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**EXPLORING TUTOR TEACHERS' PERCEPTION TOWARD
STUDENTS ENGLISH DEPARTMENT'S PEDAGOGICAL
COMPETENCIES DURING TEACHING PRACTICUM
PROGRAM (PPL) AT SMK ISLAMIC CENTRE CIREBON
(Qualitative Research)**

A THESIS

Submitted to English Language Teaching Department, Tarbiyah and Teacher Training
Faculty, *SyekhNurjati* State Institute Cirebon In Partial Fulfillment of The Requirements
of Undergraduate Degree



Submitted by:

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CIREBON
2015**



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ABSTRACT

SILVI NURLAELI: EXPLORING TUTOR TEACHERS' PERCEPTION TOWARD STUDENTS ENGLISH DEPARTMENT'S PEDAGOGICAL COMPETENCIES DURING TEACHING PRACTICUM PROGRAM (PPL) AT SMK ISLAMIC CENTRE CIREBON

This research will be a useful contribution as the basis policy of organizing committee of Teaching Practicum Program (PPL) in implementing this program conducted by students 'Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute at schools where have been decided. The main aim of this research is to explore tutor teachers' perception on pedagogical competencies of students' English department during Teaching Practicum Program (PPL). Perception that teachers have about particular aspects of their teaching job are shaped or influenced by certain factors, and these perceptions in turn have an influence on their actual teaching practice (Moloi, 2009: 88). This research uses qualitative approach. Qualitative research is the method used in this research. The techniques of collecting data are in-depth observation, document analysis, and in-depth interview. And the instrument of this research is researcher herself. Tutor teacher are the main respondent in this research. The findings for the study showed that mostly tutor teachers have good perception on pedagogical competencies of students' English department during Teaching Practicum Program; tutor teachers highlight eight dominant weaknesses on pedagogical competencies of practicum students consist of approach to students, giving contextual sentences, scoring of students' attitude, lack of English speaking, mastery of learning material, classroom management, explaining the learning material in lesson plan, and time management; tutor teachers put forward on the six strengths on pedagogical competencies of practicum students consist of delivering the learning material to students, creating joyfull learning, using various learning sources, discipline, using games, and making learning media creatively; the recommendations of tutor teachers are learning principles, learning material comprehensive, time management, classroom management, speaking English dominant in teaching learning process, and approach to students. Tutor teachers have different perception on pedagogical competencies of practicum students because each tutor teachers supervised practicum students with different character and ability.




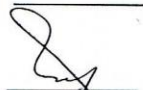




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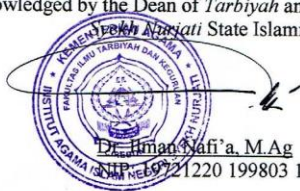
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RATIFICATION

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CHAPTER I INTRODUCTION

In this chapter the researcher would like to present about the research background of the problem, focus study of the research, question of the research, aims of the research, the significance of the research, previous studies, theoretical foundation, and the research method.

1.1 Research Background

English as the international language is studied by many people in a whole world. That happens because English is a window for knowing any knowledge in this world. Manivannan (2006) states that “English language is one tool to establish our viewpoint”. Because of its importance, English is taught in all formal school’s degrees, starting from elementary school up to universities. “English is well established as the most useful world language” (Steve, 2003: 5).

Therefore, English learning has to be concerned by English teachers especially because it is not a simple thing that anyone can do. “...English is the world’s most widely studied foreign language...” (Richards&Rodgers, 1986:1). Among many languages in this world, English getting the most attention as a foreign language which is its position has the important role enough as the part of culture development. Language is mirror the culture of people who speak it, then people when study certain language should also cast some lights on the culture it carries (Jiang, 2010: 735).

ELT (English Language Teaching) is seen as a career in a field of educational. It requires a particular comprehension bottom obtained throughout both academic study and realistic experience, and it is a field of effort where membership is based on admission necessities and standard (Bardhun & Johnson: 2009). People who work in area of ELT should have basic of English education that give them knowledge about all aspects in English deeply. It becomes a reference that used in giving learning English to the students because English teachers have to master about English well.

There are many people that have researched in the field of TEFL, and the researcher has read several researches to know how far the research was done in

TEFL area. TEFL is like a big circle that has many components inside. So, people do research in many sides of TEFL. In these journals, Telebi (2012), Hos & Kecec (2014), Varani & Kasaian (2014), Aburizaizah (2014) investigated the subject of TEFL who is teacher. Their journals explain about the things that related to the principles are belongs to teachers in teaching English. The researcher also have found some relevant studies as the researcher did which is about tutor teachers' perception towards students' teaching competency during PPL. Recent studies which have been done by Anggara (2014) investigated the perception of teacher toward practitioners' skills in teaching penjasorkes at SMAN Padang. Melisa (2013) identified tutor teacher's perception towards competency education D4 makeup and beauty in Education Field Experience Program Implementation (PPLK) at vocational schools in West Sumatra, then the study has been done by Widi and Manap (2013) identified teacher's perception toward Practical Field Experience Student in learning plan skill at Vocational High School 3 Yogyakarta. From all researches above, the researcher see the opportunity to do research in the case that probably have not done by anyone. The researcher will try to investigate about tutor teachers' perception toward English students' competency in teaching during Teaching Practicum Program (PPL).

PPL is the effort as the way for evaluating learning process which has been done by students of Faculty of Teacher Training and Education. During Teaching Practicum Program (PPL) practicum students will practice theories which have been learned as long as learning process in campus. They must look like the real teacher in anything such as, attitude, performance, and teaching ability. Practicum students will be guided by tutor teachers during Teaching Practicum Program (PPL) which appropriate with their department, tutor teachers themselves are teacher who teach in school where Teaching Practicum Program (PPL) is conducted. As written on handbook of PPL Faculty of Teacher Training and Education IAIN Syekh Nurjati (2015:18) that the duties of tutor teacher are:

1. Guiding the practicum students in composing Teaching Practicum Program (PPL) program in school whether the things related to teaching process in the class or the activity outside the class such as picket, ceremony, extracurricular, etc;



2. Introducing the practicum students to the class that they will teach as the place of teaching practice
3. Facilitating practicum students to get document curriculum, source learning, references, etc;
4. Guiding the practicum students in making syllabus and lesson plan;
5. Giving signature on syllabus and lesson plan which has been made by practicum students;
6. Evaluating lesson plan which has been made by practicum students, by writing the result on appendix in handbook;
7. Observing and evaluating practicum students who are practicing teaching in the classroom or outside;
8. Giving suggestion and sharing after practicum students finishing every teaching process;
9. Giving recommendation to practicum students who will do Teaching Practicum Program (PPL) examination
10. As an examiner at the time practicum students take Teaching Practicum Program (PPL) exams;
11. Filling attachment handbook accordance with duties and powers given to tutor teacher (such as a list of values, value management, test execution, etc);
12. Evaluating the extra activities and personal social class students;
13. Guiding and sign Teaching Practicum Program (PPL) report which has been composed by practicum students;
14. Submitting dossiers assessment (appendix handbook) to the committee Teaching Practicum Program (PPL) through the lectures.

Tutor teachers hold essential role in implementing of Teaching Practicum Program (PPL) activity because they get in touch directly with practicum students. Therefore, they certainly have perception themselves about practicum students' competency in doing teaching process in the classroom during Teaching Practicum Program (PPL). Even though Teaching Practicum Program (PPL) is just teaching practice for giving knowledge practically to practicum students to be such a real teacher, but they also have to emphasize to the most important thing



which teacher should have that is competency. A fact of life, they are candidate of teacher which someday they will be the real teacher who have to face many pupils with different character. Hence, teaching competency is essential to be mastered by practicum students as candidate of teacher.

Competency is set of knowledge, skills, and behaviours that must be owned, understood and controlled by the teacher or lecturer in performing the duties of professionalism (UU no.14 in 2005 about Teacher and Lecturer). Competency includes all important things which become a reflection about what teachers should have and how they apply those things in teaching learning process in classroom. It certainly have to be learned and understood by students who study in Faculty of Teacher Training and Education in which they very likely will be teacher or someone who works in educational.

Teacher competencies have four types such as, pedagogical competency, personal competency, professional competency, and social competency (UU no.14 in 2005 about Teacher and Lecturer on article 10 verse 1). From all teacher competencies above, pedagogical competency is viewed as the most principal competency than the others. Pedagogical competency purposes to give foundation in teaching and learning which is addressed to teacher. Richard (2011:7) states that “pedagogical knowledge is drawn from the study of knowledge teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching”.

Teaching Practicum Program (PPL) which is held for giving experience to develop students' ability in performing their profession appropriate with the major or subject lesson which they take. Students in Faculty of Teacher Training and Education do this program to train their own skill and ability in teaching activity at school (IAIN Syekh Nurjati, 2015:6). Students are hoped will have pedagogical competency, professional, personal, and social and also understand educational activities.

During Teaching Practicum Program (PPL) goes on certain schools where it has been decided by institute, students will be guided by tutor teachers appropriate with major or subject lesson which students take and learn in campus. Tutor teachers know well how students perform all activities during Teaching Practicum



Program (PPL) such as, composing lesson plan, doing teaching process in classroom, joining activities about dedication to education in school including extracurricular and intracurricular, etc. Hence, tutor teachers certainly have their own perception about students which they guide.

Perception has an essential role to develop pupils in their learning process (Suryabrata, 2011:39). By giving perception to pupils, unconsciously teachers give feedback about what pupils have done as learning process in school. So, they realize whether they did learning process well or not. It also happens to students who do Teaching Practicum Program (PPL) in which they get guidance and monitoring from tutor teachers.

Perception itself has to develop and control as well as good. Perception which comes from tutor teachers will be used as reflection, suggestion, and criticism about competencies which students have as doing teaching practicum. Thereby, institution can know how practicum students apply theories about teaching which they get as learning in campus. Although, occasionally what we learn theoretically is not same when we practice it.

Being a teacher is not easy job, teacher has a responsibility and obligation to deliver what students do not know till they understand and able to apply it. Teachers have to make sure about students' comprehension toward what they learn. So, teachers are role model both of attitude and knowledge. Moreover, teaching is not only about giving science to students but more than it. Teaching is an activity to go into students' mind for changing their perception and behaviour (Mahmud, 2006:211).

Learning process and learning outcomes by pupils is not only determined by school, structure and content of curriculum but also mostly teachers' competency who teach and guide them (Hamalik, 2006:36). In this case, the researcher would like to investigate English students' competency in teaching during Teaching Practicum Program (PPL) in which at that time they are teacher who should have competency as like teacher practically. The researcher would like to investigate it through tutor teachers' perception because during Teaching Practicum Program (PPL) they giving guidance and evaluating to practicum students while doing



PPL. Therefore, certainly tutor teachers have their perception about practicum students' competency in teaching English.

1.2 Focus of the Study

As seen in the phenomena that explained above which talks about the role of tutor teacher in implementing of Teaching Practicum Program (PPL) which have an important position because practicum students will get guidance and evaluation from them during Teaching Practicum Program (PPL). Practicum Students are in this context as student teachers who do teaching practice; they also should seem like the real teacher who has teaching competencies as usual. There are four kinds of competencies which teacher should have such as, professional competencies, personality, pedagogical, and social (Mulyasa, 2013:59). Those are important things which should be concerned for being good teacher.

Because of its importance, the researcher would like to investigate in TEFL area. Specifically the researcher will try to identify tutor teachers' perception about teaching competencies of English students during Teaching Practicum Program (PPL). The researcher just investigates on one competency which is pedagogical competencies. The researcher will only focus on this problem without putting stress on the others. Tutor teachers, practicum students, and students of SMA are involved to be the respondents for collecting data, there is no the other aspect that will be involved in this case.

Teaching Practicum Program (PPL) is implemented in many schools are located in kota and kabupaten of Cirebon. But the researcher will only do investigation to English students are doing Teaching Practicum Program (PPL) in certain schools which is chosen based on some reasons. The researcher does not investigate in all schools because of the effectiveness, besides that the researcher considers a time is needed if all schools are involved.

1.3 Research Formulation

1. How do tutor teachers perceive pedagogical competencies of students' English department during Teaching Practicum Program (PPL)?
2. How do tutor teachers perceive the weaknesses and strengths on pedagogical competencies of students' English department during Teaching Practicum Program (PPL)?



3. What is tutor teachers' recommendation on pedagogical competencies of students' English department during Teaching Practicum Program (PPL)?

1.4 Aims of the Research

1. To explore tutor teachers' perception on pedagogical competencies of students' English department during Teaching Practicum Program (PPL).
2. To explore tutor teachers' perception on the weaknesses and strengths on pedagogical competencies of students' English department during Teaching Practicum Program (PPL).
3. To explore tutor teachers' recommendation on pedagogical competencies of students' English department during Teaching Practicum Program (PPL).

1.5 Significance of the Research

Theoretically, this research produces the result about how do teacher should have pedagogical competencies which is important in teaching process. Even though in this case the researcher focus on students who are doing Teaching Practicum Program (PPL) in which they have not been the real teacher yet. They are still demanded to have good pedagogical competencies. Teacher has to understand and able to practice pedagogical concept effectively in order to learning objective is achieved (Chatib, 2013: XV). Teacher is the best supporter for students in their learning process because what will students learn is delivered by teacher. Therefore, this research provides theoretical information about the importance of pedagogical competencies in teaching process which has to be understood by practicum students as student teachers.

Practically, this research talks about tutor teachers' perception on pedagogical competencies of students during Teaching Practicum Program (PPL). So, by this research will know how students in English department who participate in PPL understand about pedagogical competencies and whether they apply it well or not as teaching process are going on in the classroom. Hence, it can be a reflection on what students have learned in campus theoretically is practiced as they are doing teaching practice in school. Besides that, indirectly this research will result the conclusion which can be a suggestion for more improving students' knowledge about how to be a good teacher viewed from pedagogical competencies.



1.6 Previous Studies

In conducting the research, the researcher has to know how far the researches have been done in her area. The researcher has to analyze and identify the researches that have the same focus on doing investigation. The researcher has found some investigations that considered those are in her area which is TEFL and talks about tutor teachers' perception on students' teaching competency during Teaching Practicum Program (PPL).

Anggara (2014) investigated on tutor teachers' perception students' skill in teaching penjasorkes at SMAN Padang. This study conducted to examine perception of tutor teacher about students in doing three activities in teaching process, those are pre activity, whilst activity and close activity. The data showed that the sub-variables pre activity in learning activities penjasorkes in the category of "very well" obtained achievement level of 81%, and the sub variable whilst activity obtained at 85% level of achievement in the category "very well", while for sub variable obtained close activity level of 83% in the category "very well". It means that the overall perception of the teacher SMA Padang well. Once the students practice in the field of learning penjasorkes. It is suggested to the teachers and students to increase learning activity.

Melisa (2013) identified tutor teacher's perception towards competency education D4 makeup and beauty in Education Field Experience Program Implementation (PPLK) at vocational schools in West Sumatra. This research is descriptive quantitative and there are four indicators which is analyzed in this study, those are indicators of competency mastery learning, an indicator of management competency learning program, an indicator of competency using instructional media, and an indicator of competency Assessment of student learning outcomes. This study showed results are indicators of competency mastery learning materials students obtained the highest level of achievement respondents unfavorable category with a score of 36.84%, an indicator of management in the category of respondents with a score of 31.57%, an indicator of competency using instructional media respondents obtained the highest level of achievement in both categories with a score of 36.84%, an indicator of



competency Assessment of student learning outcomes obtained the highest level of achievement respondents unfavourable category with a score of 42.10%.

Widi and Manap (2013) explored teacher's perception toward Practical Field Experience Student in learning plan skill at Vocational High School 3 Yogyakarta. Data analysis was performed by descriptive analysis. The result of this research showed that, teacher's response toward Practical Field Experience Student in learning plan skill at Vocational High School 3 Yogyakarta in very good category with mean 59 from the highest score 72; student's response toward Practical Field Experience Student in learning implementation skill in very good category with mean 85,68 from the highest score 108; teacher's response toward Practical Field Experience Student in learning evaluation skill in very good category with mean 12,46 from the highest score 16.

Three previous studies above talk about perception of tutor teachers toward students in teaching practice but in different subjects. In the first study that written by Anggara (2014) investigated about tutor teachers' perception on students' skill in teaching penjasorkes. It just explored on three activities in teaching process. While in the second study which is written by Melisa (2013) identified tutor teachers' perception on students' skill in teaching make up and beauty education at vocational schools. It used four indicators as explained above for analysing the data. Then the third investigation by Widi and Manap (2013) explored teachers' perception on students in learning plan skill. The position of this research is not to follow up those findings, but to put itself in another position. The previous studies above did investigation with different indicators. There is no investigation which explores the perception of teacher in area of teaching English. Therefore, the researcher takes the opportunity for doing research in that area. So, this paper will talk about tutor teachers' perception on English students' competency in teaching.

1.7 Literature Review

1.7.1 Perception

1.7.1.1 The Nature of Perception

Individual life cannot be separated from its environment, both physical environment and social environment. Since the individual was born, since it is



also the individual is directly related to the surrounding world. Thus, it relates to perception. Human beings are the only one of living thing who has mind for thinking. By using their mind, they are able to give an opinion or perception to anything around them. People have different perception on each other.

Perception is a process that is preceded by a process of sensing, which is the process of receipt of the stimulus by the individual through the senses or also called sensory processes (Walgito, 2010:99). Process of perception cannot be separated from the process of sensing, and sensing process is a precursor of the process of perception.

Bigot, et al (1950) in Suryabrata (2011:36) said that perception is usually defined as a shadow that live in the memory after we make observations. Thus, it can be argued that the perception is the organization, interpretation of the stimulus which is seen and it is something meaningful, and an integrated response within the individual.

Perception of the individual will be aware of the situation and also the circumstances surrounding ourselves (Davidoff, 1981). Although perception can be through various sensory organs that exist in a person, but most of perception through the senses of sight. That is why a lot of research on the perception associated with visual tools.

1.7.1.2 Factors That Play a Role In the Perception

1. The object of perception

Object raises stimulus on sensory organs or receptor. Stimulus can come from outside the individual who perceives, but can also come from within the individual and directly on the nerve receiver that works as a receptor, but most of the stimulus coming from outside of individual.

2. Sensory organs, nerves, and the central nervous system

Sensory organs or receptor is a tool to receive a stimulus. Besides that there should be a sensory nerve as a tool to forward the received stimulus receptors to the central nervous system, the brain as the centre of consciousness. As a tool to hold response is needed nerve motor.



3. Attention

Perception requires attention, which is the first step as a preparation to conduct perception. Attention is the concentration of all individual activities aimed at something or set of objects.

Severin and Tankard (2007:83) explained that results of studies have identified two types of effects in perception, namely the structural effect and functional effect. Structural effect on the perception comes from the physical stimuli aspects are exposed to us, for example, the dots are arranged in rows adjacent will look like a line shape. Functional effect is psychological factors that affect perception, and therefore also the subjectivity brought into the process.

1.7.1.3 The Process of Perception

Walgito (2010:102) explained how the process of perception within the individual. Object causing the stimulus, and the stimulus attached the sensory organs or receptors. The process of stimulus attached the senses called physical process. Stimulus received by the sensory organs forwarded by sensory nerve to the brain. This process is called physiological processes.

The individual is aware of what is seen, heard, or touched. Processes that occur in the brain or in the centre of consciousness are called a psychological process. Thus, it can be argued that the last stage of the process of perception is individual is aware of what is seen, heard, or touched, which is the stimuli received through the senses. This process is the final process of perception and the actual perception. Response as a result of perception can be taken by individuals in various forms. Hence, it can be said that perception is individualized because the results may vary from one individual to another individual

1.7.1.4 Teachers Perception

Perception is owned by every person and profession, one of them is teacher. Teacher has perception on the things that related to their job. Perception that teachers have about particular aspects of their teaching job are shaped or influenced by certain factors, and these perceptions in turn have an



influence on their actual teaching practice (Moloi, 2009: 88). So that teaching learning process can be influenced by teachers' perception. Good perception will produce teaching learning process which goes on well.

Chan (2003: 49) as cited in Moloi (2009: 89) argued that teachers view themselves as mainly responsible for the majority of language related decisions, though they assert that they regarded students as capable of making some decisions. This view shows the perceptions of teachers on autonomous learning.

1.7.2 Competency

1.7.2.1 The Nature of Competency

The term "competency" has many meanings. Brown (2007:38) states that competency indicates to person's basic knowledge about system, event, or fact. This is unobservable ability in doing and showing something.

Luoise Moqvist (2003) competency has been defined in the light of real situation relating to the person and work. People need it for doing thing in which this connects them with work in any situation. Competency has the basic meaning such as, ability or skill.

Competency is the power to determine or decide a case (Purwadarminta, 1999:405). People who are able to take decisions are people who have competency in that matter. They have dared to take the consequences because they know what they are doing.

Basically, competency is a description of the things that person should do in a job, activities, behaviour, and the result can be displayed or indicated. Hence, person should have ability, knowledge, attitude, and skill which appropriate with the field work.

Competency is a combination of knowledge, skills, values, and attitudes are reflected in the habit of thinking and acting (Mulyasa, 2004: 37-38). Competency is used to measure our ability to execute a function associated with the work. People will know our performance through competency that we have. Therefore, it is important to have a good competency and that it is able to support us in doing work.



Hutape and Thoha (2008:3-6) differentiated competency become three parts such as, unconcious incompetence, concious incompetence, concious competence, and uncouncious competence.

1. Unconcious incompetence is if someone does not realize that he is not able to do something.
2. Concious incompetence is when someone realizes that he is not able to do something.
3. Concious competence is someone who is able to do something with a degree of caution is high.
4. Unconcious competence is someone who can do the work proficiently, so that he can do his work without constraints.

Further, Spencer and Spencer in Hamzah B. Uno (2007:63) divided the five characteristics of competency, such as:

1. Motives is something which people think and want to cause a thing
2. Traits is physical characteristics and consistent responses to situations or informations.
3. Self-concept is attitudes, values, and image of a person.
4. Knowledge is information held by a person in particular area.
5. Skill is ability to do tasks related to the physical and mental.

Competency essentially is a very basic characteristic which is permanent and it indicates how to think, act, respond, and behave in a variety of conditions and situations.

1.7.2.2 The Essence of Teacher Competency

Zamroni (2001:6) in Rusdiana and Heryati (2015:84) believes that teacher is a person who holds an important role in designing learning strategies. The success of the learning process is very dependent on the performance of teachers in teaching. Teachers do a job called teaching. Teaching is a profession, and being teacher is a professional job.

Teacher competency can be interpreted as an overview of things that teacher can do in performing the job, either in the form of activities, behaviours and result which can be showed. Constitution No. 14 of 2005 on Teachers and Lecturers expressed competency is a set of knowledge, skills,



and behaviours that must be owned, understood and controlled by the teacher or lecturer in performing the task of professionalism. Competencies are controlled by the teacher is sourced from the education, training, and experience that can perform tasks in a professional teaching.

Supriadie and Darmawan (2012:61) states that teacher competency is a set of capabilities required to obtain position or teacher, so that it indicates the nature and characteristics, and the ability has to be demonstrated in performing the task to achieve the expected goals. Hence, being teacher is not only having commitment, integrity, and characteristic but also it can be actualised as a form in performing the duties.

Barlow (1985) in Muhibin Syah (2000:229) states that “teacher competency is the ability of a teacher to responsibility performs his or her duties appropriately. Thus, teacher professional competence can be defined as the ability and authority of teachers in carrying out the profession of education. Teachers who are able in carrying out their profession can be called as a competent and professional teacher.

In teaching system, competency is used to describe professional ability which is the ability to demonstrate knowledge and conceptualization at higher level (Rusdiana & Heryati, 2015:83). Teacher competency acquired through education appropriates with the level of competency.

1.7.2.3 Competencies Required of Teachers

Any professional work required to have certain abilities or competencies which are concerned can carry out professional duties properly. As well as a teacher who also belong to the professional work.

Nana Sudjana (2002:17) quoted opinion of Cooper that there are four competencies which have to be owned teacher, such as:

1. Knowledge of the study of human behaviour;
2. Knowledge and control subject lesson which they teach’
3. Good attitude about themselves, school, friends, and subject lesson which they teach;
4. Ability of teaching techniques.



Meanwhile, Glaser was quoted by Nana Sudjana (2002:18) mentioned four competencies which have to be controlled by teacher, such as:

1. Learning materials;
2. Diagnosing students' behaviour;
3. Implementing learning process;
4. Measuring student learning outcomes.

Mulyasa (2013:63) explained some aspect including to teacher competency, there are:

1. Knowledge, is awareness in the field of cognitive;
2. Understanding, is depth cognitive and affective owned by individuals;
3. Skill, is something that is owned by an individual to perform a task or job assigned to him;
4. Value, is a standard of behaviour that has been believed and psychologically been fused in a person;
5. Attitude, is feeling or reaction to a stimulus that comes from outside;
6. Interest, is the tendency of a person to perform something.

Essentially, teacher is authorized and responsible for the education of students. Therefore, teachers should have the basic of competency as the authority and ability to carry out their duties. In the perspective of the national education policy, the government has formulated four types of teacher competency as stated in the Explanation of Government Regulation No 19 of 2005 in Article 28 (3) states that competencies which have to be owned by teacher is as follows:

1. Pedagogical competency

Teachers' ability to manage students learning which includes understanding of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their potential

2. Personal competency

Personal abilities are steady, stable, mature, wise, and authoritative, become role models for students.



3. Social competency

The ability of teachers as part of the public to communicate and get along with students, fellow teachers, staff, parents, and the community around.

4. Professional competency

The ability of mastery learning materials widely and deeply that may be guiding students to reach standard of competency specified.

1.7.2.4 Pedagogical Competency

Pedagogical competency is Teachers' ability to manage students learning which includes understanding of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their potential (Rusdiana & Yeti, 2015:86). This competency can be seen from the ability to plan teaching and learning programs, the ability to implement interaction or manage the learning process, and the ability to make an assessment. Pedagogical competency is a distinctive competency, which will differentiate teachers to other professions and will determine the level of success of the process and the result of student learning.

Richards (2011:6) states that "pedagogical is knowledge that is drawn from the study of knowledge teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching". It means that pedagogical knowledge purposes to give foundation in teaching and learning which is addressed for teacher. Pedagogical competency is the ability which is needed to manage students' learning which is consist of understanding to the student, planning and implementing of learning, evaluating of learning outcome and developing students to actualization their own potential (Chatib, 2013:28).

In pedagogical competency, teachers are focused on anything which relate to the learning activity which students do. Teacher should be able to take the students to come into the condition which they are ready to begin learning process. Pedagogical content knowledge should prepare teachers to be able to do things such as the following (Richards, 2011:6-7):

1. Understand learners' needs



2. Diagnose learners' learning problem
3. Plan suitable instructional goals for lessons
4. Select and design learning task
5. Evaluate students' learning
6. Design adapt tests
7. Evaluate and choose published materials
8. Adapt commercial materials
9. Make use of authentic materials
10. Make appropriate use of technology
11. Evaluate their own lesson.

There are seven aspects relating to the mastery of pedagogical competency. The following aspects of pedagogical competency are explained below:

1. Knowledge about the characteristics of students

The teacher is able to record and use information about the characteristics of learners to assist the learning process. The characteristics associated with physical aspects, intellectual, social, emotional, moral, social and cultural backgrounds.

2. Master the learning theories and principles of learning that educate

Teachers are able to apply a variety of approaches, strategies, methods, and techniques creatively appropriates with the standards of teacher competency. Teachers are able to adjust teaching methods according to the characteristics of students and motivate them to learn.

3. Developing the curriculum

Teachers are able to create a syllabus appropriates with the most important goals of the curriculum and use lesson plans appropriate with the objectives and learning environment. Teachers are able to choose, prepare, and organize learning materials that appropriates with students needs.

4. Learning activities which educated

Teachers are able to prepare and implement learning design completely. Teachers must able to carry out the learning activities appropriate with



teachers needs. Teachers can also take advantage by using technology information and communication for learning needs.

5. Developing potential of learners

Teachers are able to analyze the learning potential of each student and identify potential development of students through the learning program that supports students actualize their academic potential, personality, and creativity until there is clear evidence that learners actualize their potential.

6. Communicating with students

Teachers are able to communicate effectively, empathetic, and polite with learners and be enthusiastic and positive.

7. Assessment and evaluation

Teachers are able to conduct assessment of learning processes and outcomes on an ongoing basis. Teachers evaluated the effectiveness of the process and outcomes of learning and using the results of the assessment and evaluation of information for designing remedial and enrichment programs. Teachers are able to use the results of the analysis of assessment in the learning process.

1.7.3 Teaching Practicum Program (PPL)

Teaching Practicum Program (PPL) is evaluative efforts of the implementation of education in Faculty of Teacher Training and Education. The evaluation involves absorption faculty of education toward dynamics of education in society. This program is also carried out to practice the skills and abilities of students in teaching. The implementation of Teaching Practicum Program (PPL) can be a measuring tool for stakeholders in view the capabilities of students. Tutor teachers and field supervisor is very important in improving the ability of students practitioner.

Tutor teacher has a role to give advice and practical guidance to the student practitioner. As well as the field supervisor who can help students to improve and enhance their performance in class. During this program students gain a lot of experiences which can develop their professionalism. The general purpose of Teaching Practicum Program (PPL) is that students have pedagogical competency, professional competency, social competency, and



personal competency. As for the specific purposes of this program are as follows:

1. Students can apply the basic skills of teacher training or education as a whole and integrated into the actual situation;
2. Students can accurately recognize the social environment, physical, administrative and academic school.
3. Students can draw lessons from the experience, which is reflected in everyday behaviour.
4. Skills in implementing learning activities, school administration, educational activities, and educational research.

1.7.4 Lesson Plan

1.7.4.1 Definition of Lesson Plan

Lesson plan is the planning made by teacher before teaching (Chatib, 192:2013). The quality of teachers' learning by composing lesson plan first will be different than teacher who did not plan the lesson plan before. A lesson plan may be defined as a systematic design for the development, implementation, and evaluation of instruction (Chatel: 2002). Therefore, a lesson plan is a rehearsal for delivering effective instruction in that it provides the teacher opportunity to anticipate instructional and learning needs and make plans to address them before stepping in front of the students. Brown (149: 2000) explained that.

“The term “lesson” is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. These classroom time units are administratively significant for teachers because they represent “steps” along a curriculum before which and after which you have a hiatus (of a day or more) in which to evaluate and prepare for the next lesson.”

By composing lesson plan as preparation before teaching learning process teacher unites all activities which will be done in class in which it is considered with time allocation. Teacher has to know well what activities that students have to do and related to the learning process and learning material is delivered in class. It has to be as efficient as possible.



Rusdiana and Heryati (212:2015) assume that “planning is a guidance to be implemented in the next period in order to create the optimal thing and the wish that is wondered”. Composing a good lesson plan will be show competency which teachers have. Lesson plan is the first preparation which is planned by teacher for every meeting of teaching learning process (Uzer,61:2011). Teachers use it as the guidance for implementing teaching learning process in the class in ordert to be more efficient and effective. Lesson plan is critical in learning process (Supriadie and Darmawan, 90:2012). Teacher has to determine what teacher learning process looks like and how it will be implemented. Lesson plan is all written forms of planning and preparation which is needed in learning process (Syaodih, 127:2004). Lesson plan is as the scenario which determines any objectives that will be reached.

1.7.4.2 Components of Lesson Plan

1. Goal

The purpose of learning process is explained in goal. Teacher should to be able to identify an overall purpose or goal that you will attempt to accomplish by the end of class period. This goal may be quite generalized but it serves as a unifying theme for you (Brown, 149: 2002).

2. Students Objective

Student objective is a specific statement of what learners will be able to do following instruction (Chatel:2002). A clearly articulated objective is essential for an effective lesson plan. It can be said as the destination on the road to learning. Objectives are most clearly captured in terms of stating what students will do (Brown. 150: 2002). Objectives are what teachers hope to be achieved by students (Harmer, 160:2007). The more specific students’ objective the easier it will be applied in learning process. It is important to remember that the objective is student not teacher centred. The objective must be stated in terms of student behaviour and address the learning which will take place. Brown (150: 2002) states that in objective of lesson plan is very important to state explicitly what you want students to gain from the lesson. The explicit statement here will help you,

- 1) Be sure that you indeed know what it is you want to accomplish
- 2) Preserve the unity of your lesson plan



- 3) Predetermine whether or not you are trying to accomplish too much, and
- 4) Evaluate students' success at the end of, or after the lesson

Objective distinguished between terminal and enabling objectives. Terminal objectives are final learning outcomes that you will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective.

3. The Initiation/Set

The initiation/set is the effort which is done by teacher in opening the learning process to create students' condition in order physical, mental, attention, and motivation centralized to do the learning activity (Supriadie and Darmawan, 154:2012). The initiation/set must be relevant to the objective. In addition, it may access or activate and/or build prior knowledge, establish the relevance of the learning to the lives of the students, motivate the students to learn or create an invitation to learning. It has been said that the set should attract students to learning but not distract them from the learning. Generally, a set combines motivation, active student participation, and bridging between the new and old learning.

4. Procedures

Procedures are aligned with the objective, build upon each other, are bridged, appropriately paced, and reflect a developmentally appropriate amount of time for the activities ((Chatel:2002). In designing the procedures of learning process, the teachers apply it by using various strategies and methods. Procedures are the main thing of learning process in which the concept will be developed and implemented when the learning process is going on (Uzer, 59:2011). The teacher must ask herself how this activity will result in the learning process which has been articulated in the objective. Having more than one activity is quite necessary. Here are the general procedures in lesson plan that you have to make sure before teaching learning process (Brown, 151: 2002):

- 1) An opening statement or activity as a warm-up
- 2) A set of activities and techniques in which you have considered appropriate proportions of time for
 - whole-class work



- small-group and pair work
- teacher talk
- student talk

- Closure

5. Closure

Closure is done by teacher to finish the learning process. Closure is a conclusion, giving an assignment, or emphasizing/reinforcement the material (Uzer, 59: 2011). Closure must be relevant to the objective. Although closure can be done by the teacher or the students, it is an opportunity to conduct a last check for understanding therefore it is more effective if done by students. So, students centre is better. There are following aspects activities in closing the learning process (Supriadie and Darmawan, 155:2012):

- 1) Revising the main things in learning process
- 2) Summarizing
- 3) Evaluation
- 4) Doing follow-up

Closure may be used to establish a set for subsequent lessons in that it can be a bridge between one day's lesson and the next.

6. Evaluation

Evaluation must provide evidence that the students have achieved the stated objective or that further work with the objective is required. Evaluation must be suitable with the characteristics of learning material. Evidence may include student work which the teacher has evaluated.

7. Materials and equipments

A list of materials is an opportunity to prepare for implementing the plan and thinking about the 'what ifs' of interaction with children. This is the time to prepare one's materials so that valuable instruction time is not lost in disorganized transitions from one activity to the next. And, your students will appreciate and respect you for your organization. It can be frustrating to have to stop in the middle of an activity because some materials are not readily available. Also, preparation of materials will help the novice teacher check on the appropriateness of the planned activities in that she must consider if her students are



developmentally ready and able to interact with the materials she is planning to use instructionally.

It may seem a trivial matter to list materials needed, but good planning includes knowing what you need to take with you or to arrange to have in your classroom. It is easy, in the often harried life of a teacher, to forget to bring to class a tape recorder, a poster, some handouts you left on your desk at home, or the workbooks that students gave you the night before.

8. Extra-Class Work

Sometimes misnamed “homework. If it is warranted, needs to be planned carefully and communicated clearly to students. Teacher can almost always find applications or extensions of classroom activity that will help students do some learning beyond the class hour. It is good to be given to students because it will give an opportunity to develop students’ knowledge. It also gives useful activity to students in their leisure time at home.

1.8 Research method

Qualitative research is the method used in this study. It is caused the problem of this study comes from the phenomena that catch attention the researcher to analyze it. Creswell (2012 :16) stated that “a qualitative research study is needed to explore this phenomenon from the perspective of distance education students”. In this study, the respondents are involved in the research process itself. Qualitative researchers are particularly concerned in how things arise and principally in the perspectives of the subjects of a study (Fraenkel & Wallen, 2009: 435). So, qualitative research collects the information that comes from the viewpoint of the subject of a study that will be analyzed to take the conclusion.

1.8.1 Research setting and research timeline

The researcher has determined the place where the information will be collected by exploring to result the data. The place of the research is SMK Islamic Centre Cirebon. It is located at Jl. Tuparev no. 111 Cirebon. The reason why that place is chosen as the place of the research because there are seven students’ English department who doing Teaching Practicum Program (PPL) in that school and it is the number at most among the other schools. Thereby, the researcher thought that it will produce much information which will be analyzed to be the



data. Besides that, this study will result various data. The data can be taken at school, language course, campus, home, etc, it is used to know students' personal belief, manner towards something (Mason, 2000).

Research Timeline

No	Activities	Months																				
		February				March				April				May				June				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.	Submitting title of research proposal				■																	
2.	Making research proposal				■	■	■	■														
3.	Submitting research proposal				■																	
4.	Seminar of research proposal							■														
5.	Observation in SMK Islamic Centre Cirebon									■												
6.	Analyzing data from observation										■	■	■									
7.	Sorting observation data													■								
8.	Making data conclusion														■							
9.	Conducting interview															■						
10.	Analyzing data from interview																■	■	■			
11.	Sorting interview data																	■				
12.	Making data conclusion																		■			
13.	Writing and guiding report of the research																			■	■	
14.	Registering of research examination																					■



1.8.2 Respondents

English Tutor teachers are main source in this investigation. Because of SMK Islamic Centre Cirebon is the place where investigation will be conducted and there are four English teachers who become tutor teacher for English students are doing teaching practice there. So, the researcher involves all of them in this investigation. It is caused the study focus on teaching process that its subject is teacher. Besides that, students' English department who are doing teaching practice in that school will be also asked information related to the focus study in this investigation. There are six practicum students the researcher will compare the data which taken from tutor teacher with students' practitioner. So, it does not make the data invalid. The result will be analyzed to collect the data more valid.

Table 1.1 Respondents Identities of Tutor Teachers

No	Name of tutor teacher	Age	Achievement	Teaching Experience	Name of practicum student
1.	1st tutor teacher (DV)	30	-	- SMPN 13 Cirebon in 2009-2011 - SMK Islamic Centre Cirebon in 2010 till now	IN and EN
2.	2nd tutor teacher (AZ)	40	-	- IAIN Syekh Nurjati in 2004-2011 - SMK Islamic Centre Cirebon in 2004 till now	FA
3.	3rd tutor teacher (SH)	31	-	- LPK Prima Omega in 2008-2010 - Kumon in 2010-2013 - SMK BPPI Palimanan in	IS and FS



				2009-2011 - SMK Islamic Centre Cirebon in 2011 till now	
4.	4th tutor teacher (AF)	32	-	- SMK Islamic Centre Cirebon in 2003 till now	FN

Table 1.2 Respondents Identities of Practicum Students

No.	Name of Practicum Students	Age
1.	IN	21
2.	EN	22
3.	FA	22
4.	IS	22
5.	FS	23
6.	FN	22

1.8.3 Research Design

The research design is the planning of the research of how to proceed to gain an understanding of some group or some phenomenon in its context (Ary et al, 2010: 426). In here the researcher begin to make a planning to design the research proposal. In this research design the researcher adopted theory of ary et al (2010: 426 – 431). The design begins with a general statement of a research problem or topic. The initial topic that a qualitative researcher chooses for investigation is referred to as the focus inquiry. After choosing the problem, the next step is sampling. Here the researcher will select the participants or sites. It is the important thing in qualitative research. Because of the data will come from the respondents. Then the researcher has to choose the methods that will be used in collecting the data. It is presented in three ways, such as observation, interview, and documents and artefacts.



1.8.4 Research System

1.8.4.1 Steps of the research

In this research, qualitative research is used by the researcher. There are some steps that conducted the research. So, the researcher adopted the theory of Ary et al (2010: 31-32), there are :

1. Selecting a problem

The researcher selects the problem to investigate. Because of qualitative research is the method in this research. So, the researcher begins with a general topic of interest. The researcher found the problem when doing PPL in any school. Students who are doing PPL are given guidance from tutor teacher because they still learn about teaching. But, in this case they should practice to teach in the class and giving material to students which is like teacher as usual. For being teacher we should understand about pedagogical competency as the important thing which teachers have to be mastered. It also applies to students who are doing PPL because they face pupils in which for teaching them it needs pedagogical competency as preparation before teaching or on teaching process. The researcher would know students' pedagogical competency from tutor teachers which guide and observe them during PPL. Finally, the researcher decided to select that problem to be investigated.

2. Reviewing the literature on the problem

For supporting the investigation, the researcher should review the relevant literature which related in this case in order to increase more understanding and insight into the problem and to determine what research may already have been done.

3. Designing the research

The next step of the research is the planning how to conduct research to answer the question. Because of this research is qualitative research, so the design is flexible and may change during the investigation if appropriate. The design is the researcher's plan for the investigation. It includes what data will be gathered, where, how, and from whom.



4. Collecting the data

The next step is executing research plan. The researcher decided technique which is used in collecting the data. There are observation, analysis and interview. Those techniques will be presented in different way.

5. Analyzing the data

Next the researcher must analyze the data collected. Qualitative data in this research will take the form of words, such as description and observation. The researcher will organize and categorize the large mass of the data. It is not easy to analyze qualitative data.

6. Interpreting the findings and stating conclusions

The researcher will try to interpret the findings in terms of the research problem. It presents the interpretations and explanations in narrative form.

7. Reporting results

The last step is reporting the result investigation from the data which has been analyzed and concluded.

1.8.4.2 Techniques and instruments of collecting data

1. In-depth Observation

The researcher does in-depth observation to practicum students in order to know deeply how the teaching learning process is going on based on the aspects of pedagogical competencies. It is conducted for about three weeks. In-depth observation is the type of observation conducted frequently and time after time to produce the result truthfully and valid. The researcher observed the teaching learning process conducted by each English student who is doing Teaching Practicum Program (PPL) in SMK Islamic Centre Cirebon. By observing the researcher will know directly the condition of the class during teaching process and how the teaching process happens in the classroom lead by them. The researcher adopted theory of fraenkel et al (2009: 442) which is the type of observation. Fraenkel et al (2009: 442) “Naturalistic observation is chosen as the type of observation which is used in this research. Naturalistic observation involves observing individuals in their natural settings, the researcher makes no effort what so ever to manipulate variables or to control the activities of individuals”.



The researcher uses observation checklist and field note as the guide in doing observation because Ary et al (2010:435) assumes that “the most common method of recording the data collected during observation is field notes”. The researcher uses observation checklist in which consists of the aspect about pedagogical competencies which have to be owned and applied by practicum students in doing teaching learning process in classroom. Those aspects are written preparation (composing lesson plan), ability for opening a class, learning strategy, the ability of asking, the use of media, the ability in closing a class, and evaluation.

2. Document Analysis

The researcher will collect the lesson plans from the practicum students of English department. The researcher only analyzes one lesson plan from each practicum student. It is done for knowing students’ competency in composing lesson plan which includes to pedagogical competency. Lesson plan worksheet is used as the guidance to analyze the lesson plan. Aspects of analysis are about the completeness of components’ lesson plan based on curriculum is used.

3. In-depth Interview

Semi structure interview is chosen as the type of interview adopted from *Sugiyono*. This type of interview includes category of in-depth interview, in which the implementation is freer than structured interview (Sugiyono, 320: 2013). English tutor teachers and practicum students of English department as the respondents in this research are the main source of data that will be interviewed. The researcher will ask the question around teaching competency of English students during they are doing teaching practice. The competency here is more focus on pedagogical competency. Fraenkel (2009: 446) states that “the purpose of interviewing people is to find out what is on their minds – what their think or how they feel about something”. That is why the researcher uses interview as one of the techniques which used.

The questions of interview are addressed to two respondents of this research those are tutor teachers and practicum students of English department in order to produce the result of interview a much deeper. The questions of interview talk about pedagogical competencies which are divided into some aspects. There are



written preparation (composing lesson plan), ability for opening a class, learning strategy, the use of media, the ability in closing a class and evaluation.

1.8.4.3 Validity of Data

1.8.4.3.1 Credibility

1. Long Term and Intensive Research Participant

This research conducted for about three months. The researcher collected data in the place where Teaching Practicum Program (PPL), it takes for about two months consist of collecting data by in-depth observing, in-depth interviewing to tutor teachers, and in-depth interviewing to practicum students. by in-depth interviewing the researcher observed the teaching learning process of practicum students many times but the researcher only did observation without participating into the activity. While the researcher interpreted, analyzed, and reported the data for about a month.

2. Triangulation

The main technique of collecting data in this research is in-depth interview. The researcher acquires the data by doing in-depth interview to tutor teachers then checked the data by in-depth observation of teaching learning process conducted by practicum students in classroom, analyzing lesson plans of practicum students, and interviewing practicum students. This technique called technique of triangulation in which to examine the credibility of data conducted by checking the data with different technique (Sugiyono,373: 2013). The researcher also uses source triangulation by doing in-depth interview to tutor teachers then compare its result to practicum students.

3. Peer Debriefing

After collecting the data, the researcher reviewed and evaluated the report of data with supervisor and friends outside of the study. The researcher discussed together the data which is acquired to get the trustworthiness of data. It is very important to be done by qualitative researcher in order to produce validity of data.



4. Member Check

Member checking is asking one or more participants in the study to review the accuracy of the research report (Fraenkel & Wallen, 453: 2009). The researcher came back to the place where the study is conducted to meet the respondents. The researcher did member check by delivering the result of interview with tutor teachers and fortunately they have agreed its result. Member check is also done to practicum students in which the researcher interviewed them too.

5. Inferences

The researcher documented the process of collecting data by using hand phone and camera digital. The process of In-depth interviewing is conducted by the researcher to tutor teachers recorded by using hand phone so that the researcher will be easier to analyze and transcribe the result of interview. The researcher also takes video of in-depth observation of teaching learning process by using hand phone and camera digital. The researcher collected all references to support credibility of data.

1.8.4.3.2 Transferability

This research talks about tutor teachers' perception toward pedagogical competencies of students' English department during Teaching Practicum Program specifically at SMK Islamic Centre Cirebon. The main respondents of this research are tutor teachers in which the researcher will do in-depth interviewing to them by asking question around pedagogical competencies of practicum students during Teaching Practicum Program (PPL). The result of this study will know the ability of practicum students conducting teaching learning process based on the aspects of pedagogical competencies viewed from tutor teachers' perception. This study conducts for about 3 months, starting from accepting the research proposal to concluding the result of the study. The researcher uses various technique of collecting data such as in-depth interview, in-depth observation, and analysis document. But, the main technique of collecting data is in-depth interviewing to tutor teachers while others techniques are for technique triangulation which is part of credibility of data. The researcher hoped that this study can be applied by the other researcher in another place so that it can



give benefit to increase the ability of students' teacher training faculty in conducting teaching learning process, because they are probably will be teacher.

1.8.4.3.3 Dependability and Confirmability

The researcher examined dependability and confirmability of this study by using audit trial toward a whole process of the research. The researcher's supervisor is an auditor in this study in which he audited a whole the researcher's activities in conducting the research. Those activities consist of determining the problem of research, putting into the place of the research, determining source data, analyzing the data, doing validity and reliability of data, and taking a conclusion of the research. The researcher also showed the documentation of collecting data such as interview, observation, and analysis document. It documents how the study was conducted, including what was done, when, and why.

1.8.4.4 Data analysis

It is the difficult process of the research. The researcher has to analyze all data which have collected. Ary et al (2010: 481) assumes that "data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflection, or information from documents, all of which must be examined and interpreted". The task of analyzing qualitative data can appear overwhelming but becomes manageable when broken down into key stages.

1. Preparing and organizing the data

The researcher will prepare the data based on the techniques of collecting data are used. Observation, interview, and document analysis are the techniques of collecting data in this investigation. By observation, the researcher uses field note and observation checklist as a guidance to collect the data in which its result will be concluded. In doing interview, the researcher will record process of interviewing by using tape recorder so that data will be more accurate. The researcher then wills transcript the result of interview from the recorder. Document analysis also will be concluded in which the researcher will analysis the completeness of components in lesson plan made by the respondents (practicum students). In organizing the data, the researcher decided to choose type



of data as method. The data will be organized based on the techniques of collecting data.

2. Reviewing and exploring the data

In this step, the researcher will try to explore the data that has been prepared and organized. The researcher begins to explore by reading and looking through the various types of data collected. Reviewing the data starts from examine all of the different sources of data together. Through reviewing, the researcher seek to understand the scope of data before begin to divide them into more manageable.

3. Constructing descriptions of people, places, and activities

The next step is the researcher will write detailed descriptions of the people, places, and events in the study. It has a purpose to provide rich, in-depth descriptions, and physical settings represented in the data.

4. Reporting and interpreting data

In this final step, the researcher will write the research report including the researcher's interpretations of what data mean. Because this investigation is qualitative so the researcher will report in a narrative manner in which more enjoyable to read. The format of narrative which used is thematic. Thematic text is organized in terms of discussion of themes that arise from the data analysis. It is the most common method in presenting qualitative reports.





CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

In this chapter the researcher would like to take a conclusion from the result of the research which has been conducted about “Tutor Teachers’ Perception toward Students English Department’s Pedagogical Competencies during Teaching Practicum Program (PPL) At SMK Islamic Centre Cirebon”. These conclusions explain the results of each research question as follow:

1. Tutor teachers have different perception on pedagogical competencies of practicum students because each tutor teachers supervised practicum students with different character and ability. Practicum students also taught in class where its students come from different ability, character, family background, etc. Those things determined practicum students’ ability in implementing the teaching learning process based on pedagogical competencies.
2. Tutor teachers highlight eight dominant weaknesses on pedagogical competencies of practicum students. Those weaknesses are approach to students, giving contextual sentence, scoring of students’ attitude, lack of English speaking, mastery of learning material, classroom management, explaining the learning material in lesson plan, and time management. The first is about time management and the last one is lack of English speaking in teaching learning process. Tutor teachers put forward on the six strengths on pedagogical competencies of practicum students consist of delivering the learning material to students, creating joyfull learning, using various learning sources, discipline, using games, and making learning media creatively.
3. Tutor teachers recommended about the principle aspects which are directly related to inside the teaching learning process which goes on in classroom. Those recommended aspects consist of learning principles, learning material comprehensive, time management, classroom management, speaking English dominant in teaching learning process, and practicum students’ approach to students.

5.2 Suggestion

1. Faculty of Teacher Training and Education the State Institute of Islamic Studies Syekh Nurjati Cirebon should give guidance and direction about the aspects in teaching practicum program which has to be mastered by students of IAIN before doing Teaching Practicum Program (PPL) in school where has been decided. Based on the researcher experience, students of English department are less given knowledge about teaching competences which have to be owned by teacher, whereas they would probably be teacher. So that, practicum students just doing teaching learning process without paying attention to related aspects.
2. School where practicum students doing Teaching Practicum Program (PPL) should give an opportunity as wide as possible to practicum students develop their competences in teaching learning process. Through tutor teachers practicum students are not only asked to do what tutor teachers instruct but also they need to be guided.
3. Students of IAIN who would do Teaching Practicum Program (PPL) have to prepare themselves as well as possible by physical and psychological because they will face students with different character and intelligence. Besides that, students of IAIN certainly have to learn and understand teaching competences particularly about pedagogical competencies. Students of IAIN have to know well how teacher should be. The other important thing is students of IAIN have to improve their speaking ability because they study at English department in which speaking skill is one of the principle skills.



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