

**AN ANALYSIS OF TEACHERS' PEDAGOGICAL AND
PROFESSIONAL COMPETENCIES IN TEACHING ENGLISH AT
MAN 2 BANYUMAS**



AN UNDERGRADUATE THESIS
Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as the Requirements for
Writing an Undergraduate Thesis

by:

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Declare that this thesis I have submitting with the title, “**An Analysis of Teacher Pedagogical and Professional Competencies In Teaching English at MAN 2 Banyumas**” is my own work. I am responsible for the content of this thesis.

If later time it is found that my statement is not true, then I am willing to take all consequences in the form of repealing my academic degree.

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AT MAN 2 BANYUMAS**

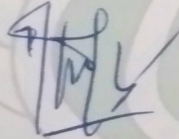
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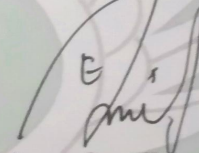
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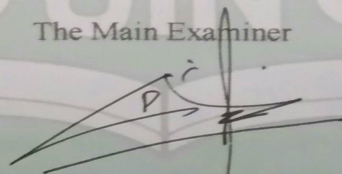


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MOTTO

"What is really needed to make democracy function is not knowledge of facts,
but right education."

- Mohandas Karamchand Gandhi -



DEDICATION

I dedicate this thesis to:

*My beloved parents, who is always giving me support, love and inspired me.
Thank you for the incredible support thus I can finished this thesis*



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Thank you to Allah SWT who has given mercy and guidance thus this thesis can be completed by the grace of Allah SWT. Sholawat and Salam are always given to the great our prophet Muhammad SAW.

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Thank you, all the goodness get a reward from Allah Swt. Hopefully this thesis can be useful in the future.

Purwokerto, 26th of June 2022



Alang Prasetyo Ma'arif

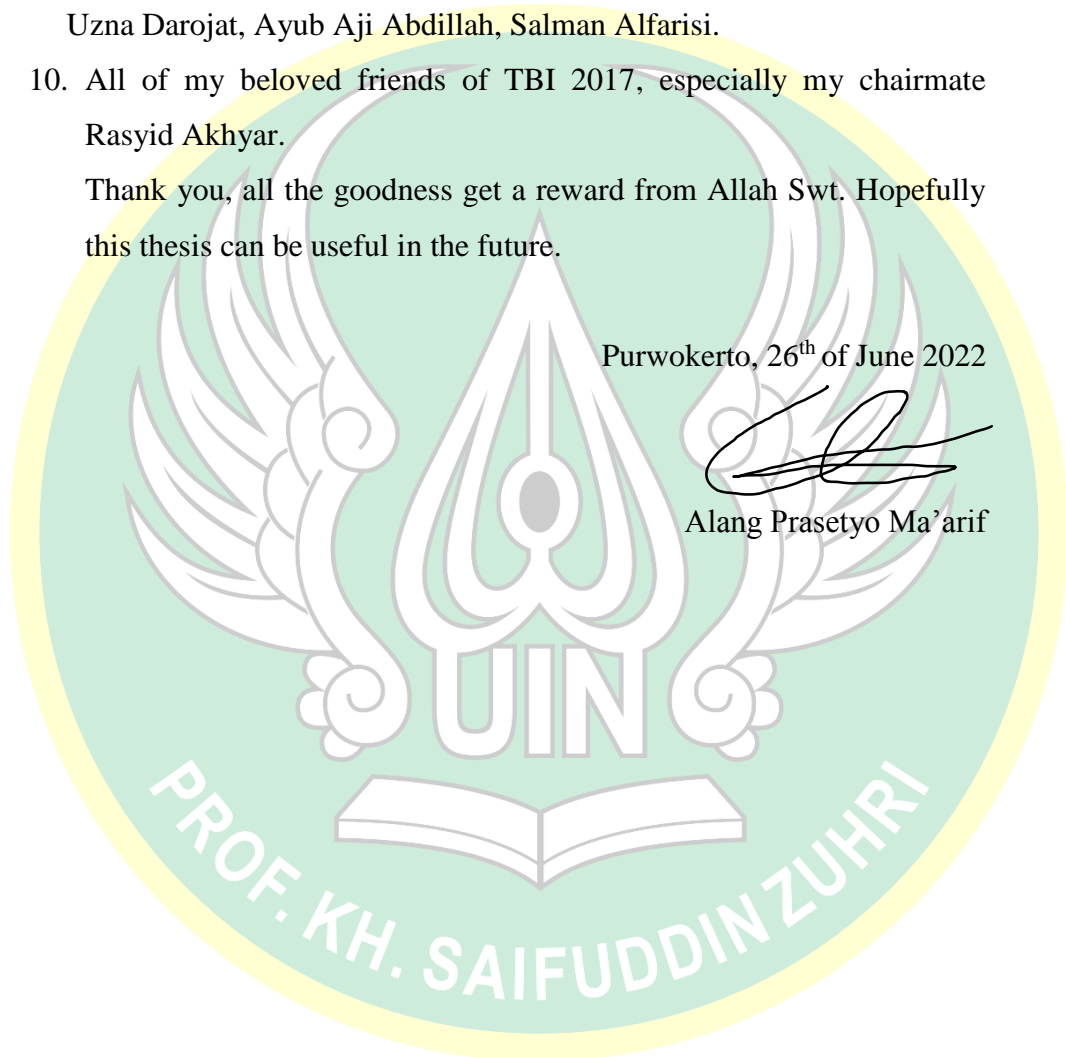
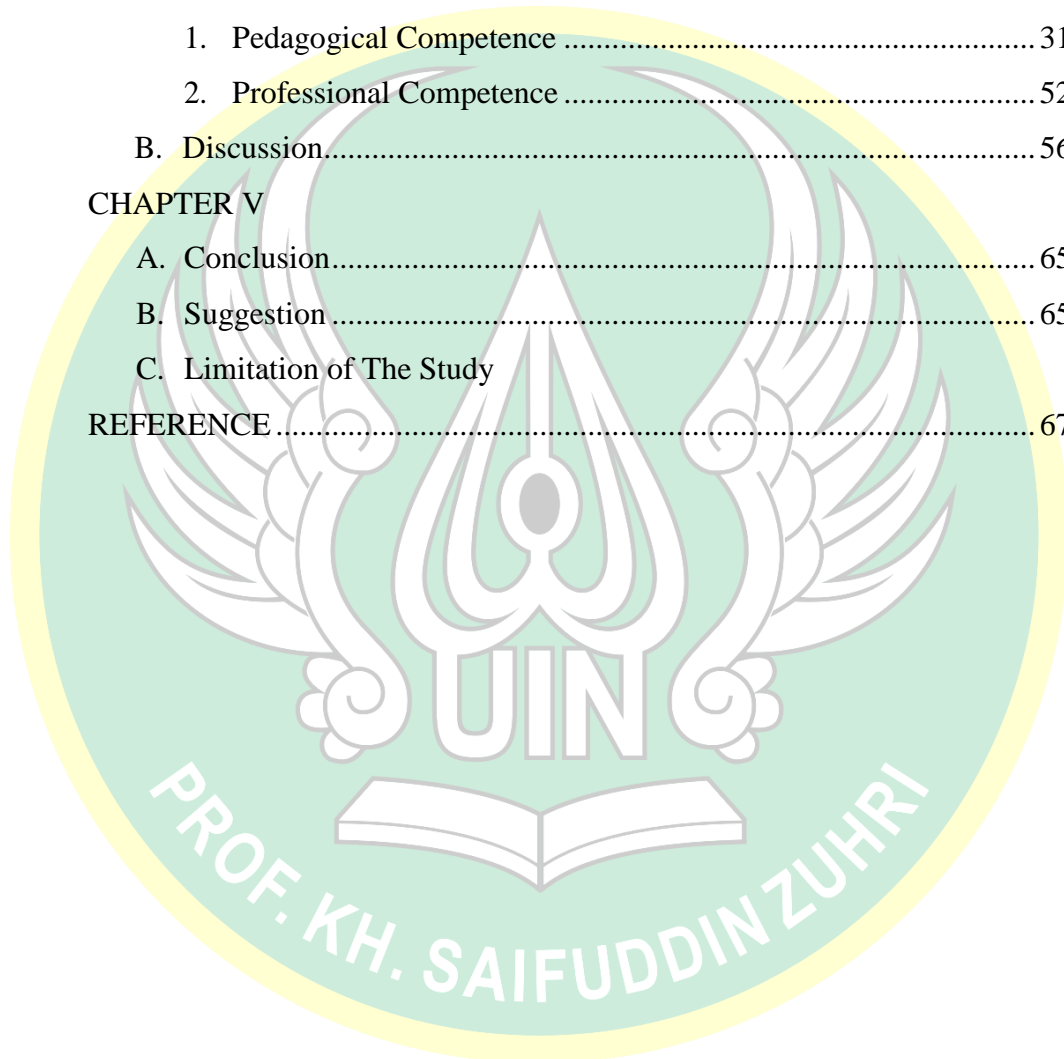


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**AN ANALYSIS OF TEACHERS' PERFORMANCE IN TEACHING
ENGLISH AT MAN 2 BANYUMAS**

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English Education Study Program

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ABSTRACT

The success of education is determined by the quality of education. The quality of education is a part that should be considered by each elements in education. To measure the quality of education can be seen through quality of teachers. In other words, by enhancing the quality of teachers means improving the quality of education. In this case the teacher has competencies that have direct impact in the classroom, namely pedagogical and professionalism competencies. This research focuses on teacher competencies in teaching english at MAN 2 Banyumas. The aim of this study is to find out teacher pedagogical and professional competencies. The method are used was decriptive method were obtained through direct observation and live interviews with three teachers and some students in MAN 2 Banyumas. Based on data obtained from observations and interviews, in the implementation of learning related to the pedagogical abilities of teachers, almost teacher has pedagogical that students need, teacher need efforts to maintain students in active learning with appropriate learning method. Teachers are also joined teachers' community and show their dedication to teaching students thus they are recognize as profesionalism teachers.

Keyword: *Teacher competence, pedagogic, professional.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers hold a prominent role in teaching and learning process to support the quality of human resources in order to achieve a better life. Thus, the quality of education actually can be measured by the quality of the teachers. It means teachers should improve their competencies to enhance quality of education. Teacher competencies should be consider in order to reform studies in education, development of teacher education, scientific result of educational science and other field.¹

To reach national education goals teacher requires special skills and abilities in performing their duties as educator that skills and abilities commonly named the competence of teachers.² It means teachers must have the desire to develop themselves, enhance their knowledge and deepen their subject. To be professional teachers, according Government regulation number 14 year 2005 teachers should owned four competences namely: Pedagogical competence, Professional competence, Social competence and Personality competence. In Chapter 1 of article 1 stated that competence is a set of knowledge, skills, and behaviors that must be owned, internalized and mastered by a teacher or lecturer in carrying out professional duties.

According to government regulation number 14 year 2005 Pedagogic competence has strong influence on the learning quality. Pedagogic competence is the ability of teachers to manage learning process which is related to students. Meanwhile, professional competence is a competence that is related to knowledge mastery.³ The choosing of these two competencies

¹ Kiyemet Selvi, "Teachers' Competencies", *International Journal of Philosophy of Culture and Axiology*, 2010, p.167.

² Halimatussakdiah, "Teachers Understanding of Four Teachers Competences as a Professional", *Jurnal Sekolah(JS)*. Vol 1 (1) Desember 2016, p. 168

³Regulation of National Education Minister Number 16 Year 2007

from the four competences are first, English teaching and learning process is related to professional and pedagogical competence.⁴ Second, these two competences give more impact in classroom directly⁵. In line with Cipto wardoyo's statement in research and evaluation in education (Journal UNY) stated Pedagogic competence and Professional competence are types of competencies that should be mastered by teachers because these competences differentiate the teaching profession from other professions.⁶ Based on the factors that explained above, can be concluded that these two competencies is an importance in order to enhance learning and the result of this study will be beneficial for teachers in English education.

This research was conducted at MAN 2 Banyumas to study about the English teachers' competence in teaching english. This research contained the analysis of the English teachers' competence which was seen from pedagogical and professional competence. This research tried to find out the teachers' ways to teach English to their students as a foreign language at MAN 2 Banyumas. Based on observation in April 28, 2021 at MAN 2 Banyumas, it was founded some teachers only do monotonous way while teaching, this definitely will make students easy to get bored. The first case that is faced by many teachers is they are only focused on teaching by focusing on text book or writing the materials on board. This matter will make students easily to get bored and become unmotivated.

The problems based on observations in English learning in April 28, 2021. While observation in three times during learning process it was different from was expected, the teachers are faced problem such as the limited English class time, in this case teachers must teach a lot of materials, sometimes in English class students have different capabilities to understand and learn English language, in Madrasah Aliyah Negeri 2 Banyumas not all English teachers teach optimally and be monotonous, in

⁴ Martisa Olivia "The Issue of teachers' professional competence and pedagogical competence in English teaching-learning process", *English Teaching Journal: A journal of English Literature, Linguistics, and Education*, Vol.8, No.1, 2020, p. 1

⁵ Haniatin Nabila, "The Influence of Pedagogic and Professional Competence to Performance of Teachers Studies in Trowulan District", *ICEBESS (International Conference on Ethics of Business, Economics, and Social Science)*, 2016, p.556.

⁶ Cipto Wardoyo, "An analysis of teachers' Pedagogical and Professional competencies in the 2013 Curriculum with the 2017-2018 revision in Accounting subject", (*Research and Evaluation in Education*), 2020, p.143.

other case there are teachers are focused on the textbook and material but less aware of students while teaching, there are few teachers not use learning media because of limited time and cost for making media, those are indicated that many teachers shown not optimally in teaching english.

Madrasah Aliyah Negeri 2 Banyumas as the research setting for this thesis is one of Islamic schools in Purwokerto. This school is under the institution of ministry of religion. It has won many achievements in regional and national events. It also always tries to give the best service for the sake of learning by providing adequate facilities to improve the learning activities, especially for English subject. There are several facilities which can support the process of English learning, such as English laboratory, English club as extracurricular, and additional time for students who want to learn English more deeply.

Based on the background of the study that has been explained above, this research analyzed the competence of English teacher of MAN 2 Banyumas from pedagogical and professional competence. This research intended to analyze these two competences because pedagogical and professional competence give more impact in classroom learning activities. Research about teacher competence in MAN 2 Banyumas never been held before, whereas teacher competence is important in order to enhance learning process. From the explanation above, research about teachers' competence in MAN 2 Banyumas is needed and the title of this research is **“An Analysis of Teachers' Competencies in Teaching English at MAN 2 Banyumas.”**

B. Conceptual Definition

The definitions below are important to explain the meaning of the terms used, make the readers have the same understanding or perception, and avoid ambiguity for some terms used in this research. There are three key terms, they are:

1. Competence

According Crick Competence is defined as combination of knowledge, understanding, skills, values, attitudes and desire, which influence on human actions that are effectively manifested in the world in

certain field. Based on Quality Educators book P Bourgonje define competence as the possession and development of complex combination of integrated skills, knowledge, attitudes and values displayed in the task performance context.⁷ From the definition above, competence can be conclude as capacity of person which include skills, knowledge, and attitudes to fulfill his/her task. Improving competence and technique are also important to enhance students' motivation and enthusiasm in learning. Teachers with low competence will makes learning process becomes not optimal. A learning activity will be able to run well if it is supported by teachers who have good competence.

2. Pedagogical Competence

Pedagogical competence is teachers' ability to deal with anything related to students' learning, including understanding the needs and interests of students, having ability to design and implement learning plans, mastering learning theory, having ability to evaluate learning and develop students' academic and nonacademic potential.⁸ It means that teachers should understand students' characteristics that can be seen from their background, social development, culture, ability and intellectual. Teachers as facilitator should be able to understand students, also pay attention to students' needs and interest. Thus, teachers should prepare lesson plan before teaching students in class and have strategies when they get problem during the process of learning.

C. Research Question

Based on the background of the study above, the research questions were formulated as follows:

1. How are the English teachers' competence in teaching students at MAN 2 Banyumas based on Pedagogical competence?
2. How are the English teachers' competence in teaching students at MAN 2 Banyumas based on Profesional competence?

⁷ P Bourgonje, Education International “*Quality Educators: An International Study of Teacher Competences and Standards*, May 2011, p. 361

⁸ Moh. Roqib, *Ilmu Pendidikan Islam*, Purwokerto: An-Najah Press, 2016, p. 52.

D. Objectives and Significances of the Research

1. The Objectives of the Research

- a. To analyze the competencies of English teachers in teaching English at MAN 2 Banyumas based on pedagogical competence.
- b. To analyze the competencies of English teachers in teaching English at MAN 2 Banyumas based on professional competence.

2. The Significances of the Research

The significances of this study are divided into two aspects, they are theoretical and practical significances.

a. Theoretical Significances

- 1) This study expectedly can broaden teachers' knowledge about teaching competence.
- 2) This study expectedly can be beneficial for learners.
- 3) This study expectedly can be used as a reference for further researchers.

b. Practical Significances

1) For Teachers

The result of this research hopefully will be beneficial for helping teachers in developing their competence while teaching.

2) For further researchers

The result of this research expectedly will be beneficial for the further researchers to improve their knowledge in conducting their studies with the similar topic.

E. Structure of the Research

To make a systematic research, it is necessary to classify the structure of this research. This research was divided into five chapters, they were explained as follows:

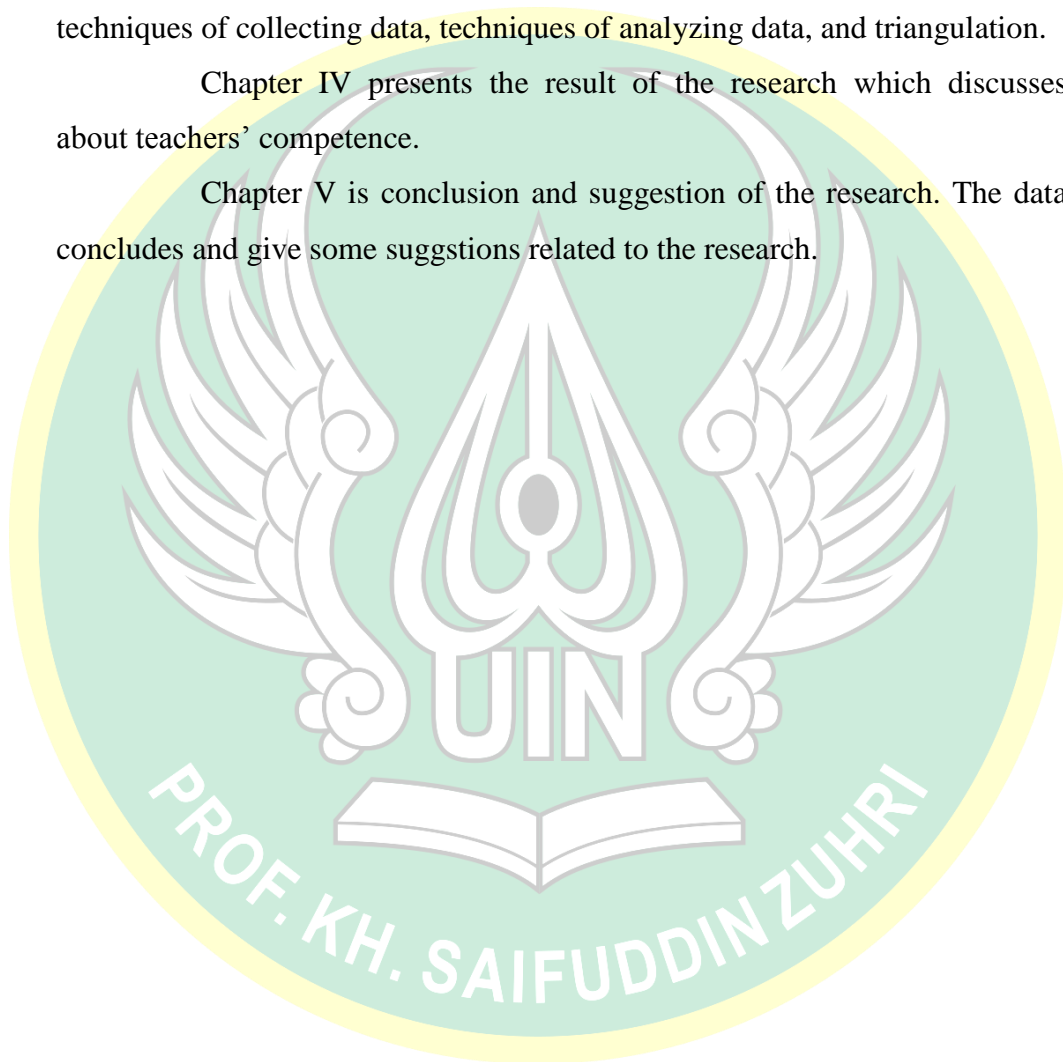
Chapter I is introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of Teachers' Competence Pedagogical and Professional Competence which consists of three sub sections, they are teacher's competence, pedagogical competence, and professional competence.

Chapter III is research method. It deals with the research design, subject of the study, object of the study, instrumens for obtaining data, techniques of collecting data, techniques of analyzing data, and triangulation.

Chapter IV presents the result of the research which discusses about teachers' competence.

Chapter V is conclusion and suggestion of the research. The data concludes and give some suggstions related to the research.



CHAPTER II

LITERATURE REVIEW

A. Teacher Competence

1. Definition of Teacher Competence

According to Adnan Hakim, competence is a person's ability to perform a job or task which based on skills, knowledge and attitudes supported by work in line with job's demand.⁹ Hamzah B. Uno also stated that competence is the ability and skill of a person who is competent in a certain field evidenced by person mastered work skills in line with work demand in field of work. Furthermore, competence means being competent, having ability, power, authority, skill, knowledge, attitude and others.¹⁰ Meanwhile, based on Ministry Regulation no. 14 year 2005 stated competence is a set of knowledge, skill, and behaviour that has to be owned, internalized, mastered, and implemented by teachers in professional tasks.

Moreover, Moh Roqib outlines competence into four competencies that should be owned by teachers consist of Pedagogical, Professional, Social and Personal competence.

a. Pedagogic competence

Pedagogical competence is ability of teacher to manage students in learning which consist of planning, implementing and evaluating. Teacher should understand students, design and implementation of learning, evaluation and learning development by which implemented by understanding all of students aspects,

⁹ 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), 2020, Vol 4, No. 2. P.1.

¹⁰ H. B. Uno & Lamatenggo, *Theory of Performance and Measurement*, Jakarta: Bumi Aksara, 2013, p.13.

mastering learning theory and strategies, be able to design learning, develop academic and non-academic students potential.

b. Personality competence

Personality competence is teachers ability in attitude, behaviour in learning process, teacher should has a good personality. Implementating certain characteristics such as maturity, faith, stability and being happy in the profession as a teacher, being a role model for students.

c. Professional competence

Professional competence is teacher ability of mastery of learning concepts and materials deeply to fulfil the national standard of education. Teacher should knowing the standard and basic competence, understanding basic subject such as be able to created lesson plan and applied in learning process.

d. Social competence

Social competence is ability of the teacher to communicate to students, students' parents, others teachers, and community. Teacher should act objectively, be students' role model, communicative and cooperative.

Markova in journal of education defined teacher competence as a balance between the necessary knowledge, skills and psychological qualities of teacher.¹¹ Meanwhile according Cut fitriani in Annisa Nadia thesis, teacher competence defined as task mastery teaching and educating, attitudes, skills and appreciation needed to support learning process, these competencies will be implemented in the form of mastering skills, knowledge and professional attitudes in carrying out teachers' duties as educators.¹²

B. Pedagogical Competence

¹¹ M. S. Panggabean, "The Development of Indonesian Teacher Competence Questionnaire", *Journal of Educational, Health and Community Psychology* 2016, Vol. 5, No. 2, p.2.

¹² Annisa Nadia. "An Analysis of Teacher Competence of Teaching Learning Process of English at SMAIT Iqra' Kota Bengkulu", *State Institute of Islamic Studies (IAIN) Bengkulu*, P. 32

1. Definition of Pedagogical competence

Pedagogical competence is one of four competences that should be owned by teachers to perform their role as educators. The success of learning and teaching activity is determined by pedagogical competence¹³. Pahrudin stated that pedagogical competence is teachers' ability to manage learning, understand students and their potential, curriculum development and learning evaluation.¹⁴ Teachers should have pedagogical competence in order to make efficient and effectiveness in learning process, Pedagogical competence is owned beyond the effort and desire to learn continuously. Pedagogical competence is important because it has significant influence on the quality of learning. As stated in Permendiknas Number 16 Year 2007, pedagogical competence is teachers' ability to manage students in learning which consist of planning, implementing and evaluating. It means that teachers should understand students' learning outcome which includes:

a. Students' Characteristic

Teachers need to know students' characteristic in order to deliver suitable method to support learning process. There are three characteristics of students such as intellectual (cognitive) ability, attitude, and psychomotoric aspect.

b. Learning Theory Mastery

Teachers should understand the learning theory deeply by knowing the purposes, subject matters and theory ideas. Thus, learning process becomes optimal.

c. Lesson Plan

¹³ Raynesa Noor Emiliyasi, "An Analysis of Teacher's Pedagogical Competence in Lesson Study of MGMP SMP Majalengka", *Journal of English Language Teaching in Indonesia (ELTIN Journal)*, 2018, Vol. 6, No. 1, p.24.

¹⁴ 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", *Journal International Conference on Teacher Training and Education Sebelas Maret University*, Vol. 2, No. 1, p.333.

Teachers use lesson plan as their daily guide by providing detail outline that contains what students need to learn, the implementation in learning and the learning evaluation. Lesson plan will definitely make learning process more effective.

d. Learning Implementation

Teachers should implement the lesson plan in classroom using creative, fun and interactive way. Teachers as role model for their students should be creative and innovative, thus, students will be enthusiastic to learn new knowledge.

e. Learning Evaluation

In the end of lessons, teachers measure students understanding after the learning process, teachers also evaluate their own performance to be better in the next time.

f. Students' Potential Development

Students come from different background and absolutely every student has different potential. In this case, teachers should help them develop and reach their potential.¹⁵

Madhavaram and Laverie said that pedagogical competence is an ability to integrate existent resources (books, journal, articles and learning technology) and non-existent resources (knowledge, skill and experience) in order to reach effectiveness in learning. It means that teachers are capable to manage the learning process. Teachers require pedagogical competence to achieve learning objectives and enhance students' success, sometimes learning process cannot run well because teachers do not own such criteria in pedagogical competence.¹⁶

According of Gunko N.A, pedagogical competence is teachers' ability to organize all of learning activities (design, implementation, and evaluation) that can improve students' personality by using teachers' own psycho-physical unit

¹⁵ Moh. Roqib, *Ilmu Pendidikan Islam*, Purwokerto: An-Najah Press, 2016, p. 52.

¹⁶ S. Madhavaram & D.A. Laverie, "Developing Pedagogical Competence: Issues and Implications for Marketing Education", *Journal of Marketing Education*, 2010, Vol. 32, No. 2, p. 197-213.

which affects on students' skills.¹⁷ As stated in the Regulation Number 14 Year 2005 about teachers and lecturers, pedagogical competence implies teachers' ability and students' learning process. Based on the Regulation of National Education Minister Number 16 Year 2007 on Standard for Academic Qualification and Teachers' Competence, teachers should be able to carry out their duty by reflecting and responding learning process to improve the quality of learning.¹⁸ In pedagogical competence, teachers should be able to understand students which include students' characteristic, background, and educational process.¹⁹

2. Pedagogical Competence Indicators

According to A. Fatah Yasin, pedagogical competence is teachers' ability to manage learning process which include:

- a. Teachers' ability to understand students, means:
 - 1) Understand the development of students' characteristics, such as the cognitive aspect of students.
 - 2) Understand the principles of students' personality development
 - 3) Identify the potential differences of students.
- b. Teachers' ability to make learning design which includes:
 - 1) Able to plan the material, choose the teaching aids which are appropriate with the learning material.
 - 2) Able to plan learning management which include making learning objectives to be achieved, choosing suitable teaching strategy/learning methods, formulating learning steps, making students more motivated, and setting questions to measure students understanding.
 - 3) Able to manage classroom management, such as students sitting formation and allocate learning time.

¹⁷ Gunko Natalia, "Components of Pedagogical Skills of Futer Teachers", *Journal Nubip Edu Ua*, 2014, p.2.

¹⁸ Regulation of National Education Minister Number 16 Year 2007

¹⁹ Janawi, *Kompetensi Guru: Citra Guru Profesional*, Bandung: Alfabeta, 2011, p.24.

- 4) Plan and prepare media which will be used to achieve the learning goals.
 - 5) Able to make lesson plan (assessment tools).
- c. Teachers' ability to organize learning activity, includes:
- 1) Implement basic skills of teaching such as opening and closing learning activity, explaining materials, giving strengthening, making variation in learning, and asking students.
 - 2) Implement various learning methods, teaching strategies, and approaches, for example collaborative learning, context based learning, and computational thinking.
 - 3) Master classroom, such as stimulating students to ask, able to answer students' questions, set focus group discussion to develop students' critical thinking and others.
 - 4) Measure students' achievement level during learning process.
- d. Teachers' ability to evaluate learning, includes:
- 1) Implement assessment for students by understanding kinds of evaluation instrument .
 - 2) Review and analyze the result of learning evaluations.
 - 3) Look at the result of learning evaluations for the next timr in order to improve their teaching quality.
- e. Teachers' ability to facilitate and encourage students to develop their academic and non-academic potential. Academic potential is also called cognitive ability, while non-academic potential is also known as extracurricular.²⁰

Moreover, in Law Number 14 Year 2005 about Teachers and Lecturers stated that there are 10 main criteria that should be owned by teachers and lecturers, such as:

²⁰ Julkifli Hidayat Ada & St. Azisah, "The Contribution of Teachers' Pedagogical Competence Toward the Effectiveness of Teaching of English at MTSN Balang-Balang" *Universitas Islam Negeri Alauddin Makassar*, 2016, Vol. 02. No. 2, p. 241-242.

- a. Teachers Understanding About Students Based on Their Physical, Intellectual, Spiritual, Emotional, Social and Cultural Aspects.

Students are those who receive the influence by person or group of people and have activities in education. The purpose of this point is to know students' aspects in order to help them grow and develop by determining the learning materials, using appropriate teaching media, making diagnosis based on students' learning difficulties, helping students to solve their problems, managing class, educating students about individual differences, and so on.

- b. Teachers' Deep Understanding About Learning Theory and Principles of Educational Learning

Teachers as educators have important role in the efforts of improving the quality of education. First of all, teachers should know and understand the principles of education as the basic knowledge, and it can be obtained when they are studying in university.

- c. Understanding and Evolving Curriculum Content Which Refer to the Subject

Curriculum is a set of learning plans which includes learning objectives, content, and learning materials. Curriculum is functioned as teachers' guideline in carrying out their duties as educator to achieve educational goals. While syllabus is a set of plans to help students' potential which includes physical, intellectual, emotional, religious and moral. Teachers should develop curriculum or syllabus according to students' needs in order to make effective learning.

- d. Making Various Activities in Learning Process

Teachers invite students to involve in the process of learning and inspire students to be interested also feel comfortable in the class. Teachers guide students by interacting with them, teachers can create effective communication to make supportive learning environment in classroom.

- e. Using Technology in Teaching

Teachers can take advantage of technology to develop the quality of learning. There are various kinds of technology that can be utilized by teachers in teaching, it will definitely help teachers to deliver learning materials. Eventhough nowadays tecnology is very advanced, the role of teachers will not be able to be replaced by technology. Yet, it is a gold opportunity for teachers to take advantage of it.

f. Providing Students' Development to Reach Their Maximum Potentials

Students have various abilities and talents that should be developed in order to maximize their potential. Thus, teachers should find and identify students' potential. It can be known by suggesting or guiding students in school extracurricular so that students will be more interested in school.

g. Communicating With Students While Teaching

Teachers should be able to invite students to be actively participate in classroom. It can be done by doing two way interaction so that teachers are not only focused in using textbook or blackboard, yet students will also get feedback from their teachers.

h. Measuring the Learning Process (Evaluating)

Measuring includes collecting data or information of learning activities and evaluating the learning process by doing assessment. There are two kinds of assessments, they are formative and summative assessment. Assessment is important to enhance the quality of teaching and learning process. Assesment can help teachers to identify students' difficulties and also analyze students' weaknesses and strengths in learning.

i. Using the Result of Evaluation for Improving the Further Learning

After getting the result of evaluation, teachers then do an identification by reviewing the evaluation result and utilize it for improving the next learning activity so that it can be more effective.

j. Improving the Learning Quality from the Previous Learning

Teachers holds the most prominent role in improving the quality of learning, because they should always review the learning process from the previous activities in order to find out their weaknesses, so that those can be improved in next learning. In this case, teachers can use instructional media or teaching aids to support learning process.

Based on the criteria which are included in the Regulation Number 17 Year 2007 above, we can know that teachers should understand students' characteristics which are various from their physical, moral, spiritual and social aspect. Teachers should be able to manage the curriculum related to the subjects that will be delivered to students. They should also use the newest technology in the process of learning. In addition, enhancing students' potential in academic and non-academic aspect is also important.

C. Professional Competence

1. Definition of Professional Competence

The word 'professionalism' is derived from the word 'profession' which refers to work based on skillfulness. Professionalism means members' mental attitude in the form of commitment in their occupation to always increase their professional quality.²¹ Meanwhile, professional competence is teachers' ability to master teaching material deeply and widely, which includes the concepts of material, structures, and methods²². Professional teachers should own four competences which include professional competence, teachers' need professional competence including capacious knowledge, mature attitude, and ability to manage themselves as teacher in classroom to raise the quality of education.²³

Teachers who have professionalism will be committed by improving their

²¹ Nurul Qomariah, et.al., "How to Improve Vocational Teacher Performance?" *Prosiding Seminar Nasional Indonesian R Summit*, 2020, Vol. 1, No. 1, p.152.

²² Yeni Yusnita, et.al., "The Effect of Professional Education and Training for Teachers (PLPG) in Improving Pedagogic Competence and Teacher Performance", *Jurnal Keguruan dan Ilmu Keguruan*, 2018, Vol.3, No2, p. 124.

²³ Ibrahim Bafadal, *Seri Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah: Peningkatan Professionalisme Guru Sekolah Dasar Dalam Kerangka Manajemen Peningkatan Mutu Berbasis Sekolah*, Jakarta: Bumi Aksara, 2008, p.5.

quality as educator. Professional competence closely related to teachers' performance, thus, teachers who has high performance are tend to be professional. The quality of education is influenced by teachers' professionalism competence and their performance while teaching.

Haniatin Nabila said that professional teachers are those who are working in education field and have the ability which they obtained from their previous education. Teachers are not only responsible in their profession development, but also capable in mastering various learning strategies.²⁴

According to Government Regulation number 14 year 2005 about teacher and lecturer, professional competence is defined as an ability to master the subject broadly and deeply. Article 8 stated that teachers must obtain the ability in academic qualifications, competences, teaching certificates, spiritual and physical healthy, and have the ability to reach national educational goals.²⁵ To become teachers who have professional competence, they should have great charactes such as truthful, firmness, and discipline, in Islam they are known as Siddiq, Amanah, Tabliq and Fathonah. It means that teachers should deliver the subject materials accurately and truthfully, they should also assess students fairly and reasonably. According to Attali, Y. & Arieli Attali, M. the criteria of teachers with professional competence are mentioned as follow:

- a. Mastering teaching materials, structures, concepts and scientific mindset which support the learning subject.
- b. Mastering basic and standard competency of the subject.
- c. Developing material creatively in learning process
- d. Developing their professionalism by doing deep and serious action.²⁶

²⁴ Haniatin 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 Proceeding*, 2016, p.562.

²⁵ Government Regulation Number 14 Year 2005 Article 8

²⁶ Gunawan, Ibrahim, *Kompetensi Kinerja Guru Menurut Kurikulum Karakter*, Jakarta: Bumi Persada, 2018, p.10.

Based on Cooper's opinion, there are several things that need to be mastered by teachers:

- a. Knowledge of learning and human behavior
- b. Mastery of the subject and study field
- c. Good attitude to others
- d. Skills and techniques in teaching

On the other hand, Moh. Roqib stated that there are five responsibilities which describe a professional educator:

- a. Self responsibility to always upgrade their knowledge.
- b. Responsibility to try new techniques in order to increase educational efficiency and effectiveness.
- c. Responsibility to develop educational knowledge by doing research and studies.
- d. Responsibility to evolve and contribute in curriculum development.
- e. Responsibility to take part in educational system by protecting and developing professional and academic standing.

Meanwhile, according to Depdikbud, there are ten teachers' basic abilities:

- a. Mastery of learning concepts and materials
- b. Teaching management and learning programs
- c. Classroom management
- d. Mastery of learning media
- e. Mastery of educational principal
- f. Management of learning and teaching
- g. Students' achievement assessment
- h. Mastery of counseling program
- i. Mastery of school administration
- j. Understanding research results to improve the quality of education.

In addition, based on basic educational quality, the quality of educators is determined by four main factors:

- a. Professional ability

- b. Professional efforts
- c. Time to process in professional activities
- d. Accountability.

2. Indicators of Professional Competence

According Hatta Hs., professional competence is related to teachers' basic ability and their basic skills, teachers should own those basic to master learning material as professional educators. Indicators of professional competences that should be mastered by teachers according Hatta Hs. include:

a. Mastery of Teaching Materials

This indicators refer to teachers' deep understanding of their teaching material, since it is the main component of teaching. Mastery of teaching material means the ability to understand, analyze and evaluate the contains of the material.

b. Teaching Management

This indicator refers to teachers' ability to manage teaching program which includes the ability to use suitable methods of teaching, the ability to choose and develop teaching materials, the ability to carry out interactive learning process, the ability to recognize students' potential depending on their characteristic and the ability to evaluate learning that has been formed.

c. Classroom Management

This indicator refers to teachers' ability to manage classroom settings to make a supportive classroom.

d. Use Instructional Media

Teachers can use various instructional media or teaching aids to improve the quality of learning process and instructional goal. Instructional media help teacher in giving materials and make students easy to understand the material.

e. Mastery of Education Pricipal

This indicators refers to teachers' ability to master the principal of education such as concepts and problems in education, knowing the social potency of school in society and knowing well the characteristics of students.

f. Students' Evaluation

This indicator refers to teachers' ability to measure the effectiveness of students' learning and teaching.

g. Understanding Education Management

Teachers need to understand school management which includes curricular and extracurricular.

h. Enhance Personal Ability

Teachers need to enhance their personal ability and highly motivated to learn the newest technology.²⁷

The sub competences of professional competence according to the Regulation of National Education Minister of Republic Indonesia are mentioned as follows²⁸:

- a. Mastering the material, structure, and concept of subject
- b. Mastering subject basic competency and standard competency
- c. Developing learning material
- d. Developing professionalism
- e. Utilize technology information

The indicators about the requirements of being a professional teacher from the sources above are quite similar. In this research, the indicators are based on the Regulation of National Education Minister of Republic Indonesia which were selected as the main reference because it covered all teachers' competences, especially for professional competence.

Those indicators and requirements expectedly can make a good implementation of tasks in schools in order to reach educational goals. For

²⁷ M. Hatta Hs, *Empat Kompetensi Untuk Membangun Profesionalisme Guru*, Sidoarjo: Nizamia Learning Center, 2018, p. 32.

²⁸ The Regulation of National Education Minister of Republic Indonesia Number 16 Year 2007.

teachers' requirements, they are such as having completed minimum Diploma degree in faculty of education, experienced in becoming an educator, having good personality, having expertised and broad knowledge, and having great ideas for school development. These requirements are closely related to factors of school tasks implementation, especially in supporting to reach the education goals.

D. Review of Relevant Studies

Based on several sources related to this research, these are several previous studies that are related to this research. Here are the results comparison between this research and previous studies:

The first is a journal written by Cipto Wardoyo and others in 2020 entitled "*An Analysis of Teachers' Pedagogical and Professional competencies in the 2013 Curriculum with the 2017-2018 revision in Accounting subject*". This thesis analyzed two of the four competencies which are Pedagogical and Professional competencies in the implementation 2013 curriculum. The difference between a journal written by Cipto Wardoyo is found in subject. Cipto's research discussed about implementation of the 2013 curriculum in Accounting subject at State Vocational High School while this research identified English teachers' competencies based on Pedagogical and Professional teachers' competence. The results of the study show that teachers understand pedagogical and professional competencies by applying learning strategies and methods that are relevant to students and the indicator of competency achievement presented in the lesson plans.

The second is a thesis written by Wiwi Rif'atul Qodriyah in 2016 entitled "*An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Learners at Nara Islamic School Cirebon*". This research analyzed the teachers' pedagogical competence which discussed about how teachers' manage the young learner classroom. The difference between Wiwi Rif'atul Qodriyah's research with this research is the

competencies studied in Wiwi Rifa'atul Qodriyah is pedagogical which concerns on teachers' classroom management and use of instructional media in learning process, while in this thesis analyzed the teachers' pedagogical and professional competencies based on the indicators in government regulation. The result of study show that the teachers does various learning models to manage the English young learners classroom. Teacher conducted various learning models in order to manage classroom and deal with diversity.

The third is a research written by Kholid Alqodri in 2016 entitled "*An Analysis of Teachers' Pedagogical Competence in Teaching English at Seventh Grade of The Second Semester of MTSN 1 Way Kanan in The Academic Year of 2020/2021*". This research analyzed the teachers' pedagogical competence that affected teachers in teaching English. The different between this research and Kholid Alqodri's research is subject of the research, the subjects of Kholid Alqodri's research are 2 teachers and 56 students, meanwhile in this research conduct three teachers and students to give their perception about how the teachers teaches in the classroom. The result of the study show pedagogical competence still low with indicators and score of teachers including low category. It means should increase competence and strategy thus students can be more interested in learning.

The fourth is a thesis written by Noven Aquilla Abkarin in 2020 entitled "*The Analysis of Teachers' Professional Competence in Utilizing Information and Communication Technology for Teaching and Learning Process*". This thesis analyzed teacher professional competence in utilizing ICT in classroom learning. The result of the study show teacher professional competence can improve ICT utilization in teaching and learning classrooms. ICT also can improve teachers' professional because ICT is easier and effective to deliver materials.

The fifth is a thesis written by Aini Safitri in 2019 entitled "An Analysis of Professional Competence of English Teachers at SMPN 4 Siak

Hulu”. This thesis analyzed teacher professional based on indicators to measure the level of professional competence. The result based on the finding show teachers mastering standards of competence and basic competence of subject (32%). Based on the result that the English teacher at SMPN 4 Siak Hulu has comprehend and professional competency



CHAPTER III

RESEARCH METHOD

A. Type of the Research

The type of this research was descriptive qualitative research, and the research setting was conducted in Madrasah Aliyah Negeri 2 Banyumas. This research intended to analyze teachers' competence in teaching English at MAN 2 Banyumas based on pedagogic and professional competence. There were three English teachers of MAN 2 Banyumas who were participated as the informants of this research. The data were obtained by doing observation to find out and analyze teachers' pedagogical and professional competence. Besides, the data were also obtained by conducting some interviews with the English teachers of MAN 2 Banyumas. The data results of observation and interview were described in a detail explanation, since the data analysis were presented descriptively.

B. Subject and Object of the Research

The subjects of this research were the people who provided the information related to this research or the consultants for the researcher to explore and gain the data of this research. The identity of a research subject should be described clearly such as their age, gender, education degree, and position in work.²⁹

In this research, the subjects consisted of the English teachers of Madrasah Aliyah Negeri Banyumas 2 in academic year 2021/2022. There are six teachers in MAN 2 Banyumas, in this research picked male and two female teachers to be investigated. Teacher 1 is Mrs. Eli Antina S.Pd, Teacher 2 is Mrs. Fara Citra Ghossani S.Pd., Teacher 3 is Mr. Moh. Fahmi SPd,. They were teachers who taught English subject at MAN 2 Banyumas. The teachers who were chosen as the subjects in this research were those who had been teaching in their field for quite a long time, then they were trusted and

²⁹ Salim & Syahrums, *Metode Penelitian Kualitatif*, Bandung: Citapustaka Media, 2012, p.142

recommended to provide the data for this research. While, the object of this research was teachers' competence during teaching and learning activities.

C. Techniques of Data Collection

In collecting the data, this research used these following techniques:

a. Observation

According to Marshall in Sugiyono, he stated that *“through observation, researchers can learn about behavior and the meaning attached to those behavior”*.³⁰

In this case, class observation were used to know about the teachers' pedagogical and professional competence during teaching process. Teachers are investigated how teachers' pedagogical and professionalism competence while fulfilling their duties as teachers, The research participants joined in the classroom. While observed the teachers during learning process in the class, observations were made nine times, observation starts on January 3, 2022 until the last observation on Januari 21, 2022. Each teacher was observed for three meetings start from beginning into the end in order to understand well about their competencies in learning. field notes and questionnaire were made to record what the teacher did during observation. The questionnaire was to collect a data by asking written questions to be answered in directly by teachers and some students.

b. Interview

While interview according to Esteberg in Sugiyono is defined as *“a meeting of two persons to exchange information and idea through question and responses, resulted in communication and joined construction of meaning about a particular topic”*.³¹

In this research, interview with the English teachers of MAN 2 Banyumas was aimed to know the teachers' pedagogical and

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung:Alfabeta, 2016.

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung:Alfabeta, 2016, p.231.

professionalism competence, teaching implementation, and the problems of the English teaching. Interview were conducted with three teachers consisted of one male and two female teachers. The interview was conducted three times, each teacher was once in interviewed, on January 14, 17 and 28, 2022. In interview, a list of questions was prepared, The teachers then answered the questions about the teaching implementation in Madrasah Aliyah Negeri 2 Purwokerto based on pedagogical and professional competence. While interview voice recorder is used to record teachers' answer. In addition, some students were also interviewed for information about three teachers who were the object of research.

c. Documentation

Documentation is a past record that can be in the form of writing, picture, or monumental work of someone. For this research, the documentation were collected through taking teachers' video while teaching and RPP (*Rencana Pelaksanaan Pembelajaran*).

D. Techniques of Data Analysis

Qualitative data analysis according to Miles and Huberman for interactive model consists of data reduction, data display, and conclusion.

a. Data Reduction

Miles and Huberman stated that "*Data reduction is defined as the process of selecting, attention focusing, in simplifying, abstracting and transforming data which is gained from notes written in the field*". Data reduction can be applied by summarizing, coding, selecting, classifying and writing memos. These activities were held until the final report is completed. The data that gained from observations and interview are selected that are appropriate with topic, in other word reduce parts of the data that not deal with topic. Select and reducing the data to organizes the appropriate data that has been get from teachers and students in order to know how the teachers' pedagogical and professional competence in teaching English at MAN 2 Banyumas.

b. Data Display

After reducing the data, then the data were displayed. Data display according Miles and Huberman is structured information that gives possibility of making conclusion and taking action. To make data display, the text need to be converted into graph, matrices, network or chart, in order to provide coherent and understandable data. In this step data was displaying by describe clearly in order to easy to understand. The data from the subject related with theory before drawing conclusion.

c. Conclusion

After displaying the data, the next part is the process to draw a conclusion or data verification. In the process of data analysis, researchers should know the objects meaning, note, regularities, patterns, explanations, possible configuration, causes and impacts, and propositions. The first part of conclusion are general and then become specific data. While verification is a review of field notes, discussion with others in order to make data validated. Therefore, data reduction, data display, and conclusion are connected before, during and after data collection.

The steps in analyzing the data that were used in this research were:

- a. Observing the classroom in English learning
- b. Making sure that all the data from class observation and teachers' interview had been already collected.
- c. Selecting and identifying the data related to the research problem.
- d. Analyzing and correlating them with related theories.
- e. Verification or conclusion drawing. After reducing and display the data made conclusion is last of procedure of analyzing data

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The data obtained is presented by making checklist in sub-chapter pedagogical and professional competence, and then explaining the result by descriptive to support data.

A. Pedagogical competence

Data below is the table of Teachers Pedagogic competence, based on the data achieved from observations and interviews, it can be drawn as follows:

Pedagogical competence indicators	Teacher 1	Teacher 2	Teacher 3
1. Teacher having a knowledge about students	✓	✓	✓
2. Teacher know about learning theory	✓		
3. Teacher know and evolving curriculum content		✓	✓
4. Teacher making various activities in learning	✓	✓	
5. Teacher using technology in teaching	✓	✓	✓
6. Teacher providing students development to reach maximum potential	✓	✓	✓
7. Communicating with students while teaching	✓	✓	✓
8. Measuring the learning process (Evaluating)	✓	✓	✓

9. Using result of evaluation for improving further learning	✓	✓	✓
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The table above is elaborated with the following explanation.

1. Teacher having knowledge about students

The learning activity was begun from teacher and students reading Al-Qur'an, afterward teacher called students' name, teacher 1 tries to recognize students through students' name and behaviors in the classroom, while teacher called students' name she asks about students, in that moment teacher asks where students lives? How students come to school? it means teacher shows his cares and tries to deep know about their students.

What was data found while observations were supported by interviews with teacher, she explained in order to understand students can be seen from their behavior

“Everybody is unique so are my students, I cannot choose types of students as I want, there are diligent student I give rewards and to sluggish student are given motivation stories about real life, for example I said to my sluggish students don't be lazy in studying, let's imagine in the future you are become a father and your son asks about their homework but you can't answer, thus your son says my father is stupid, I'm sure you don't want it happen”.

In other words, she tried to make students more motivated to learn.

In carrying out the role as a teacher, teacher 1 looks passionate while provide learning in the classroom, thus it makes students enthusiastic in learning process. According Oriselem Nella Dokubo in Teachers' Passion in Teaching and Learning: Implication for Students Academic Performance in Secondary Schools he stated teachers' passion has a positive impact on academic performance of students, teacher with a passion help improve and enhance students' academic performance in school.

Moreover, it also is supported by the live interview with student. he said:

“teacher 1 gives spirit to students in learning through good advice for students, teacher 1 is a teacher who actively communicates and always enthusiastic while teaching thus all students feel comfortable and enthusiastic in the classroom.”

by students feel comfortable and enthusiastic in participating learning, it is a result of teachers' effort to know their students.

In the observations of other teachers, generally not significantly different from previously. Learning starts with teacher calling the students' name in attendance list and try to remember students' name. The way of teacher 2 to know their students by involving students in learning for example used students' real name for question and giving students opportunity to develop students own understanding through answering questions activities on the whiteboard.

In that time students learning about past continuous tense, teacher 2 can make the material easier to understand by students, in explaining material teacher makes an example by the names of the students in the class, for examples, Haikal was playing football after school, at eight o'clock Rona was singing in this room. After teacher 2 explains and gives examples on the whiteboard, teacher 2 gives time to students for write down in the book. Teacher 2 erases the whiteboard's notes and give students opportunity to check their understanding by answering questions, for students who correctly answer question, teacher give active score.

According to Student he was comforted in learning with teacher 2, he said:

“teacher 2 is quite fun because teacher 2 is a young teacher thus she looks feel more understand to us, teacher 2 can break the ice when learning getting bored, students feel more closer to teacher because teacher 2 often using familiar word to spoke to students”.

This means there are good relationship between students and teacher.

Through an interview teacher 2 said that to understand students by personal approach and involving students in learning.

She said :

“it may not be possible to understand every students, because they are come from various character kinds, but we can try to involving students despite not easy to handle all students, there are some “difficult” students in classroom, we should give personal approach by talking face to face with students.”

In this case teacher looks not forcing learning to formal situation, this means as teacher 2 effort to be able to know students.

Almost same as the two teachers described above, teacher 3 is a patient teacher, he has a good character and skills to adaptation for diverse students, it could be seen while teacher 3 teaches in classroom. In that time teacher 3 starts the learning in not conducive classroom, students just returned to class from field after sports, some students are busy changing their clothes some students are eating snack and drinking water, this condition makes ruin teacher and causing the delay of learning. Teacher 3 can understand and handle this situation by giving permission to students to change clothes and prepare lesson by giving additional time around 15 minutes.

Learning start by teacher 3 explaining simple past, teacher 3 gives explanations and examples of simple past, teacher 3 explains about simple past by drawing on the whiteboard, teacher 3 explains the function and form of simple past. Some students ask teacher 3 and teacher repeated explains clearly. Teacher 3 is a patient teacher, it can be support by interview with teacher 3 he said:

“We can know students can be seen in daily test score, there are low, medium and high. If there are students are still got low score given remedials, the other way students can be classified by attitude score in report book, these classifications can be used to take follow up actions.”

From daily test teacher 3 know student strengths and weaknesses to be improved in upcoming meeting.

Based on interview with student, student give opinion to teacher 3, student said:

“Easy to understand what teacher 3 explained, because teacher 3 give clear explanation while teaches us, although sometimes teacher 3 talk too fast yet the main of his explanation can be understood, when there are some students make noisy teacher 3 gives advice patiently.”

While teaching teacher 3 explain clearly despite sometimes talk too fast but does not affect the meaning of topic.

Based on the result of interviews and observations in teacher knowledge about students, it can be teachers in MAN 2 Banyumas tries to know their students by:

- a) Recognizing students' names through monitoring students' behavior in classroom.
- b) Teacher personal approach to students.
- c) Create good relationship and environment.
- d) Involving students in learning.

2. Teachers understanding about learning theory and principles of educational

In second observation on January 11, 2022 teacher 1 shows learning in interactive way. During observation, teacher 1 creates good classroom environment and supported by interactive learning that has an impacted to students' motivation to enthusiasm in learning.

Teacher 1 explained about conjunction, Teacher 1 explains the meaning of conjunctions afterwards writes on the whiteboard by dividing conjunctions into two compound and complex conjunctions, teacher 1 said “compounds connect equivalent things, for example I have a pencil and paper, both of which are nouns”. the giving examples uses surroundings students' teacher 1 used examples of things around students in order to make students easy to understand the material.

In the interview teacher 1 said:

“in teaching English I always related learning to daily activities or somethings around students, for example using Facebook as social media. We find out advantages and disadvantages of Facebook. From discussion, it is purpose to break the boundary between teacher and students, meaning the relationship is closer.”

By discussing many things, students and teachers can exchange their ideas and strengthen both relationships

Students are excited to follow learning taught by teacher 1, it was proven while observations and supported by students in interview he said:

“teacher teaches does not make students bored, because easy to know what teacher 1 explain, after learning I always feels enthusiasm to learn English.”

by making interactive learning thus students involved in learning, it means teacher 1 be able to know learning theory and principles.

Furthermore in second observation on January, 10 2022 teacher 2 tries to review lesson that have been learned at previous meeting, teacher 2 asks students to come in front of class and rewrite their work home results in white board.

Teacher 2 is a young teacher thus when delivering material does not make students confused because teacher 2 used daily conversation, in interview teacher 2 said:

“I tries to give explanation to students in language which easy to understand, students more easily if explanation use daily activities, thing that related their lives can makes students faster to understand.”

Actually teacher 2 has a good explained but in second meeting teacher just reviewed and discussed the previous learning. Teacher 2 makes

sure students if there is something students did not understand, teacher 2 gives score who rewrite their homework in whiteboard, this method make students motivated in involving learning. Student give good opinion about his teacher, he said :

“teacher 2 explain learning in simple way, in learning teacher does not force students in teacher oriented yet learning runs in students centered”.

Moreover, yet in reality was contrarily, in a second observation teacher spend all of learning times just to instructs students to come and rewrite their homework and then discuss homework until the end of learning time, this means learning less varied, teacher should be able to maximize the learning time to make learning more efficiency.

Based on observation and interviews, we can conclude that teacher 2 is sufficient to know the theory and principles of learning, but in second observation teacher 2 do not maximize activities in learning.

In learning teacher 3 used book as main sourced to explain the material, when teacher 3 explaining the teacher was detail clearly. Teacher 3 looks mastering the material and have deep understanding in talk about conditional sentence as material, despite teacher 3 using book teacher 3 did not always look at the book to explain, teacher 3 can develop material in the book to be delivered in easy to understand for students, even though teacher 3 explain clearly but too fast to talk it perhaps make little bit difficult for students to understand all teacher 3 explained. In the end of learning teacher 3 give motivation thus students stimulated to enhance their learning for example teacher 3 motivate student to be brave to come forward and answer teacher question in whiteboard, because if students fail it means beginning of their success. In line with Eskja Vero in the importance of motivation in an educational environment stated motivation affects in learning,

low motivation of students could damage learning process, teacher should identify strategies to increase students' motivation.

Teacher 3 involves several students to be active in learning, the same statement by teacher 3 in the interview he said:

“Every teacher should use the syllabus as a teaching guide, teacher explains to students just 10 minutes and learning back to students centered, learning should be student centered, we can make some games which relate to the material”

teacher 3 develops the material base on syllabus by making games that will make it easier for students to receive learning.

From the interview with student about teacher 3, she said:

“Teacher 3 explains quite understandable, but sometimes teacher too fast in explain material, thus i can not totally reach what teacher said.”

Several times in observation teacher 3 more give attention to students in frontline not totally aware students in backline, this case make gap between students, because students in backline looks less serious in learning.

Based on data above teacher 1 try to implemented the theory and principles of educational through interactive learning, yet teacher 2 and teacher 3 are unconcerned of classroom situation especially students in backline. Though, there are positive things from the three teachers in efforts to understanding of the theories and principles of education as follows:

- a) Make an interactive learning
- b) Related learning to students daily activities
- c) Create good relationship with students
- d) Use language which easy to understand

3. Teacher understanding and envolving curriculum content

In implementation of curriculum at MAN 2 Banyumas, curriculum used is 2013, this curriculum focus on students to active and involve in learning, Teacher 1 used this curriculum and said that recent curriculum(K13) is not significant different from the previous.

Teacher 1 said:

“The curriculum used is still 2013, for me it is same, curriculum depends on how the teacher way, it can be 2013 curriculum but can be taught using other way”.

by this statement teacher 1 assumed that the curriculum is almost same from the previous, just the way of teaching students is different, it means teacher 1 has known the way of teaching in recent curriculum.

Teacher 2 slightly different opinion with first teacher, the second teacher explained clearly the contrast between 2013 curriculum and KTSP. She explained that recent curriculum used is suitable for students, different from previous curriculum, this curriculum makes students more active in learning.

Teacher as facilitator in classroom in order to help student develop their critical thinking, teacher 2 said:

“in this school we used 2013 curriculum, which is more for students, nowadays students active in learning and it seems suitable with this curriculum, sometimes while I give the material they understand first before I should talk too much”.

Furthermore for teachers 3 each curriculum has their own character, in previous curriculum, learning was still teacher centered, thus in this curriculum, learning be student-centered.

In the interview, teacher 3 said:

“there are strongness and weakness in every curriculum, the strongness of 2013 curriculum are that the material for each part is clear enough to understand, the weakness is there is reduced material thus the hours are reduced too, due to prepare future generations I think English subject are one of the subjects that should be given more times in learning.”

Teacher 3 aware there are strongness and weakness of curriculum and realize that English subject is important for next generations.

4. Making various activities in learning process

In application of activities in learning, three teachers apply different activities from each other. There are several activities used by the teacher to enhance students' enthusiasm in learning.

Teacher 1 is an interactive in learning, she is not applied teacher centered method, but teacher can create several activities for students in learning.

In learning teacher 1 looks tried to keep communication with students, the class started at 7.35 teacher carry on learning by explains conjunction after explain teacher asks students to understand what they have learned and ask students randomly, Teacher asks: "hey deny.. what is conjunctions? How many conjunctions? Mention three conjunction please?" student answered: "conjunction is used to connect word, and, but, because" teacher replied: "Okey great, please choose your friend let me ask a question to your friends." Students replied loudly "Andrea Miss" teacher give direct question to andrea, teacher said: "Andrea please give an example of conjunction but". Students answered: "I come to this school not by motorcycle but by bus." After answering Andrea chooses another student to be asked by the teacher.

This way can enhance students' enthusiasm to learning English, in other time of daily test teacher 1 gives money to students who can finish questions quick and correctly, for students who caught cheating will be given punishment by give money to students who can be first finish, teacher 1 not want to input students' score who cheated. In this way, students will be motivated to learn in order to get active score and avoid punishment from teacher.

In live interviews teacher 1 explains some of activities that are used, she said: “variation in learning depends on theme, most common method that I used is communicative, discussions group work or I give my students time to read first and give questions to my students, sometimes students learning in laboratory of language, watching films or utilize smartphone for example, if we are discuss about tenses, we can use smartphone to search songs related to tenses, although at the learning I did not allow students to using smartphone but sometimes I used smartphone to support learning.”

The students give same opinion about teacher 1, student said: “in teaching teacher 1 sometimes divided into several group to discuss about material, students and teacher 1 singing together in chapter of singing, teacher 1 give more score to students who want to read paragraphs or answer teacher questions.” By some of learning activities that have been explained, it means teacher does not apply monotonous learning.

Teacher 2 is known as a young teacher who has several way to making the good class environment in order to makes students comfortable.

In teaching, teacher 2 has variation activities in learning such as makes ice breaking, watching film and sing a songs, it proved by interview with teacher 2, she said:

“I used ice breaking for variations the game named walking stick, the game begin by marker hold by students and I will play song, after song stops, students who holding marker will be get questions about material that has been studied, using ice breaking for students don't get bored, in other ways I tried to let students watching film but students more attention in film not subject that discuss, or songs while we discuss about tenses.”

But when observation in classroom teacher 2 not use ice breaking as variation in learning, in three meetings teacher just give material in first and second meetings teacher review learning topic that has been learned in previous meetings. With this situation

students less get variations in teaching. In teaching teacher explains then students answer teacher question in whiteboard. Although there are active communication between teacher 2 and students but sometimes students not pay attention to teacher.

In other moment students argue that teacher 2 not only learning material from the book but there is ice breaking from teacher and sometimes students practice in classroom, students said: “teacher 2 teaches 50% for material and 50% students’ practice, in that time we are try to practice drama dialogue in English.”

Based on the interviews and result of observations, there is a difference between interviews and observations, teacher and student admit that there are variations in learning despite not been seen in observation.

In delivering the material teacher 3 explains clearly but teacher said to fast thus not all students understand, teacher 3 often focuses on students who are in frontline, students in backline not totally pay attention, several students using smartphone for games, several students enjoy with their snack and some girl students make up in classroom, this situation makes learning not going well although teacher 3 give clear explanation.

Teacher 3 explained jigsaw game in interview, he said: “In variation of learning to organizing classroom I often apply jigsaw method, students divide into several groups and every group pointed one students to be a leader, leader from the group share the material with another group of students.” Teacher 3 often create group discussion to his students, teacher 3 applies a jigsaw which is a game of group discussion.

About activities in learning students said:

“teacher 3 are good in personality, sometimes less attention to the students in backline, moreover a lot of homework in meetings, homework formed questions or summarizing the material from book.”

Based on the results of interviews and observations it can be concluded, teacher 3 actually has a develop the classroom, but teacher 3 less aware especially students in backline.

With learning activities that carried out by teachers, actually teacher has been able to make variations in learning, but in some observations teacher still used only one variation in every learning perhaps limited hours of learning, variations that have been used by teachers at MAN 2 Banyumas such as.

- a) Students group discussion
- b) Watching English film
- c) Makes Ice Breaking
- d) Utilize smartphone for learning

5. Using technology in teaching

In generally the use of technology by teachers in learning at MAN 2 Banyumas used an LCD Projector.

Sometimes Teacher 1 in deliver material not always use projector as main media, teacher 1 sometimes create learning through smartphone, this was told by teacher 1 in interview teacher said: “sometimes students learning in laboratory of language but students’ smartphone support internet access, learning often in classroom.”

Teacher 1 used smartphone if she feels need to assist the learning, in contract of learning teacher does not allow students to use smartphone for their selves during learning, but teacher sometimes instruct students to utilize smartphone for learning, such as looking lyrics song on YouTube while tenses learning. Teacher 1 ensures all

students follow teacher 1 directions while using smartphone as learning media by walking around students, thus students not feel bored while teacher and students sing songs which related in tenses material.

Based on interview with student she said:

“the use of technology in learning teacher 1 used LCD and audio, from LCD teacher 1 show material, photos and video and let students give argument in learning, audio is to listening how to pronounce a sentence in English”.

In this way teacher 1 used LCD, phone and audio as technology in learning.

According teacher 2 and teacher 3 learning easier while using a projector, by using LCD projector teacher can display pictures or videos which related to material to help teacher reach learning objective more easily.

Teacher 2 said “using LCD in learning usually to display photos and videos sometimes I ever play film in learning, but students more focus on film not learning”.

Moreover, teacher 3 using LCD as learning media, teacher 3 using power point in laptop and display by LCD.

Teacher 2 uses audio for listening exercise, by audio teacher 2 can play some native conversation, teacher 2 realize that students still difficult in listening skills, by playing audio teacher 2 hope students adapting to native speaker pronunciation.

From interview with student, he said:

“teacher 2 used LCD in learning, material delivered from power points, teacher 2 used goggle classroom to share the power point in order to students can review at home, homework or assignment usually are shared and sent in google classroom.”

By using power point and goggle classroom, it makes teacher work more efficient, teachers no need collect students work by papers, students can send directly their work through goggle classroom.

Teacher 3 use power point to give material thus he have more time to explain beside spend his time to write in whiteboard, teacher 3 said:

“Technology is important in learning, we cannot live without technology so are in learning, for example we can allow students use smartphone to follow our instruction, I ever try my students to watch BBC London and BBC Australia. This way to give students get new experience, but in reality there are some students who use smartphone to game”.

According to student she said:

“teacher 3 use several technologies in teaching, for example LCD projector to display learning material, audio for students listening from native speaker and WhatsApp group to send assignment or share learning material”.

But in the classroom during observation, teacher 3 write and explain material used whiteboard, teacher 3 focus on their book, thus teacher 3 rarely used LCD in teaching.

According explanation above the use of LCD can help teacher convey the learning at MAN 2 Banyumas, such as teachers makes interesting power points in order to do not get bored, by LCD teacher can display pictures and videos for students.

6. Providing students development to reach maximum potential

Teacher 1 providing students potential by make students confident and feel comfort first to reach their maximum potential. Meanwhile Teacher 2 argue that all students have different potential, and it is little bit difficult to providing all students potential, difficult means there are different skills in English. to develop student potential, teacher 3 give motivation to students in order to enhance students' enthusiastic in learning English.

In observation, teacher 1 give instruction students to reading and translate some text in English to Bahasa, teacher in classroom said: “anyone can read and translate in Bahasa? If there is one to try, please to raise your hands, do not be afraid to try, never mind if there is

something wrong” after teacher said some students start to raise their hands, teacher give students more points to students who involve in learning, this case can make students more confident to learning English, if students feel comfort and confidence students can develop their potential.

In conversation with teacher 1 she said:

“due to every students have different potential, it is not easy to developing all of students potential, but in every class there are some students who have potential in learning English, students who have potential can join English club as organization to enhance students potential, students in English club prepared to join English tournament in regional or national.”

In interview with student she said: “teacher 1 gives motivation to students, motivation about life advice, after motivating students appear enthusiasm of students to learning.”

According teacher 2, she admitted some students have potential in writing, speaking and reading, for listening teacher 2 said:

“Students have different potential in listening, speaking and reading, for listening still have difficulties to listen native speaker. In the classroom several students curious to learning english, to know students’ potential can be seen while learning. Students who have potential always try to be more active and curious in learning.”

In interview students said: “teacher 2 gives praise to students who can answer questions or students who get highest score.” Teacher 2 give praise to student in order to increase enthusiasm for active learning english.

According teacher 3 In interview about students’ potential, he said:

“Potential of students divide into two, academic and nonacademic potential. Academic potential means students have good score in learning rapport, in this case students are directed by teachers to apply university, for non-academic’s students can join english club, thus students can explore and develop their potential, teachers can design and make program which appropriate with students potential”.

In sort teacher should facilitating students to reach their maximum potential. Teacher 3 give motivation at the beginning and in the end of meeting to make students more enthusiastic to learning. This point students said “in learning teacher 3 give motivate students to be enthusiastic about learning English and become successful in future.” Through motivation, it is expected to increase students’ enthusiastic in learning and explore their potential.

7. Communicating with students while teaching

Communication between teachers and students in classroom is important, teacher as facilitator provide students and helping students who have difficulties to learn.

Teacher 1 has good communication with students, teacher 1 brings the newest topics while communicating to make students interested in the topics that discussed.

Based on class observations in three times can be described that teacher 1 always continue to communicate with her students, starting by memorizing her students’ name while checking attendance list, when deliver the material teacher 1 does not stay in front of whiteboard but teacher 1 goes around students. After explaining teacher 1 asks about material to her students to measure students’ understanding, students will feel ashamed when they cannot answer teachers’ questions, by this method students will keep focus to understand when teacher explains.

In communication teacher 1 talk about topics which relate daily life or something going viral, for example in that moment, teacher 1 asks boy students, is Anya Geraldine beautiful? All students answered yes Anya Geraldine is beautiful, teacher 1 also replying Anya would be more beautiful if she wear a hijab. Anya is artists in film “Layangan Putus” which going viral, teacher 1 give example dialogue in that film, someone in film said “It’s my dream mas, not

her.” “It should be hers not her because her is possessive adjective thus should followed by the noun, if hers is a possessive pronoun.”

In line with opinion that was teacher said, students said:

“Teacher 1 is an expressive teacher while teaching, teacher 1 give all attention to students, thus all students looks involved in learning, for example if there is a students does not focused teacher 1 give question directly, thus all students should be ready to follow learning seriously.”

In one day teacher 1 gave her opinion, teacher 1 said:

“The purpose of communication with students is to motivate students, in relationship sometimes students feel there is a distance between students and teacher, communication between both of them make students relax to express their opinions or ask questions, I try to provide opportunities for my students to give me suggestion while I teach, in short teacher get closer to students thus they are comfortable with teacher.”

Based on what students’ opinion, it can be said teacher 1 apply interactive learning by provide communication with students, by these cases teacher 1 can be describe is a teacher who has good communication with students.

Teacher 2 is type of teacher who often make contact with her students, in learning teacher 2 always asks to students there are questions from students, if there are question teacher 2 reviews the learning.

Teacher reprimand one students who offend in learning, because teachers’ voice is so soft students just mumbling but not make trouble in learning, teacher 2 said: “sometimes it is little bit difficult to teach if students are not in good mood. Every class have a students who make trouble, that can make class not conducive.” Teacher 2 never forgets to give praise to students who can answer teachers’ questions, praise to students can directly increase their motivation.

From interview with student, he said:

“In the classroom teacher 2 easy to interaction with students, topic communicating of teacher 2 is newest for students, this

case make students and teacher 2 like a friends in communication.”

These means teacher can make good communication with students because students feel comfort and recognize teachers like friends.

Teacher 3: teacher 3 explains a lot in classroom, in communication teacher 3 focuses on the topic of discussion, the explanation that teacher 3 is quite clear.

In interview teacher 3 said:

“Interaction and communication in learning is important, communication is a one of few factors to success in learning, if there is no interaction and connection between teacher and students, students will feel difficult to follow the instructions of teacher.”

teacher 3 writing material on the whiteboard while explaining to students, several times teacher 3 using books as their guide, but sometimes teacher 3 give explanations too fast, this make only in frontline which active to involve in learning, when learning going in social class, students who in backline eat snacks and some students play smartphone because teacher 3 does not aware about backline students and just active to explain to students sitting in frontline.

At the end in every meeting teacher 3 gives students motivation to increase students' positive energy to learning in next meetings. Based on student she said:” sometimes teacher 3 talks to his students, teacher 3 explains one by one students who less understand, but teacher 3 not always aware students in backline.” By observation and student interview, teacher 3 less attention to students in backline, it means teacher does not fully communicating and give attention to all students in the classroom.

8. Measuring the learning process (Evaluating)

The method which used by teacher 1 to measure learning is the question and answer method. Teacher 2 in measuring learning teacher 2 used evaluation essay method, students answer teacher questions by write down in students' book. Teacher 3 take evaluation in the end of learning

Teacher 1 give opinion to measuring the learning process by evaluation.

“Evaluation used can be written or essay, sometimes in simple questions students raise their hands before answer question. Daily test can measure students understanding, because we can monitor our students to work by their selves, results can also direct known and analysis in future.”

Teachers' question and answer method easier to find out how deep students' knowledge related to material that has been delivered. Question and answer method can also explore students' understanding of material and effective to make students more active in learning process in other way. teacher gives students assignments to measure their ability, there are assignments at school and some homework, this was said by a student, he said “there are assignments in classroom, some are for homework, daily test in every chapter”. Measuring learning by questions and answer method help teacher 1 understand how deep students understand the learning that have been given.

By essay test, teacher can find out students understanding, because if teacher 2 just asked the students how students' understanding, students will say they understand. To know how deep students understanding teacher said:

“students understanding can be seen by looking at their face expressions while learning, when students can follow our direction that is indications that the students understands.”

About measuring by assignment student said:

“Assignments through goggle classroom, teacher 1 share and give score through goggle classroom, students should answer with the specified time, if students do not do homework, they will not be given a score by teacher 2.”

With assignments for students, it means that students will review the learning at home and teacher can measuring learning form students results.

In interview teacher 3 said:

“evaluation in every chapter, for example in ten grade there are five basic competencies (*Kompetensi Dasar*) there are five evaluation too, for eleven grade there are four basic competencies, evaluation adjusted to the class grade.”

In the end of learning teacher give review learning of the day, some students asked at that time, teacher 3 repeat explain to students. By reviewing and giving students' homework can give strengthen students' understanding of learning.

Students in interview she said:

“Teacher not always giving assignment, sometimes ask for students to practice in classroom, such as story telling, procedure text and singing, and all score in assignment and practice will be input in students final raport”.

9. Using result of evaluation for improving further learning

Teacher 1: teacher 1 collecting data from students result and analyzes. In the second day of observation, teacher 2 repeated material about tenses, because in previous meeting students need to understand more about material. Teacher 3 In improving learning, teacher 3 give detail explain and have good relationship with students, thus teacher 3 know who students still needs more explanation.

Analyzes students to find out difficult which faced by students in their learning thus evaluation can make easier students difficulties,

evaluation can be used as information for teacher 1 to make better in learning thus evaluation as reference for taking action for next learning. In that time teacher 1 asks students what is teacher 1 weakness in teaches, students can give their opinion about teacher 1, in future students to be brave to expressing their opinions. teacher 2 and students discuss their homework, teacher 2 give analyzis and repeat explain to students, from evaluation can be used as a reference to repeat or continue learning.

Teacher 3 explain one by one students. In interview teacher 3 said: “to know how deep students understand can be seen from assessment, in assessment how many students answered true or false or we can check students’ understanding by personality”.

10. Improving learning quality from previous learning

Teacher 1 improve learning from previous learning, teacher 1 give students motivation. Teacher 2 improving quality from previous learning teacher 2 give opinion teacher should understanding students interest and find out the weaknesses of previous learning. according to teacher 3 to improve learning sometimes making games in learning.

Teacher 1 said;

“Learning start from preparation, making lesson plans and design method which compatible with students, while learning in the classroom, teacher can control the class and interact with students, then motivate students to always involve in learning”

to improve learning teacher 1 often give their students motivation by give money to students who can answer question, money come from students who late to join the class or not doing homework. By this method students looks enthusiast and enjoy in learning.

Before lesson, teacher 2 makes a lesson plan(RPP) which used for guide in classroom, in learning students have personal book as the

main material, students having book individually it means students can prepare and study the material to further learning

teacher explains just for a moment, learning should students centred. Teacher 3 said: “we can use games to support material, motivation to students is important, teacher not just providing material, teacher should provide motivation to students too”.

B. Professional competence

Data below is the table of Teachers Professional competence, based on the data achieved from observations and interviews, it can be drawn as follows:

Professional competence indicators	Teacher 1	Teacher 2	Teacher 3
1. Teacher mastery of teaching materials, structure, and concept of subject	✓	✓	✓
2. Teacher mastering subject basic and standard competency	✓	✓	✓
3. Teacher developing learning material	✓	✓	✓
4. Developing Professionalism	✓	✓	✓
5. Utilize technology information	✓	✓	✓

a. Teacher mastery of teaching materials, structure, and concept of subject

Teacher 1 in classroom teaching material by connects learning material and students daily activities, teacher 1 bring newest topic in classroom, thus make students give their opinion and involved in learning, at that moment teacher explain the material not just in whiteboard, teacher 1 going around to make

sure students totally pay attention to teacher, teacher 1 explains learning objectives to be reached before starting the learning.

Teacher 2 is youngest teacher in school, this case make teacher 2 looks closer to students, in classroom teacher 2 brings small notes to remind herself of the material to be taught to students, in teaching material teacher 2 used students' names, in this way teacher 2 try to give stimulus for students to be actively in learning.

Teacher 3 can explain detail material and clearly, after explaining teacher 3 allowing students to asking questions, at that time some students asked to teacher, after all questions are answered, teacher 3 make questions for students in whiteboard, students who can correct answer get some points from teacher 3, teacher teaching materials by motivating students, thus students are enthusiastic and curious to learning and aware English is important for their future.

b. Mastering subject basic and standard competency

Make learning can be easy to understand by students, teacher 1 first analyze the character of the students, after understanding students' character teacher find out students' abilities, teacher 1 use a method that suitable students' character.

Teacher 2 give opportunities for students to master the learning by write questions in whiteboard and ask for students to answer in whiteboard, this way can build students' self-confidence in class.

Teacher 3 can understand students' ability, during learning there are students do not understand, thus teacher 3 repeat to explain to the student, teacher 3 can decide learning can continue or

repeat to make students more understand. At the end of learning, teacher 3 motivates students to keep learning not just in school.

c. Developing learning material

Teacher 1 in developing learning material commonly teacher 1 used students' book, teacher 1 sometimes used smartphone as support in learning, in tenses material students and teacher search songs which tenses, teacher 1 trains students' confidence by reading English paragraph or translate paragraphs individually. In classroom students looks comfort and enjoy to learning with teacher 1.

Teacher 2: In classroom material that has been learned be reviewed by using a ice breaking named "walking stick", thus students who receive stick will get questions from teacher, by this method students should ready to answer question. In the third meetings the students came forward to practice dialogue in English, after students finish teacher 2 gave explain how to pronouncing word in dialogue. Developing material by games it makes learning more variation for students thus students do not feel bored by the same method in every meetings.

Teacher 3: teacher 3 used the jigsaw method to make students work together in groups to learn the material, jigsaw effectively to strengthen students' character and their soft skills. In other case teacher 3 use audio to train students to listen BBC Australia or London channels, this method can give students experience in learning from native speakers.

d. Developing professionalism

Teacher 1: According to teacher 1 professionalism is teachers can carry out their duty, it can be seen by mastering the learning material, teaching on time/schedule, not bringing their personal

problems in classroom, giving fair score to students and completed administrative requirements such as having bachelors' degree in English language, in the classroom teacher 1 comes according schedule and on time, teacher 1 prepare learning thus in classroom teacher 1 looks totally mastering material.

Teacher 2: teacher 2 give their opinion about professionalism in teaching, professional teacher are teachers who can good in their task, teachers follow teaches' work procedures, teacher can build students' morals, because inttelegence can be owned by students, but students' morals need guidance of older people in this case teacher in school. Teacher 2 in classroom can deliver learning by good example and explains, sometimes remind students which not focus in learning. Teacher 2 have a good relationship with other teachers. This situation will create good harmony in school environment.

Teacher 3: teacher 3 argues that professional teachers is good in their profession, it means teachers carry out task based on job descriptions, moreover teacher guide, educate and facilitate students, while it has been implemented we can said they are professional teacher, teacher 3 actively participates in MGMP (English teacher forum), function of this grup to increase teachers' abilities in teaching, in this forum teacher can discuss to other and seminar to improving English teacher capacity.

e. Utilize technology information

Teacher 1 using technology in learning, teacher 1 gives directions for students' smartphone because all students bring smartphone at classroom, students can used smartphone but supervised by teacher, sometimes teacher 1 used LCD projector for students to watching movie.

Teacher 2 in utilize technology often used projector, teacher 2 display a summary in power point in projector, teacher deliver learning to students by their summary.

Teacher 3 using audio for students to listen native speakers to practice student listening, students still difficult to listening, sometimes students are directed to use smartphone, but some students used their smartphone to playing games or watching youtube. This case make teacher just once to use smartphone.

B. Discussion

Based on *Depdiknas* (Ministry of National Education) to become professional teachers at least teacher should fulfill pedagogical and professional competence, pedagogical and professional are competencies that teacher required in order to enhance quality of learning, In the classroom these two competencies give direct impact on the learning.

Moreover, based on Law Number 14 Year 2005 about Teachers and Lecturers there is indicators of pedagogical competence which was detailed into nine sub pedagogical competence by Jalal in his book *Teacher certification in Indonesia: A Strategy for Teacher Quality Improvement* that should be owned by teachers and lecturers.

1. Teacher understands students' characteristic.

Students come from diverse background teacher should analyze characteristic of students, in this point three teachers already to be able to know their students in different way.

Teacher 1 tries to know by recognizing students name through monitoring students' characteristic in classroom, analyzing students' readiness to start the learning.

Teacher 2 tries to know by personal approach to students this case proven by her way of talking face to face with students to give

advice to students or find their problems solve, involving students in learning by students answering questions activities in the whiteboard, and managing the classroom by create good environment it proven by there is a good relationship between teacher 2 and students.

Teacher 3 tries to know by managing the classroom through good character of teacher 3 to adjust the students behavior, Apprehended students situation it proven while teacher 3 give students time to prepare lesson after sports.

2. Teacher understanding about learning theory and principles of educational.

According to Sandra Ozola on Teaching and Learning Theories: teaching is to make student learning properly. The management of learning depend on the teacher's skills in creating learning experiences and teachers' instrument of teaching/learning methods. In this aspect, three teachers already tries to understand learning theory and educational principles by the following.

Teacher 1 tries to understand about learning theory by make an interactive learning such as implementing students centered and let students to express their opinions in learning. Teacher 1 related course material to real life situation and create good relationship between teacher and students.

Teacher 2 tries to understand learning theory by used language which easy to understand, teacher uses daily language thus makes students easier to receive the material. Teacher 2 present learning in simple way it means teacher not forced students shaped in teacher oriented.

Teacher 3 tries to understand learning theory by develops the materials from syllabus, teacher 3 explains clearly despite sometimes rapidly talking to students.

3. Teacher understanding and involving curriculum content.

according Merfat Ayesah Alsubaie teacher should be involved in curriculum development process in order to be effective learning, effective means curriculum should reflect goals, philosophy, learning objectives, learning curriculum development. In this point three teachers can understand that learning in recent curriculum should be student centered, based on teachers interview and curriculum implemented, they believe by argue that recent curriculum improve activities that can increase students quality. In line with objectives of the 2013 curriculum, according to education sector analytical and capacity development partnership (ACDP) stated The ministry of education wanted Curriculum 2013 to makes students to become independent to think critically, communicate to others, work as teams and to boost entrepreneurship.

4. Teacher makes various activities in learning process. Nowadays learning implement should be different from a old days ago, today learning transform from teacher centered to students centered which is activities of students should be varied to avoid monotonous in learning. In this case teachers in MAN 2 Banyumas apply their variations to support students.

Teacher 1: during observations teacher 1 create activities which involve students to be active in classroom, such as groups discussion that helps students enhance confidence to express their idea to others. Sometimes teacher 1 using English movie in teaching in order to keep students interest in learning and improve

students English skills. The advantages of using film for English teaching, Julia Bjornsson in Independent project in the major subject argue using movies in learning can provide students with chance to pursue in modern technology, students can experience listen clearly spoken English in different contexts and in various forms. Furthermore english film can develop students' confidence to use english for different purpose and situation.

Teacher 2: In teaching teacher 2 using ice breaking named walking stick, watching movies and singing. Teacher 2 uses ice breaking to make students comfort and ensure students learn from the learning, furthermore ice breaking can increase students' concentration, while classroom run not conducive ice breaking can make classroom environment more conducive. In fact was contrary, ice breaking not applied on every meeting, in three observations, teacher 2 has not ice breaking in classroom, it will better if teacher 2 bring ice breaking in every meetings, even ice breaking is only 5 minutes yet can create conducive classroom.

Teacher 3: In the variations used in learning teacher 3 preferred variations in discussions, teacher 3 applies jigsaw in learning, based on Schreyer institute for teaching excellence stated Jigsaw Strategy is an efficient way in a cooperative learning style, Jigsaw increase listening, emphaty and engagement by giving each students important role to play. Group members of students should work as team to accomplish goal. The success of group depends on members in completing their task. This means jigsaw is learning strategy which involving students in the activity.

5. Teacher using technology in teaching. The technology which are used by three teachers at MAN 2 Banyumas is LCD projector, in observation LCD is used to display material of learning, pictures and videos to help teacher and students reach learning goals,

according to Aibile Teshita in Improving students' learning through LCD based instruction, there are several benefits from LCD in learning such as, 1. Students' attitude was changed from uninterested to interested. 2. Students are engaged in learning 3. More effective time used because students are interested and focus on learning. LCD as technology in teaching will extend the learning time rather than teacher writing material in the whiteboard.

6. Providing students development to reach maximum potential. Teacher as important role in education have the task to helping students recognize and reach their potential, possible way to recognize and develop students' potential at school is through extracurricular activities according to Widodo Zuhdi in Educational services to develop students' different varieties of potential, competence, knowledge, and experience in Elementary school stated Extracurricular is a place to express students' interests and talents, students can choose some activities based on their interest, talents, motivation such as leadership, art, spirituality, journalism and sport. Extracurricular in MAN 2 Banyumas related to learning English is English club, students who have interest in English can join English club to increase students potential, teachers will pick several members in English club to represent their school in English tournament in regional and national. Besides English club, in the classroom, teachers have their own treat to developing potential of their students, in this case teacher 1 by making students confident and feel comfortable thus students will develop their potential without feel fright of making mistakes, different from others teachers, teacher 2 gives praise to students, teacher 2 saying "Excellent" or "good work" thus that increase enthusiasm in learning, teacher 3 give

motivation to students in the beginning and the end of learning, praise and motivation make students feel noticed by the teacher, giving praise and motivation is a simple thing but is sometimes forgotten by teachers.

7. Communication with students while teaching. Communication is important for teachers and students, most English teachers at MAN 2 Banyumas create good communication that makes them closer to students, sometimes the distance between teachers and students makes students less comfortable, this case what teacher 1 tries to fix for students thus students feel comfortable, besides teacher 2 makes good communication with students by talking to students about the latest topics around students that make students excited. Meanwhile, teacher 3 is a teacher who can explain and create good communicate well to his students but sometimes less attention to students who sitting in the backline. Learning will be more effective while communicate and still give attention to all of students.

8. Measuring the learning process. Evaluation in education is very important, evaluation is to measure how the learning objectives have been achieved or not, According Tomas de Aquino in Assessment and evaluation said evaluation is process of estimation in education, to determining the quality of teaching or learning processes, in application, measuring measuring the learning process can be apply in the beginning, in middle of learning and in the end. Teacher 1 applied measurements while in middle of learning, teacher 1 ask students thus students answer teachers' question by raising their hands, by this method teacher can directly understand depth of students understanding, besides that daily tests and homework are also given to students. Teacher

2 makes several homework assignments to students through goggle classroom, by this application students easier to send the results of their assignments, if students not sent they no given assignment score from teacher which will impact on students' result in final rapport, this case encourages students to doing homework and review learning at home. Almost the same as teacher 2, teacher 3 are also gives assignments to students while students are at home, besides that the practice of demonstrating such as story telling, procedure text and singing are included in assessment.

9. Improving learning quality from previous learning. After teachers conducts an evaluation, teacher should more understand which parts are less in learning, teacher have a task to enhance learning quality by improving teaching skills, updating learning methods and always evaluation.

In the second competence that is directly related to teacher, professional competence based on Government Regulation number 14 year 2005 about teacher and lecturer, professional competence is defined as an ability to master the subject broadly and deeply, Johnson stated the components of professional competence related professional education, as follows

1. Teacher mastery of teaching materials, structure, and concept of subject. It means teacher should mastery teaching and learning strategies, in this case teacher 1 tries to understand the learning concept and structure by relating learning material to students daily activities. Meanwhile teacher 2 masters teaching by involving students in their learning and teacher 3 motivates his students to make students feel enthusiasts in learning.

2. Mastering subject basic and standard competency. In the classroom teachers look to master the subject by trying to make the best method for students, by appropriate method students can easily understand what the teachers mean, teachers can develop learning by their abilities to create innovative, creative and avoid monotonous in learning. In the case in MAN 2 Banyumas, three teachers have the skills to develop learning, yet sometimes changing of students' behaviors makes teachers should be ready to face obstacles in the classroom.
3. Developing learning material. Teachers are demanded to deliver learning material by their skills, this means teacher does not always depend on teaching books in delivering material, in this modern era, teachers can upgrade their methods in learning, in MAN 2 Banyumas sometimes several teachers used smartphone as media in teaching, by smartphone teacher and students search songs which related about tenses, in other way teacher in MAN 2 Banyumas developing material by making games in learning in order to students do not feel bored in one method.
4. Developing Professionalism. According to teachers in MAN 2 Banyumas professionalism is teachers who are good in their duty, it means teacher mastery learning material, classroom management, follow teachers' job descriptions. Teachers should have a good relationship with students and between teachers in order to create a good school environment. Teachers be able to guide, educate and facilitate their students, teachers active in teachers' community (MGMP).
5. Utilize technology information
The technology used by teachers in MAN 2 Banyumas is varies, each teacher be able to use technology in the

classroom, at MAN 2 Banyumas three teachers use LCD as learning technology, sometimes using audio and laptop to students practice listening.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this study was to analyze the competencies of English teachers in teaching English at MAN 2 Banyumas based on pedagogical competence. Based on the finding and discussion we can concluded the three teachers know and understand pedagogical and professional competence, this is proven by teachers apply the needed competencies by almost fulfillment of sub-competencies.

1. The teachers' pedagogical competence in MAN 2 Banyumas can be seen while learning process in the classroom, such as teachers applied strategies and learning method which are relevant appropriate with students, teachers create good communication thus students feel comfortable, Teachers conducted the evaluations by oral and written test.
2. The implementation of the professional competence can be proven in their duty as educators, teachers be able to mastery basic subject and learning material deeply, teachers follows teachers' job descriptions and active in teachers' community (MGMP).

There are positive value can be taken from teachers in MAN 2 Banyumas, teacher 1 is very conscious and interactive in teaching and learning, teacher 1 able to raise morale and students' enthusiasm, teacher 1 give religious values in learning in line with school vision which based on religion, teacher 1 is a role model for students and other teachers. Teacher 2 has a skilled to adaptable and friendly to students thus create good

relationships between teacher and students, teacher 3 has a skilled to deep understanding of material, explaining clearly and detailed.

B. Suggestion

There are suggestions in this research that perhaps be used in the future, such as:For Teacher

In teaching and learning process of course there are strength and weakness, increase pedagogical and professional competencies in order to improve competence in teaching thus create quality and competitive students.

1. For School

Schools is a second home of students, thus schools can create an environment that supports learning, provide appropriate curriculum, provide seminar to educators to enhance knowledge and relations

2. For future researchers

this thesis is expect to add some references for next research.

C. Limitation of the study

From the result of this study, we know that pedagogical and professional competence are basic abilities that every teacher must have in order to managing learning process in the classroom. Dealing with the important of these competencies, This study limits on sub-competencies of pedagogical and professional competence.

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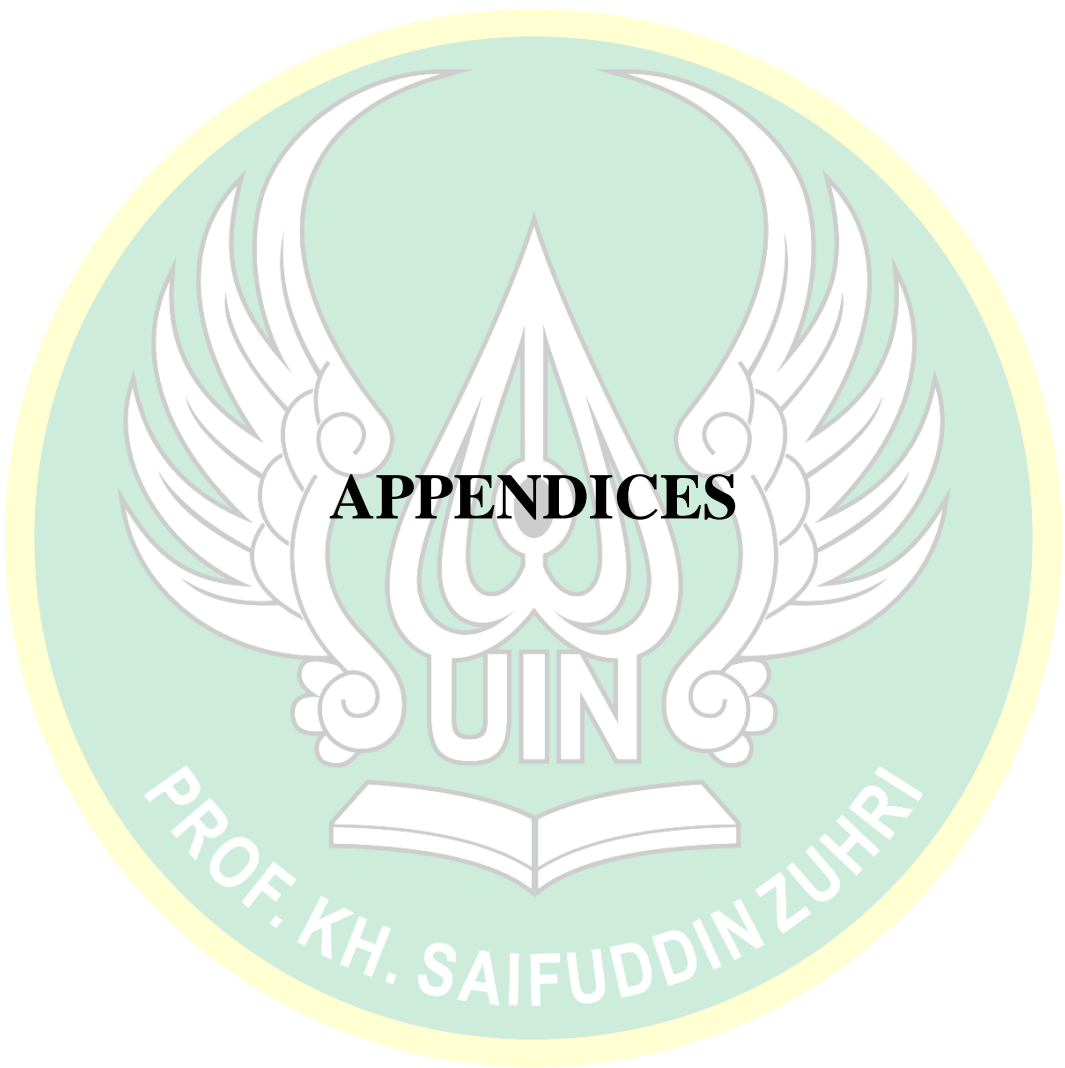
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APPENDICES

CATATAN LAPANGAN

Metode Pengumpulan data : Wawancara dengan guru
Hari/Tanggal : Jum'at 14 Januari 2022
Waktu : 08.00-08.25
Subyek : Ibu Eli Antina, S.Pd

Deskripsi :

Pada hari Jum'at tanggal 14 Januari 2022 pada pukul 08.00-08.25 yaitu pada saat guru tidak sedang mengajar dikelas, peneliti menemui salah satu guru mata pelajaran Bahasa Inggris, beliau adalah Ibu Eli Antina, S.Pd.I. wawancara dilakukan didalam ruang guru.

Pertemuan ini berlangsung kurang lebih 25 menit untuk peneliti menanyakan tentang pengajaran Bahasa Inggris di MAN 2 Banyumas. dari pemaparan wawancara beliau menjelaskan tentang cara cara memahami peserta didik, variasi pada saat pembelajaran, interaksi yang dilakukan pada saat pembelajaran di kelas, beliau juga menjelaskan tentang kurikulum hingga evaluasi pembelajaran.

Setelah mendapatkan informasi terkait data yang dibutuhkan, selanjutnya peneliti memohon pamit untuk mengakhiri wawancara.

Purwokerto, 21 Juni 2022



Eli Antina, S.Pd

CATATAN LAPANGAN

Metode Pengumpulan data : Wawancara dengan guru
Hari/Tanggal : Senin, 17 Januari 2022
Waktu : 09.00-09.30
Subyek : Bpk Moh. Fahmi, S.Pd

Deskripsi :

Pada hari Senin tanggal 17 Januari 2022 tepatnya pukul 09.00-09.30 peneliti menemui guru mata pelajaran Bahasa Inggris, untuk melakukan wawancara mengenai proses pembelajaran Bahasa Inggris di MAN 2 Banyumas, beliau adalah bapak Moh. Fahmi, S.Pd.I. wawancara dilakukan di ruang tamu guru.

Pertemuan ini berlangsung kurang lebih 30 menit untuk membahas pembelajaran yang dilaksanakan di MAN 2 Banyumas, seperti bagaimana cara guru untuk memahami muridnya, bagaimana cara guru menggali potensi siswa, bagaimana guru melakukan evaluasi dan sebagainya.

Setelah mendapat informasi dan data yang dibutuhkan, selanjutnya peneliti memohon pamit untuk mengakhiri wawancara.

Purwokerto, 21 Juni 2022



Moh. Fahmi, S.Pd. I

CATATAN LAPANGAN

Metode Pengumpulan data : Wawancara dengan guru
Hari/Tanggal : Jum'at, 28 Januari 2022
Waktu : 09.00-09.15
Subyek : Ibu Fara Citra Ghossani, S.Pd.

Deskripsi :

Pada hari jum'at tanggal 28 Januari 2022 tepatnya pada pukul 09.00-09.15 yaitu pada saat guru tidak sedang mengajar dikelas peneliti menemui salah satu guru mata pelajaran Bahasa Inggris, wawancara dilakukan di ruang tamu guru.

Pertemuan ini berlangsung kurang lebih 15 menit untuk membahas penerapan pembelajaran di MAN 2 Banyumas yang diampu oleh beliau, dari pertemuan ini guru menjelaskan tentang variasi mengajar, potensi peserta didik hingga evaluasi dalam pembelajaran. Guru juga menyampaikan kendala dalam pembelajaran seperti mood siswa yang berubah ubah, atau ada peserta didik yang membuat kegaduhan di kelas.

Setelah mendapat informasi yang dibutuhkan, selanjutnya peneliti memohonpamit untuk mengakhiri wawancara.

Purwokerto, 21 Juni 2022



Fara Citra Ghossani, S.Pd

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 1
Hari/Tanggal : Senin, 3 Januari 2022
Waktu : 07.35-08.55
Subyek : Ibu Eli Antina, S.Pd.

Deskripsi :

Kegiatan pembelajaran Bahasa Inggris dilakukan Senin pagi pada pukul 07.35 - 08.55 sebelum pembelajaran dimulai peneliti masuk sebelum kelas memulitadarus untuk mengawali kegiatan belajar mengajar.

Guru memulai pelajaran dengan membaca Al-Qur'an, kemudian membahas 5 ayat surat Al-Hujurat dan berdiskusi sedikit mengenai isi dari ayat tersebut, setelah itu guru mengabsen siswa dan mengingatkan kembali supaya tidak menggunakan hp pada saat pembelajaran, guru mengingatkan siswa untuk lebih giat belajar dari semester sebelumnya, pada saat itu guru menerangkan tentang conjunction, setelah menerangkan guru membuat pertanyaan dan bagi siswa yang bisa menjawab diberi nilai keaktifan, guru menawarkan kepada siswa adakah yang ingin ditanyakan terkait materi yang telah disampaikan, beberapa siswa menjawab dan diberikan nilai tambahan oleh guru.

Observasi ini dilakukan peneliti dalam pembelajaran selama 80 menit, observasi ini dilakukan untuk guru dalam melaksanakan pembelajaran di sekolah MAN 2 Banyumas. siswa pada saat itu berjumlah 30 siswa.

Pelajaran ditutup dengan guru mengulas sedikit materi yang sudah diajarkan, guru meninggalkan kelas disusul dengan peneliti.

Purwokerto, 21 Juni 2022



Eli Antina S.Pd.

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 2
Hari/Tanggal : Selasa, 4 Januari 2022
Waktu : 08.15-09.35
Subyek : Ibu Eli Antina, S.Pd.

Deskripsi :

Pada observasi kedua kegiatan pembelajaran Bahasa Inggris dilaksanakan pada pukul 08.15-09.35 dikelas XI MIPA 7. Peneliti dan guru masuk setelah pada sebelumnya siswa melaksanakan pelajaran lain.

Pada awal pembelajaran guru mengabsen siswa yang hadir dan absen pada hari tersebut, sebelum kelas dimulai guru dan siswa berdoa bersama untuk kelancaran pembelajaran, guru mengenal dan menghafal nama siswa dengan memperhatikan peserta didik pada saat absensi. Pada saat pembelajaran guru meminta siswa membaca bacaan pada buku pegangan siswa, guru membiarkan siswa untuk memberanikan diri untuk membaca bacaan, beberapa siswa bergantian membaca, guru membetulkan bacaan yang tidak sesuai pada siswa, guru mengaitkan pembelajaran dengan kehidupan sehari hari, guru juga memberikan nasehat yang baik pada siswa agar mereka memiliki semangat untuk terus belajar.

Pelajaran ditutup dengan guru Bahasa Inggris mengucapkan salam dan meninggalkan kelas disusul peneliti.

Purwokerto, 21 Juni 2022



Eli Antina S.Pd

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 3
Hari/Tanggal : Rabu, 5 Januari 2022
Waktu : 07.35-08.55
Subyek : Ibu Eli Antina, S.Pd.

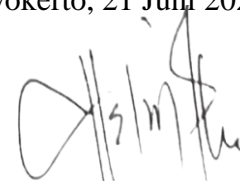
Deskripsi :

Pada observasi ketiga kegiatan belajar mengajar dimulai pagi hari, setelah seluruh siswa melaksanakan tadarus pagi, peneliti dan guru masuk kedalam kelas, guru mengabsen siswa untuk mengetahui siswa yang hadir dan absen, sebelum pembelajaran guru menanyakan dan memeriksa ketersediaan buku siswa minimal 1 buku ada 1 buku, siswa dapat menunjukkan buku menandakan kesiapan mereka dalam belajar. Sebelum pembelajaran guru menghubungkan surat Al-Quraisy dengan pentingnya bahasa.

Guru menerangkan tentang Conjunction, guru 1 menjelaskan tentang pengertian dan penggunaan conjunction, setelah menjelaskan guru meminta siswa untuk menulis materi yang sudah dijelaskan melalui papan tulis, setelah peserta didik selesai menulis guru meminta peserta didik menutup bukunya dan guru menanyai siswa secara acak setelah siswa dapat menjawab siswa dibolehkan guru untuk menunjuk temanya untuk diberi pertanyaan dari guru, beberapa siswa yang tidak bisa menjawab terlihat malu, dengan ini siswa berusaha untuk memperhatikan setiap penjelasan dari guru.

Pelajaran ditutup dengan bacaan hamdalah, guru keluar kelas diikuti oleh peneliti untuk mengakhiri observasi.

Purwokerto, 21 Juni 2022



Eli Antina S.Pd

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 4
Hari/Tanggal : Rabu, 5 Januari 2022
Waktu : 07.35-08.55
Subyek : Ibu Fara Citra Ghossani, S.Pd.

Deskripsi :

Pada obsevasi keempat peneliti mengamati guru Bahasa Inggris yang berbeda, beliau adalah Ibu Fara Citra Ghossani S.Pd. pada awal pembelajaran peneliti masuk kelas dan dipersilahkan guru untuk duduk, peneliti duduk pada barisan belakang untuk mengamati pembelajaran yang dilaksanakan, pembelajaran dilaksanakan pada pukul 07.35-08.55

Pada awal pembelajaran guru berdoa bersama peserta didik dan mengabsen siswa, guru mencoba mengingat nama siswa dengan juga memperhatikan seragam yang dikenakan peserta didik, beberapa peserta didik ditegur karena tidak menggunakan dasi dan baju yang tidak dimasukan, guru mencoba menghafal dan memperhatikan siswa agar lebih mengetahui setiap siswanya. Sebelum masuk materi guru menyampaikan bahwa peserta didik harus lebih giat dalam belajar sebab nilai yang harus dicapai setiap peserta didik adalah 68. Dan mengingatkan beberapa siswa yang pada semester sebelumnya masih perlu peningkatan.

Pada pembelajaran saat itu yaitu past continuous tense, dalam menjelaskan materi past continuous tense guru membuat contoh dengan menggunakan nama peserta didiknya didalam kelas. Setelah guru menuliskan pada papan tulis guru menginstruksikan agar siswa mencatat yang sudah guru tuliskan, setelah itu guru menghapus dan menuliskan pertanyaan di papan tulis, beberapa siswa menulis dan mencoba menjawab pertanyaan dari guru, siswa yang dapat

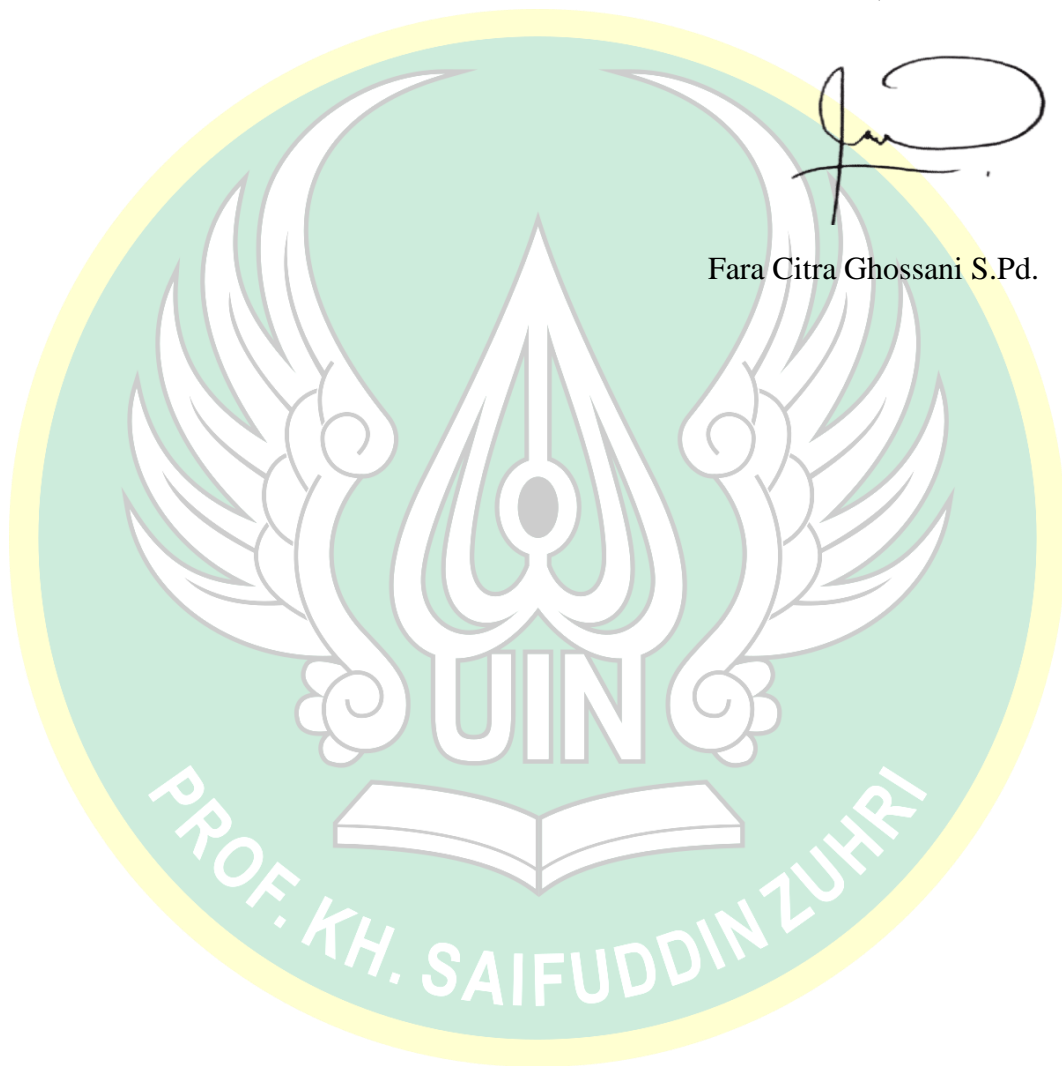
menjawab mendapat nilai keaktifan dari guru.

Pelajaran ditutup dengan guru mengulas kembali yang sudah peserta didik jawab di papan tulis, guru memberikan tugas terkait materi yang sudah dibeikan dan menutup pelajaran dengan bacaan hamdalah bersama.

Purwokerto, 21 Juni 2022



Fara Citra Ghossani S.Pd.



CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 5
Hari/Tanggal : Selasa, 11 Januari 2022
Waktu : 07.35-08.55
Subyek : Ibu Fara Citra Ghossani, S.Pd.

Deskripsi :

Kegiatan pembelajaran Bahasa Inggris dilaksanakan pada pukul 07.35 hingga 08.55, pada awal pelajaran guru berdoa bersama peserta didik, kemudian guru mengabsen peserta didik untuk memastikan kehadiran peserta didik.

Guru memulai pelajaran dengan meminta siswa untuk maju kedepan untuk mengerjakan hasil tugas rumah yang sudah dikerjakan, beberapa siswa maju untuk mengerjakan pekerjaan rumah, kemudian guru membahas per butir soal yang sudah siswa kerjakan, kemudian menanyakan pada siswa apakah ada yang ingin ditanyakan pada guru.

Pada akhir pembelajaran guru meminta siswa untuk menulis praktek dialog yang ditugaskan agar siswa praktek pada pertemuan yang akan datang.

Pelajaran ditutup dengan guru Bahasa Inggris keluar dari kelas diikuti oleh peneliti untuk mengakhiri kegiatan observasi.

Purwokerto, 21 Juni 2022



Fara Citra Ghossani S.Pd.

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 6
Hari/Tanggal : Rabu, 12 Januari 2022
Waktu : 07.35-08.55
Subyek : Ibu Fara Citra Ghossani, S.Pd.

Deskripsi :

Pelajaran Bahasa Inggris dilaksanakan pada pukul 07.35-08.55 pada observasi ketiga pada Ibu Fara Citra Ghossani, pembelajaran dimulai dengan pembacaan do'a yang dilakukan oleh peserta didik dan guru, pada awal pembelajaran guru mereview terkait materi pada pertemuan sebelumnya.

Pembelajaran yang dilaksanakan kurang lebih selama 90 menit, pembelajaran waktu itu adalah tentang narrative text, guru menerangkan dengan jelas penjelasan tentang narrative dan contoh contohnya, guru berinteraksi dengan peserta didik, beberapa peserta didik bertanya mengenai narrative text,

Pelajaran ditutup dengan guru membuat tugas agar siswa mencari text narrative dan untuk dipraktikan pada pertemuan yang akan datang.

Purwokerto, 21 Juni 2022



Fara Citra Ghossani S.Pd

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 7
Hari/Tanggal : Selasa, 18 Januari 2022
Waktu : 08.15-09.35
Subyek : Bpk. Moh. Fahmi, S.Pd.

Deskripsi:

Pada hari Selasa tanggal 17 Januari 2022 tepatnya pukul 08.15-09.35 peneliti melakukan observasi pada salah satu guru Bahasa Inggris, beliau adalah Bpk. Moh. Fahmi S.Pd. guru memasuki kelas dan mempersilahkan peneliti untuk masuk ke dalam kelas.

Pada awal pembelajaran guru memeriksa kehadiran siswa nya, pada waktu itu pembelajaran yang berlangsung membahas tentang Conditional Sentence, guru menggunakan buku yang ditentukan sekolah untuk mengajar peserta didik, guru terlihat menguasai materi dan jelas menerangkan sehingga mudah dipahami dalam menyampaikan materi, hanya saja terkadang dalam menjelaskan agak cepat tetapi tidak mengurangi makna yang disampaikan, setelah menjelaskan guru memberi waktu peserta didik untuk memberikan pertanyaan terkait bagian yang belum siswa mengerti, beberapa siswa bertanya dan guru menjelaskan ulang pada siswa, setelah pertanyaan dari guru dapat terjawab, guru memberikan siswa latihan mengerjakan soal di papan tulis. Guru memberikan nilai keaktifan bagi siswa yang sudah mengerjakan di depan kelas.

Diakhir pembelajaran guru memotivasi siswa agar siswa memiliki keberanian untuk maju kedepan kelas atau sekedar menyampaikan pendapatnya karena guru mengatakan kegagalan merupakan awal keberhasilan. Pelajaran ditutup dengan bacaan hamdalah bersama sama.

Purwokerto, 21 Juni 2022



Moh. Fahmi, S.Pd.



CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 8
Hari/Tanggal : Kamis, 20 Januari 2022
Waktu : 08.15-09.35
Subyek : Bpk. Moh. Fahmi, S.Pd.


Deskripsi :

Pada hari Kamis peneliti dipersilahkan masuk pada kelas X Keagamaan 2, sebelum pelajaran dimulai guru memeriksa kehadiran siswanya, saat itu siswa yang hadir berjumlah 30 siswa.

Pada waktu itu guru menjelaskan tentang simple past, guru menulis simple past di papan tulis, setelah guru menjelaskan guru mempersilahkan murid untuk bertanya pada bagian yang belum mereka pahami, beberapa murid bertanya tentang past tense, guru menjelaskan kepada siswa secara personal bagi siswa yang bertanya,, setelah guru menjawab kemudian guru menulis beberapa soal di papan tulis untuk siswa kerjakan, kemudian guru berkeliling untuk memeriksa proses siswa dalam mengerjakan soal dari guru. Kemudian soal yang sudah dikerjakan didiskusikan secara bersama sama.

Diakhir pembelajaran guru mengulas materi yang dipelajari bersama peserta didik dan memberikan peserta didik motivasi untuk bisa upgrade diri pada masa yang akan datang

Purwokerto, 21 Juni 2022



Moh. Fahmi, S.Pd.

CATATAN LAPANGAN

Metode Pengumpulan data : Observasi 9
Hari/Tanggal : Jum'at, 21 Januari 2022
Waktu : 08.15-09.35
Subyek : Bpk. Moh. Fahmi, , S.Pd.

Deskripsi :

Kegiatan pembelajaran dimulai ketika guru memeriksa absensi siswa, siswa yang hadir sebanyak 32 siswa, pembelajaran dimulai dengan guru menyampaikan tujuan dari pembelajaran dan mengulas kembali pelajaran yang dibahas padapertemuan sebelumnya

Pada pembelajaran kali ini guru membahas tentang text narrative, guru menjelaskan dan membedakan jenis jenis narrative text, guru menunjukan contoh dari jenis narrative text, beberapa murid menanyakan tentang materi, guru menjelaskan kembali bagian pada siswa yang belum paham.

Pelajaran ditutup oleh guru dengan mengulas kembali pembelajaran dan memberikan motivasi pada peserta didik.

Purwokerto, 21 Juni 2022



Moh. Fahmi, S.Pd.

HASIL WAWANCARA PASCA PENELITIAN

Hari/ Tanggal :Jum'at 14 Januari 2022

Subyek :Ibu Eli Antina, S.Pd. I.

Keterangan : P = Peneliti

G = Guru

P : Karakter siswa kan beda-beda ya bu? Bagaimana cara anda memahami peserta didik?

G : Kalau saya dalam memahami peserta didik kan calon guru ada ilmu perkembangan peserta didik terus ada metode pengajaran dan lain lai, saya pribadi berpegang pada itu, kemudian ada peribahasa everybody is uniq, jadi saya tidak bisa memilih siswa saya kan? Ketika ada siswa yang rajin saya kasih reward berupa nilai tambahan diakhir, saya memberikan nasehat pada siswa yang malas dengan memberi contoh dikehidupan nyata, seperti bagaimana besok jadi ayah tapi ditanya PR oleh anaknya malah tidak mengerti, dengan cerita cerita yang memotivasi sering saya sampaikan, yang rajin saya berikan reward atau penghargaan yang masih malas diberikan cerita motivasi.

P : Bagaimana membuat siswa lebih mudah memahami materi yang disampaikan?

G : Karena Bahasa Inggris adalah Bahasa, jadi kita bisa memilih dengan menyambungkan dengan kehidupan sehari hari, misalkan kemarin kelas 10 ditanya siapa yang punya Facebook, fungsi manfaat dan kerugiannya apa, kadang juga karena mereka pada usia remaja saya memberikan gombalan gombalan berbahasa Inggris bukan berarti sedang mendukung pacaran tetapi Bahasa Inggris kan agar kosa kata baru mudah masuk pada pemahaman anak dirangkai dalam kalimat yang mengesankan, jadi intinya dengan menghubungkan pada kehidupan mereka

P : Kalau tentang kurikulum yang dipakai di MAN 2 Banyumas bagaimana bu?

G : Kurikulum yang dipakai masih menggunakan kurikulum 2013, bagi saya masih sama saja, tergantung guru dan cara mengajarnya, bisa saja kurikulum 2013 tetapi ngajarnya pakai cara lama juga bisa, dalam kurikulum 2013 memang ada chapter yang dikurangi

P : Bagaimana variasi dalam pembelajaran di MAN 2 Banyumas?

G : variasi pembelajaran tergantung tema, yang paling umum kan metode ceramah, diskusi, kerja kelompok, kadang saya biarkan anak membaca nanti jika sudah membaca saya beri pertanyaan bagi yang bisa menjawab saya berikan nilai tambahan. Pembelajaran kadang di Lab Bahasa, memutar film atau misal pelajaran tenses bisa memutar youtube, misalkan materi tentang future kita carikan lagu tentang future, saya kadang tidak rutin ke Lab karena sudah ada smartphone siswa untuk mencari lirik lagu. Ketika diawal saya memang mengatakan hp tidak diperbolehkan diatas mejapun namun ketika saya pelrukan bisa mereka menggunakan.

P : Bagaimana cara memaksimalkan potensi dari peserta didik?

G : Memaksimalkan semua potensi ya susah, namun ketika ada kelebihan dari setiap anak, nanti anak tersebut diikutkan dalam kejuaraan lomba, nanti diadakan seleksi untuk mengikuti lomba.

P : Bagaimana interaksi yang seharusnya dilakukan di kelas?

G : Tujuan interaksi untuk motivasi pada siswa, memang ada jarak antar guru dan siswa nya namun ada saatnya jarak itu kita potong, agar anak merasa rileks tidak punya beban untuk mengungkapkan pertanyaan atau pendapat, saya juga mempersilahkan siswa saya memberikan masukan pada saya misalkan kemarin ada salah saya meminta dikoreksi, mendekatkan diri pada siswa agar mereka memiliki rasa nyaman dalam belajar sehingga tidak ada ketakutan pada guru, pernah ada pembullying di kelas namun saya peringatkan hati-hati orang yang

terdzolimi tidak ada jarak doanya dengan Allah, jadi jika yang terdzolimi berdoa yang tidak baik mudah terkabul, akhirnya dikelas itu bisa mengurangi bullying.

P : Bagaimana cara mengetahui atau mengukur pemahaman siswa?

G : Mengukur pemahaman siswa melalui evaluasi, bisa tertulis bisa essay bisa juga tadi siapa yang bisa menjawab silahkan acungkan jari, terus lebih bisa untuk mengevaluasi itu ulangan harian ketimbang tes, karena ulangan harian kan bisa kita awasi sendiri bagaimana proses siswa mengerjakan

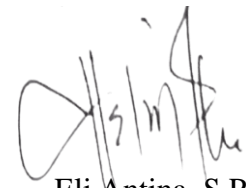
P : Bagaimana cara melihat apakah siswa tersebut paham dengan materi yang kita sampaikan?

G : Sebetulnya guru bisa melihat dari raut muka siswa paham atau belum tapi lebih akurat dengan soal, misal 10 soal yang diberikan untuk mewakili pelajaran yang sudah diberikan, ulangan harian 5 soal, hampir di setiap pertemuan saya mengambil nilai nilai untuk yang aktif dan bisa menjawab.

P : Bagaimana guru dapat dikatakan guru profesional?

G : Professional menurut saya menguasai materi, mempunyai ijazah S1 Bahasa Inggris, professional yaitu mengajar sesuai jam nya, saatnya mengajar ya mengajar kecuali terpaksa tidak berangkat, jangan masalah dirumah dibawa ke kelas, memberi penilaian dengan adil pada siswa, yang bisa maka nilainya tinggi yang kurang ya pas kkm nanti yang kebangetan tidak tuntas misalkan yang tidak tuntas itu tidak pernah mengumpulkan tugas.

Purwokerto, 21 Juni 2022



Eli Antina, S.Pd. I

HASIL WAWANCARA PASCA PENELITIAN

Hari/ Tanggal : Senin, 17 Januari 2022
Subyek : Ibu Fara Citra Ghossani, S.Pd.
Keterangan : P = Peneliti
S = Siswa
G = Guru

P : Bagaimana cara memahami peserta didik?

G : Biasanya sudah kelihatan dari siswanya, ada yang mudah diatur dan susah, jadi pendekatan secara individu, lebih ada pembicaraan (dialog) antara keduanya

P : Bagaimana agar siswa lebih mudah memahami dalam pengajaran?

G : Diselingin dengan Ice Breaking, memberikan penjelasan materi dengan bahasa yang mudah dipahami, biasanya siswa lebih mudah paham jika menggunakan contoh kehidupan sehari-hari, hal yang berkaitan dengan kehidupan mereka biasanya lebih cepat memahami.

P : Bagaimana penerapan kurikulum di sekolah ini?

G : Disini pakai kurikulum 2013, lebih menekankan pada keaktifan siswa untuk semua kegiatan lebih bagaimana siswa aktif, untuk jaman sekarangpun lebih cenderung biar siswa yang aktif, dan saya rasa kurikulum ini lebih cocok untuk anak jaman sekarang, seperti contoh kadang sewaktu dikasih materi siswa lebih tau dulu sebelum diajarkan.

P : Apa saja variasi dalam mengajar di kelas?

G : Kalau saya variasinya menggunakan walking stick, spidol dipegang siswa nanti saya memutar lagu yang pegang spidol nanti menjawab pertanyaan dari saya, setelah diberikan materi nanti siswa diberikan pertanyaan, kadang kalo

materi terus siswa gampang bosan, dengan walking stick mereka sambil mendengarkan lagu dan santai, kalau nonton film di pelajaran belum karena mereka lebih nonton film ketimbang pelajaran, kalau pelajaran lebih ke lagu, kadang ada materi tenses cari aja lagu yang ada tenses yang mau kita ajarkan.

P : Apa saja kendala yang ada di kelas?

G : Kadang ketika siswa tidak mood susah, ada beberapa troublemaker di kelas, itu bisa jadi kendala, kadang lagi serius seriusnya ada saja kelakuan siswa, kadang dari saya materinya kurang saya pelajari, kadang waktu pembelajaran yang kurang cukup untuk menyampaikan materi yang banyak.

P : Teknologi apa saja yang dipakai pada pembelajaran?

G : Untuk teknologi lebih ke proyektor, waktu online pakai goggle meet atau WhatsApp, kalau hp hanya untuk translate saja sih.

P : Bagaimana untuk mengukur pemahaman anak terhadap materi?

P : Bagaimana untuk mengembangkan potensi peserta didik?

G : Kalau dijadikan satu kelas itu susah ya, karena potensi anak kan berbeda beda, kadang ada potensi pada speaking atau tulis, kalau speaking tetep kasih tes nanti untuk pembetulan setelah siswa melaksanakan tes baru dibetulkan, kalau writing saya kasih catatan di tugas mereka, kalau listening jarang karena pernah kemarin mendengarkan native cepat sekali ngomongnya kata siswa, jadi untuk listening masih susah.

P : bagaimana pentingnya interaksi di kelas?

G : Interaksi penting dilakukan karena ada pemahaman dari materi yang dibeikan, untuk memahami karakter lebih tepat tatap muka,

P : Bagaimana menurut ibu tentang guru profesional?

G : Kalau guru professional bisa melaksanakan tugas dengan baik, sesuai prosedur, bisa juga mencetak anak yang memiliki akhlak, karena kalo kecerdasan bisa diasah sendiri kalau akhlak butuh bimbingan dari yang lebih tua.

Purwokerto, 21 Juni 2022



Fara Citra Ghossani, S.Pd. I



HASIL WAWANCARA PASCA PENELITIAN

Hari/ Tanggal : Jum'at, 17 Januari 2022

Subyek : Bpk Moh. Fahmi, S.Pd.

Keterangan : P = Peneliti

G = Guru

P : Bagaimana cara untuk memahami siswa?

G : Cara memahami siswa ada beberapa cara, yang pertama bisa dilihat dari nilai ulangan harian, nanti bisa mengelompokan yang tinggi, sedang dan rendah, setelah mengetahui karakter membuat klasifikasi rendah, sedang dan tinggi, masing masing akan diberikan suatu tugas, kalau menengah kebawah nanti diberikan latihan remedial, yang kedua dari sikapnya apakah nilai tersebut sesuai dari mereka belajar, kalau ada yang rajin nilainya bagus berarti sinkron, yang susah ada yang memperhatikan tapi nilainya jelek, dari situ nanti bisa ada nilai di raport dengan hal semacam ini membuat pelajaran lebih tertib.

P : Bagaimana agar siswa mudah memahami materi yang diberikan?

G : Memang bervariasi, dikelas ada 30 anak, ada yang tertarik dan cuek juga ada, untukantisipasi hal ini memang seorang guru harus berpedoman dengan silabus walaupun nanti penerapan ke anak lebih menyenangkan, missal bab 1 buatkan suatu game, ada kalanya guru harus menjelaskan tapi itu hanya sekitar 10 menit saja, semua pembelajaran harus berpusat pada siswanya, kita bisa banyak menggunakan games tanpa keluar dari materi. Motivasi dilakukan untuk memberi semangat belajar Bahasa Inggris itu penting, tugas guru wajib memberikan wawasan, sebelum atau sesudah berikan motivasi. Hakikat belajar adalah berubah menjadi lebih baik.

P : Bagaimana penerapan kurikulum di MAN 2 Banyumas?

G : Kurikulum punya karakter sendiri, kurikulum 2013, nanti anak punya kemampuan bahasa Inggris dan Ilmu pengetahuan Teknologi, terkait hubungan kurikulum ada plus minusnya, kelebihan nya materi nya per bab

nya lebih jelas, kekuarangan ada materi dan jam yang dikurangi, kalau memberi masukan mungkin pembelajaran Bahasa Inggris untuk tujuan tertentu.

P : Bagaimana variasi pengajaran yang diberikan pada siswa?

G : Menggunakan Jigsaw, kadangkala saya berubah dengan yang direncanakan, karena menyesuaikan dengan kondisi kelas waktu itu, suatu hari saya ingin menjelaskan ternyata ketemu sama kelas yang baru selesai olahraga, kalau saya menggunakan rentetan terlalu panjang akan membuat siswa bosan, kita juga bisa memutar film nanti anak melihat baru retelling sendiri, kita tidak akan menilai betul atau salah tapi mengapresiasi yang berani maju dan menjawab pertanyaan.

P : Bagaimana peran teknologi dalam pembelajaran

G : Teknologi berperan penting bagi pengajaran, kita bisa menggunakan hp anak, nanti juga diarahkan, misalkan untuk mendengar BBC London atau ABC Australia, ini juga sebagai wawasan bagi anak agar mengerti cara belajar ketika sendiri, kadang yang tidak diinginkan anak menggunakan hp malah untuk bermain hp sendiri.

P : Bagaiaman cara mengembangkan potensi siswa?

G : Kemampuan siswa ada 2 yaitu akademik dan non akademik, kemampuan akademik nanti mungkin nilainya bagus, nanti tujuan nya bisa ke perguruan tinggi, kalau non akademik mereka bisa masuk English Club jadi ada kesempatan tambahan waktu bagi mereka untuk explore kemampuan, disesuaikan dengan program dan anaknya, intinya tugas guru memfasilitasi anak sehingga potensinya berkembang.

P : seberapa penting interaksi didalam kelas?

G : Sangat penting bagi guru untuk interaksi dengan siswa, kalau tidak pernah komunikasi nanti susah, interaksi menjadi faktor penentu keberhasilan, kalau tidak ada hubungan batin siswa akan susah mengikuti instruksi kita.

P : bagaimana untuk mengetahui apakah siswa sudah paham atau belum?

G : Agar tahu siswa paham atau belum lewat penilaian sikap, tapi sebetulnya penilaian proses, memberikan kesempatan pada siswa nanti cek satu persatu dari situ kita menyimpulkan anak yang kurang atau butuh bimbingan, ini akan mempercepat menuju tujuan pembelajaran, yang ideal materi selesai disampaikan dan anak paham.

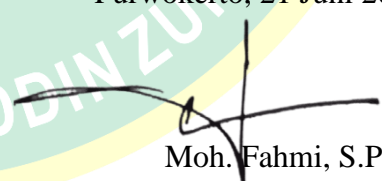
P : bagaimana cara mengukur melalui evaluasi?

G : Evaluasi setiap BAB, misalkan kelas 10 ada 5 KD nanti ada evaluasi kelas 11 ada 4 KD.

P : Menurut bapak apakah yang dinamakan guru profesional?

G : Yang dimaksud guru profesional itu sudah sesuai profesinya, artinya sudah menjalankan jobdesk, misalkan membimbing, mendidik, memfasilitasi apabila sudah dilaksanakan sudah menjalankan profesi kita. Ada juga MGMP yaitu perkumpulan guru bisa berdiskusi setiap guru.

Purwokerto, 21 Juni 2022


Moh. Fahmi, S.Pd. I

HASIL WAWANCARA PASCA PENELITIAN

Hari/ Tanggal : Rabu, 2 Februarui 2022
Subyek : Salam alfarisi (Siswa Kelas)
Keterangan : P = Peneliti
S = Siswa

P : Bagaimana cara Miss Eli Antina dalam menyampaikan pembelajaran?

S : Beliau selalu menularkan semangat pada saat pembelajaran melalui nasehat nasehat kepada muridnya, Miss Eli guru yang aktif untuk komunikasi dengan siswanya dan sangat bersemangat ketika mengajar jadi dan antusias didalam kelas.

P : Bagaimana cara Miss Eli Antina memahami muridnya?

S : Miss Eli waktu mengajar tidak membuat siswa cepat bosan, karena penjelasanya yang mudah dipahami, setelah pembelajaran rasanya seperti ingin belajar lebih tentang bahasa inggris

P : Bagaimana variasi pembelajaran yang pernah dilakukan didalam kelas yang diajar Miss Eli?

S : Waktu pembelajaran Miss Eli suka membagi siswa menjadi beberapa grup untuk diskusi, Miss Eli dan murid bernyanyi bersama saat bagian bernyanyi, Miss Eli juga memberi nilai keaktifan kalo siswa bisa menjawab atau membaca paragraf yang ada di buku.

P : Teknologi apa saja yang digunakan Miss Eli dalam mengajar?

S : Miss Eli menggunakan LCD dan Audio, kalau LCD biasanya digunakan untuk menampilkan gambar nanti siswa disuruh komentar tentang gambar atau siswa disuruh membaca bacaan yang ditampilkan lewat LCD, kalau audio digunakan untuk mendengarkan orang berbicara bahasa Inggris.

P : Bagaimana cara guru mengembangkan potensi siwanya?

S : Dengan memberi motivasi pada siswa, kadang juga nasihat tentang kehidupan

P : Bagaimana cara Miss Eli berkomunikasi didalam kelas?

S : Miss Eli sering berkomunikasi, sangat ekspresif seperti memberikan perhatian sepenuhnya pada siswa, jadi siswa seperti selalu terlibat dalam pembelajaran, kalau ada siswa yang terlihat gak memperhatikan langsung dikasih pertanyaan sama Miss Eli

Purwokerto, 21 Juni 2022



Salman Alfarisi



HASIL WAWANCARA PASCA PENELITIAN

Hari/ Tanggal : Kamis, 3 Februari 2022
Subyek : Hamam Aliyudin (Siswa Kelas)
Keterangan : P = Peneliti
S = Siswa

P : Bagaimana suasana saat pengajaran Miss Fara dalam pelajaran bahasa Inggris?

S : Miss Fara menyenangkan, karena Miss Fara masih muda, jadi seperti dia lebih paham tentang kita, guru dapat mencairkan suasana ketika kelas mulai sepi. Kaya lebih deket aja soalnya bahasanya akrab sama siswa

P : Bagaimana cara Miss Fara menyampaikan materi?

S : Menyampaikan dengan bahasa yang sederhana, artinya tidak memaksa siswa untuk mengikuti pembelajaran yang harus ke gurunya artinya ada bercandanya juga

P : Apa saja variasi pembelajaran yang pernah dilakukan guru?

S : Guru mengajar 50% untuk materi 50% untuk praktik murid, jadi kemarin juga praktik drama dalam Bahasa Inggris

P : Teknologi apa yang digunakan sewaktu pembelajaran?

S : Biasanya Miss Fara pakai Power Point untuk menampilkan dan menerangkan materi, kemudian juga pakai Goggle Clasroom untuk share materi dan tugas tugas.

P : Bagaimana guru dapat mengembangkan potensi siswa?

S : Dalam kelas guru memuji bagi siswa yang bisa menjawab pertanyaan dari guru atau dapat nilai bagus.

P : Bagaimana komunikasi yang terjalin didalam kelas antara guru dan siswa?

S : Dalam kelas guru bisa membaaur dengan siswa, guru juga tau apa yang sedang trend dan bercerita tentang tren itu pada siswa, guru seperti teman dalam kelas.

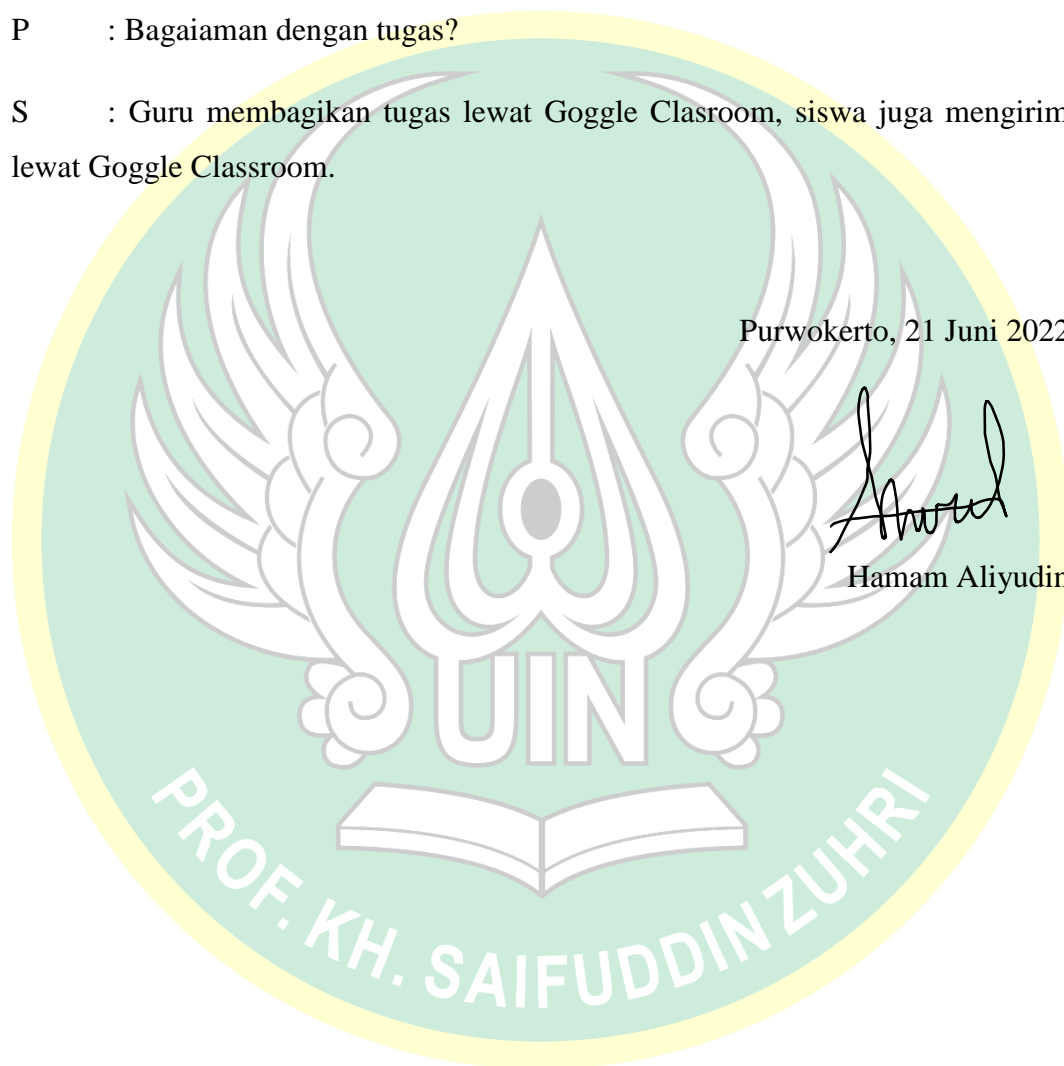
P : Bagaiaman dengan tugas?

S : Guru membagikan tugas lewat Goggle Clasroom, siswa juga mengirim lewat Goggle Classroom.

Purwokerto, 21 Juni 2022



Hamam Aliyudin



HASIL WAWANCARA PASCA PENELITIAN

Hari/ Tanggal : Jum'at, 4 Februari 2022

Subyek : Hanisa Firda & Lena Puspita (Siswa Kelas)

Keterangan : P = Peneliti

S = Siswa

P : Bagaimana cara Mr. Fahmi dalam mengajar?

S1 : Mudah dipahami yang disampaikan, karena menjelaskan dengan rinci materinya Cuma kadang penjelasannya sedikit cepat kalau berbicara

S2 : Iya jelas sih tapi ngomongnya cepet kadang tapi bisa dipahami P : Bagaimana keadaan kelas kalau diajar Mr. Fahmi

S1 : Iya bisa dipahami

S2 : Kadang paham tapi kalau kecepeten kadang jadi kurang mengerti

P : Bagaimana aktivitas dalam pembelajaran?

S1 : Pak Fahmi baik orangnya, tapi kadang fokus ke siswa yang duduk didepan

S2 : Kadang siswa duduk dibelakang main Hp dan gak fokus ke pelajaran, kalau tugas dari merangkum dari buku

P : Teknologi apa yang digunakan dalam pembelajaran

S1 : Pakai LCD untuk memberikan materi, audio untuk mendengarkan, kalau tugas dari grup WhatsApp

P : Kalau untuk mengembangkan potensi siswa Mr. Fahmi bagaimana ?

S1 : Pak Fahmi suka memotivasi siswa untuk menjadi orang sukses dimasa depan

S2 : Kadang disuruh maju nanti diberi nilai tambahan

P : Apakah Mr. Fahmi sering berkomunikasi dengan siswanya ketika pembelajaran?

S1 : Iya nanti kalau ada yang belum paham biasanya dijelaskan satu per satu ke siswanya.

Purwokerto, 21 Juni 2022



Hanisa Firda



SURAT IZIN OBSERVASI PENDAHULUAN



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.iainpurwokerto.ac.id

Nomor : B- /In.17/FTIK.J.TBI/PP.00.9/IV/2021 Purwokerto, 27 April 2021
Lampiran : -
Hal : Permohonan Ijin Observasi Pendahuluan

Kepada Yth.
Kepala Madrasah MAN 2 Banyumas
Di Tempat

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Alang Prasetyo Ma'arif
2. NIM : 1717404002
3. Semester : 8
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun akademik : 2020/2021

Memohon kepada Bapak/Ibu berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Teacher performance in teaching english in MAN 2 Banyumas
2. Tempat/Lokasi : MAN 2 Banyumas
3. Tanggal obsevasi : 28 April 2021

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wasalamu'alaikum wr. wb.

A.B. Wakil Dekan I

Muflihah, M.Pd.
NIP. 197209232000032001



IAIN.PWT/FTIK/05.02
Tanggal Terbit : 27 April 2021
No. Revisi : 0

SURAT TELAH OBSERVASI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS
MADRASAH ALIYAH NEGERI 2**

Jalan Jenderal Sudirman Nomor 791 Tel/Fax. (0281) 633990
Email: man2_purwokerto@kemenag.go.id / manpwt2@ymail.com

SURAT KETERANGAN

Nomor : 287 /Ma.11.05/PP.00.6/04/2021

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Banyumas, menerangkan bahwa :

1. Nama : Alang Prasetyo Ma'arif
2. NPM : 1717404002
3. Semester : 8 (delapan)
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2020/2021

Yang bersangkutan adalah Mahasiswa Institut Agama Islam Negeri Purwokerto, Fakultas Tarbiyah dan Ilmu Keguruan yang telah melaksanakan observasi di Madrasah Aliyah Negeri 2 Banyumas tanggal 28 April 2021.

Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 28 April 2021



Kepala
Drs. H. Mahmuroji, M. Pd.
NIP. 196204101992031003

SURAT REKOMENDASI SEMINAR PROPOSAL



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126

Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.iaipurwokerto.ac.id

REKOMENDASI SEMINAR PROPOSAL SKRIPSI

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:


Nama : Alang Prasetyo Ma'arif
NIM : 1717404002
Semester : 8
Jurusan/Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2020/2021
Judul Proposal Skripsi : Teacher Performance In Teaching English at MAN
2 Banyumas

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk diseminarkan apabila yang bersangkutan telah melengkapi berbagai persyaratan akademik yang telah ditentukan.


Demikian rekomendasi seminar proposal skripsi ini dibuat dan dipergunakan sebagaimana mestinya.

Purwokerto, 23 April 2021

Mengetahui,
Ketua Jurusan Tadris Bahasa Inggris


Muflihah, M. Pd.
NIP. 1972093200003201

Dosen Pembimbing


Muflihah, M. Pd.
NIP. 19720923200003201



IAIN.PWT/FTIK/05.02
Tanggal Terbit : <i>diisi tanggal</i>
No. Revisi : 0

H. SAIFUDDIN

SURAT KETERANGAN TELAH MENGIKUTI SEMINAR PROPOSAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI

No. B. /Un.19/FTIK.J...../PP.05.3/...../2021

Yang bertanda tangan di bawah ini, Ketua Jurusan/**Prodi Tadris Bahasa Inggris** pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"Teacher performance in teaching English in MAN 2 Banyumas"

Sebagaimana disusun oleh:

Nama : Alang Prasetyo Ma'arif
NIM : 1717404002
Semester : 9
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : **30 April 2021**

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto 18 Januari 2022

Mengetahui,
Ketua Jurusan/Prodi

Penguji

PROF. KH. SAIFUDDIN ZUHRI

SERTIFIKAT BTA PPI

LAIN PURWOKERTO

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Jalan UPT Ma'had Al-Jami'ah, Purwokerto, 35126
Telp. 0291-83333, Fax. 0291-83333, www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: B-205/In.17/UPT.MAJ/SE.011/X/2017

Diberikan oleh UPT Ma'had Al-Jami'ah LAIN Purwokerto kepada:

ALANG PRASETYO MA'ARIF

1717404002

MATERI UJIAN	NILAI
1. Tes Tulis	73
2. Tertill	70
Kirawat	70
Praktik	70

RI. MAJ-MB.2017-384

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kecepatan Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Perpustakaan (PPP).

Purwokerto, 10 Oktober 2017
Mudir Ma'had Al-Jami'ah,
[Signature]
Drs. H. M. Mukti, M.Pd.1
NIP. 19570521 198503 1 002

SERTIFIKAT BAHASA ARAB



وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة

هاتف: شارع جنرال احمد باي رقم: ٤٠ بوروكرتو ٥٣١٢٦ هاتف ٠٨١ - ٦٣٦٢٤ www.iainpurwokerto.ac.id

التمـــاوة

الرقم: ان.١٧ / UPT.Bhs / PP.٠٠٩ / ٢٠٢١/٤٦٣٥

منحت الى

الاسم : ألتاج فراستيو معارف
المولود : بتماغفوع، ٢١ ديسمبر ١٩٩٨

الذي حصل على

٦١ : فهم المسموع

٥٤ : فهم العبارات والتراكيب

٥٥ : فهم المقروء

٥٦ : النتيجة



في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ١٧
يونيو ٢٠٢١



بوروكرتو. ٢٦ يوليو
رئيس الوحدة لتنمية اللغة.

الحاج أحمد سعيد. الماجستير
رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٤١٠١



ValidationCode

SERTIFIKAT BAHASA INGGRIS


IAIN PURWOKERTO
MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iaipurwokerto.ac.id

CERTIFICATE
Number: In.27/ UPT. IISw/ PP.00.9/ 187/ 2017

This is to certify that:

Name : **ALANG PRASETYO MA'ARIF**
Study Program : **TB**

Has completed an English Language Course in Intermediate level organized by Language Development Unit with result as follows:

SCORE: 56 GRADE: FAIR

Purwokerto, August 02nd 2017
Head of Language Development Unit,

Dr. Setiawan, M.Ag.
NIP. 19670107 199303 1 005



SERTIFIKAT APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: J. Jend. Ahmad Yani No. 40A Telp. 0281-835624 Website: www.iainpurwokerto.ac.id Purwokerto 53126

IAIN PURWOKERTO

No. IN.17/UPT-TIPD/6769/III/2021

SKALA PENILAIAN

SKOR	HURUF	ANGKA
85-100	A	4.0
81-85	A+	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:

ALANG PRASETYO MA'ARIF

NIM: 1717404002

Tempat/Tgl. Lahir: Temanggung, 21 Desember 1998, 21 Desember 1998

Sebagai tanda yang bersangkutan telah menempuh dan LULUS Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program **Microsoft Office** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	80 / B+
Microsoft Excel	65 / B
Microsoft Power Point	80 / B+

Purwokerto, 01 Februari 2021
Kepala UPT TIPD



[Signature]
Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003



SERTIFIKAT KKN

LAIN PURWOKERTO

LPPM

SERTIFIKAT

Nomor: 1496/K.LPPM/KKN.46/11/2020

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Institut Agama Islam Negeri Purwokerto menyatakan bahwa :

Nama : ALANG PRASETYO MA' ARIF
NIM : 1717404002
Fakultas / Prodi : FTIK / TBI

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-46 IAIN Purwokerto Tahun 2020
dan dinyatakan LULUS dengan Nilai **91 (A)**.

Purwokerto, 13 November 2020
Ketua LPPM,



SERTIFIKAT PPL

LAIN PURWOKERTO

INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 036 / In. 17 / K. Lab. FTIK / PP.009 / IV / 2021

Diberikan kepada :

ALANG PRASETYO MA'ARIF
1717404002

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) Semester Genap Tahun Akademik 2020/2021
pada tanggal 1 Februari sampai dengan 13 Maret 2021

Mengetahui
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Purwokerto, 12 April 2021
Laboratorium FTIK
Kepala.

Dr. H. Suwito, M.Ag.
Dr. Nurfuadi, M. Pd. I.
NIP. 197112212006041002

SERTIFIKAT LULUS UJIAN KOMPREHENSIF



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN

No. B-547.14/UN.19/WD.I.FTIK/PP.05.3/2/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Alang Prasetyo Ma'arif
NIM : 1717404002
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Senin, 7 Februari 2022
Nilai : B (73)


Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 14 Februari 2022
Wakil Dekan Bidang Akademik,

















Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001


BLANGKO BIMBINGAN SKRIPSI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53128
Telepon (0281) 535624 Faksimili (0281) 536553
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
BLANGKO BIMBINGAN SKRIPSI

Nama : Alang Prasetyo Ma'arif
No. Indak : 1717404002
Fakultas/Jurusan : Tarbiyah/ Tadris Bahasa Inggris
Pembimbing : Muhibah S.S. M.Pd
Nama Judul : An Analysis of Teacher Performance In Teaching English at MAN 2 Banyumas


No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	19 Juli 2021	Pengiriman revisi proposal		
2.	15 Agustus 2021	Pengiriman BAB 2 dan revisi penulisan footnote, huruf kapital		
3.	17 November 2021	Pengiriman BAB 3 lanjut penelitian		
4.	3 Januari 2022	Bimbingan persiapan pengambilan data		
5.	31 Mei 2022	Pemaparan data hasil penelitian		
6.	10 Juni 2022	Bimbingan bab 4 merubah tampilan hasil data		
7.	21 Juni 2022	Perbaiki format penulisan skripsi sesuai dengan peraturan terbaru		

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Jalan Jenderal A. Yani, No. 40A Purwokerto 53128
Telepon (0281) 535624 Faksimili (0281) 536553
www.uinsu.ac.id

8.	24 Juni 2022	Perbaiki kesimpulan dan abstrak		
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Dibuat di : Purwokerto
Pada tanggal : 26 Juni 2022
Desain : 
Muhibah S. S. M. Pd.
NIP. 197209232000032801

SURAT REKOMENDASI MUNAQOSYAH

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

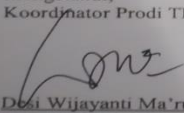
Nama : Alang Prasetyo Ma'arif
NIM : 1717404002
Semester : 10 (Sepuluh)
Jurusan/Prodi : Tadris Bahasa Inggris
Angkatan Tahun : 2017
Judul Skripsi : An Analysis of Teachers' Performance In Teaching English at MAN 2 Banyumas

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.
Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

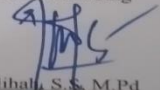
Wassalamu'alikum Wr. Wb.

Dibuat di : Purwokerto
Tanggal : 26 Juni 2022

Mengetahui,
Koordinator Prodi TBI


Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Dosen Pembimbing


Muflihah, S.S., M.Pd
NIP. 19720923000032001

. KH. SAIFUDDIN Z

SURAT WAKAF PERPUSTAKAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN

Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: <http://lib.uinsaizu.ac.id>, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN WAKAF

Nomor: B-2273/Un.19/K.Pus/PP.08.1/6/2022

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : ALANG PRASETYO MA'ARIF
NIM : 1717404002
Program : SARJANA / S1
Fakultas/Prodi : FTIK / TBI

Telah menyerahkan wakaf buku berupa uang sebesar **Rp 40.000,00 (Empat Puluh Ribu Rupiah)** kepada Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

Demikian surat keterangan wakaf ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 27 Juni 2022

Kepala,



Aris Nurohman

PROF. K.H. SAIFUDDIN ZUHRI

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

1. Nama Lengkap : Alang Prasetyo Ma'arif
2. NIM : 1717404002
3. Tempat/Tgl. Lahir : Temanggung, 21 Desember 1998
4. Alamat Rumah : Desa Pengilon, Rt 1 Rw 3, Kecamatan Bulu, Kabupaten Temanggung
5. Nama Ayah : Choirudin
6. Nama Ibu : Alm. Nikmat Nurhayati

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD/MI, tahun lulus : SD Muhammadiyah Parakan 2011
 - b. SMP/MTs, tahun lulus : MTs Negeri Sumbang 2014
 - c. SMA/MA, tahun lulus : MAN 2 Banyumas 2017
 - d. S1, tahun masuk : 2017
2. Pengalaman Organisasi (jika ada)
 - a. PMII Rayon Tarbiyah
 - b. Ketua HMJ TBI 2019
 - c. Wakil Ketua DEMA FTIK 2020
 - d. Karang Taruna Kelurahan Tanjung

Purwokerto, 23 Juni 2022



Alang Prasetyo M