformable with curriculum contain to liking the activities with daily activities. • Did various teaching learning activities with enough time for learning time as well as manages the class in effectively without dominating or busy with his activity and keep compile the activity in accordance with the previously 	<ul style="list-style-type: none"> • Carries out learning activities that aim to help the learning process of students not to test and makes students feel depressed • Give a responds of students' mistake as a stage of the learning process not merely because of the mistake made by the students. • Did the teaching learning 	<ul style="list-style-type: none"> • Conducts various teaching and learning activities to keep the attention of students such as provide many opportunities for students to ask questions, practice and interact with other students. • Manages the implementation of the learning activities in systematicall y in order to 	<ul style="list-style-type: none"> • Carries out the activities that aim to help the learning process of students. • Communicate s new information such as additional material to his students that accordance with students' age and ability • Gave a responds of students' mistake as a stage of the learning

	because of the mistake made by the students.	design activity and class condition.	activities in accordance with the curriculum which then connected with the students' live as a general.	help the learning process of students like the teacher add new information after evaluate the students' understanding about the material that has been learn.	process not merely because of the mistake made. • Carries out learning activities according to the context of students' daily lives
5	<ul style="list-style-type: none"> Analyze of the students' learning outcomes based on forms assessment of each student to find out the level progress of the students. Design and implementing learning activities that encourage students to 	<ul style="list-style-type: none"> Design and implements learning activities to bring out the power of creativity and critical thinking skills of students. Active to help students in the learning process by giving attention to each individual and focuses on the interaction with 	<ul style="list-style-type: none"> Analyze students' learning outcomes based on forms assessment of each student to find out the level progress of each student like teacher A. Helps students in the learning process by giving attention to each individual 	<ul style="list-style-type: none"> Design and implements learning activities to bring out the power of creativity and critical thinking skills of students. Active to help students in the learning process by giving attention to 	<ul style="list-style-type: none"> Analyze students' learning outcomes based on forms assessment of each student to find out the level progress of each student like teacher A. Helps students in the learning process by

	<p>learn according to their respective skill and learning patterns.</p>	<p>students</p> <ul style="list-style-type: none"> • Encourages the students to understand and used the information conveyed also done by the teacher as the way in order to develop their potential. 		<p>each individual and focuses on the interaction with students</p>	<p>giving attention to each individual</p> <ul style="list-style-type: none"> • Focuses on interaction with students as well as encourages the students to understand and used the information conveyed.
6	<ul style="list-style-type: none"> • Used questions to determine understanding and maintain student participation, including providing open questions that require students to answer by their ideas and knowledge. • Gave attention and listens to 	<ul style="list-style-type: none"> • Respond to students' questions correctly, right, and up to date, according to the learning objectives and curriculum content, without embarrassing them. • Presented learning activities that can foster good cooperation between students 	<ul style="list-style-type: none"> • Listen and gave attention to all the answers of the students both right and those that are considered wrong to measure the level of understanding of the students. • Gave attention to the questions of the students and respond it in a complete 	<ul style="list-style-type: none"> • Used questions to determine understanding and maintain student participation, including providing open questions that require students to answer by their ideas and knowledge. 	<ul style="list-style-type: none"> • Respond to students' questions correctly, right, and up to date, according to the learning objectives and curriculum content, without embarrassing them. • Presented learning activities that

	<p>all the questions and responses the students without interruption, unless needed to help or clarify the question</p>		<p>and relevant manner to eliminate confusion in the students.</p>	<ul style="list-style-type: none"> • Gave attention and listens to all the questions and responses the students without interruption, unless needed to help or clarify the question 	<p>can foster good cooperation between students</p> <ul style="list-style-type: none"> • Listen and gave attention to all the answers of the students both right and those that are considered wrong to measure the level of understanding of the students. • Gave attention to the questions of the students and respond it in a complete and relevant manner to eliminate confusion in the students.
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7	<ul style="list-style-type: none"> • Prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan. • Carries out evaluations with various techniques or types of assessment that has been prepare before. 	<ul style="list-style-type: none"> • Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known • Use the responds and result of students as the material for the preparation of improving the next learning design. 	<ul style="list-style-type: none"> • Prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan 	<ul style="list-style-type: none"> • Carries out evaluations with various techniques or types of assessment that has been prepare before. • Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known 	<ul style="list-style-type: none"> • Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known • Use the responds and result of students as the material for the preparation of improving the next learning design.
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B. Discussion

Based on the findings above, the teacher's pedagogical competence is the ability to manage learning from beginning to end in teaching and learning activities. There are several indicators or aspects of pedagogic competence, namely mastering characteristics, mastering learning theory and principles of learning education, developing curricula, educating learning activities, developing student potential, communicating with students, and finally assessment and evaluation.

In discussing the results of this research, the researcher seeks to interpret based on the findings obtained in the field which are based on the main objective of qualitative research. This research was conducted by researchers in four meetings with English teachers. This is because the aim of the research is to determine the pedagogical competence of teachers in SDS Plus Mip Marelan sub-district in English subjects. So that the researchers determined class I to class VI teachers and school principals as research subjects.

Based on the research data above, namely the English teacher in the competence of mastering the characteristics of the students is good. The teacher has been able to identify the learning characteristics of each student in the class. The teacher ensures that all students get equal opportunities to actively participate in learning activities. Teachers can organize classes to provide equal learning opportunities for all students with disabilities and different learning abilities. Teachers can help develop potential and overcome student deficiencies. The

teacher pays attention to students who have weaknesses so they can participate in learning activities, so that students are not marginalized (isolated, ridiculed, insecure, etc.).

In terms of competence, mastering learning theories and learning principles that educate is quite good. Teachers provide opportunities for students to master subject matter according to their age and learning abilities through the arrangement of various learning processes and activities. The teacher is able to guarantee the level of students' understanding of certain learning materials and adjust further learning activities based on their level of understanding. The teacher has been able to explain the reasons for carrying out the activities carried out, both according to or different from the plan, related to the success of learning. Teachers use various techniques to motivate students' willingness to learn. The teacher designs learning activities that are interrelated with each other by taking into account the learning objectives and the student learning process.

The competence of curriculum development is quite good. The teacher has been able to compile the syllabus according to the curriculum used. Developing a lesson plan is in accordance with the syllabus that was made. The teacher has been able to design a lesson plan that is in accordance with the syllabus which will discuss certain teaching materials so that students can achieve the basic competencies set. And when the learning process takes place the teacher follows the sequence of learning materials with attention to learning objectives. When carrying out the teaching and learning process the teacher chooses learning materials that are appropriate to the learning objectives, correct and up to date,

according to the age and level of student learning abilities that can be carried out in class and in accordance with the daily context of students' lives.

In the competence of educational learning activities that are good enough. In educating learning activities, teachers must manage the class effectively without dominating or being busy with their own activities as the main purpose of educating is to educate students so that they grow and develop into active individuals. The teacher carries out learning activities in accordance with the designs that have been prepared in full and the implementation of these activities shows that the teacher understands the objectives. The teacher carries out learning activities that aim to help the student learning process, not to test it so that it makes students feel pressured. Teachers are able to respond to mistakes made by students as a stage of the learning process, not just mistakes that must be corrected. For example: knowing how to advance other students who agree/disagree with the answer, before giving an explanation of the correct answer. Teachers have been able to carry out learning activities in accordance with the contents of the curriculum and relate them to the context of students' daily lives.

In knowledge of the potential development of students is quite good. Teachers have a very important role in increasing the potential of students. Therefore, teachers must be able to see and realize the potential and assistance of students so that their potential can be developed or improved. The teacher has been able to analyze learning outcomes based on all forms of assessment for each student to determine the level of progress of each. Teachers design and carry out

learning activities that encourage students to learn according to their respective skills and learning patterns. Teachers design and implement learning activities to bring out the power of creativity and students' critical thinking skills. The teacher provides learning opportunities to students according to the student's learning method.

The competence of communication with students is quite good. Without good communication or interaction between teachers and students, material message in teaching and learning activities will be difficult for students to accept and understand. Therefore, teachers must have good communication with students. When the teaching and learning process takes place the teacher uses questions to determine understanding and maintain student participation, including giving open-ended questions that require students to answer their ideas and knowledge. The teacher pays attention and listens to all student questions and responses, without interruption, unless needed to help or clarify questions/responses. The teacher responds to student questions appropriately, correctly and up to date, in accordance with the learning objectives and curriculum content, without embarrassing them.

The assessment and evaluation competence is quite good. Assessment and evaluation are very important to determine the extent of students' understanding of the material and to determine the effectiveness of the use of strategies and methods in teaching and learning activities. In this aspect, the teacher has been able to prepare an assessment tool that is in accordance with the learning objectives to achieve certain competencies as outlined in the lesson plan. The

teacher has carried out evaluations with various techniques and types of assessment, in addition to formal assessments carried out by schools, and announced the results and their implications to students, regarding the level of student understanding, about the level of understanding of learning material that has been and will be studied. The teacher analyzes the assessment results to identify difficult topics/competence bases so that the strengths and weaknesses of each student are identified with remedial and enrichment goals. Teachers take advantage of input from students and reflect on it for further improvement of learning, and can prove it through notes, learning journals, learning designs, additional materials, etc.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the result of this research can be concluding that:

English teacher pedagogic competence in teaching english in SDS Plus Mip Marelan as a whole understands student characteristics by trying to know student personalities, mastering learning theories and educational principles by designing and using various teaching and learning activities, developing curriculum according to rules and objectivity of teaching and learning activities, organizing educational learning activities, helping students in developing self-potential, good communication behavior with students in class, and conducting assessments and evaluations using various techniques appropriate to learning materials and learning objectives.

B. Suggestion

Based on the results of the discussion and conclusions, suggestions for research. These are as follows:

- a. For Teachers

Teachers must know, own, and master pedagogy competency so that they are able to carry out and manage the teaching and learning process properly.

b. For Headmaster

Headmaster should give more attention and motivation to each teacher to keep improve their quality in teaching and learning activity especially about teacher's pedagogic competence that very needed in teaching and learning activities.

c. For Other Researchers

It is better if you take the same topic and research subject with this research but should use another technique to observe in order to get deeper and clear data about their pedagogic competence.

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Table 3.1 Source of Data

No	Initial Names of Teacher	Date of Birth	Adress	Question
1	ENS	16 September 1998	Pasar 3 Barat Gg. Kembar	<ol style="list-style-type: none"> 1. How do English teachers try to understand student characteristics? 2. What are the efforts of English teachers to master learning theory and educational learning principles? 3. What are the efforts of the English teacher in developing the curriculum? 4. What are the efforts of the English teacher in carrying out educational learning activities? 5. What are the efforts of English teachers in developing students' potential abilities? 6. What are the English teacher's efforts in implementing communication with students? 7. How are the English teacher's efforts in evaluating and assessing students?

Table 3.2 Result Of Interview

Result of Interview

Question	Initial Names of Teacher				
	ENS	NT	SA	IS	PA
1	<p>13. Try to identify the learning characteristic of each student in classroom.</p> <p>14. Makes sure his students get same learning opportunities in order to all of the students active in the classroom</p>	<p>15. Try to know the reason of the students' deviant behavior in order to the behavior not harming other students</p> <p>16. Help the students to overcome the students' shortcoming as well as develop the students' potentials</p>	<p>17. Arranges classroom which can make all of the students had same learning opportunity in the class during teaching and learning activities run</p> <p>18. Observe or find out that causes of students' behavior if there were obtain the students show a behavioral deviation so that can be prevented to not bother</p>	<p>19. Find out the learning characteristic of each student in classroom</p> <p>20. Ensure the students to get same learning opportunities that make all of the students can actively participate in teaching and learning activities.</p>	<p>21. Helps the students to overcome the students' luck as well as develop the students' potential</p> <p>22. Give attention to the students even the students had weakness psychical of other in order to the students feeling notice and also able to participate in learning activities so that they were not feel marginalized.</p>

			other students.		
2	<ul style="list-style-type: none"> • Gave opportunity to students in order to master a learning material that appropriate whit their age and their learning ability through varied teaching and learning 	<ul style="list-style-type: none"> • Plan or designs the learning activities that interrelated with each other by taking into the learning objective as well as learning process of students • Improve the next plan or design of the teaching and 	<ul style="list-style-type: none"> • Gave opportunity to students in order to master a learning material that appropriate whit their age and their learning ability through varied teaching and learning 	<ul style="list-style-type: none"> • The teachers gave attention to the students' responses about their understanding to the material that has been studied and improve the next learning design based on the result of students' 	<ul style="list-style-type: none"> • Confirms and pays attention to the students' understanding on the material that has been taught o Design teaching and learning activities • Use various technique to motivate students in order to the

	<p>activities that accordance with the students</p> <ul style="list-style-type: none"> • The teacher ensures the students' understanding of the learning material during the learning activities run and adjusts the next activity based on that 	<p>learning activities based on the students' responds or students understands about the material that has been learned</p>	<p>activities that accordance with them</p> <ul style="list-style-type: none"> • Ensures the students' understanding of the learning material to adjust the next activities • Explain the reason and the goals of the teaching and learning activities that applied in the activities even it accordance with the teaching and learning activities plan before or not accordance 	<p>learning process</p> <ul style="list-style-type: none"> • Gave opportunity to students in order to master a learning material that appropriate whit their age and their learning ability through varied teaching and learning activities that accordance with them 	<p>students have willingness to learn</p> <ul style="list-style-type: none"> • Uses the level of the students to determine the next learning activities and improve the learning design in the future
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3	<ul style="list-style-type: none"> • Arranges a syllabus in accordance with the curriculum in the school. • Design a lesson plan that in accordance with the syllabus to discuss learning materials in order to students can achieve the basic competencies set by follow the sequence of learning material and paying attention to the learning objectives. 	<ul style="list-style-type: none"> • Did teaching and learning conformable with curriculum contain to liking the activities with daily activities. • Did various teaching learning activities with enough time for learning time as well as manages the class in effectively without dominating or busy with his activity and keep compile the activity in accordance with the previously design activity and class condition. 	<ul style="list-style-type: none"> • Choose learning material that appropriate to the learning objectives, right and up to date, according to the age and level of learning abilities of students, can be carried out in class and in accordance with the context of the daily lives of students. 	<ul style="list-style-type: none"> • Arranges a syllabus in accordance with the curriculum in the school Follow the sequence of learning material according to the objective 	<ul style="list-style-type: none"> • Choose learning material that appropriate to the learning objectives, right and up to date, according to the age and level of learning abilities of students, can be carried out in class and in accordance with the context of the daily lives of students
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4	<ul style="list-style-type: none"> • Carries out learning activities in accordance with the design that has been prepared. • Carries out the activities that aim to help the learning process of students, not to test which makes the students feel depressed or Responds of students' mistake as a stage of the learning process not merely because of the mistake made by the students. 	<ul style="list-style-type: none"> • Did teaching and learning conformable with curriculum contain to liking the activities with daily activities. • Did various teaching learning activities with enough time for learning time as well as manages the class in effectively without dominating or busy with his activity and keep compile the activity in accordance with the previously design activity and class condition. 	<ul style="list-style-type: none"> • Carries out learning activities that aim to help the learning process of students not to test and makes students feel depressed • Give a responds of students' mistake as a stage of the learning process not merely because of the mistake made by the students. • Did the teaching learning activities in accordance with the curriculum which then connected with the 	<ul style="list-style-type: none"> • Conducts various teaching and learning activities to keep the attention of students such as provide many opportunities for students to ask questions, practice and interact with other students. • Manages the implementation of the learning activities in systematically in order to help the learning process of students like the teacher add new information after evaluate the students' understanding 	<ul style="list-style-type: none"> • Carries out the activities that aim to help the learning process of students. • Communicate s new information such as additional material to his students that accordance with students' age and ability • Gave a responds of students' mistake as a stage of the learning process not merely because of the mistake made. • Carries out learning activities
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			students' live as a general.	about the material that has been learn.	according to the context of students' daily lives
5	<ul style="list-style-type: none"> Analyze of the students' learning outcomes based on forms assessment of each student to find out the level progress of the students. Design and implementing learning activities that encourage students to learn according to their 	<ul style="list-style-type: none"> Design and implements learning activities to bring out the power of creativity and critical thinking skills of students. Active to help students in the learning process by giving attention to each individual and focuses on the interaction with students Encourages the students to 	<ul style="list-style-type: none"> Analyze students' learning outcomes based on forms assessment of each student to find out the level progress of each student like teacher A. Helps students in the learning process by giving attention to each individual 	<ul style="list-style-type: none"> Design and implements learning activities to bring out the power of creativity and critical thinking skills of students. Active to help students in the learning process by giving attention to each individual and focuses on the interaction with students 	<ul style="list-style-type: none"> Analyze students' learning outcomes based on forms assessment of each student to find out the level progress of each student like teacher A. Helps students in the learning process by giving attention to each

	respective skill and learning patterns.	understand and used the information conveyed also done by the teacher as the way in order to develop their potential.			individual <ul style="list-style-type: none"> • Focuses on interaction with students as well as encourages the students to understand and used the information conveyed.
6	<ul style="list-style-type: none"> • Used questions to determine understanding and maintain student participation, including providing open questions that require students to answer by their ideas and knowledge. • Gave attention and listens to all the questions and responses the 	<ul style="list-style-type: none"> • Respond to students' questions correctly, right, and up to date, according to the learning objectives and curriculum content, without embarrassing them. • Presented learning activities that can foster good cooperation between students 	<ul style="list-style-type: none"> • Listen and gave attention to all the answers of the students both right and those that are considered wrong to measure the level of understanding of the students. • Gave attention to the questions of the students and respond it in a complete and relevant 	<ul style="list-style-type: none"> • Used questions to determine understanding and maintain student participation, including providing open questions that require students to answer by their ideas and knowledge. • Gave attention and listens to all the questions and responses the students 	<ul style="list-style-type: none"> • Respond to students' questions correctly, right, and up to date, according to the learning objectives and curriculum content, without embarrassing them. • Presented learning activities that can foster good cooperation

	<p>students without interruption, unless needed to help or clarify the question</p>		<p>manner to eliminate confusion in the students.</p>	<p>without interruption, unless needed to help or clarify the question</p>	<p>between students</p> <ul style="list-style-type: none"> • Listen and gave attention to all the answers of the students both right and those that are considered wrong to measure the level of understanding of the students. • Gave attention to the questions of the students and respond it in a complete and relevant manner to eliminate confusion in the students.
--	---	--	---	--	--

7	<ul style="list-style-type: none"> • Prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan. • Carries out evaluations with various techniques or types of assessment that has been prepare before. 	<ul style="list-style-type: none"> • Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known • Use the responds and result of students as the material for the preparation of improving the next learning design. 	<ul style="list-style-type: none"> • Prepares an assessment tool that is suitable with the learning objectives to achieve certain competencies as written in the lesson plan 	<ul style="list-style-type: none"> • Carries out evaluations with various techniques or types of assessment that has been prepare before. • Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known 	<ul style="list-style-type: none"> • Analyze the results of the assessment to identify difficult basic topics or competencies so that the strengths and weaknesses of each student are known • Use the responds and result of students as the material for the preparation of improving the next learning design.
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APPENDIXES I

Documentations





PPENDIXES II

INTERVIEW QUESTIONS

1. How do English teachers try to understand student characteristics?
2. What are the efforts of English teachers to master learning theory and educational learning principles?
3. What are the efforts of the English teacher in developing the curriculum?
4. What are the efforts of the English teacher in carrying out educational learning activities?
5. What are the efforts of English teachers in developing students' potential abilities?
6. What are the English teacher's efforts in implementing communication with students?
7. How are the English teacher's efforts in evaluating and assessing students?



Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris
SKS : 135

IPK = 3,62

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Unpacking English Primary Teachers Pedagogical Competence in Teaching English as A Foreign Language in Indonesia	
	Analysis of Students Ability at PGRI 12 Medan School in Writing Descriptive Text Through Pictures	
	Improving Students Achievement in Writing Procedure Texts Using Mind Mapping Techniques at PGRI 12 Medan School	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 Juni 2022

Hormat Pemohon,

Nurthania

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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Website <http://www.fkip.umstu.ac.id> E-mail: thip@umstu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :


Nama : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Uppacking English Primary Teachers Pedagogical Competence in Teaching English as A Foreign Language in Indonesia

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

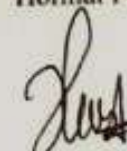
Dosen Pembimbing : Resty Wahyuni, S.Pd, M.Hum


8/6-2022

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 Juni 2022
Hormat Pemohon,


Nurthania

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1143/IL.3.AU /UMSU-02/F/2022
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Uppacking English Primary Teachers Pedagogical Competence in Teaching English as A Foreign Language in Indonesia

Pembimbing : Resty Wahyuni. S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 9 Juni 2023

Medan, 09 Dzulqaidah 1443 H
09 Juni 2022 M



Wassalam
Dekan

[Signature]
Dra. Hj. Syamsuwarnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Website : <http://www.fkip.ummu.ac.id> E-mail : fkip@ummu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Unpacking English Primary Teachers Pedagogical Competences
Teaching English as a Foreign Language in Indonesia

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10/ 08-2022	- Formulation problem : do, does or what - bab 2 : review related research - bab 3 : research design and technique analysis	Ref.
8/ 9-2022	- Bab I : belum ada fenomena - Bab II : causative factors	Ref.
16/ 9-2022	- theoretical framework - research instrumentnya belum ada research.	Ref.
20/ 10-2022	- bab I : tentang education harus jelas - teori education bival dari expert 1	Ref.
11/ 10-2022	ACC Sempro.	Ref.

Diketahui oleh :
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Desember 2022

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa dibawah ini :

Nama Lengkap : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Unpacking English Primary Teachers Pedagogical Competences
Teaching English as a Foreign Language in Indonesia

Pada hari Jumat, tanggal 02, bulan Desember, tahun 2022 sudah layak menjadi proposal skripsi.

Medan, Desember 2022

Disetujui oleh :

Dosen Pembimbing

Dosen Pembahas

Resty Wahyuni, S.Pd., M.Hum

Rita Harisma, S.Pd., M.Hum

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Unpacking English Primary Teachers Pedagogical Competences Teaching English As A Foreign Language In Indonesia

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juni 2023

Hormat saya

Yang membuat pernyataan,

Nurthania



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6610056 Medan 20228
Website : <http://www.fkip.umhu.ac.id> E-mail : fkip@umhu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 2 Desember Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Nurthania
N P M : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Unpacking English Primary Teachers Pedagogical Competence Teaching English AS A Foreign language In Indonesia

NO	MASUKAN / SARAN
JUDUL	✓
BAB I	Revise all chapters.
BAB II	Add the point of Teaching English.
BAB III	Add source of Data.
LAINNYA	- Revise the systematic writing of proposal; grammar, rules of writing (capital letter and typing)
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan,

Dosen Pembahas

Rita Harisma, S.Pd., M.Hum.

Dosen Pembimbing

Resty Wahyuni, S.Pd, M.Hum

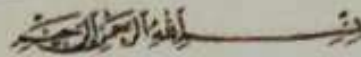
PANITIA PELAKSANA

Ketua

Pirman Gintoro S Pd M Hum

Sekretaris

Rita Harisma S Pd M Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Nurthania
 NPM : 1802050077
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Unpacking English Primary Teachers Pedagogical Competences Teaching English as a Foreign Language in Indonesia

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
08 / April - 2023	- kekurangan dan kelebihan Pecha Guru - Findings : hanya point yang penting dan kegiatannya	<i>Resty</i>
14 / April - 2023	- source of data - dibuat sumber harus khusus guru bahasa Inggris - interview (harus nama peneliti suyoto dan sodke (2015) harus ada nama para ahli)	<i>Resty</i>
20 / April - 2023	- Understanding the student's characteristics - wajib dibuat describe dan dibuat prosesnya - - Mastering learning Theory and principles of educational learning (untuk guru about student).	<i>Resty</i>
9 / Mei - 2023	- Spasi sama tulisan dan jarak harus rapi - dicantumkan pertanyaan sama Video @ Proses observasi	<i>Resty</i>
16 / Mei - 2023	ACC Sidang Skripsi.	<i>Resty</i>

Medan, Mei 2023

Diketahui oleh:
Ketua Prodi *Pirman*

Dosen Pembimbing

Pirman

Resty

Pirman Ginting S.Pd., M.Hum.

Resty Wahyuni, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20138
Website: <http://www.fkip.umhu.ac.id/> Email: sup@umhu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

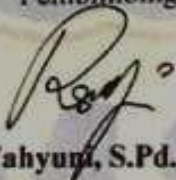
Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nurthania
NPM : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Unpacking English Primary Teachers Pedagogical Competences
Teaching English as a Foreign Language in Indonesia

Sudah layak di sidangkan


Medan, Mei 2023

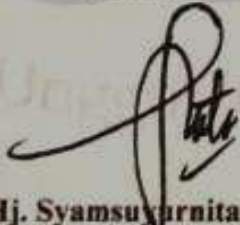
Disetujui oleh:
Pembimbing



Resty Wahyuni, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Ketua Program Studi 


Dra. Hj. Syamsuarnita, M.Pd.


Pirman Ginting, S.Pd., M.Hum.



UMSU

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lebih dan selengkapnya

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http://fkip.umsu.ac.id fkip@umsu.ac.id @umsuamedan umsumedan utsumedan umsumedan

Nomor : 762 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : Izin Riset

Medan, 17 Rajab 1444 H
8 Februari 2023 M

Kepada : Yth. Bapak/Ibu Kepala
SDS Plus Mip Marelan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Nurthania
N P M : 1802050077
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Uppacking English Primary Teachers Pedagogical Competence Teaching English AS A Foreign Language In Indonesia.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



****Pertinggal**



Dra. H. Syahduyurnita, MPd.
NIDN : 0004066701

