

**AN ANALYSIS OF TEACHER COMPETENCE ON TEACHING
LEARNING PROCESS OF ENGLISH AT SMAIT IQRA' KOTA
BENGKULU**

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana (S. Pd)* in Study
Program of English Education



By

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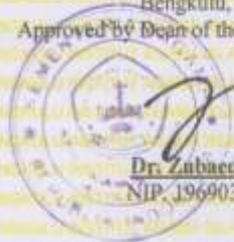
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Bismillahirrahmaanirrahim.

In the name of Allah, the most gracious and merciful. All praise and gratitude to him who has given strength and patience to finish this thesis. Shalawat and Salam to our prophet Muhammad SAW, his family and friends.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا^ج

“Allah does not burden someone but according to his ability”

(Q.S Al-Baqarah: 286)

“Nothing is easy from a struggle, but nothing is impossible if god wants, and there is no succes without struggle”

(Annisa Nadia)

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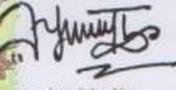
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I hereby sincerely state that the thesis titled **“An Analysis of Teacher Competence on Teaching Learning Process of English at SMAIT Iqra’ Kota Bengkulu”** is my real masterpiece. The things out of my materpiece in this thesis are signed by citation and reffered in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2020

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The researcher realizes that thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, January 2020
The Researcher

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ABSTRACT

Annisa Nadia, (1516230058), 2020.

An Analysis of Teacher Competence on Teaching Learning Process of English at SMAIT Iqra' Kota Bengkulu. Thesis, English Study Program, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies (IAIN) Bengkulu.

Advisor I: Dr. Syamsul Rizal, M.Pd. Advisor II: Fera Zasrianita, M.Pd.

Key Words: Teacher Competence, Teaching Learning Process

Teacher competence has been identified as mastery of a task teaching and educating skills, attitudes, and appreciation needed to support the success of the learning process. The objective of this research was to investigate the extent to which teachers are in SMAIT Iqra' Kota Bengkulu competent in terms of pedagogical competence, personality competence, social competence, and professional competence. This research was qualitative study using case study method. The observation of teacher competence (Pedagogic, personality, social, and professional competence) based on Minister of National Education Decree 16/2007 concerning standards of academic qualifications and teacher competence was consists of 4 competencies 14 sub-competencies and 78 indicators. The main findings indicate that personality competence and social competence are relatively higher than pedagogic and professional competence. Those competencies very needed to increase student potential and achievement. Furthermore, for some relevant and useful learning implication, it is recommended to increase teacher competence. As a whole it had been claimed as a professional teacher because it significantly concerned with things such as the mastery of material, the use of technology, and the professional of competence.

ABSTRAK

Annisa Nadia, (1516230058), 2019.

An Analysis of Teacher Competence on Teaching Learning Process of English at SMAIT Iqra' Kota Bengkulu. Thesis, English Study Program, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies (IAIN) Bengkulu. Academic Year 2018/2019.

Advisor I: Dr. Syamsul Rizal, Advisor II: Fera Zasrianita, M. Pd.

Kata Kunci: Kompetensi Guru, Proses Belajar Mengajar

Kompetensi guru telah diidentifikasi sebagai penguasaan tugas mengajar dan mendidik keterampilan, sikap, dan penghargaan yang diperlukan untuk mendukung keberhasilan proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana guru di SMAIT Iqra 'Kota Bengkulu kompeten dalam hal kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi professional. Penelitian ini merupakan penelitian kualitatif yang menggunakan metode studi kasus. Pengamatan kompetensi guru (Pedagogik, kepribadian, sosial, dan kompetensi profesional) berdasarkan Keputusan Menteri Pendidikan Nasional 16/2007 tentang standar kualifikasi akademik dan kompetensi guru terdiri dari 4 kompetensi, 14 sub-kompetensi dan 78 indikator. Temuan utama menunjukkan bahwa kompetensi kepribadian dan kompetensi sosial relatif lebih tinggi daripada kompetensi pedagogik dan profesional. Kompetensi tersebut sangat dibutuhkan untuk meningkatkan potensi dan prestasi siswa. Selanjutnya, untuk beberapa implikasi pembelajaran yang relevan dan bermanfaat, direkomendasikan untuk meningkatkan kompetensi guru. Secara keseluruhan telah diklaim sebagai guru profesional karena secara signifikan berkaitan dengan hal-hal seperti penguasaan materi, penggunaan teknologi, dan profesional kompetensi.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages which is widely used by people in many types of communication. This language is commonly used in human activities, such as tourism, technology, business, education, and other fields in the international scope. It is the language that people should master when they intend to communicate with others from different countries in the world. It is why, English is better started from young age because it can help them to get easier in mastering the language.

In Indonesia, English is taught as a foreign language in a formal school. It is implemented as a compulsory subject in junior and senior high schools. In those schools, English is taught in the teaching-learning which process covers the four English skills, there are listening, speaking, reading and writing. Those skills are integrated in English teaching-learning process, and it will develop students' skill. So far, many students face some difficulties in learning this subject. Consequently, some improvement in the English teaching learning process is needed.

In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation. Those three elements will help students understand the material easily.

As one component in the learning process, the teacher has a position that determines the success of learning, because the teacher's main function is to design, manage, and evaluate learning. The teacher is in charge of transferring a set of organized knowledge so that knowledge becomes part of the student's knowledge system. In line with that, the 2013 Curriculum emphasizes that the position of the teacher in the learning process is very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the subject matter. Determine because the teacher sorts and selects the learning material that will be presented to students. One of the factors that influence the teacher in an effort to expand and deepen the material is the design of learning that is effective, efficient, interesting, and the results of high-quality learning can be done and achieved by each teacher¹.

Therefore, the teacher plays an important role in the teaching and learning process to create effective and innovative learning and to arrange the class so that students are active, creative and pay attention to the class when learning.

In addition, a teacher needs to have the personality to master the subject matter and master the methods of teaching as his competence. Without this the teacher will fail in carrying out his duties. So teaching competence must be owned by a teacher who is a skill in managing educational activities. So that teachers who have teaching competence are able to create an effective and enjoyable learning environment and are better able to manage their classes so that student learning outcomes are at optimal levels. In addition to the foregoing,

¹ Prof. Dr. H. Muhammad Siri Dangnga, M. S and Andi Abd. Muis, M. Pd. I. . *TEORI BELAJAR DAN PEMBELAJARAN INOVATIF*. (Makasar: SIBUKU Makassar, 2015), p. 115-116

competencies in the process of interaction learning and teaching can also be a tool for extrinsic motivation, in order to provide encouragement from outside students².

As a profession, all teachers should have pedagogical competence, personality competence, professional competence and social competence. Pedagogical competence is the ability in the management of students that includes an understanding of the student, designing and conducting learning, evaluation of learning outcomes, and the development of student to actualize various potentials. Personal competence is personal abilities that reflect the personality steady, stable, mature, wise and dignified, become role models for students, and noble.

Professional competence is the mastery of learning materials that include a broad and deep mastery of curriculum materials, school subjects and substance of knowledge that overshadow his material, as well as mastery of the structure and science's methodology. While the social competence is teacher's ability to communicate and interact effectively with students, other teachers, staff, parents/guardians of students and the surrounding community³. The four of the competences above should be owned by all teachers who wanted to teach. Because, the competence is the capital, and precondition to become a real teacher.

² Syarif Bahri Djamarah, *Prestasi Belajar dan Kompetensi Mengajar* (Surabaya: Usaha Nasional, 1991), p.17.

³ Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*, (Jakarta: Raja Grafindo Persada, 2009), p. 75-77.

In previous observations and interview with student on 22th December at SMAIT Iqra' Kota Bengkulu, researchers looked at the pedagogic competencies possessed by the teachers in the school namely; the teacher facilitates the development of the potential of students by holding extracurricular activities every saturday, the teacher controls the characteristics of students, and organizes educational learning, and evaluates at the end of learning. Then the teacher's personal competencies in the school are: the teacher shows an attitude that reflects a polite and polite personality, authoritative, mature, wise so that students can imitate what is in a teacher.

In professional competence, things that can be seen from the teachers in the school such as teachers master the material and concepts that are appropriate for teaching materials and use various methods. As well as on social competence researchers see teachers teaching good ways of communicating and providing inspirational stories that are able to build students' social lives.

Through professional treatment, it is hoped that a learning process will occur in students. Thus, teacher teaching outcomes are determined by the level of student learning outcomes. The higher the student learning outcomes, the better the results of teaching the teacher⁴. As a result the teaching and learning process between teachers and students can run well and cause learning goals to be achieved.

⁴ Drs. Ahmad Jazuli, M. Pd, dkk. *Kurikulum dan Pembelajaran, Teori dan Praktik*. (Bengkulu: Perpustakaan IAIN Bengkulu, 2007). p. 12

Additionally, a good teacher is the most determinant of the students' achievement in the classroom⁵. So, the achievement of the students is seen from how the teachers master all the abilities of teaching.

Departing from the discription of the successful implementation of teaching learning process above, the researcer chose High School Integrated Islamic (SMAIT) Iqra' Bengkulu city as the background of the study for a reasons that this school had have many achievement not only in city level, but also provincial, regional, national until international. But in here the researcher only reported the achievements in the field of English studies. The contests won by SMAIT IQRA' Bengkulu from the first year until now can be seen in the apendix.

Based on the description above, the author chose to raise the title "An Analysis Teacher Competence on Teaching Learning Process of English at SMAIT Iqra' Kota Bengkulu" as research material.

B. Identification of the Problems

Base on the background above, the researcher finds some problems in teaching learning process of English in classroom that is successfull. It can be seen that the student have concentrating the teaching-learning process. It is also supported by facilities and classroom comfortable. Beside that, they do pay attention to the lesson, some of them can answer the teacher's question in classroom activities of teaching learning process, while the others are active. It is way, the mark of the students assessment score was high. It gotten from the score when they try to practice english in front of class.

⁵ Hayes, C. (2003). *Teacher Professional Development: A Primer for Parents and Community Members*. P. 54

C. Limitation of Problem

Based on the identification above, the researcher limits the research area only in English teacher competence in teaching learning process at SMAIT Iqra' Kota Bengkulu.

D. Formulation of the Problem

The researcher formulates the research in two questions, namely: to what extent are teachers in SMAIT Iqra' Kota Bengkulu competent in terms of pedagogical competence, personality competence, social competence, and professional competence?

E. Objective of the Problem

The research aims to analyze the teacher pedagogic competences in teaching English with the following research objectives to investigate the extent to which teachers are in SMAIT Iqra' Kota Bengkulu competent in terms of pedagogical competence, personality competence, social competence, and professional competence?

F. Significance of the Study

This study is expected to bring out some significant results, both theory and practice:

1. Theoretical Significance

- a. The researcher expects that the teacher can get a new idea to teach English in teaching learning process.

2. Practical Significance

a. Students

The researcher hopes that this research will be helpful for the students to more understanding in teaching learning process. So that learners were able to achieve mastery learn optimally so as to achieve a proud achievement.

b. Teacher

This study will be beneficial for teachers of English to be more creative in finding the variety of materials for teaching english to students.

c. For schools

This research is expected to contribute positively in order to improve the quality of education.

d. Other researcher

The research is used as the references for those who want to conduct a research of English.

e. The reader

The result will be given the information to the readers in the way in carrying out the information about teaching learning process of English.

G. Definition the Variables of Research

There are some terms used in this research are defined to make them clear and in order to avoid misunderstanding. They are clarified as follows:

1. Teaching Learning Process

According to Richard and Roger, teaching learning process is defined as instructional process through organization and direct instruction of teacher, learner, and material in the classroom⁶.

In here, teaching learning process is a process that is focused on the way teachers deliver material in the teaching and learning process.

2. Teacher Competence

According Kiymet Selvi, teacher competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields⁷.

In here, teacher competence is the teacher's ability to educate students in the teaching and learning process in order to create outstanding students based on the four competencies they have, namely pedagogical, personal, professional, and social competence.

⁶C. Richards, and Theodore S Rodgers. *Approach and Methods in Language Teaching*. (London:Cambridge University Press, 1998). P. 22

⁷ Kiymet Selvi. Teachers' Competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, vol. VII, no. 1/2010, p.. 167

CHAPTER II

LITERATURE REVIEW

A. Concept of Learning and Teaching

1. Definition of Learning and Teaching

Learning is an act of getting experience, knowledge, skills, and values by understanding what to do and how to do any tasks by synthesizing the different types of information perceived by us. Learning brings about changes in the existing behaviour of an individual⁸. According to behavioristic theory, learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change experienced by students in terms of their ability to behave in new ways as a result of interactions between stimulus and response⁹.

From the opinion of the expert above, it can be concluded that learning is a process of interaction and understanding between a person and environment with a conscious condition that causes changes in behaviour.

Teaching is outside the learner. Learning is internal to learners. You can not motivate others if you are not self-motivated. Motives are not seen, but Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external¹⁰.

⁸William Dharmaraj. *Learning And Teaching*. Bharathidasan University Tiruchirappalli-620 024, 2015, p. 4

⁹ Abu Ahmadi dan Widodo Supriyono. *Psikologi Belajar*. (Jakarta: Rineka Cipta, 2013), p. 20

¹⁰A. H. Sequeira. "Introduction To Concepts Of Teaching And Learning". *Article In Ssrn Electronic Journal* · September 2012, p. 31&32

Teaching which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand¹¹.

B. Teaching Learning Process

1. Teaching

Teaching has important rules to help learners in order to understand materials. Teaching is a process of arranging condition under which the learner changes his way consciously in the direction of his goal.

Based on those statements, the main task of a teacher is arranging and giving the knowledge for the students consciously and pointed to the goal, that is making the learner understand more about the science or knowledge. It can be watched and identified by observing what teachers do.

Therefore, teaching consists of activities, tasks, and learning experiences selected to bring help about learning and how to use it in the classroom. It is an activity that tries to help someone to acquire (change or develop skill, attitudes, appreciations and knowledge). It means that teaching activity is an activity which helps the learners learn how to do something by giving instruction and some guidance to learners until the learners understand.

From the idea above, it can be concluded that the process of teaching is a process of helping, facilitating and guiding the learners with the main goal that is making them understand more about the knowledge or science.

¹¹H Douglas Brown. *Principles of Language Learning And Teaching. Fourth Edition.* (San Francisco State University: Longman, 2000), p. 7

In relation to the teaching curriculum in Indonesia today, the curriculum in the process dimension is the realization of ideas and curriculum design into a learning process. Teachers are the main education staff who develop ideas and designs into learning processes.

The function of the teacher is to bring both parties (the teacher and students) into a contact, a relationship, and help put that contact in harmony. The most important activity is not the adjustment of students to the teacher, but the adjustment of students to the world. Teaching is the right art and procedure in certain environments and environments. The most important part of the art of teaching is making children feel they need learning. The method that can be done by the teacher is by learning with interesting practical activities, giving them a problem to solve, choosing subject matter that attracts students' natural interest. Teachers must learn a lot to be able to do this, not only academic knowledge, but also students' psychological knowledge.

Thus, based on the curriculum in Indonesia today that teaching focuses more on student participation in the teaching and learning process, so that students are active and creative by encouraging students to solve problems themselves related to subject matter and encourage students to use their own ideas in making solutions to these problems. The problem solving activity must be supported by a pleasant learning atmosphere so students are interested in participating in the learning process. Learning must provide broad opportunities for students to develop themselves into learning outcomes that

are the same or higher than those stated in the Graduate Competency Standards.

2. Learning

According to Kimber and Garnezy, “Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice”¹². Teaching learning process is defined as instructional process through the organized and direct instruction of teacher, learner, and material in the classroom¹³. Teaching and learning process has very close relationship and one into another cannot be defined apart.

Brown identifies the components of definition of learning as follow:

- a. Learning is acquisition or getting.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon even outside or inside the organism.
- e. Learning is relatively permanent, but subject to forgetting.
- f. Learning involves some forms of practice, perhaps reinforced practice.
- g. Learning is changes in behavior.

Furthermore, teaching cannot be defined apart of learning. Teaching is guiding and facilitating learning, enabling learner to learn, and setting the

¹² H Douglas Brown. *Principles of Language Learning And Teaching. Fourth Edition.*, p.7

¹³ C. Richards, And Theodore S Rodgers. *Approach And Methods In Language Teaching.* London: Cambridge University Press, 1986. P. 22

condition for learning¹⁴. It can be concluded that learning is a process to get something like information or skill in cognitive organization that can be change the human's behavior. By the learning it is hoped that students can understand the process of learning. They will be able to take the responsibilities for their own getting or learning and have good competence.

According to Gultom, "... the learning process of the 2013 Curriculum was developed based on the principles of active student learning through observing (seeing, reading, listening, listening), asking questions (oral, written), analyzing (connecting, determining relevance, building stories / concept), communicating (oral, written, pictures, graphics, tables, charts, etc.)"

In accordance with the above opinion, the learning process in the 2013 curriculum begins with observing activities by students by looking at, reading, listening and listening to problems related to the subject matter. After students observe, students can ask questions about what is seen, read, heard and listened to both verbally and in writing. The next step is analyzing activities by collecting information, connecting information obtained by students, and determining the relationship between information with one another (processing information). The final activity carried out by students is communicating the results of observations made by students.

¹⁴ H Douglas Brown. *Principles of Language Learning And Teaching. Fourth Edition.*, p.8

3. The Roles of Teacher

The quality of the teacher's teaching is directly related to the quality and value of the learning that is taking place in his student. It means that the teacher plays an important role in teaching learning process. Meanwhile, some teacher's roles in teaching learning process are follow:

- a. Teachers as facilitators, they provide everything that student's need in the classroom, such as the material and teaching media.
- b. Teachers as classroom managers, they must be able to manage the classroom activity during teaching learning process.
- c. Teachers as instructors, they are people who give instruction or direction to students.
- d. Teachers as consultant, they give good advice to the students although students need or not, or students have any problem.
- e. Teachers as evaluator, they have to know how far the students' progress in learning English.

Besides all those roles above, that there are three functions of teacher as follow:

- 1.** Teachers as instruction designers which enables the teacher to design the teaching learning activity in order to reach goal.
- 2.** Teachers as instruction managers, it means that the teacher has to be able to manage each step of teaching learning process.

3. Teacher as evaluators of students learning, concerning the function that the teacher giving attention to the students' development.

It can be concluded that every teacher is expected to direct, facilitate and encourage the students to participate in teaching learning activity to create interactive language learning in order to achieve the goal in the teaching learning process.

According to the Indonesian curriculum, in essence the 2013 curriculum is an improvement of the previous curriculum. The target of curriculum change is none other than the teacher as the direct implementer in the classroom. Therefore, the discussion is more directed at how the role of teachers in the 2013 curriculum.

The scientific approach actually focuses on several roles of the teacher in learning. How do teachers streamline learning through methods and scientific thinking (science).

There are several roles of teachers in the application of the 2013 curriculum in learning:

- a. The teacher as a learning designer
- b. Teachers as Learning Artists
- c. Learning motivator
- d. Learning mediator
- e. Learning instructors

4. The Roles of Students

Learner's roles cannot be ignored, because students' participation is an important involvement in the classroom interaction and the language learning. In the latter type of interaction in classroom interactions, the roles of student as an active participant in social learning began to be emphasized". In other words, that student also has an important role to realize the goal of teaching learning process¹⁵.

Therefore, a good classroom interaction will encourage students to participate actively in the process of teaching and learning, because when students respond to the teacher's question and gives comments, it will help them explore their ideas and knowledge that is good for the development of their language acquisition.

Johnson and Paulson states that learner's roles are as follows:

- a. Learners plan their own learning program and these ultimately assume responsibility for what they do in the classroom.
- b. Learners monitor and evaluate their own progress.
- c. Learners are members of group and by interacting with the others.
- d. Learners tutor other learners.
- e. Learners learn from teacher, from the other students and other teaching source.

¹⁵ Richard, C. Jack. *Approaches And Method In Language Teaching*. (Cambridge: Cambridge University Press, 2002). P. 10

5. Components Involves in Teaching Learning Process

There are some components to support teaching learning process running well and effectively. Those components are relating each other and the teaching process will be interrupted if there is missing a component. Teaching learning process can be divided into seven components¹⁶, they are:

a. Students

The student is the seeker, the receiver and the saver of the subject materials needed to achieve the goal. In the teaching learning process, the students are the one who seek the knowledge which is delivered by the teacher.

b. Teacher

Teacher is the manager of teaching learning activities and the teaching arranger. Teacher also has big contribution to make the teaching learning run effectively.

c. Goal

Goal is an effort about the intended changes which could be achieved after following certain teaching and learning process. These changes involve affective, cognitive and psychomotoric areas. The goal of teaching and learning process should be realistic and suitable with the needs of the students.

¹⁶ Giono, H. J. *Belajar Dan Pembelajaran*. (Surakarta: Sebelas Maret University Press., 1997). P. 20

d. Material

Materials have an important role in the teaching learning process. Materials should teach students to learn, that they should be the resource books for ideas and activities for instruction/learning, and they should give teachers rationale for what students do.

A subject material is something presented by teacher to be developed then understood by students, to reach the determined instructional goals. In other words, the subject material is one of important components to reach the teaching goals. The subject material consists of facts, generalization, concept, regulation etc. content in the subject.

Material is one of curriculum component or can be called curriculum content. And usually, it includes textbooks or books that were appropriated to their curriculum. In the selection the material teachers must be responsible because it makes them overwhelmed. Before the selection of the right material, they are supposed to consider different factors especially for the suitability of their class. Many kinds of materials can be used by teachers. Beside handbooks for material, teachers can use cassettes, posters, pictures and dictionaries to support the teaching learning process. Some principles in selecting material are as follows:

1. The material should be appropriate to reach the instructional goals.
2. The material should be suitable with the education level/the student's maturity.
3. The material should be organized systematically and be continuous.

4. The material should have content both factual and conceptual things.

To give some materials to the students' needs good preparation such as syllabus. Syllabus is the preparation to do the teaching activity by applications the teaching principles and through teaching steps to gain the goals of teaching learning.

A good syllabus should be flexible, it means it can be changed according to the teaching situation and condition which need changes, also give chance for unpredicted things as long as the changes is not basically and totally. So, made a good teacher should have a good syllabus too.

e. Method

Method is an overall plan for orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic whereas method is procedural. It means that method is treated at the level of design in which the roles of teacher, learners and instructional material are specified¹⁷.

The method of teaching is necessary and it plays a significant role in achieving the desire of learning. Thus, method is theoretically related to all approach and is organizationally determined by design.

The methods treat at the level of design. Without method a teacher will not able to teach optimally. According to Freeman and Larsen, there are some English teaching methods namely: Grammar Translation Method (GTM), Direct Methods (DM), The Audio Lingual Method (ALM), The

¹⁷ Endang, Fauziati. *Teaching Of English as Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University Press, 2002).P.5

Silent Way, Suggestopedia, Community Language Learning (CLL), The Total Physical Response Method (TPR), and The Community Language Teaching (CLT). In addition there are model of Learning such as Content-Based Instruction, Task-Based Instruction, Cooperative Learning and Collaborative Learning¹⁸.

f. Media

The word “media” comes from the Latin and it is the plural form of “medium” which means mediator or agent. Media are devices used for conveying the information to the students so that they can achieve the goal easily. The media is able to perform the message and also stimulate the students in learning activity. Media are things that characterize delivering message and able to stimuli the thoughts, feels and audiences (students) desire so they can support them in the process of studying.

So, media are things to transfer messages which are able to stimulate ideas, feelings and student’s desire to support the learning process on themselves. The media creatively stimulate the learners to learn better and are able to develop their performance according to the instructional goals. The advantages of teaching media are:

1. Teacher can deliver the material appropriately.
2. The process of the teaching and learning becomes more interesting.
3. The process of teaching and learning can more interactive.
4. The time of teaching and learning is deductible.

¹⁸ Freeman, Larsen, Diane. *Techniques And Principles In Language Teaching*. (Hongkong: Oxford University Press, 2000).

5. Student learning quality increased.
6. The process of teaching and learning can apply wherever and whenever.
7. Positive attitude of students in learning process increased.
8. The teacher's role becomes more positive and productive.

As the explanation about some advantages of the using teaching media above it can be concluded that media can make the process of teaching learning more achievable for teacher and students. Teaching media have an important role in the teaching learning process that is intended to make teaching learning process more effective and efficient, that the quality of education can be improved. Media are divided to be some parts as follows¹⁹:

- a. human media, in this case the media are teachers themselves.
- b. printed media, for example: books, textbooks and script texts.
- c. audio media, for example: tape recorders.
- d. visual media, for example: graphics, maps, blackboard, pictures and photos
- e. audio-visual media, for example: videos, films and televisions.
- f. computer media, for example: computers and laptops.

There are many kinds of media used in teaching, so each of the media has a different characteristic. Something has to be considered in choosing the media as follow:

¹⁹ Azhar, Arsyad. *Media Pembelajaran*. (Jakarta: Pt. Raja Grafindo Persada, 2009).P. 81

1. The media should be suitable to the instructional goal.
2. The media should be suitable to the instructional goal.
3. The media should be appropriate with the student's condition.
4. The media should be easy to prepare.
5. The media should be able to explain something will that be explained by teacher to the students.
6. The balancing between the cost of media and the result will be reached.

In teaching learning, media have certain functions to contribute the process of teaching learning. Levie & Lents (1982) explain the functions of teaching media, as follows²⁰:

a. Attention

Media are able to interest the attention of the students in teaching learning in the class or out of class. Generally, students are more interested to learn something by a real object than theory.

b. Affection

Affection is related to students' feeling. Using media can come up the emotions of students. For example, students are more diligent and discipline.

²⁰ Azhar, Arsyad. *Media Pembelajaran.*, p.16

c. Cognitive

Cognitive is related to the achievement in catching, memorizing, showing and sharing everything to the other. Media can help the students easily catch the target of learning process.

d. Compensatory

In compensatory, media are used to accommodate the students who have less achievement in understanding the lesson verbally or orally.

Based on the explanation above, it can be concluded that media are very useful to contribute the process of teaching learning, especially to memorizes, appearing emotions of students, easily catch the target, and to accommodate the students achievement.

g. Evaluation

Gronlund in state that evaluation may be defined as a systematic process of determining the extent to which instructional objectives are achieved by students²¹. There are two important aspects of this definition. First, note that evaluation implies a systematic process, which omits casual, uncontrolled observation of students. Second, evaluation assumes that instructional objectives have been previously identified. Without previously determined objectives, it is difficult to judge clearly the nature and extent of student learning²².

²¹ Purwanto, Ngalim. *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran*. (Bandung: Remaja Rosdakarya, 2012).P. 3

²² Nunan, David. *Second Language Teaching And Learning*. (Boston: Heinle And Heinle Publiser, 1992).P. 184

Evaluation is an assessment activity to achieve student's competence. Hamalik argues that, "Evaluation is a continuity process regarding collecting and interpreting information to assess the decisions made to plan a teaching system". That idea has three implications, they are:

1. Evaluation is a continuously process, not only in the end of teaching, but it started before the teaching conducts until end of teaching.
2. The process of evaluation is always aimed to a certain purpose that is to get the answers about how to improve the teaching is.
3. Evaluation demands using the accurate instruments of assessment to get information needed in making a decision. Thus, evaluation constitutes a process dealing with collecting information enables to determine the progress of teaching and to do better in the future time.

According to statement above, in this case evaluation is an effort to control how far the students' progress is in learning. Besides that, evaluation has some functions. The functions of evaluation are not only to determine the students' progress in learning, but so-far-ranging. According to Cronbach, the functions of evaluation are:

- a. Evaluation helps the students realize themselves to change or develop their behavior.
- b. Evaluation helps the students getting satisfied to what had been done.
- c. Evaluation helps the teacher determine whether the method used proper or not.

- d. Evaluation helps the teacher make consideration of administration.
- e. Evaluation helps to determine number of students' achievement progress.
- f. Evaluation helps to place the students into appropriate and harmonious teaching learning situatio.
- g. Evaluation helps to know students' background (psychological, physic, and environment).
- h. Evaluation gives feedback to teachers and used to improve teaching learning process and remedial program.

From the statements above it is clear that the functions of evaluation are useful for both the students and the teacher.

According Arikunto to the usage to measure the students, there are three kinds of tests²³:

1. Diagnostic test

It is a test used to know the students weakness, so from this weakness it is able to do the right action. It is to help the students to solve their problems. Diagnostic test is done from input and during the students study.

2. Formative test

It purposes is to know how far the students been after passing a certain programs. It is done in the end of the program. Sometimes it is called posttest. It is to improve the teaching learning.

²³ Arikunto, Suharsimi. *Prosedure Penelitian*. (Jakarta. Pt. Rineka Cipta, 1999). P. 33

3. Summative test

Summative evaluation occurs at the end of a program or course and is used to determine its overall effectiveness. The term summative means the summing up of all available information regarding a program at its “terminal point,” defined by a point in time (for example, the end of a school year) or by some stated level of competence or mastery.

C. Process Assessment in Learning

1. Understanding Process Assessment in Learning

Before explaining the assessment of the process in learning which is a combination of several words, first it will explain some of the meanings about assessment and learning. Assessment in English is known as assessment, which means evaluating something. Assessing means making a decision about something by referring to a certain measure, such as judging good or bad, healthy or sick, clever or stupid, high or low, etc²⁴.

According to Endang Purwanti, Assessment can be interpreted as a process to get information in any form that can be used as a basis for making decisions about students, both concerning the curriculum, learning programs, school climate and school policies. A similar opinion was also conveyed by Akhmad Sudrajad, assessment or assessment is the application of various ways and the use of various assessment tools to obtain information on student learning outcomes or the achievement of competencies (abilities) of students.

²⁴ Supardi, *Penilaian Autentik Pembelajaran Afektif, Kognitif, Dan Psikomotor Konsep Dan Aplikasi*, Pt Rajagrafindo Persada, Jakarta, 2015, Hlm. 11

According to Ign. Masidjo, valuation is an activity comparing the results of measuring the nature of an object with a relevant reference so that the quantity of an object is obtained qualitatively. Assessment is a general term that includes all the methods used to assess performance of individuals or groups of students²⁵. Whereas according to the Ministry of Education and Culture quoted by Fadlillah assessment is the process of gathering information or evidence through measuring, interpreting, describing, and interpreting evidence of measurement results²⁶.

The term learning is a translation of the instruction word. learning is all efforts made by educators so that the learning process occurs in the learners themselves. Implicitly in learning, there are activities to choose, set, and develop methods or models to achieve the desired learning outcomes. Learning emphasizes more on ways to achieve goals and relates to how to organize the content of learning, convey the contents of learning, and manage learning.

Learning does not merely convey material in accordance with the curriculum target, without regard to the condition of the students, but also related to the human, material, facilities, equipment, and procedures that influence each other in order to achieve the learning objectives. so, learning is the interaction between teacher and student, as well as theory and practice

²⁵ Elis Ratnawulan Dan Rusdiana, *Evaluasi Pembelajaran*, Cv Pustaka Setia, Bandung, 2015, P. 24

²⁶Fadlillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran Sd/Mi, Smp/Mts, Dan Sma/Ma*, Ar-Ruzz Media, Yogyakarta, 2014,. P. 202

Learning activities are a goal conscious business, which systematically aims at behavior change.

The change referred to refers to a process that must be passed, without a process of change that is not possible and goals cannot be achieved. And the process referred to here is learning activities as an interactive educational process.

Based on some understanding according to experts, it can be concluded that the assessment in the process of learning is the activity of comparing or applying measurement results to give value to objects in the context of learning.

Process assessment is carried out when the learning process takes place. Process assessment is an assessment that focuses on the assessment objectives on the level of effectiveness of teaching and learning activities in the context of achieving teaching goals. Assessment of the teaching and learning process concerns the assessment of the teacher, student activities, teacher-student interaction patterns and the implementation of the teaching and learning process.

Assessment of the learning process is related to the paradigm that in learning activities the main activity lies in students, students who predominantly engage in independent learning activities and teachers only do guidance. In this context the teacher must monitor the difficulties of students in the process every meeting.

2. Criteria in Assessing the Teaching and Learning Process

Some criteria that can be used in assessing the teaching and learning process include the following²⁷:

a. The consistency of teaching and learning with the curriculum

The success of the teaching and learning process is seen to what extent the reference is carried out in real form and aspect:

1. Teaching goals.
2. Teaching materials provided
3. Types of activities carried out.
4. How to carry out each type of activity.
5. Equipment used for each activity.

b. Implementation by the teacher

This implementation can be seen in terms of:

1. Conditioning student learning activities
2. Prepare learning tools, resources, and equipment
3. Time provided for teaching and learning activities.
4. Provide assistance and study guidance to students.
5. Carry out assessment of the process and student learning outcomes.
6. Generalize the results of teaching and learning at that time and follow-up for subsequent teaching and learning activities.

²⁷ Nana Sudjana, *Teaching And Learning Process Results Evaluation*, Pt Remaja Rosdakarya, Bandung, 2012, P. 60-62

c. Implementation by students

Implementation by students can be seen in terms of:

1. Understand and follow the instructions given by the teacher.
2. All students participate in learning activities.
3. Learning tasks can be completed properly.
4. Utilizing all learning resources provided by the teacher.
5. Mastering the teaching goals set by the teacher.

d. Teacher-student interaction

Student teacher interactions can be seen in:

1. Question and answer or dialogue between teacher and students or between students and students.
2. Teacher assistance to students who experience learning difficulties, both individually and in groups.
3. The availability of certain teachers and students is used as a learning resource.
4. Always have teachers in teaching and learning situations as learning facilitators.
5. The appearance of the teacher as a way out when students face a dead end in their learning assignments.
6. There is an opportunity to get continuous feedback from the learning outcomes obtained by students.

3. Process Assessment Techniques in Learning

Assessment of the process of learning activities can be carried out in the following ways, namely²⁸:

- a. Use the observation sheet both to assess students, teachers, and to assess both.
- b. Assessing interactions that occur in the classroom during learning.

Techniques for obtaining data and information about the teaching-learning process, namely, among others²⁹:

1. Questionnaires and interviews, namely submitting written questions (questionnaires) or verbally (interviewing) to data sources regarding the information needed. For example, students or teachers are asked for their views on curriculum, assessment, learning tools and equipment.
2. Observation or observation, namely seeing first hand the events, events, behavior of the teacher or student when the teaching and learning activities take place.
3. Scale, both the rating scale and the attitude scale, which is aimed at the teacher or student with regard to the teaching-learning process.
4. Case studies, namely in-depth study of the behavior and development of certain students who experience learning difficulties, difficulty adjusting, learning failure and others.

²⁸ Abdul Majid, *Penilaian Autentik Proses Dan Hasil Belajar* (Pt Remaja Rosdakarya, Bandung, 201), P. 156

²⁹ Nana Sudjana, *Op. Cit.*, P. 64

D. Teacher Competence

1. Definition of Teacher Competence

The word competency is rooted in other languages "*competere*" which means "suitable" (according). Adelsberger stated that the concept of competency was developed in the field of psychology which refers to the ability of someone to respond to certain demands given by their environment. While according to Mullins who stated that "*Competences are what people need to be able to perform a job and competencies are aspects of behaviour that influence a person's competent performance*"³⁰.

The definition of this definition illustrates that competence is a set of skills, knowledge, attitudes and abilities that are needed by a person, team, or organization to be able to complete their work properly.

While teacher competence is defined as mastery of a task (teaching and educating), skills, attitudes, and appreciation needed to support the success of the learning process that it does. Thus, the competencies possessed by each teacher will show the true quality of the teacher. These competencies will be realized in the form of mastering skills, knowledge and professional attitudes in carrying out their duties and functions as teachers³¹.

³⁰Euis Rusmini. "Pedagogical Competence Of Teachers Of Social Science Education At Smpn 2 Sidomulyo", *Jurnal Studi Sosial Vol 6, No 1 (2018)*, P. 4

³¹Cut Fitriani, Murniati Ar, Nasir Usman. "Kompetensi Profesional Guru Dalam Pengelolaan Pembelajaran Di Mts Muhammadiyah Banda Aceh", *Jurnal Magister Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala Volume 5, Issn 2302-0156 ,No. 2, Mei 2017*, P. 89-90

According to Gordon as saying by Mulyasa, that there are six aspects or the contained in the concept of competence, that is as follows³²:

- a. Knowledge is conscientiousness in the field of cognitive, for example a teacher know how to undertake the identification of learning needs, and learning how to do with students suit its needs.
- b. Understanding is the depth of cognitive and affective owned by individuals, for example a teacher who will implement learning must have good understanding concerning characteristics and conditions students.
- c. Skill is something owned by individuals to perform the or work is charged with, for example the capability of teachers in choosing and make props simple to made it easier to learn to students.
- d. Value is a standards of behavior is believed and psychologically have fused within one person, for example standards of behavior teachers in weighting (honesty, openness, democratic, and other).
- e. Attitude is feelings (happy or not happy and like or dislike) or a reaction to a stimulation coming from outside, reaction to economic crisis, feelings for a raise, and others.
- f. Interest is a tendency someone to perform an action , for example interest to do something or to study something.

³²Haniatin Nabila. "The Influence Of Pedagogic Competence And Professional Competence To Performance Of Teachers Social Studies In Trowulan District", *International Conference On Ethics Of Business, Economics, And Social Science, Issn: 2528-617x, Icebess 2016 Proceeding, P. 560-561*

2. Competence of Teachers

According to article 28 paragraph 3 government regulation number 19 year 2005 on national education standards and article 10 (1 act no 14 years 2005) on teachers and lecturers, competence of teachers consist of competence pedagogical, competence personality, competence professional, and social competence³³.

a. Pedagogical Competence

According to A. Fatah Yasin, pedagogic competence is the ability of an educator in managing the learning of students include the ability to understand the learners, the ability to create learning design, the ability to implement the learning, the bility to evaluate learning outcomes, the ability to develop learners to actualize its potential³⁴.

Meanwhile, The Ministry of National Education through the Directorate General of Quality Improvement of Educators and Education Personnel divides the teacher's pedagogical competencies into 7 (seven) sub-competencies and 45 (forty-five) indicators. Indicators of teacher pedagogic competence indicators include: mastering the characteristics of students, mastering learning theory and the principles of educational learning, curriculum development, activities educating learning, develop

³³ Haniatin Nabila. "The Influence Of Pedagogic Competence And Professional Competence To Performance Of Teachers Social Studies In Trowulan District" P. 560

³⁴ Julkifli Hidayat Ada And St. Azisah. The Contribution Of Teachers' Pedagogical Competence Toward The Effectiveness Of Teaching Of English At Mtsn Balang-Balang. *Volume 02, Number 02, December 2016. Universitas Islam Negeri Alauddin, Makassar* . P. 242-243

potential students, communication with students, and assessment and evaluation³⁵.

b. Personality Competence

According to Bhargava & Pathy concerning the competence of personality in his article Morallo entitled Personal and Professional Competencies of Senior Teacher Education Students stated that the "Teacher's personal competencies include knowledge of the subject matter, effective communication skills, punctuality, being a disciplinarian and understanding the nature of child psychology".

The conclusion of this statement is the personal competence of teachers include knowledge of the subject matter, effective communication skills, punctual, disciplined and understand the character of psychology children.

Mulyasa states that there are some personal competence that must be possessed by a teacher namely: personality steady, stable and adults; discipline, wise, and charismatic; being a role model for students, and noble.

Indicators of personal competence in this study based on the opinion of Mulyasa and the development of questionnaires by researchers from higher education, which shows a mature person and by example,

³⁵Euis Rusmini. Pedagogical Competence Of Teachers Of Social Science Education At Smpn 2 Sidomulyo, *Jurnal Studi Sosial Vol 6, No 1 (2018)*. P. 4

work ethic, high responsibility and pride a teacher, discipline, wise and authoritative, a role model for students and noble³⁶.

c. Professional Competence

Professional competence is the ability in mastering the materials to fulfill the standard base competency which has been set by the Minister of Education. The teachers must have a number of standard competencies to be professional teacher either based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16/2007, Slavík (2008) or Bantang (2008).

The following is the sub-competences of professional competence based on The Regulation of National Education Minister of the Republic of Indonesia:

- 1) Mastering the materials, the structure and the concept of the subject taught
- 2) Mastering standard competency and basic competencies of the subject taught
- 3) Developing the learning materials creatively
- 4) Developing their own professionalism
- 5) Using the information technology

Slavík categorized the teacher's professional competence into five items, they are as follows;

³⁶ Pahrudin, Et Al. The Effect Of Pedagogic Competency, Personality, Professional And Social Competency Teacher To Study Achievement Of Economic Lesson In State Senior High School Of East Lombok District Academic Year 2015/2016. *Proceeding The 2nd International Conference On Teacher Training And Education Sebelas Maret University Volume 2 Number 1 2016 Issn : 25002 – 4124*, P. 336

- 1) Mastery a systematic body of knowledge.
- 2) Ability to apply practical experience in the specialization according to the subject of the study.
- 3) Ability to transform the knowledge based on the subject of study.
- 4) Ability to integrate the inter-disciplinary knowledge and create subject- links.
- 5) Ability to use the information and communication technology effectively.

The other opinion came from Bantang who stated that there are some abilities that have to be owned by the teachers related to the professional competence. The abilities are:

- 1) Mastering the subject taught
- 2) Planning the lesson
- 3) Managing the class
- 4) Being able to use instructional media
- 5) Understanding the students' characteristics
- 6) Being able to select the appropriate materials
- 7) Being able to conduct an action research³⁷.

Therefore, three sources about professional competencies are related one another. But the researchers used The Regulation of the National Education Minister of the Republic of Indonesia No. 16/2007 as the main indicator.

³⁷ Syamsinar, Baso Jabu: The Problems In Professional Competence Of Teachers In Teaching English Subject At Vocational High Schools. *Elt Worldwide Vol. 2 No. 2 October 2015*, P. 97-98

d. Social Competence

According to Surya, social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities. In that Regulation no 19 of 2005 stated that, social competence includes the ability to communicate, get along in school and society.

Mulyasa states that social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, fellow teachers, parents/ guardians of the students and the community. Indicators used in the measurement of social competence of teachers include the ability to communicate and interact effectively with students, fellow teachers and education personal and the parents/guardians of the students and the community³⁸.

E. Some Related Previous Studies

In this research, the writer takes some previous researcher has been used in the some school. First, one is the research that had been done by Nurul Azhar (2016), with her research entitled "*The English Teachers' Competencies in the English Foreign Language Learning at MA Madani Alauddin Pao-Pao, Gowa, South Sulawesi.*" Based on the finding and discussion, the researcher conclude that the pedagogical competence between two teachers was in different level. In

³⁸ Adnan Hakim. Contribution Of Competence Teacher (Pedagogical, Personality, Professional Competence And Social) On The Performance Of Learning. *The International Journal Of Engineering And Science (Ijes)* // Volume // 4 // Issue // 2 // Pages // Pp.01-12// 2015 // Issn (E): 2319 – 1813 Issn (P): 2319 – 1805. Lecturer At The Faculty Of Economics, Halu Oleo University Kendar, P. 3

this competence, the main factor of a succeeded learning was on how they attracted the students by giving games³⁹.

The research above has similarities and there are also differences with the research that the author did. The equation is both researching about teacher competence and equally qualitative research. The difference is Nurul Azhar's research uses descriptive qualitative method while the author's research uses the case study method. In addition there are differences in the subjects studied.

Second, Wawan Wahyudin (2017) in *International Education Studies*, entitled, "*Headmaster Leadership and Teacher Competence in Increasing Student Achievement in School.*" The results of this research showed that there is correlation of the headmaster leadership toward student achievements in school, there is correlation of the teacher competence toward student achievement in school, there are correlation of headmaster leadership and teacher competence towards student achievement in school⁴⁰.

The research above has similarities and there are also differences with the research that the author did. The similarity is equally researching about teacher competence, while the difference is in the research Wawan method used is quantitative method with descriptive and inferential analysis. Inferential analysis is using correlation and regression analysis. Whereas in the research the authors the researchers used a qualitative approach with case study method. The subjects studied were also different.

³⁹ Nurul Azhar. "The English Teachers' Competencies in the English Foreign Language Learning at MA Madani Alauddin Pao-Pao, Gowa, South Sulawesi.p. 59

⁴⁰ Wawan Wahyudin." Headmaster Leadership and Teacher Competence in Increasing Student Achievement in School. *International Education Studies; Vol. 10, No. 3; 2017., p. 224*

CHAPTER III

RESEARCH METHODOLOGY

A. Researc Design

This research used qualitative approach with case study method as research design, because this research empirical investigation of phenomena and the environment is not clear. Case study has the characteristics as state by experts as a study that would conduct intensively, detail and depth an organization, institution or certain phenomenon. Hancock and Algozzine explain that case study is used to analyze and describe a single unit or system bounded by space and time⁴¹. Yin said case studies are the preferred strategy when” how” questions are being posed when investigator has little control over event, and when the focus is on a contemporary phenomenon within some real life context⁴². Cresswell elaborates case study is an elaboration of a case or multiple cases over time through detailed, in depth data collection involving multiple sources of information rich in context⁴³. Therefore, case study is describe of group, or phenomena and it’s analysis with comprehensive.

B. Subject of the Research

The subject of this research is english teacher at SMA IT IQRA’ Bengkulu. In the context of the present study the subject is selected purposefully⁴⁴. The teacher choosen in this case because the reseacher want to analyze the teacher

⁴¹ Dawson Hancock and Bob Algozzine. *Doing Case Study Research: A Practical Guide for Beginning Researchers*. (New York: Teachers College Press, 2006), p. 9-11

⁴² R. K. Yin, *Case Study Research: Design and Methods second Edition*. (Thousand Oaks, CA: SAGE Publications. 1994), p. 1

⁴³J. W Cresswell, *Educational Research: Planning, Conducting, and Evaluating. Quantitative and Qualitative Research*. (Ohio: Inc. Pearson Education, 2008), p. 61

⁴⁴ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2014), p. 218

competence that it related with the student achievement. There are two English teachers at SMA IT IQRA' Bengkulu. One of them teaches tenth grade and eleventh grade, while the other holds the responsibility to teach twelfth grade.

C. Technique for Collecting the Data

To collect the research data, based on the aim of the study, the researcher uses three techniques, namely: observation, interview, and document.

1. Observation

Burns stated that observation is a kind of activities in action research that enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur. The observation data were taken from the notes about everything happened during the teaching-learning process in the classroom.

In this research, the researcher used classroom observation. In initial teacher education, classroom observation is widely regarded as an effective teaching means because it enables observer to identify the nature of teacher behaviour such as the way classroom activities are structured and the way teachers and students interact⁴⁵.

The researcher will observe activities of the teacher in teaching English from opening until closing activities in English classes and events happened in the teaching-learning process of English. Because the researcher wants to analyze applying teacher competence in the teaching-learning process by indicators. The researcher also observed the condition of the teacher not only during the

⁴⁵ Blackmore, J. A. (2005). "A critical evaluation of peer review via teaching observation within higher education", in *International Journal of Educational Management*, 19, 3: 218-232.

teaching-learning process, but also in outdoor classroom. The teacher will observed three times.

2. Interview

Sutopo said that interview in the descriptive qualitative research is generally done by giving the opened questions which purposed to gain the deep information and it is done by using the unstructured formally things in order to get the views of the subject observed about many things that bring advantages for gaining the detailed information⁴⁶.

The researcher interviewed the teacher at SMAIT IQRA' Kota Bengkulu. The interviews were aimed at getting information directly about everything that relation with teacher competence and teacher in teaching learning process.

3. Documentation

Sutopo says that written document are sources of research, which often have important role in qualitative research. Thus, the document is used in research because of some reasons: document is a source of research, which is stable, rich and supported. It is evidence to tasting and has natural characteristic, so it is appropriate to qualitative research.

This technique as used by researcher to support the data collection from observation and interview. The documentation data is found from the syllabus, and lesson plan, from the documents school, etc. The aim is to complete information obtained through observation and interview.

⁴⁶Sutopo, H.B. 2002. *Metodologi Penelitian Kualitatif*. Surakarta: Universitas Sebelas Maret. P. 69

D. Research Instruments

Instrument is tools that are required to get information. Arikunto revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy⁴⁷.

In this research, the researcher will use observation by observe guide, interview by interview guidelines, and documentation.

1. Observation Gird

In this action, the researcher became participant observation. In other words, the researcher participated in the situation while observing and collecting data on the activities, people, and physical aspect. The researcher will observe by using observation gird to observation checklist and classroom observation.

2. Interview

This method use instrument interview guideline. This instrument is used to know how the teacher prepared the material, determined the appropriate methods, media and syllabus before teaching English. For this case the researcher interviewed the English teacher.

3. Documentation

This technique of collecting data used by the researcher to get information about the total number of students, the personnel of the school, organization structure of institute, structured an infrastructure, syllabus, lesson plan,

⁴⁷ Arikunto, Suharsimi. *ProsedurePenelitian*. (Jakarta. PT. Rineka Cipta. Learning, 2000). P.143

material provided by English teacher and the document of the students' worksheet in English.

E. Research Procedures

The procedures of collecting data were in the following:

1. The researcher observed to the English learning in the class room.
2. After having a bit description, the researcher came for interviewing the English teachers.
3. To ensure what they explained, the researcher interviewed some students for the clarity from the teachers in the first and second year students of SMAIT Iqra' Kota Bengkulu.

F. Technique for Analyzing the Data

The important part of the research is how the researcher analyzed the data after collecting them. In the research, the data analyze will use interactive model of data analyze proposed by Miles and Huberman to find the result. The data analyzed procedure can be described as the following figure. Components of Data Analysis Interactive Model Miles and Huberman⁴⁸, they are:

1. Data reduction: data reduction occurs continually throughout the analysis. In early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and meaning, and associated activities such as finding themes, and patterns. In the latter stages it happens through conceptualizing and explaining, since developing abstract concept is also a way of reducing the data. At this stage, discard unnecessary

⁴⁸Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis*, (London: Sage Publications, 1994), p. 10-12

data and organize data in such a way that the final conclusions can be drawn and verified.

2. Data display: data display organize, compress and assemble information. The activities in this stage are: Making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.
3. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusions. Drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

G. Trustworthiness of the Data

One important concept of the case study is triangulation. The researcher used triangulation as trustworthiness of the data in this research. Stake defines it as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation⁴⁹. This principle is necessary to avoid misinterpretation. Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:

1. Data triangulation: involves time, space, and persons.
2. Investigator triangulation: involves multiple researchers in an investigation.

⁴⁹Suryani, Anne.2008.Comparing Case Study and Ethnography as Qualitative Research Approache..*JURNAL ILMU KOMUNIKASI*.Vol.5, No 1, p.119.

3. Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
4. Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

In addition, triangulation can be achieved through redundancy of data gathering and procedural challenges to explanation. So triangulation means finding the best for eliminate the differences in construction of reality that is in the context of a study when collecting data on various events. In this research, the researcher used methodological triangulation; the researcher compares the results of observation and documentation or recording.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the result of the research that has been conducted are explained in detail. Similar to its' title, this chapter is divided into two main parts, findings and discussions. The data were taken from teacher-students' interaction during teaching and learning process by observation, interview, and documentation. I only focus on the teacher interaction and case study of the problem statements mention in chapter I.

A. A Brief Review (The Context of Present Study)

SMAIT Iqra' Bengkulu is private school with A accreditation, and also has a good track records, besides that the school to be a favorite private school in Bengkulu. Students in SMA IT IQRA' have many achievements both academically and religiously, for example one of the students of this school became the representative of Bengkulu in NSDC (National School Debate Competition) and every day students should memorize Al Qur'an, so the students are not only academically brilliant but also they are very religious. Many graduated students have been successfully accepted at nationally reputable universities and even at international higher education institutions. The curriculum applied at the school is based on the latest model, which is K13. Because there are so many parents are interested in enrolling their children there, to be accepted at the schools the candidates should follow the selection process.

The researcher have observed on both the English teacher at SMAIT IQRA' Bengkulu. From the begining until the end of the lesson, the teacher speak more

English than Indonesia. The students would be able to speak English if the teachers speak English. As the students hear the English words more and more at a certain time they have the capability to speak it as a habit.

Before the lesson begins students at SMAIT IQRA' Bengkulu, starting with pray together, to get blessing from God and to get useful knowledge, the class divided into 2, female and male class. In teaching at classroom, the teacher conducted by doing opening activities, main activities, and closing activities. The procedures of learning literature in the classroom were, the first opening activities. The teacher did some activities namely: asking the student condition, telling the topic, explaining the purposes of the lesson and sometimes review the lesson in meeting before. Before come to the main activities, the teacher asked some main terms to the students. These activities aimed to know about the student basic knowledge about the materials that the teacher wanted to explain. If most of the students did not actively answer the questions, the teacher knew that the student did not have a good basic knowledge about the topic. The teacher would explain in detail from the basic of the topic.

One aspect that very important in teaching learning activity is students' actively response in classroom. In class, the teacher seemed to encourage students to involve in teaching and learning process. In this session, the teacher asked some students to express their knowledge about the materials, it is important for the teacher to make students actively involved in class.

The second is main activities. In this stage, the teacher explained the materials in detail to the students. The teacher explained each parts of topic from

the term in to the example. In each meeting, the teacher explained different topics or continue the topic in meeting before. Therefore, the teacher explanation is the most important aspect for the students succesful in teaching learning activities. At learning activities, the teacher was only as the mediator of the classroom. In this stage students activiely participate in class discussion, some students would present their materials in front of the class. After they present the materials, other students also active in digging information that they have not understood by asking some question of the teacher.

The third is closing activities. In closing activities, the teacher making summaries or giving homework, verifying and clarifying student understanding. The teacher asked some question to make sure that stidents understand about the explanation before. They would discuss it until the students understand, and could answer the questions that given by the teacher. At lthe last activities, the teacher explained about material, she gave some example of the topic that students know to make them understood. Before closing the class, the teacher obey the students to make self-reflection before to learn and after learn to know their progress.

B. Findings

This section presents the findings from research problems. In which question concerns with to what extend are teacher in SMAIT Iqra' Kota Bengkulu competent in terms of pedagogical competence, personality competence, social competence, and proffesional competence toward the process of teching and learning English.

To find out how the teacher competence in SMAIT Iqra', the researcher conducted an observation to attain the data by making a sign on the observation checklist. Classroom observation, interview with teacher and documentations. The observation checklist was consists of 4 competencies 14 sub-competencies and 78 indicators based on Minister of National Education Decree 16/2007 concerning standars of academic qualifications and teacher competence. After having the data, the researcher would obtain it trough an analysis below.

1. Teachers' Pedagogical Competence

Based on the result of the observation checklist of the pedagogical competence of teachers in SMAIT Iqra' Bengkulu can be found as follows:

Table 1. Pedagogical Competence

No.	Competence	Frequency	Persentase (%)
1.	Get to know the characteristics of students	5	83%
2.	Mastering learning theory and educational learning principles.	5	83%
3.	Curriculum development	4	100%
4.	Educating learning activities	10	91%
5.	Understanding and developing potential	6	86%
6.	Communication with students	6	100%
7.	Evaluation	4	80%
	The number of bounded	40	
	The number maximal	45	
	The number of percentages	89%	
	Category	Good	

At that time, the current lesson was about expression of the offer. Before starting the class, the teacher tells them to pray, after that the teacher attends

the presence of students. Before entering the lesson the teacher makes ice breaking a type of conversation related to the topic to be discussed. In other words, she tried to make an ice breaking to measure how far the students would know and settle with the upcoming topic. Students sit according to groups that have been determined. Each team has their own cheer. So before they start the game, they display the cheer. As a result, they were quite excited with what the teacher did. After that, the teacher began to set in her lesson.

Based on the table. 1 above, in sub-competence first (get to know the characteristics of students), from the six indicators, 5 indicators that meet, so that the percentage obtained is 83%. It is also similar to the results obtained from the second sub-competence namely (mastering learning theory and educational learning principles) which also meets 5 indicators of the six indicators so that the percentage obtained is also the same. Which means that the teacher almost masters the characters of students as well as theories and principles of learning. In the third sub-competence (curriculum development), there are four indicators that all meet the teacher performance indicators, so the percentage obtained is 100%, it shows that the teacher has developed the curriculum well.

In the fourth sub-competence, namely educating learning activities, has 11 assessment indicators, and 10 indicators fulfil from 11 existing assessments, so that the percentage obtained is 91%. The fifth sub competence (understanding and developing potential) has 7 indicators and the teacher fulfills 6 indicators out of 7 available so that a percentage of 86% is obtained. In the sub

competence communication with students, from the 6 assessment indicators available, the six indicators are met, so that a percentage of 100% is obtained, which means that the teacher is able to communicate well with students. In the last sub-competence, namely evaluation. The teacher fulfills 4 indicators out of the 5 existing indicators, so the percentage gained can be 80%.

Based on the seven sub-competencies of each indicator the result that is based on a percentage, it can be analyzed that the evaluation is the sub-competence with the lowest percentage. So the pedagogical competencies in SMAIT Iqra' had good kategori, but still need to increase of evaluation. And the competencies that have all been fulfilled by the teacher namely curriculum development and communication with students.

After got data from observation checklist, the researcher conducted interviewed with English teacher to more professional and had some experience, documentation, and also classroom observation. Observations carried out during the learning process to determine teacher performance. Observations were carried out on Monday and Wednesday, August 5 and 7, 2019. Interviews and documentation were used to cross check observational data. Interviewing is assisted by voice recording media and the results of the interview are then applied in the form of written or report texts to make it easier for researchers to take the gist of the conversation or interview. The documentation used included RPP and syllabus. The results of the data obtained from the study are as follows:

Pedagogical competencies that must be possessed by teachers are (1) mastering the characteristics of students, (2) mastering learning theory and principles of learning that educate; (3) developing curriculum related to the subjects being taught, (4) organizing learning that educates, (5) teachers developing the potential of students, (6) communicating effectively, empathically, and politely with students, (7) organizing assessments and evaluation of learning processes and outcomes (Minister of National Education Decree 16/2007 concerning standards of academic qualifications and teacher competence).

1. Mastering the characteristic of students

Mastery and understanding of student characteristics can be seen when the teacher carries out learning activities. Based on observations of learning English subjects. The teacher can understand the characteristics of students and understand the emotional and moral of students, which is seen during the learning process the teacher takes the attention and concentration of students if the class has started to make noise or not follow the lesson well, then give questions related to the material being conveyed. In addition, teachers are also able to understand the characteristics of students from the intellectual aspect of approaching students who are somewhat less able to understand the material. The teacher provides understanding, emphasizes the student related subject matter in the hope that the student can understand the material.

The results of these observations are then deepened with interviews. At the time of the Ustadz Rusti, S. Pd interview revealed that in order to find out the characteristics of students, the first thing to do was to get to know students, both from the personality of the students, the intelligence of the students, and also the students' understanding. Thus the teacher will know the potential of each student. Then if there are students who have difficulty learning, the teacher provides guidance and students can ask the teacher.

From the results of these observations and interviews after a review of the documentation in the form of syllabus and lesson plans, the teacher also made an affective assessment sheet that is used by the teacher in conducting attitude assessments, so that teachers become more understanding of the characteristics of students.

2. Mastering learning theory and learning principles that educate

In the learning process, a teacher must understand learning theories and learning principles so that it will create a fun and conducive learning process. Based on observations that have been made, the teacher tries to attract the attention of students and provide motivation to students, lure students to be active and involved in learning activities. The teacher strives to form stimulus relationships and responses from students. In addition, the teacher also gives apperception before starting learning and gives reinforcement or conclusions each will end the learning process.

In the learning process the teacher does not only use the lecture method, but also uses several other methods, namely question and answer, discussion and paired cards, groups. Use a variety of these methods with the hope that the child is not varied and saturated. Then also use learning media in the learning process, namely printed books and flash cards. In classroom management, the teacher provides personal treatment because children's abilities vary. The teacher gives more personal treatment to students who in terms of ability to slow to understand the material (results of the interview on Thursday, August 15, 2019).

From the results of these observations and interviews a review of the documentation was carried out, namely the RPP and syllabus. In the lesson plan and syllabus regarding competency standards, the teacher includes a pair of card learning methods, questions and answers and discussion. Thus students are expected to be able to actively participate in the lessons.

3. Curriculum development

The curriculum is something that is very important in the continuity of education. The curriculum provides direction to schools regarding the implementation of learning because the curriculum is a benchmark before the learning process is implemented.

Based on observations, the teacher has applied the principles of curriculum development. The learning process is centered on students so students are required to be active in the learning process. Learning

objectives are made based on competency standards and basic competencies and are oriented to students' abilities. Besides that the teacher is able to choose learning materials that are in accordance with the learning objectives, and in accordance with the development of students. In delivering learning material, the teacher is able to deliver it in sequence with regard to learning objectives.

From the results of these observations then explored with interviews. Based on the results of the interview, the teacher develops the curriculum in accordance with the current curriculum. The curriculum development was made with student centered so students were required to be active in the learning process in class. In addition, in preparing the syllabus also pay attention to students' abilities. In the delivery of learning material, of course, in accordance with the order in the curriculum (interview results). Then when the syllabus and lesson plans are reviewed, the teacher can arrange them according to the curriculum and characteristics of the students.

4. Education learning activities

Before implementing the learning process, the teacher must first create a learning plan that is used as a guide in the implementation of learning. This is in accordance with the sub-competencies of the core organizing learning that is educating, namely compiling a complete learning design.

Based on observations of the learning process, the teacher has compiled a learning plan and used it as a reference in implementing learning. Teachers carry out learning activities in accordance with the design that has been arranged. The teacher uses media and learning resources that are relevant to the characteristics of students and subjects that are able to achieve the full learning objectives. The teacher is able to increase student attention, have skills in the use of instructional media, and involve students in the use of instructional media. When the researcher makes observations, the teacher uses the paired media card in the learning process. Then after a study of learning documentation, namely the lesson plan and syllabus, the teacher lists learning resources / learning media.

5. The teacher develops the potential of students

In the learning process, teachers must know the ability of each student, so that learning objectives can be achieved and the creation of a conducive class. Based on the results of observations, teachers develop the potential of students by implementing learning activities that are in accordance with their individual learning patterns. The teacher designs and implements learning activities to bring out the creativity and critical abilities of students. Students are required to be active and creative in the learning process.

6. Communication with students

In implementing learning, teachers must be able to communicate effectively, empathically, and politely with students. Thus, the learning

process will run well and the learning objectives are achieved. Based on the results of observations that researchers do convey the material / message clearly and the appropriate style in the learning process. In addition the teacher also shows an open attitude towards student responses during learning by responding to student questions or giving invitations to students to be always active in the learning process, especially in group discussions the teacher invites students to take part in each other's group discussions.

Based on the results of the interview, the teacher revealed that during the learning process do not show that the teacher is a person who knows everything and considers students with zero ability. The teacher must always try not to demean students and respect each student's opinions and questions. Based on the results of observations and interviews conducted by researchers of English language teachers at SMAIT Iqra' have had a good ability to communicate effectively, empathically, politely with students.

7. Carry out an assessment and evaluation of the process and learning outcomes

At this stage a teacher is required to have the ability to determine the approach and evaluation, preparation of evaluation tools, processing, and use of evaluation results which include remedial activities and learning program improvement activities. Assessment of teaching and learning outcomes are activities or ways aimed at knowing whether or not the

learning objectives have been achieved and the learning process that has been carried out.

Based on the results of observations made on learning English subjects, the teacher carries out an evaluation of the learning process and learning outcomes. Process evaluation can be seen from the teacher's monitoring of student learning progress during the learning process by giving questions to students. Evaluation of learning outcomes is conducted at the last meeting of the delivery of material. The evaluation was carried out by giving questions about the material that had been discussed at that time and the previous week. According to Ustadzh Rusti, the evaluation was carried out with questions. Daily questions are made based on competency standards and basic competencies. Daily test questions consist of multiple choice questions and description questions. Then for the assessment process it does not have to be in written form, for example by the participation and activity of students in participating in learning. The teacher gives questions to students to measure students' abilities (Interview on Thursday, August 15, 2019).

Furthermore, from the results of these observations and interviews conducted a study of learning documents namely RPP and syllabus, the teacher includes the assessment instruments, assessment procedures, and aspects of the process and learning outcomes that are important to be assessed. Then the teacher also administers the assessment of the process

and learning outcomes in a book / list of values, and also analyzes the results of the assessment of the process and learning outcomes.

2. Teachers' Personality Competence

Based on the result of the observation checklist of the personality competence of teachers in SMAIT Iqra' Bengkulu can be found as follows:

Tabel 2. Personality Competence

No.	Competence	Frequency	Percentage (%)
1.	Acting in accordance with the norms of religion, law, social and national culture of Indonesia	5	100%
2.	Mature and exemplary personal shows	5	100%
3.	Work ethic, high responsibility, pride in being a teacher	8	100%
	The number of bounded	18	
	The number maximal	18	
	The number of percentages	100%	
	Category	Very Good	

Based on the personality competence table above obtained from the results of the study, there are 3 sub-competencies, each of which has indicators. First, acting in accordance with the norms of religion, law, social and national culture of Indonesia. This sub-competence has 5 indicators of which the five indicators have been held by English teachers there, so that 100% English teachers there behave politely in accordance with religious norms and teachings. The second sub-competence is mature and exemplary personal

shows. This sub-competence has similar results to the results obtained from the first sub-competence, which is 100% of the 5 indicators owned by the teacher, which shows a mature and exemplary teacher.

The last sub-competence is work ethic, high responsibility, pride in being a teacher. Which feeling must be possessed by every teacher, but of the 8 indicators there is 1 indicator that has not been met. In personality competence, it has very good category. Although in this personality competency that still needs to be improved namely work ethic, high responsibility, pride in being a teacher.

The following were the results of classroom interaction, interview with a teacher, and documentations:

Personality competencies that must be possessed by teachers, namely (1) acting in accordance with national religious, legal, social and cultural norms, (2) showing mature and exemplary personalities, and (3) work ethic, high responsibility, pride in being teacher (Attachment to Minister of Education Regulation Number 16 Year 2007 Concerning Academic Qualification Standards and Teacher Competencies). The following is the explanation.

1. Act according to national religious, legal, social and cultural norms

From the observational data concerning the personality competence of English teachers in SMAIT Iqra', it was obtained that in the aspect of attitude, teachers really appreciate the diversity of students. The teacher does not distinguish beliefs, ethnicity, customs, area of origin, and gender. This can be seen by the attitude of the teacher who never

questioned or alluded to the matter of diversity in every learning or outside of learning. This attitude shows how the teacher really appreciates the diversity that exists in his students. Teachers also behave in accordance with religious norms adopted, laws and social norms that apply in society, as well as Indonesia's diverse national culture. This can be seen from the attitude of teachers who always instill religious values in learning activities and outside learning activities.

2. Showing a mature and exemplary person

Based on the results of observations, in terms of appearance, the teacher has shown an honest, assertive, and mature attitude. This can be seen when there are students who pay less attention, the teacher immediately reprimands and advises him. In addition, teachers also provide examples of good behavior and morals for students because teachers are role models for their students. In life in the surrounding community, the teacher also reflects polite and friendly behavior towards the community around the school, and other fellow teachers. In everyday life at school, the teacher always presents himself as a steady and stable person. The teacher also presents himself as a person who is mature, wise, and authoritative. This personality will greatly benefit the teacher in dealing with students. Because indirectly students will feel reluctant when dealing with teachers who have authority.

3. Work ethic, high responsibility, pride in being a teacher

In terms of work ethic, the teacher always shows a high work ethic and responsibility as a teacher. This can be proven by the attitude of the teacher who is always on time and disciplined in every learning. The teacher also never complains about his work as a teacher. This shows if the teacher feels proud and confident to be a teacher.

3. Teachers' Social Competence

Based on the result of the observation checklist of the social competence of teachers in SMAIT Iqra' Bengkulu can be found as follows:

Tabel 3. Social Competence

No.	Competence	Frequency	Percentage (%)
1.	Be inclusive, act objectively, and not discriminate	3	100%
2.	Communication with fellow teachers, education staff, parents of students, and the community.	3	100%
	The number of bounded	6	
	The number maximal	6	
	The number of percentages	100%	
	Category	Very Good	

Based on the table above, in social competence there are 2 sub-competencies namely first be inclusive, act objectively, and not discriminate, and second communication with fellow teachers, education staff, parents of students, and the community. Both sub-competencies each have 3 assessment indicators. Of the three indicators of assessment, the teacher has fulfilled all aspects of the indicator. That is based on the results of researchers'

observations of the teacher concerned with students, as well as with the surrounding environment. So in social competence get excellent category.

The following were the results of observation, interview with a teacher, and documentations:

Social competencies that must be possessed by teachers, namely (1) being inclusive, acting objectively, and not discriminating, (2) communication with teachers, education personnel, parents, students, and the community. (Permendiknas No. 16 of 2007 Concerning Academic Qualification Standards and Teacher Competencies).

1. Be inclusive, act objectively, and not discriminate

From the observational data regarding the social competence of English teachers at Iqra High School, data were obtained that the teacher reflected an inclusive and objective attitude towards students, peers and the environment in carrying out learning. The teacher also does not discriminate against students, peers, parents of students and the school environment because of differences in religion, ethnicity, gender, family background, and social economic status.

2. Communication with teachers, education personnel, parents, students, and the community

Based on observations of teachers who teach both in the classroom environment and the surrounding environment, can be described as follows that; The teacher looks very good in communicating with colleagues and with other communities. The teacher also communicates

politely, empathically, and effectively with parents of students and the community about learning programs and student progress.

But in terms of dealing with students' learning difficulties, teachers do not involve parents of students. This course will add to the burden of teachers in dealing with students who have learning difficulties. It also will hinder the learning process of students themselves. The teacher has no difficulty in adapting to the learning environment. Even the teacher is very familiar and enjoys the interaction with the place of work. This is a special asset for teachers in carrying out their duties as a teacher and part of the community members.

4. Teachers' Professional Competence

Based on the result of the observation checklist of the professional competence of teachers in SMAIT Iqra' Bengkulu can be found as follows:

Tabel 4. Profesional Competence

No.	Competence	Frequency	Percentage (%)
1.	Mastery of material structure concepts and scientific mindsets that support the subjects taught	3	100%
2.	Develop professionalism through reflective action	5	83%
	The number of bounded	8	
	The number maximal	9	
	The number of percentage	89%	
	Categori	Good	

In the table above, in the first sub-competence, there are 3 indicators and the three indicators have been fulfilled by the teachers studied, it shows that the English teacher at Iqra 'High School has been able to master the subject matter and concepts that support the subjects being taught. In the second sub-competence namely developing professionalism through reflective action, there are 6 indicators available, but the teacher only meets 5 indicators, which means that only 1 indicator does not meet. Therefore, in this professional competence, things that are needed and enhanced are developing professionalism through reflective actions.

The following were the results of observation, interview with a teacher, and documentations:

Professional competencies that must be possessed by teachers, namely (1) mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, (2) developing professionalism in a sustainable manner by taking reflective action (Minister of Education Regulation Number 16 Year 2007 Concerning Standards Academic Qualifications and Teacher Competencies). The following is the explanation.

1. Mastery of material, structure, concepts, and scientific mindset that supports the subjects being taught

Based on observations, in mastering competency standards and basic competencies, teachers are very understanding of competency standards and basic competencies of the subjects being taught. Even

teachers also understand the learning objectives of these subjects. For this reason, teachers are very clever in selecting and processing subject matter in an integrative and creative manner in accordance with the level of student development. Based on the results of the interview, Ustadz Rusti stated that the English material was indeed abstract material that was difficult to teach it to children. The abstract material with its own difficulty level becomes a challenge for teachers. So that learning English can not be only using one method (lecture). In the learning process the teacher must provide reinforcement and conclusions at the end of learning. (interview on August 15, 2019).

2. Develop professionalism through reflective actions

In developing professionalism, teachers have their own learning journals and notes, but teachers are weak in reflecting on their own performance so that professional development is still lacking. From the description above, it can be seen that the professional competence of English teachers of SMAIT Iqra' is included in good categories.

C. Discussion

Based on the findings, the existence of pedagogical and professional competence could be put in good average based on the observation and interviews results, but still under the existence of personality and social competence. In pedagogic competence, the performance of English teachers at Iqra High School is in the good category. This is because some of the assessment indicators have been fulfilled from aspects of pedagogical competencies which include:

First, mastering the characteristics of students, namely the teacher already has a fairly good ability in mastering the characteristics of students, especially from the moral, emotional, and intellectual aspects; second, mastering learning theory and principles of learning that educate, namely the teacher has a fairly good ability to carry out learning according to learning theories and principles of learning that educate as well as various approaches, strategies, methods, and learning techniques that educate creatively.

Third, develop curriculum, where teachers are able to determine learning objectives based on competency standards and basic competencies and are oriented towards student abilities. Besides that the teacher is able to choose learning materials that are in accordance with the learning objectives, and in accordance with the development of students. In the delivery of learning materials adapted to the order and pay attention to learning objectives. And the teacher is able to develop syllabus and lesson plans in accordance with the curriculum and characteristics of students.

Fourth, organizing learning that educates, which shows that the teacher has a fairly good ability in organizing learning that is educating that is doing a fun learning process that is in accordance with the RPP and using learning media and learning resources that are relevant to the characteristics of children. Most of the teachers have fulfilled some of the assessment indicators.

Fifth, the development of students' potential, namely the teacher has the ability to understand students who have the potential, so that the teacher helps students develop their potential. Sixth, communication with students, namely the

teacher has a good ability to communicate effectively, empathic, and polite with students. Most of the assessment indicators have been met. Seventh, the ability to conduct assessments and evaluations of learning processes and outcomes, ie the teacher has a good ability in developing assessment instruments, determining assessment procedures, carrying out assessments and analyzing the results of the assessment and evaluation of learning processes and outcomes. In specific, the thing that needs to be improved in pedagogical competence is the evaluation process both the evaluation of students and the evaluation of the teacher himself. Because based on observations on sub-competencies, evaluations have the lowest percentage compared to others.

Whereas in the performance of teachers in terms of professional competence, English teachers in SMAIT Iqra' are included in the good category because some indicators of fulfillment of aspects of professional competency have been fulfilled which include; first mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, namely the teacher is able to understand and have a fairly good ability in mastering the material, structure, concepts, and scientific mindset that supports the subjects being taught, and able mapping competency standards and basic competencies, compiling and learning concepts, and identifying subject matter that is considered difficult.

Second, develop professionalism in a sustainable manner by taking reflective actions, ie the teacher has sufficient ability to develop professionalism in a sustainable manner by taking reflective actions. However, teachers have only partially fulfilled the assessment indicators because they have just participated in

scientific activities and have not yet conducted classroom action research. Therefore, the professional competency that still needs to be improved is to develop professionalism through reflective action.

While the personality and social competence of teachers at Iqra High School are included in the excellent category because all indicators have been met. Personality competencies include the teacher acting with national religious, legal, social and cultural norms and the teacher is able to show a mature and exemplary personality. Fulfilled social competencies include teachers able to be inclusive, act objectively, and not discriminatory. In addition, teachers are able to communicate well between fellow teachers, education personnel, parents, students, and the community. The teacher has been able and has all the indicators / assessment criteria, so the personality and social competence of teachers in Iqra High School 'is categorized very good. This needs to be maintained and become one of the reasons and supporting things that affect the potential and achievement of students, especially in the field of English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the study. Based on the data analysis and detail interpretation presented in chapter IV. The conclusion are as follows:

A. Conclusion

Based on the research problems that have been formulated and the results of research that has been conducted by researchers, researchers can draw the following conclusions: the level of teacher competence on student learning outcomes in English lessons at SMA Iqra 'Bengkulu as a whole is categorized as good. This can be seen from the results of the percentage in the table of each teacher competency (pedagogical competence, personality competency, social competence, and professional competence) and its application in the teaching and learning process. This means that teacher competencies are needed, especially in the learning process, not only one competency that must be mastered, but all four competencies. In addition, each teacher's competence has an influence on student learning outcomes. The higher each competency possessed by the teacher, the higher the learning outcomes obtained by students. Therefore, teacher competence is needed in the learning process in order to improve learning outcomes.

B. Suggestion

Based on the conclusions of the research that has been done, the following author describes some suggestions that are expected to be useful in improving teacher competency and learning outcomes.

With the results of the analysis of the competencies held by the teacher and proven on student learning outcomes, we need professional teachers who have good competency qualifications. For this reason, efforts are needed to improve the quality of a teacher, both in terms of study and practice. To address this, teachers should take part in training, learning seminars which, if possible, can assist in the learning process and teacher competency development.

For students, it is hoped that they can improve their learning outcomes by motivating themselves not only to depend on the teacher, so students are more independent, creative and initiative and can achieve the desired expectations. However, the next researcher is expected to be able to study or conduct follow-up research related to teacher competencies and student learning outcomes so that they can contribute better thinking, especially in the field of education.

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