AN ANALYSIS OF TEACHER PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH FOR YOUNG LEARNERS

(A Descriptive Qualitative Study of English Teacher at One of MTsS in Kepahiang)

THESIS

Submitted As A Partial Requirement For The Degree Of *Sarjana Pendidikan* (S.Pd) In English Departmen Tarbiyah And Tadris Faculty UINFAS Bengkulu

by:

IIS SITI NURJANA
SRN. 1811230029

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
STATE ISLAMIC UNIVERSITY OF FATMAWATI SUKARNO BENGKULU
2023

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.uinfasbengkulu.ac.id

ADVISORS SHEET

Subject : Iis Siti Nurjana
NIM : 1811230029
To : The Dean of Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu
In Bengkulu
Assalamu'alaikum Wr. Wb

After reading throughly and giving neccessary advices, herewith, as the advisors, we state that the thesis of :

Name : Iis Siti Nurjana
NIM : 1811230029
Title : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Descriptive Qualitative Study of English Teacher at One of MTsS in Kepahiang)"

Has already fulfilled the requirements to be present before the the board of thesis examine. Thank you for the attention.
Wassalamu'alaikum Wr. Wb

Bengkulu, 2023

First Advisor

Feny Martina,M.Pd
NIP.198703242015032002

Second Advisor

Andri Saputra,M.Sc
NIP.199106262019031014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.uinfasbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled **"An Analysis Of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study Of English Teacher At One Of MTsS In Kepahiang)"** by Iis Siti Nurjana (181230029) has been approved by the board od Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman
Dr. Irwan Satria, M.Pd : .....
NIP.197407182003121004

Secretary
Yashori Revola, M.Pd : .....
NIDN.2003089001

Examiner I
Fera Zasrianita, M.Pd : .....
NIP.19790217200912

Examiner II
Pebri Prandika Putra, M.Hum : .....
NIP.198902032019031003

Bengkulu, 2023
Approved by the Dean of Islamic and Tadris Faculty.

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

iii

MOTTO

"Everything will be all right in the end. If it's not all right, then it's not yet the end."

- Dev Patel

"To get a success, your courage must be greater than your fear"

Iis Siti Nurjana

BENGKULU

TAHUN 2023

DEDICATIONS

بسم الله الرحمن الرحيم

In the name of Allah the Beneficient and the Merciful, the final project is dedicated to:

- Allah SWT is the only of my God, and I would like to say Alhamdulillah to Allah SWT, who has given me a blessing healthy, most robust and patience in finishing the thesis.
- My beloved parents (Mr. Baharudin and Mrs. Walati). Thanks a lot Ayah and Ibu for your love, pray, advices, motivations, suggesstions, support, care and patience to make my education successful. You are the best part in my life. May Allah SWT bless both of you alway in the world and in heaven as well
- My beloved younger sisters, Lesti Arniati and Nurhidla Sulaini whom I loved.
- My beloved family, grand fathers (Alm. Umar Bagindo and Cik Asan), grand mothers (Romlah and Hamina), my unles (Husen, Mahyudin, Alm. Hasan bin Umar Bagindo,

Tunzir, Daryono), aunti (Nur Aini, Anesa, Nawati) who always support me.

- My kinds advisors, mam Feny Martina, M.Pd. and sir Andri Saputra, M.Sc.
- My beloved Famstars squad, (Shella Vionita, Denti Zentia Putri, Eliza Kartika, Perla Mei Kasema, Penti Anggraini, Neti Suryani, and Mardhatillah) has given me happiness lot of your support to me.
- Kind people, Eko Wardoyo, S.Sos, who has given me support and happines. Thank you for the time you have spent to accompany me during my time working on this thesis.
- My beloved Baby twins squad, (Tiara Sella Sutrisno, Shella Vionita, Eliza Kartika, Friska Cindy Attiyah, Rahma Dinda, Katronaldo Pratama, Yora Nanda, Joni Arisma, Doni Ferling, Abdul Malik Aziz, Rahmat Ramdani, Fadilah Akbar) has given support to me.
- All of my classmates TBI A 2018, bismillah kindness all around us.

- All of Friends in English Education study program, hope Allah SWT blessing us.
- Thank you to all my friends whom can not I mention one by one where you lways give me support and prayers, my Allah bless all of us.
- My Almamater.

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

PRONOUNCEMENT

Name : Iis Siti Nurjana

SRN : 1811230029

Study Program : English Education

Faculty : Tarbiyah and Tadris

I hereby sincerely state that te thesis on titled " An Analysis of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study Of English Teacher At One of MTsS Kepahiang)" is my real masteriece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepanciesm I am willing to take the academic sections in the form of repealing my thesis academic degree.

Bengkulu, 2023

Stated by,

Iis Siti Nurjana

SRN.1811230029

PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini :

Nama : Iis Siti Nurjana

NIM : 1811230029

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"An Analysis Of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study of English Teacher at one of MTsS in Kepahiang)"** adalah asli hasil karya atau penelitian saya sendiri dan bukan plagiatsi dari karya orang lain. Apabila dikemudianhari diketahui bahwa skripsi ini adalah hasil plagiatsi, maka saya siap dikenakan sanksi akademik.

Bengkulu, 2022

Yang Menyatakan

Iis Siti Nurjana

NIM. 1811230029

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :

Nama	: Iis Siti Nurjana
NIM	: 1811230029
Program Studi	: Tadris Bahasa Indonesia
Judul Skripsi	: An Analysis Of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study of English Teacher at one of MTsS in Kepahiang)

Telah melakukan verifikasi plagiasi melalui program http://www.turnitin.com dengan ID 1969101658. Skripsi ini memiliki indikasi plagiasi sebesar 26% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya. Apabila terdapat kekeliruan dengan verifikasi ini, maka akan dilakukan peninjauan ulang kembali

Mengetahui,
Ketua Tim Verifikasi

Dr. Edi Ansyah, M.Pd
NIP 197007011999031002

Bengkulu,
Yang Menyatakan

Iis Siti Nurjana
NIM 1811230029

ACKNOWLEDGEMENT

Alhamdulillah, all praises to be Allah, the one and only, the lord of the universe, the master the day of decision, for all benefits and kindness that have enabed the researcher to submit a thesis tited: "An Analysis of Teacher Peagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study Of English Teacher At One Of MTsS In Kepahiang". Peace given unto Propphet Muhammad SAW, as great leader and source of motivation for the revolutionary movement.

The reseacher is certain this idea would not have been accomplished without such assistance, encouragement, and thoughts of many people. As a result, the researcher would like to extend her hearfelt gratitude to everyone who assisted, encouraged, and advised her throughout the process of making this thesis. This is for:

1. Prof. Dr. H. Zulkarnain, M. Pd, as the Rector of UIN Fatmawati Sukarno Bengkulu

2. Dr. Mus Mulyadi, M. Pd, as the Dean of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu
3. Risnawati, M. Pd, as the Head to Tadris Department of UIN Fatmawati Sukarno Bengkulu
4. Feny Martina, M. Pd, as the Head of English Education Study Program of UIN Fatmawati Sukarno Bengkulu
5. Feny Martina, M. Pd, as the first advisor for her assistance, valuable counsel, and inspiration
6. Andri Saputra, M. Sc, as the second advisor for his patient, advies the researcher

Bengkulu, 2023

Iis Siti Nurjana
SRN. 1811230029

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

ABSTRACT

Iis Siti Nurjana. 2022. An Analysis Of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study Of English Teacher At One Of MTsS In Kepahiang).

Supervisor : 1. Feny Martina, M. Pd, 2. Andri Saputra, M. Sc.

The main purpose of this research is to explore the Teachers' Pedagogical Competence in teaching English for late young learners one of MTsS in Kepahiang. When teaching a teacher has its own challenges so that the material is conveyed well to students. It is often found that when teaching the teacher only focuses on the book so that students do not pay attention to learning and as a result these students do not get the material delivered by the teacher. This research is addressed to English teachers who teach in class VII. Qualitative descriptive analysis techniques were used in collecting research data, namely by interview and observation. The results of data analysis based on interviews and observations show that the English teacher at one of the MTsS in Kepahiang holds a pesentage with a score of 95%, which means that she has mastered pedagogical competence with a very good category.

Keywords: *Teachers' Pedagogical Competence, Teaching English, Young Learners*

ABSTRAK

Iis Siti Nurjana. 2022. Analisis Kompetensi Pedagogik Guru Dalam Mengajar Bahasa Inggris Untuk Pembelajar Muda (Studi Kualitatif Deskriptif Pada Guru Bahasa Inggris Di Salah Satu MTsS Di Kepahiang).
Pembimbing : 1. Feny Martina, M. Pd, 2. Andri Saputra, M. Sc.

Tujuan utama dari penelitian ini adalah untuk mengeksplorasi Kompetensi Pedagogik Guru dalam mengajar bahasa Inggris untuk siswa usia dini salah satu MTsS di Kepahiang. Saat mengajar seorang guru memiliki tantangan tersendiri agar materi tersampaikan dengan baik kepada siswa. Sering dijumpai pada saat mengajar guru hanya terpaku pada buku sehingga siswa tidak memperhatikan pembelajaran dan akibatnya siswa tersebut tidak mendapatkan materi yang disampaikan oleh guru. Penelitian ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas VII. Teknik analisis deskriptif kualitatif digunakan dalam pengumpulan data penelitian yaitu dengan wawancara dan observasi. Hasil analisis data berdasarkan wawancara dan observasi menunjukkan bahwa guru bahasa Inggris di salah satu MTsS di Kepahiang memiliki prosentasi dengan skor 95% yang berarti telah menguasai kompetensi pedagogik dengan kategori sangat baik.

Kata Kunci: Kompetensi Pedagogik Guru, Pengajaran Bahasa Inggris, Pelajar Muda

TABLE OF CONTENTS

COVER ..... **i**

ADVISOR SHEET ..... **ii**

RATIFICATION ..... **iii**

MOTTO ..... **iv**

DEDICATION ..... **v**

PRONOUNCEMENT ..... **viii**

ACKNOWLEDGEMENT ..... **ix**

ABSTRACT ..... **xi**

ABSTRAK ..... **xii**

TABLE OF CONTENTS ..... **xiii**

LIST OF TABLE ..... **xv**

LIST OF FIGURE ..... **xvi**

LIST OF APPENDICES ..... **xvii**

CHAPTER I: INTRODUCTION **1**

A. Background of Research 1

B. Identifications Of The Research 6

C. Research Question 7

D. Limitation Of The Problem 7

E. Research Objective 7

F. Significances Of The Research 8

G. Definition of Key Terms 9

CHAPTER II: LITERATURE RIVIEW 10

A. Pedagogical Competence 10
B. Teaching English for Young Learners 38
C. General Characteristics of Young Learners 46
D. General Concept of Media 49
E. Conceptual Framework 53
F. Previous Studies 54

CHAPTER III: RESEARCH METHODOLOGY 59

A. Research Design 59
B. Research Settings ..... .61
C. Research Instruments 63
D. Techniques of Data Collection 65
E. Trustworthiness 68

CHAPTER IV: RESULT AND DISCUSSION 72

A. Description of Research Area 72
B. Result of Research Findings 76
C. Research Discussions 91

CHAPTER V: CONCLUSION AND SUGGESTION 98

A. Conclussion 98
B. Suggestion 99

REFERENCES

APPENDICES

LIST OF TABLE

1. Definition of PCK category 16
2. Informal and Formal Assessment 28
3. Result of Research Observation 77

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

LIST OF FIGURE

1. Integration of two domains based on Shulman 32
2. Conceptual Framework 54
3. Data Collection Method based on Miles and Huberman ... 69

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

LIST OF APPENDICES

Appendix 1 Transcript interview of English teacher

Appendix II Respond of interview

Appendix III Transcript observation

Appendix IV Result of observation

Appendix V Data of teacher and students

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

CHAPTER 1

INTRODUCTION

A. Background of The Research

A teacher called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue. Informally the role of teacher may be taken on by anyone but being a teacher is not as simple as many people believe, because instructors play critical roles in the development of their own professional knowledge and practice. They must also have teaching abilities or pedagogical knowledge (Qodriyah, 2016).

According to Apriyanti (2014) teachers have a very heavy task load, they are "not only responsible to their students but also to the state", teachers even have a central role in efforts to realize national education goals. A teacher who has good competence in teaching will have a good impact on the students he teaches. It is because students will easily understand the material conveyed by the teacher, and the learning process will run smoothly if both the teacher and the

students do not encounter problems during the learning process (Sari, 2020).

Competence, according to Saud (2011), is defined as the information, skills, talents, or capacities that a person obtains and integrates into his or her self to the point that he or she can competently conduct specified cognitive, affective, and psychomotor behaviors. According to Spencer & McClelland (1994) Competence can also be defined as a person's personality, which can be measured and determined to exhibit specific behavior and work performance in a person, so in short Competence guides teachers in providing appropriate learning materials for each student. As well as guidelines for businesses on how to demonstrate work functions to employees (Nurahmah, 2020).

A teacher's competency criteria must encompass the following, according to Law No. 14/2005 of the Republic of Indonesia: 1) Pedagogical ability, 2) personality ability, 3) professional competence, 4) Social Competence, are the three factors to consider (Syahrul, 2016). One of the four

competencies that a teacher must possess when teaching is pedagogical competence. Pedagogic competence is defined as a teacher's ability or skill in managing a learning process or teaching and learning interaction with students. Government Regulation Number 19 article 28 paragraph 3 point (a) of 2005 explains that Pedagogic competence is a competence with distinct characteristics that distinguishes teachers from other professions and determines the level of success of the process and student learning outcomes (Syahrul, 2016).

This competency is gained through continuous and systematic learning efforts, both during the pre-service period and during the tenure, and is supported by each individual's talents, interests, and other teacher potential. According to Shulman (1987), there are seven based competencies that make up Pedagogical Competence: 1) knowledge of content, 2) general pedagogical knowledge, 3) curricullum knowledge, 4) pedagogical content knowledge, 5) understanding of learners and their characteristics, 6) knowledge of educational

situations, 7) knowledge of educational aims (Nurahmah, 2020).

Based on the aspects above, a teacher must pay attention to and understand the characteristics of each student he teaches in order to make teaching easier for them (Ministry of National Education, 2011). As for this study, the subject is a teacher who teaches MTs students, which students are included in the Late Young Learners group. Scott and Ytreberg (1990) explained that there are several characteristics shared by late young learners that a teacher should be aware of, namely: 1) longer interest, 2) learning critically, 3) socially evolved, and 4) greater cooperation. With the criteria that exist in late young learners, teachers face a challenge in teaching to their characteristics (Sukarno, 2008).

Teaching children who are still in the transition period between elementary school to junior high school or madrasah tsanawiyah is a very difficult challenge for a teacher, because a teacher must really pay attention to the habits of students

and their understanding, most of them are not familiar with the English language. This is because they have not received English language learning when they were in elementary school. Based on observations made by researchers at MTsS 01 Darussalam, students on average have never studied English because in their previous school there were no English subjects.

In teaching there are some error problems. The bulk of instructors, particularly English teachers, are now unqualified since they do not fit within the subject of study in which they teach. When teaching in a classroom, a number of challenges occur, including the usage of English in the classroom, the content supplied focused primarily on the instruction book and the supply of material without explaining the material's purpose (Ma'rifatullah. Dkk, 2019)

TAHUN 2023

According to Roinah (2019), there are several factors that cause problems in learning. *First,* teacher. *Second,* learning subject or students. Meanwhile, there are other factors to consider, such as learning media, learning facilities, learning

instruments, school infrastructure, learning and evaluation system, curriculum, and learning strategies (Roinah, 2019).

Based on the problem above, the researcher are interested in raising the title about *" An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners"* at one of MTsS in Kepahiang. Therefore, this study that conducted in this MTsS is the descriptive qualitative research.

B. Identifications Of The Research

Based on background above the researcher found some identification problems that are:

1. The majority of teachers do not teach their subject of study.
2. While instructing, the teacher does not use English.
3. Only the instruction book was covered in the material given.
4. The teacher distributes materials without explaining their purpose.

FAKULTAS TARBIYAH DAN TADRIS UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU TAHUN 2023

C. Limitation Of The Problem

This study only focuses on the Teacher Pedagogical Competence perform in teaching English for late young learners they are 1st grade students of one MTsS in Kepahiang, this is due to the limit of time owned by the researcher in observing the existing the problem, therefore, researcher only more focus on how the competence of teacher in teaching English for the students, and the following limits are intended so that later the content of this research will not spread everywhere.

D. Research Question

Based on the problem that was mentioned in the focus study, the problem is formulated as follows: To what extent does the English teacher of the first grade at MTsS 01 Darussalam perform her pedagogical competence in teaching English for young learners?

E. Research Objective

Corresponding to the formulation of problem, the research objective is aimed to explore the Teachers'

Pedagogical Competence in teaching English for late young learners one of MTsS in Kepahiang.

F. Significances Of The Research

This research expected to provide benefits in the realm of education, namely for teachers who will teach specifically for teachers who will later teach English for young learners:

1. Theoretically

   a. The researcher can take experience from the preparation of thesis proposal related to teacher pedagogy competence in teaching English for young learners.

2. Pragmatically

   a. For Teachers

      Of course, it will be useful where this research focuses on teachers who will teach so this study can be used as a reference for educators regarding what strategies and how they will be good if applied in teaching English for young learners.

FAKULTAS TARBIYAH DAN TADRIS UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU TAHUN 2023

b. For Students

In addition to providing benefits to teachers, this research is also expected to provide benefits for students who are still classified as young learners in the process of gaining knowledge or the learning process.

G. Definition of Key Terms

There are 3 key words that suitable with variable in thesis title:

1. **Competence**: Competence refers to a person's ability to execute or perform a work or task based on skills, knowledge, and attitudes that are supported by the job and satisfy the job's requirements.
2. **Pedagogy Competence**: Teachers' pedagogical competency is their capacity to supervise their pupils' education.
3. **Young Learner**: Children from six to ten or twelve are often regarded to be young learners.

CHAPTER II

LITERATURE REVIEW

A. Teachers' Pedagogical Competence

A.1. Teachers Competencies

According to Gonzales (2002), Teachers are full players in their own professional development. Professional teachers must be educated and capable. According to Minister National Education Work of the Republic of Indonesia No. 16/2007, teachers must have educational competency, personal competence, social competence, and professional competence (Shelly et al., 2020). These Competence develops through teacher performance. As an ideal teacher, he or she should be well qualified, professional, and proficient in all four teaching abilities. Teachers must expand their knowledge and skills in order to enhance and expand their teaching practice. There are also many studies on teacher competencies that focus on the teacher's pedagogical role in teaching classroom capacity rather than the teacher. Teachers' expanded capacity in reform research education, teacher

education development, and scientific achievements in educational science, etc (Guskey, 2014).

Besides that, Kress (2000) pointed out, "The former the era needs stable training, the coming era needs stability for unstable education". Kress' idea may explain why professional development for teachers should be redefined in terms of sustainability. Target education is rapidly changing in response to the times' demands for more skills. These mandates have a direct impact on the educational system. Teachers are responsible for the operation of the educational system, so they must have strong and efficient professional skills. Competence must be verified, so teacher competence must be verified. Redefining based on the development of the entire human life training (Cresswell, 2012.)

In Johnson (2009) Competence is defined as a rational performance that meets the objective for a desired condition. Teachers' competence will enable them to become the sought-after professional teachers. From Hager & Andrew (1996) Simply expressed, professional teachers are educators who

teach on areas in which they have developed competence, have a strong desire to further their knowledge, and are capable of acting as community change agents. Most instructors are now unprofessional, as most teaching teachers, particularly English subject teachers, do not fit within the field of study in which they work. When teaching in a classroom, several challenges emerge, including the usage of English in the classroom, the content supplied focused primarily on the instruction book, and the supply of material without explaining the material's purpose (Ma'rifatullah, et all, 2019)

From Hakim (2015), Teachers are crucial in developing high-quality training. He is one of the most important pillars of society's stability and progress. Student learning success is inextricably linked to teachers' activities as educators. As a result, teachers or educators are forced to educate or tend to dominate in class. Teachers' teaching ability is an important factor in the development of students. Becoming a professional teacher and carrying out duties necessitates

competence and qualifications in knowledge transfer based on scientific substance. A scientific subject that recognizes the value of good teachers; the government takes teachers into account in all education policy (Hakim, 2017).

As part of the effort to improve teacher capacity, teachers must possess these abilities in order for the learning process to be completed in accordance with the learning objectives and current demands. Slavik (2008) defining Teacher Competence is defined as a teacher's knowledge, skills, and personal qualities. Teaching competence is defined as a complex combination of knowledge, skills, and abilities required to function professionally as a teacher in the classroom.

A.2. Pedagogical Competence

A.2.1. Definitions of Pedagogical Competence

Linguistically, pedagogy comes from the Greek word “paedos” which means son, and “agogos” means to lead. Pedagogy is the ability to process student learning, which includes student comprehension, design,

implementation, learning, results evaluation, and development of learning students to actualize the various potentials screened. According to Gonzalez (2002), Pedagogy is an educational process that emphasizes the relationship between education, teaching, and learning, with the goal of developing students' personalities so that they are prepared for life (Guskey, 2014).

In conclusion, pedagogical competence can be defined as the ability to determine the success of the teaching and learning process, which includes planning, implementing, and evaluating the process and learning outcomes.

According to Shulman (2004), teacher knowledge base can be categorised as follows (Cite in Ramlah, 2019):

1) Content Knowledge (CK)

Content knowledge, which is the knowledge, understanding, skill, and disposition that schoolchildren must learn, is the initial source of the knowledge base.

The indicators of Content Knowledge that were employed in this study were based on Smith's (2009) indicator of CK. It includes knowledge of disciplinary material, as well as knowledge of an alternative framework for thinking about the content and the link between large ideas and supporting concepts in a particular area.

2) Pedagogical Material Knowledge, the particular combination of content and pedagogy that instructors possess, their own unique type of professional knowledge

PCK was measured using five indicators from Park and Oliver's suggested pentagon model (2008). Five PCK components were incorporated in the PCK indicators, including:*chemistry teaching orientation, understanding of students' chemistry comprehension, chemical curriculum, chemistry teaching style and representation, and assessment knowledge* (Timostsuk, 2015).

Table. 1 Definition of PCK category (Chick, Baker, Pham, & Cheng, 2006)

PCK Category	Definition
1. learning objectives	outlines a learning objective for pupils
2. student thought	examines or confronts students' perspectives on an issue, or identifies typical degrees of comprehension
3. student's misconceptions	explains or tackles how to avoid student misunderstandings of an idea.
4. procedural knowledge	demonstrates scientific problem-solving abilities
5. resources	Discusses and makes use of the resources available to help in teaching.
6. classroom managementt	discusses or employs standard classroom procedures
7. the goal of contenr knowledge	examines why certain information is included in

	the curriculum and how it may be used.
8. assessment of conceptual knowledge learning by students	evaluates a student's grasp of a scientific idea
9. Conceptual representations	explains the materials, drawings, or diagrams that were utilized to illustrate a scientific topic

3) Pedagogical Knowledge in General With an emphasis on broad classroom management and organization ideas and practices that appear to be unrelated to topic information.

"Generic pedagogical knowledge" is defined as "wide concepts and methods of classroom administration and organization that appear to transcend subject matter," as well as understanding of learners and learning, assessment, and educational settings and goals, according to Shulman (1987). "GPK encompasses knowledge of learning theories and general teaching principles, an awareness of the different philosophies of education,

general knowledge of learners, and knowledge of the principles and procedures of classroom management," according to Grossman and Richert (1988:54). Morine-Deshimer and Kent's (1999) GPK concept is applied in this study. GPK was categorized into three primary groups by the researchers: Classroom management, classroom communication, and instructional model (teaching approach) (Tsagari et al., 2015).

I. Classroom management refers to the broad principles of instructor conduct that consistently improve student progress. The three primary components of classroom management are:

a. Content management refers to abilities that are transferable across courses and activities, rather than skills that are particular to teaching a certain subject. The essence of instructional management, according to Doyle, is acquiring and sustaining student collaboration in learning activities. Teachers manage content when they manage space, materials, equipment, people

movement, and lessons that are part of a curriculum or program of study.

b. The phrase "conduct management" refers to a set of procedural skills that instructors employ to confront and resolve discipline concerns in the classroom, according to Iverson and Froyen (1999). When pupils are rebellious in class, a teacher may use a variety of tactics to encourage them, including praising, admiring, blaming, and so on. If a kid has a significant difficulty, the teacher may call the student's parents or guardians for help in addressing the situation.

c. Teachers must regard the classroom group as a social system with its own features while managing interpersonal connections in the classroom, according to covenant management.

II. "Instructional approaches," "teaching methods," and "models" are all equivalent phrases. According to Joyce and Weil, "a teaching model is a pattern or blueprint that may be used to design a curriculum or

course, identify instructional materials, and manage the behaviors of a teacher". Models are created with a specific purpose in mind. When a teacher defines a goal, he or she chooses a method for accomplishing it."

Teaching models may be classified into four kinds, according to Joyce and Weil (1996), depending on their views toward people and how they learn:

a. The development of social skills is emphasized with the learning of subject information in the social family of education approaches. Classroom management is crucial for coordinating teaching and learning in social family teaching paradigms. Such models include social inquiry, the laboratory method, role-playing, and group study.

b. Through data gathering and organization, problem solving, and idea creation, the information-processing family of educational approaches aims to improve individuals' intrinsic urge to make sense of the

environment. Some methods, such as scientific inquiry, concept attainment, and inquiry training, prioritize information transmission to the learner, while others, such as scientific inquiry, concept attainment, and inquiry training, emphasize concept development and creative thinking.

c. The personal family of teaching models emphasizes on each person's distinctive personality and struggle to develop into a well-rounded, confident, and capable individual. Through nondirective instruction and self-actualization, for example, human beings can develop and reach a feeling of self-worth and personal harmony.

d. The behavioral system family of teaching approaches, which includes social learning, simulation, and direct teaching, focuses on modifying human behavior such that individuals can respond to information about how well tasks are accomplished.

III. The words and replies that students and instructors exchange in the classroom are referred to as classroom communication. "Communication is the fundamental relationship between a competent instructor and a learning student," Hurt, Scott, and McCroskey (1978) write. Effective communication is required in both teaching and learning. In this study, Anderson and Garrison's (1998) hypothesis was applied. There are three different forms of classroom participation .

a. Teacher-student interaction: During classroom teaching, a teacher and students respond to or interact with one another through verbal or nonverbal responses such as questioning, discussing, presenting, explaining, answering, complimenting, touching, facial expression, and personal space.

b. Student-student interaction: Students respond to one another in the classroom by using verbal and nonverbal responses such as discussing, brainstorming,

talking, writing, questioning, replying, touching, and facial expressions to communicate with one another.

c. No interaction: When a teacher and students are in the classroom, they do not reply to one another or interact at all, such as when each student is focused on her or his own work during an activity.

4) Curriculum Knowledge, with a strong understanding of the materials and programs that teachers use as "tools of the trade."

Shulman (1986) describes curriculum Teachers' tools of the trade include knowledge. Curriculum knowledge refers to a wide grasp of the curriculum, including the whole curriculum put out for students, the program of study, and the sorts of curriculum materials used to teach each topic. Other topics' curriculum materials are incorporated so that cross-curricular linkages can be made. Teachers should also be aware of what has previously been studied and what will be studied in the future (Emiliasari, 2018).

Teachers are the most crucial persons to include in the curriculum creation process. As a result, in order for the curriculum creation process to be effective and relevant, teachers must be implementers. In order to provide a successful education, competent classroom management is essential. Classroom management is important for instructors to grasp because it may help them create an affective teaching and learning process by planning and preparing teaching materials, organizing materials, beautifying the classroom, instilling hope, and enforcing rules and routines in the classroom.

Teachers must arrange their teachings ahead of time before entering the classroom. Metaphors like roadmap, blueprint, and game plan are employed in the lesson plan. A lesson plan is a useful instrument that serves as a guide, a reference, and a record of the teacher's "teaching philosophy, student population, textbook, and instructors' goals for their pupils." For both new and

seasoned teachers, a lesson plan is required (Ramlah, 2019).

5) Knowledge of Learners and Their Characteristics

According to Gess (2002). Teachers should be familiar with the world of children, the educational process, and qualities such as their *interest, talent, motivation, learning absorption, intellectual level, and social development*. By mastering learner characteristics, teachers can organize a learning process that aids various aspects of student development, such as cognitive, psychomotor, affective, creative, and emotional aspects, aspects of special talents, aspects of social relations, aspects of independence, aspects of language, and moral aspects (Ramlah, 2019).

6) Understanding of Educational Contexts, which includes everything from group or classroom dynamics to school district government and funding, as well as the nature of towns and culture.

An educational context is defined by the Queensland Studies Authority (2004, quoted in King, Bellocchi, and Ritchie 2008) as "a collection of learning experiences that helps students to apply their grasp of fundamental ideas to circumstances that resemble real life".

a. It refers to a group of individuals (for example, students) who develop skills or talents through a variety of learning activities.

b. The persons involved in the learning/teaching process, the context (e.g. school, facilities, community, etc), the topic of study (specifically, the unit/subject or curriculum), as well as more general variables impacting the educational experience such as society, parents' bodies, etc.

c. In terms of instructors and pupils within a class, the school environment (including nursery schools)

7) Understanding of educational goals, objectives, and values, as well as its philosophical and historical foundations.

Assessment encompasses a wide range of activities and tasks that teachers use on a daily basis to evaluate student progress and growth. The process of recognizing students' needs, tracking their progress, and measuring how effectively instructors and planners are functioning is known as assessment. Language assessment encompasses the complete process of conducting a language exam, not just the test itself. Indeed, language assessment's ultimate purpose is to utilize examinations to better educate us about language education decisions and activities. In Farida (Hanim, 2016) Informal Assessment and Formal Assessment are the two types of assessments. The distinctions between them are shown in this table:

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

Table 2: Informal and Formal Assessment

Informal Assesment	Formal Assessment
a. It is incidental, unplanned comments and responses. Example include: "Nice Job!" "Well done!" "God work!", or putting a smile emoticon on some homework. b. Tasks in the classroom are designed to elicit performance without requiring students to record outcomes or make fixed judgments of their ability. Minor comments on papers, responding to an essay draft, providing advice on how to better pronounce a word, suggesting a strategy for compensating for a reading difficulty, and demonstrating how to	a. Exercises or procedures specifially designed to tap into a storehouse of skills and knowledge. b. Teacher and student evaluations of student success are based on systematic, deliberate sampling approaches. Tournament games that occur on a regular basis in the classroom are one example. c. While all tests are formal evaluations, not all formal assessments constitute testing.

modify a student's note-taking to better remember the content of a lecture are all examples of unrecorded assessment.	For example, a student's diary or portofolio of materials can be utilized as a formal assessment of the student's achievement of certain course goals, but calling those two techniques tests is difficult. Although a systematic collection of observations of a student's frequency of spoken involvement in class is a sort of formal evaluation, it is not a test.

The two sorts of assessment functions are formative and summative assessment. The skills and talents of students are assessed as they "form," with the purpose of aiding them in continuing their development. It

provides the learner with continual language growth, such as when a teacher gives a comment or a recommendation to a pupil, or when a teacher points out an error. Almost every casual assessment is formative. Summative assessment, on the other hand, takes place at the end of a course and seeks to quantify or summarize what a student has learnt. All tests and formal evaluations (quizzes, periodic review tests, midterm examinations, and so on) are summative assessments, and therefore do not always signal future growth. Summative evaluations include course final exams and general competency exams, as well as all tests and formal assessments (quizzes, periodic review tests, midterm exams, and so on), (John M, Norris, 2000 In Hanim, 2016).

In 1986, Shulman introduced Pedagogical Content Knowledge. PCK is the integration between content knowledge and pedagogical knowledge of the teachers in delivering subject matter in accordance to ability and interest of learners. Shulman (2004) bold that

PCK is a combination between a spesific subject of subject matter knowledge and pedagogical knowledge that is important for teachers to be possed. These two domains are integrated. Subject matter knowledge or known as content knowledge (CK) is the knowledge of the spesific topic, which teacher requires teaching it. For example, English teacher should have the ability of understanding on English materials and capable of delivering it to her/his students. This domain becomes a prerequisite knowledge in PCK concept (Hashweh, 2016).

Another domain is pedagogical knowledge (PK). Shulman (2004) stated that PK involves the teaching principals and strategies that are applied in the classroom management and organization. Futhermore, the PK also includes teacher's knowledge of students learning, assessment and education purposes (Kultsum, 2017). The integration of two domains can be described with the figure as follows:

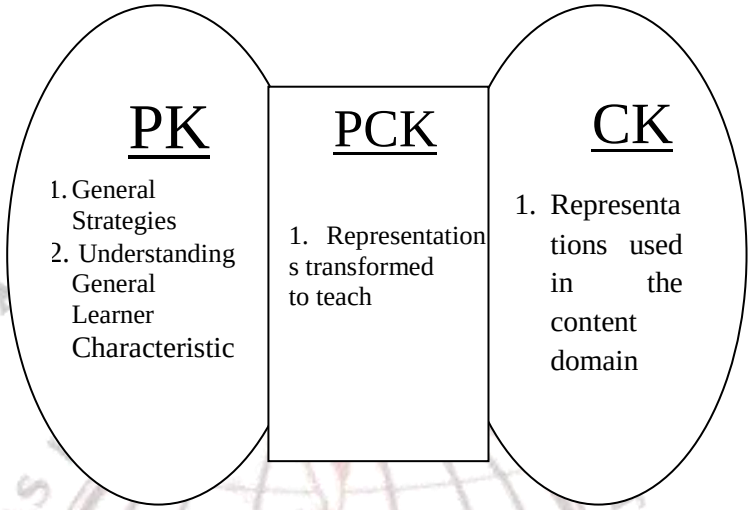

Figure.1 Integration of two domains based on Shulman (2004)

From the figure above, there are 3 components that include in teachers ability: ***First***, Pedagogical Knowledge is another elements inside PCK. The knowledge is related to ability of teachers in delivering the effective teaching and learning atmosphere for all learners. The learning process also provides all activities, such as general startegies with indicators as follows:

1. *Knowledge of classroom management and discipline*
    a. teacher have a lesson plan for teaching in the class (Putri, 2016)

b. teacher open the class by greets to the students and checking the students attendance list (Hawa et al., 2020)
c. teacher giving learning material structurally
d. the creation of a conducive, orderly, disciplined and passionate learning environment
e. there is a good relationship between students and teachers as well as teachers and students interpersonally
f. teacher closed the class and giving a clue for the next material

2. *Knowledge of teaching method or instructional strategies*
   a. the lesson is link to previous teaching or learning
   b. the ideas and experiences of the students are drawn upon
   c. a variety of activity and questioning techniques are used
   d. instructions and explanations are clear and spesifict

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

e. the teacher involves all the students, listen to them and responds appropriately

f. high standard of efforts, accuary and presentation are encourage

3. *Knowledge of classroom environments*

a. safety (the classroom is safe. The teacher is highly proactive in anticipating and adressing possible safety concern)

b. order (teacher arranges phsyical resources nd uses teaching aids (ex: technology, projection devices, displaya, lab areas) skillfully and all learning is equally accesible to all students).

c. visible and invisible structures (teacher's clear vision and explicit communication of expectations, creates an invisible structure in the classroom that will produce a visible culture of order and discipline where learning can thrive)

d. academic atmosphere (the teacher supports a culture where instructional outcomes and classroom

interactions convey high cognitive expectations for most students. Students engage in work of high quality and demonstrate enthuisiasm and effort in completing work) (Rachmijati, et al 2020).

e. students centeredness (student collaboration is valued and highly encouraged through purposeful classroom arrangement and instructional activities. The teacher also co-learner. Students are encouraged to reflect and synthesize what they are learning to encourage deeper understanding. Teacher responds to lack of student-engagement with flexibility and intentionality. Teacher honors students strengths and passion)
f. peer support (student are arranged in collaborative work groups to support each other and have academic conversations)
g. purposeful/practical space arrangement (the selection and arrangement of students furniture accommodatesb a variety of learning activities and student collaboration. Traffic flow is primarily smooth)

h. student-work displays (students created work exemplars are displayed as reference for students aligned to the currently taught standards)

4. *Knowledge of classroom assessment*

a. implemented and used results of pre-assessment to adjust the lesson

b. implemented assessment during lesson to gauge understanding

c. attended to studentsquestion/comments during lesson

d. implemented assessment at the end of lesson to gauge students learning

and understanding general learners characteristics with indicators as follows:

a. etnic (the teacher used a formal language in teching to make all of students understand of the material)

b. cutural (teacher are able to address the cultural diversity of students in the class)

c. interest (the teacher motivate students before starting learning in order to foster students enthusiasm in learning)

Second, content knowledge is the core knowledge of teacher in particular subject and spesific content area. In the other words CK is the knowledge about actual subject matter that is to be learned or taught. Such as: *1. mastery of subject matter brodly and deeply in accordance of the educational unit program, and subect. 2. teacher link the teching method that can overshadow the learning material. 3. the subject matter clearly transfer to the learners. 4. teacher give a motivation to students for growing up their spirit in learning.*

Third, in this study PCK is how the teacher represent subject matter to students and understanding topic-spesific learning difficulties students may have. wich indicators as follows:

1. the teacher use learning media in teaching (ex: infocus, book, white board, etc)

FAKULTAS TARBIYAH DAN TADRIS UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU TAHUN 2023

2. the teacher discuss or addressed student misconception of the subject matter
3. used an available resources to support teaching
4. used an objective example that highlights a subject matter

B. Young Learners

B.1. Definition of Young Learners

There are several define young learners from expert. Scott and Ytreberg (2001) distinguish between two groups of young learners, one between the ages of 5 and 7, the other Ages 8 to 11 years old. They differentiate young learners by Consider their ability to distinguish between abstract and concrete. Nunan (2005) pointed this out These young learners are children between the ages of 5 and 12 age. Then McKay (2006) pointed out that young learners as children in elementary or elementary school. Are young learners in terms of age there was about five to twelve years between them. Therefore Suyanto (2007) Young learners are primary school to junior high school students by age About 6 to 12 years old.

So, in short the researcher pointed out that the definition of the young learner is mainly based on years spent in elementary school transitioning to secondary school (Ma'mun, 2016).

B.2. The Characteristics of Young Learners

Harmer (2003) states that young learners have some characteristics. First, they respond to meaning even if they do not understand individual word. Young learners are able to understand the sentence's meaning by looking at the context They are not paying attention to the meaning of each word. They understand the entire meaning, but they are unable to respond if the teacher asks them the meaning of each word. As a result, young learners find it easier to grasp whole meaning rather than individual meaning (Harmer, 2012).

According to Ytreberg (1990), young learners have numerous essential characteristics, including:

1. Children can have difficulty distinguishing between the real and imaginary worlds. Teachers may find it difficult

to cope with it and understand their students' perceptions of reality.

2. They prefer to be accompanied by others when working or playing. The majority of them dislike working alone.
3. They employ linguistic skills before they even realize they have them.
4. They like playing, and learning can only be effective if they are having fun while doing it.
5. They copy gestures and body motions to learn. At all times, the physical world is immensely significant and prominent.
6. Their attention and focus spans are quite short.
7. They don't always grasp what's going on in the adult world. To ensure that the students receive the message, the instructor must offer proper directions and use appropriate language and phrases.

Harmer claims that young learners differ from adolescents, adults, and even older children in their characteristics and learning styles Therefore, they are prone to

becoming bored and disinterested. These children are sensitive to criticism. They want specific attention and approval from their professors as they seek direction and encouragement. They respond positively to praise, and praising them for their accomplishments is vital. It is generally knowledge that praise motivates and makes children feel accomplished (Ma'mun, 2016).

Children are divided into two age groups by Scott and Ytreberg (1990): five to seven years old and eight to 10 years old. Children aged five to seven years old are unclear of what they want to study, but they are excited about it. Children aged eight to ten years old, on the other hand, are more mature, holding both adult and childlike features (Ma'mun, 2016).

1. They can be as young as 5-7 years old:
   a. Talk to them about what they're doing.
   b. Discuss what they have seen or heard.
   c. Plan your activities.

d. Argue for something and explain why they believe what they believe.
e. Use logic to solve the problem.
f. Make use of their active imagination.
g. In their mother tongue, they use a variety of intonation patterns.
h. Recognize direct human interaction.
i. They are aware that everything in the world is guided by laws.
j. They comprehend circumstances faster than they comprehend the words utilized.
k. They utilize talents before they even realize them.
l. Some of their own understanding comes through their hands, eyes, and ears.
m. Their physical reality is always under control.
n. Young children like playing and learn best when they are having fun.
o. Young students have a limited attention and focus span.

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

2. 8-9 Years Old,

   a. Their fundamental ideas are developed.
   b. They are able to distinguish between reality and fantasy.
   c. They are constantly inquisitive.
   d. To transmit and interpret meaning, they rely on both the spoken word and the physical environment.
   e. They have the ability to make decisions regarding their own education.
   f. They have strong opinions about what they enjoy and dislike.
   g. They've established a sense of justice in the classroom and are starting to challenge the teacher's judgments.
   h. They may collaborate with others and learn from them.

Slattery and Willis (2003) divide children into two groups as language learners: very young learners and young learners. Those under the age of seven are considered very young learners, while those between seven to twelve are considered young learners. Furthermore, they distinguish between the features of very young and young learners.

1. Very Young Learners
   a. In the same manner that infants learn their native language, babies learn English by hearing and experiencing a lot of it.
   b. Playing and doing things is a great way to learn.
   c. I enjoy mimicking and making hilarious noises using linguistic sounds.
   d. They haven't been able to systematize their learning.
   e. It's possible that they won't be able to read or write in their own language.
   f. Will progressively build their grammar on their own.
2. Young Learners
   a. Learning to read and write in their own tongue, as well as growing as thinkers.
   b. Recognizing the distinctions between the actual and the imagined.
   c. Can plan and arrange how to carry out an operation in the most efficient manner.
   d. Can collaborate with and learn from others.

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

e. Can be dependable and take charge of class activities and procedures.

Children vary from adults for a variety of reasons, according to Cameron in Brewster, Ellis, and Girard (2003). Children have certain features:

a. Having a lot of physical energy and needing to be physically active on a regular basis.
b. Having a diverse set of emotional requirements.
c. Having a high level of emotional arousal.
d. Are still in the early stages of their education and are developing conceptually.
e. Are still learning to read and write in their first language.
f. Learning takes longer and you forget things more easily.
g. Having a proclivity for being self-centered and absorbed with their own world.
h. A proclivity for boredom.
i. They're great impersonators.

j. If they are interested, they can focus for a remarkable amount of time.

k. Is easily sidetracked, but is also a highly energetic person.

Based on the characteristics of some experts, the researcher concluded that young learners have an egocentric nature, young learners find it difficult to distinguish between concrete and abstract things/objects, tend to be imaginative and active, feeling easily bored, young learners' lives are full of colors and cherries, like stories, and learning by doing.

C. Teaching Eglish for Young Learners

There are some theories from expert about teaching English to young learners. Harmer (2007) points out that people believe so Children learn a language faster than adults. Russiana (2012) support it for Teaching English to Young Learners (TEYL). In Indonesia, current needs necessitate that they learn English as a child. One option is to introduce them to a language other than their native tongue. they all have one thing in common Consider that the sooner you

begin, the better. As a result, the best time for students to learn English is when they are young learners with a special ability to learn new languages.

Teaching English to children differs from teaching English to adults. Elementary school students learn English in an interesting way because they must learn English from a young age. Elementary school students become bored easily and have difficulties if the material is too difficult. As a result, in order to achieve our objectives, we must make our lessons more lively and interesting. English teachers are not only skilled at teaching, but they also understand what they are instructing to young English learners. To communicate with people from other countries, English is used. As a result, you are not required to learn every language in every country (Cameron, 2001).

Another major factor is that we taught them how to communicate in both English and Spanish. It is vital to begin preparing children at an early age in order to develop them into future-ready individuals. Despite the fact that learning

English might be challenging at times. The United States is a technical and economic development leader, which is the final and most crucial factor. We will be able to work in any country in the globe, not only the United States, if we can communicate in English. In the United States, English speakers earn more money than non-English speakers. As a result, English would raise their standard of living (Cameron, 2001).

According to the explanation above, teaching English to young learners exposes them to a new language other than their mother tongue. Languages are learned faster by children than by adults. Teaching English to young learners nearby is also beneficial to them (Diyanti, 2009).

D. General Concept of the Media

Media is one of the instructional elements that should be incorporated in the learning process. It is strongly recommended that the instructor construct a teaching medium to help with material delivery in the classroom. The instructor can ideally stimulate pupils to understand and comprehend

the subject offered by introducing media into the teaching and learning process. Students would be better able to recognize or describe someone or something if they had access to media. Some media professionals have weighed in with their opinions. Language teachers, according to Harmer, employ media or instructional aids to explain language meaning and construction, interest pupils in a topic, and make orals the foundation of the entire activity (Harmer, 2012). The researcher also used Depdiknas' concept of media, which states that using a range of media can help children overcome "boredom." (Depdiknas, 2004).

As a consequence, students will study with enthusiasm, love the educational learning activities, and grasp the lesson quickly. Murcia also feels that "media may be a powerful motivator in language learning processes." The usage of media is important since it assists pupils in comprehending and learning the lesson, according to the criteria above. If instructors wish to teach about animals, for example, media such as dolls, photographs, and soon may help students

visualize the form of those creatures. Furthermore, media may be used to capture and sustain students' interest and attention, as well as to deliver and explain information, messages, ideas, and other concepts.It will, however, improve foreign language teaching if the instructor follows the following guidelines: media should be low-cost, appropriate for the instructional, appropriate for the topic to be taught, appropriate for the learners' characteristics, and engaging for the students' attention (Tanggoro, 2015).

Harmer provides numerous sorts of educational material that teachers can employ, (Harmer, 2012) Those are:

1. The most valuable resources in the classroom are the students themselves. By employing the pupils themselves, the instructor may accomplish a great deal in the classroom. The students themselves can be utilized as media when the instructor wishes to acquire authentic information based on the students' experiences.
2. Realia refers to unaltered real-world objects used by the teacher to educate the learning process inside or outside

the classroom. Realia can be utilized to introduce the lesson and assist students in comprehending the subjects covered.

3. Graphic resources, sometimes known as pictures, are non-photographic, two-dimensional items used by teachers to communicate with pupils. The picture is frequently used by the teacher to aid learning.
4. A coursebook is a printed medium. It may comprise written or vocal information. It can also be used as a basic teaching guide by the teacher. "Books are utilized by teachers to provide pupils activities concerning the lesson and to serve as a source of content," Aini says. As a consequence, the instructor uses a book to entice students to learn the material.
5. Chalkboard/blackboard, whiteboard, and interactive whiteboard are examples of boards (IWB). Boards, like photographs, are used for a variety of purposes.
6. Overhead Projector (OHP): Overhead projectors allow pupils to see content written or drawn on a clear surface in

front of the class. Using projectors, the transparency was projected.

7. Flipcharts are a type of educational material that consists of large sheets of paper. It's often used to jot down some key remarks during a group discussion. Harmer (2007) Flipcharts have several advantages, including portability, accessibility, and ease of use.
8. Presentation technology that is based on a computer, According to Harmer, there are two critical components to this educational material. They are hardware and software, respectively. A computer and an LCD projector are required for this training DVD. This educational medium includes both audio and video content. The instructor may impart considerably more information to the pupils by employing computer-based presentation technology, often known as multimedia presentation.

E. Conceptual Framework

Education will run well if the process involves qualified human resources, has competence, is committed to duties and

responsibilities. In this thesis proposal, the researcher raises the title which has two variables, Teacher Pedagogical Competence is the independent variable or the variable that causes changes and Teaching English for Young Learners as the dependent variable or the variable that changes (Harmer, 2012).

Then, the researcher concludes that analysis of the teacher pedagogical competence there are some points that influence it. They are; planning, implementation, evaluation, and learning outcomes.

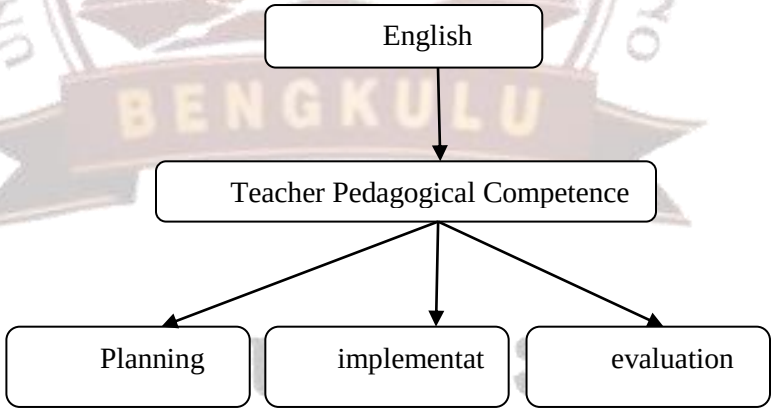

Figure.2 Conceptual Framewok

F. Previous Studies

There are several studies that are almost the same as research caried out by the researcher in this title, as follows:

A study on teacher professional and pedagogical abilities in junior, senior, and vocational high schools in Banyumas Regency, central Java, Indonesia, was conducted by Setyaningsih (2012). The topic of teacher professionalism discussed in this paper. This study focuses on both instructors professional and pedagogic competence, which are characterized in four competencies: professional competency, pedagogical competence, personal competence, and social competence. These studies are being conducted to investigate instructors from Banyumas Regency's junior, senior, and vocational high schools. Indonesia's Central Java (Setyaningsih & Ahmad, 2012).

Akhmad (2015) have research about *teacher of English for Young Learners*. The main objective of this study is to analyze the teachers' of English profile and their English proficiency in teaching young learners as a foreign language

(TEYL). A total of fifteen teachers who teach English to 4th – 6th grade students in the city of Jambi and of Ma.Bulian, Indonesia are involved. Three instruments were used in this study. One demographic questionnaire about the profile of the teachers which includes the educational background, length of teaching experience and involvement in Teaching English as Foreign language (TEFL) trainings was given, a focus group discussion was conducted to obtain deeper perspective of the teachers, and an English Proficiency Test (EPT), a test equivalent to Test of English as a Foreign Languge (TOEFL), was administered in coorporation with a well-known English institustion in Jambi. The data were then qualitatively and quantitatively analyzed and discussed. The result of the research shows that most of the teachers are not qualified in term of English proficiency and they lack involvements of TEFL training. The suggestions and recommendations for the improvement of the teachers' English competence and performance of primary school teachers of English are also provided for all parties intended to contribute for the

development of educational system in Jambi respectively (Habibi & Sofwan, 2015).

Rosdiana (2020), her research is about *the analysis of pedgogical competence of the English teachers' of 3rd grade srudents at SMA Banda Aceh.* This research is use the qulitative research method. Based on the result of the researcher obervations, she revealed that SMA 3 Banda Aceh has imlemented a good teaching and learning process. Which is proven by students learning outcomes and also of course seen from how the teacher teaches in the classroom. Based on the observation of the researcher the techer who tech English in SMA 3 5Banda Aceh has mastered all teaching abilities (Rosdiana, 2020).

Nurrahmah (2020), her research aslo about teacher development that is: *An analysis of teachers' pedagogical competence in teaching English at SMP N 1 Lambu*. This research done at Makassar. The result of this research is, the teachers had been dominated all of the indicator of teacher pedagogical competence that has seen from when the

teachers aplied each one of the pedagogical competence indicators (Nurahmah, 2020).

Nurul Fajariah (2021), her research is about *teachers, pedagodical competence in teaching English through offline and online setting at SMP 8 Satap Maiwa,* Pare-Pare. From the result of the reseacher interviewed, observed, the teachers' pedagogical competence was included as a good catagory because, in the result of the interview the reseacher found that teacher was always doing the every item question in teaching and learning process, aand it is lo roved by students questionnaires about their perspective of their English teacher (Fajariah, 2021).

In conclussion, the different between 5 previous studies above with ths research is lies in the research instruments. Even tough the research title is same, here the resercher used 2 research intruments, namely, observational check list and indepth interviews. While the 5 previous studies above used observation and questionnaires. Where the observations addressed to the teacher and the questionnaires addressed to the students.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied descriptive qualitative method. According to Arikunto (2007) in research reports, descriptive research is the research methods that seek to provide a systematic and careful with the actual facts and the nature of certain population which aims to solve the actual problems faced now and collect data or information to be arranged, described and analyzed. Qualitative methods are use to collect detailed data with meaning. Meaning is actual data, specific data that have a value hidden behind the visible data (Hardani et al., 2020). Then the qualitative research in Creswell (2008) states that it is a method of exploring and comprehending the significance that individuals or groups place on a social or human problem. Because the results was described in great detail, descriptive qualitative is a research method that can be measured realistically and very accurately.

The findings are then presented as a fact-based research report.

In addition, qualitative research aimed to described and evaluated a phenomena, event, social action, attitude, or viewpoint of a single person or a group of people. This is an inductive style of study in which the major source of phenomena and difficulties in the observation process will be data on location. As a result, descriptive qualitative aims to use words to explain a social phenomena. Descriptive research's main purpose is to characterize the existing condition of affairs. Simply put, this is an investigation to gather facts. Definite conclusions can be accepted in descriptive research, but they do not establish a causal relationship.

This study focused on the teacher pedagogical competence in teaching students in English class. It described the teachers' ability to teach the first grade students at one of MTs in Kepahiang. The qualitative descriptive with

a descriptive approach was used in this study to collect and analyze narratives about the teacher's ability in English class.

B. Research Settings

1. Research Place and Time

This research carried out in one of the MTs at Kepahiang, which is located in Dusun Kepahiang, Kepahiang City. The reason for choosing first-grade students of MTsS in this study because they are late young learners. The researcher conducted this research from the date of the research permit's issuance for a period of approximately 45 days.

2. Research Subject

The subject was chosen based on the case's uniqueness. The subject of this study is someone associated with the English language. The subjects chosen are English teachers because the researcher will analyze the teachers' pedagogical competence in teaching English to young learners. The research subject is an English teacher at one of Kepahiang City's MTs. The reasons why rearcher choose this school

because, this school including one of the good school with an **A** accreditation. Besides that, this school also has competent teachers wich is proven by the success of the students that they teach, wich one is in English language competitions, such as speech competition and olympic competition.

As this study aimed to know the teachers ability in teaching English, the participant was took from who provide clear insight into the topic. Therefore this study uses the purposeful sampling method as suggested by Creswell (2012). This was an easy way for qualitative researcher to better understand phenomena he says. According to Patton (1990) in Creswell (2012) Participants should be well-prepared. The information gathered will be valid and complete if the appropriate target is included as a participant. Furthermore, they must have sufficient teaching experience to have tested their theory. The more experienced teachers are, the more certain they are of their fundamental principles. In this study, one teacher with more than ten years of

experience teaching English in junior high will be chosen (Cresswell,2012).

C. Research Instruments

The instrument used in this study was an observation checklist and an in-depth interview**.**

1. Observational Checklist

The method of gathering information of instructing and learning handle within the classroom that going to observing. The researcher and English teacher would conduct this observation. And a checklist is kept in order to demonstrate the exercises or inclusions performed by the understudies in each assembly. This consider used member perception as the observation Sugiyono (2010) stated that non-participant observation is where the researcher acts as an independent observer it implies that the analyst does not interact with instructors and students while instructing practice.

The researcher acts as a detached member because the analyst only attends the lesson and observes the

interaction between instructors and students using an observation checklist without interfering with the original condition and circumstance at the inquiry location. So, an observation checklist is used to record observation information during the observation process by placing a tick mark (√) on the perspective that is being observed (Hardani et al., 2020).

2. In depth Interview

According to Lexy (2000), an interview is a discussion between two individuals: the interviewer and the people who answer the questions. The two forms of interviews are organized and unstructured. A structured interview, according to Lexy (2000), is one in which the interviewer picks her own barriers and questions to ask. In-depth interviews, qualitative interviews, and open-ended interviews are all terms for unstructured interviews (Kusunastuti & Khoiron, 2019).

In this case, the researcher used in-depth interviews in the form of semi-structured interviews.

According to Sugiyono (2012) its application is more flexible than a structured interview. The goal of this type of interview is to find problems more openly, where the parties who requested the interview and asked for an opinion are present. When conducting interviews, researchers use interview guides to falicitate and focus the questions that will be asked. Following the analysis of architectural collective memory, interview guidelines will be discussed (Hardani et al., 2020).

D. Techniques of Data Collection

The data for this study was got through observation and interviews.

1. Observation

The systematic recording of a phenomena or a specific behavior that may be noticed in the natural world is referred to as observation. One approach of acquiring data by someone with the goal of feeling and then comprehending the knowledge of a phenomena is observation. The type of

data gathered determines the number of periods and duration of observations. In this scenario, the researcher watches how teachers and students interact in an English classroom.

2. Interview

One of the finest ways to discover or explore profound knowledge from someone for a research is through interviews or question-and-answer sessions. An interview is a dialogue in which the goal is to gather information in the form of a description of the life of the person being interviewed in connection to the interpretation of the significance of the stated phenomenon. Furthermore, interviews are lengthy talks in which occurrences might occur and be understood in the person being interviewes sense of meaning in order to gain in-depth knowledge about a given topic or issue. In this case, interviews were conducted in the midst of a pandemic with face-to-face interviews when teachers received teaching schedules at

schools. This interview was conducted to obtain verbal responses from teachers to students while learning English.

Then, in this interview, the researcher will use the Think Aloud Protocol which involves the teacher who thinks hard when they carry out the learning process. When they finish this, teacher are asked to say whatever comes to mind. What they see, think, do, and feel may be included. This provides observers with insight into teachers' ability to make thought processes as clear as possible during implementation. All verbalizations were transcribed and analyzed as part of the formal research protocol (miles and Huberman Cite in Guskey, 2014).

In this case, the researcher will conduct structured interviews with English teachers at ones of school in Kepahiang. Interviews were conducted in order to obtain accurate responses and information about the ability generated in classroom teaching. The purpose of the interview in this study is to double-check the data and ensure that it is accurate.

E. Trustworthiness

This research employs qualitative data analysis techniques. Data analysis is an essential component of any research project, written or unwritten. A qualitative study focusing on research problems necessitates researchers performing a systematic, in-depth, and meaningful assessment, as Burgess emphasizes below. All researchers or researchers in qualitative research focus on the problem under study, guided by a conceptual or theoretical framework. In qualitative research, data analysis is frequently performed concurrently or concurrently with data collection (miles and Huberman Cite in Guskey, 2014). There are three stages of qualitative data analysis based on the theory of Miles and Huberman (1994):

TAHUN 2023

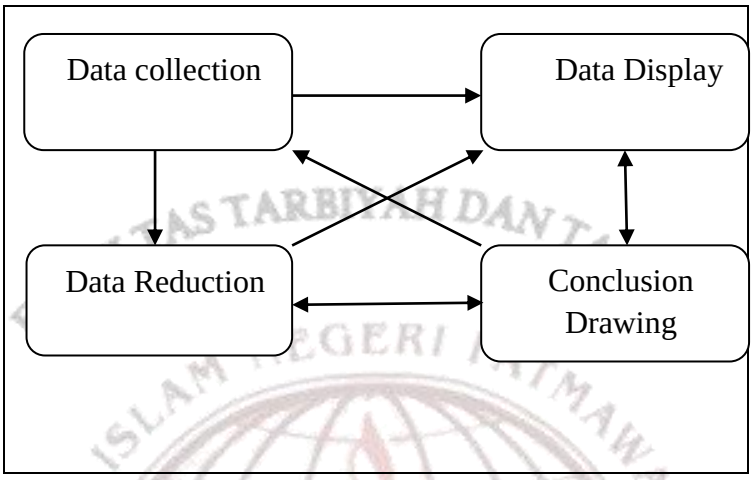

Figure.3

Data Collection Method based on Miles and Huberman (1994)

1. Data Collection

   This step includes some data from class observations and interviews. The researcher observed and interviewed teachers dealing with teacher competence and its application during the teaching and learning process in one of the MTs at Kepahiang.

2. Data Reduction

   Summarizing, picking the major points, focusing on what's important, and searching for themes and patterns are all part of data reduction. As a consequence,

the reduced data will present a better picture and make it easier for researchers to gather and search for new data if necessary. Computers, laptops, smartphones, and other similar devices can aid in data minimization. When it comes to data reduction, researchers will be led by the objectives to be met. The researcher acquired evidence from interviews with the instructor at this time, demonstrating the teacher's grasp of the classroom interactions. In this stage, the necessary data is input, while the unnecessary data is discarded.

3. Data Display

After data reduction, data display is the next stage. The most popular way to communicate data in qualitative research is through narrative texts. If the data is given, it will be easier to grasp what is going on and plan future work based on what is known. The data is presented in this study via articles, which is the most typical way in qualitative research.

4. Drawing Conclusion

The conclusion is the last stage of data analysis. Qualitative research produces ground breaking results that have never been seen before. While the item is still dim or even dark, findings might be images or descriptions that become obvious after additional inspection. This conclusion might be a hypothesis or theory, or it could be a random or interactive relationship. The researcher begins to observe and study all of the data at the conclusion drawing stage, then tells tales by linking stories so that researchers may gain research results and conclusions.

BENGKULU
TAHUN 2023

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Area

1. A Brief History of the Establishment of Darussalam Islamic Boarding School Kepahiang

Darussalam Kepahiang Modern Islamic Boarding School is located on Merdeka street, Dusun Kepahiang of Kepahiang District, Kepahiang Regency, Bengkulu Province. Derived from the desire of a malim in Kepahiang, Ust. H. Qoyyum to establish a boarding school in Kepahiang in ± 1970 on 3 hectares of land, but his love of death came first. Great wishes are always known by children and their wives with dreams later in the day, if Allah SWT allows it, it will certainly come true.

Hope for hope is always waiting, let alone the time, then goes around, to be exact, in 1999 the Child of Ust. Qoyyum (deceased) named Drs. Saukani makes his office mate who is a young malim in the city of Kepahiang. The young Malim is

KH. Ahmad Nurhayani, S.Pd.I originated from Jombang, East Java Province, who has been a resident of Kepahiang for a long time. In conclusion, it was trusted to share it with him to establish a boarding school accompanied by giving a gift certificate of ± 5 hectares of land.

With the help of the residents of Kepahiang Regency, until March 2000, the laying of the initial stone for the Modern Darussalam Islamic Boarding School in Kepahiang Regency began. During one year of implementation of the development, it has created 3 permanent local buildings with tiered construction. Also, 4 semi-permanent dormitories have been built, 1 part of the normal kitchen, and 1 part of the bathroom. With the hope of Allah's blessing, on July 16, 2001, the early school year of the Modern Darussalam Kepahiang Islamic Boarding School began with a total of 33 students (19 male students and 14 female students).

There is nothing that does not proceed, various challenges and obstacles do not seem to have made the Modern Islamic Boarding School Darussalam Kepahiang

pessimistic and resigned but become a generator of encouragement. This is marked by the continuous improvement of all aspects of pesantren development. Such as the increasing number of developments and adequate facilities within the pesantren environment, the acquisition of awards and achievements of students in academics, arts and sports at the district, provincial and national levels. It is also noted that the Modern Darussalam Kepahiang Islamic Boarding School is one of the leading Islamic boarding schools, partly because it gets an A grade (accreditation) at the MTsS level and B accreditation at the MA level. Even though the pesantren is only 20 years old.

2. Vision and Mission of Modern Darussalam Kepahiang Islamic Boarding School

I. Vision

A place for preaching, a place for real charity

II. Mission

a. Realizing the Modern Darussalam Kepahiang Islamic Boarding School in the forefront of preaching with real amaliyah.

b. Realizing the Modern Darussalam Kepahiang Islamic Boarding School as a means of exploring and studying science.

c. Realizing students with broad knowledge, high knowledge, Islamic character, ready to serve selflessly

d. Realizing students who are healthy, creative, productive and independent based on technology with Arabic and English as their daily languages.

e. Realizing students with high competitive achievements with various creations.

3. Educators Data

At one of MTsS in Kepahiang, thereare quite a number of educators who are caable of their respective teaching field wich are adusted to their previous learning experience or education. In this school there are 86 teachers who are

registered and actively teaching in there, wich 47 are senior teachers and have teaching experience at this school with an average of more than 10 years, and 39 other are junior teachers who are novice teacher. Their service educators and teaching experience are on average still approximately 5-8 years.

B. Result of Research Findings

The researcher presented the result of the research. The data took from observation in the classroom and interview one teacher. The researcher made the research which held on first grade students at one of MTsS in Kepahiang. The first, the researcher held an observation in classroom which the researcher pay attention to the teacher about teacher pedagogical competence. The researcher made observation six meetings in class, and the last the researcher was conducted an interview to know the teacher pedagogical competence in teaching English.

1. The teacher pedagogical competence in teaching English for young learners at the first grade of one MTsS in Kepahiang.

From the data collection, this research was conducted 2 weeks observation in the classroom on first grade at one of MTsS in Kepahiang at Friday 15-05 August 2022. The researcher was conducted observation in class, in this research, the researcher looked the teacher activities in the class to get data, the researcher followed English teacher in the classroom, then the researcher paid attention to the teacher about strategy and method is used by English teacher.

Based on the data from observation checklist, the teacher had pedagogical knowledge, content knowledge, pedagogical content knowledge, including:

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

Table.3 Result of Research Observation

No	Competence	F	N	Persentage (%)
1.	Knowledge of classroom management and discipline	6	6	100%
2.	Knowledge of teaching method or instructional strategies	5	5	100%
3.	Knowledge of learning environments	9	10	90%
4.	Knowledge of classroom assessment. implemented and used results of pre-assessment to adjust the lesson	3	3	100%
5.	Understanding General Learner Characteristic	3	3	100%
6	Representations used in the content domain	4	4	100%
7.	Representations transformed to teach	4	5	80%
	The number of bounded	**34**		
	The number of maximal	**36**		
	Percentages	**95%**		
	Category	**Very Good**		

Based on the table. 3 above, in sub-competence first (knowled of classroom management), there are six indicators that all meet, so that the percentage obtained is 100%. It is also similar to the results obtained from the second sub-competence namely (Knowledge of teaching method or instructional strategies) which also meets all 5 indicators so that the percentage obtained is also the same. Which means that the teacher almost masters the classroom management. In the third sub-competence (Knowledge of learning environments), there are nine indicators that meet from 10 indicators, so the percentage obtained is 90%, and it shows that the teacher has known learning environments well.

In the fourth sub-competence, namely educating learning Knowledge of classroom assessment. implemented and used results of pre-assessment to adjust the lesson activities, has 3 assessment indicators, and all indicators fulfil from 3 existing assessments, so that the percentage obtained is 100%. The fifth sub competence

(Understanding General Learner Characteristic) has 3 indicators and the teacher fulfills all 3 indicators out so that a percentage of 100% is obtained. in the six sub competence (Representations used in the content domain), from the 4 indicators available, all of four indicators are met, so that a percentage of 100% is obtained, which means that the teacher is mastery the subject matter. In the last sub-competence, namely Representations transformed to teach. The teacher fulfills 4 indicators out of the 5 existing indicators, so the percentage gained can be 80%.

Based on the seven sub-competencies of each indicator the result that is based on a percentage, it can be analyzed that the Knowledge of classroom assessment is the sub competence with the lowest percentage. So the pedagogical competencies in one of MTsS in Kepahiang had very good category, but still need to increase of evaluation or assessment. And the competencies that have all been fulfilled by the teacher namely management

classroom, teaching method, understanding student characteristics and mastery of subject matter.

Based on the data from observation checklist also supported by data from interview, the data from interview can be see, as follow:

a. Pedagogical Knowledge

Teacher was applied the aspects of pedagogical knowledge as well, wich right can see as followed:

1) Management classroom by English teacher

At that time, the current lesson was about introduction self. Earlier than enter the lesson the instructor provide ice breaking to the students like a sort of communique related to the topic to be discussed. In other phrases, she attempted to make an ice breaking to degree how far the students would know and settle with the imminent topic. Students take a seat to groups that have been determined. Every crew has their personal cheer. So earlier than they start the game, they display the cheer. As a result, they were quite excited with what the

teacher did. After that, the teacher commenced to set in her lesson.

According to ustadzah Elta, *"To keep the class conducive while studying, the teacher is usually always on time in teaching because a lot of times to clean the class and then the teacher asks students to be prepared to achieve the subject matter that the teacher would like to teach. The teacher checks the attendance of students so after the teacher starts giving the subject matter, the teacher never forgets to ask students to check class cleanliness. then give enough time for students to understand the material that has been presented".*

One of skill that teacher has in managed class is make class become conducive so that students composed in learning. Teacher always on time in teaching because a lot of times to cleaning class and then teacher asked students prepared in achieve the subject matter that teacher would like teach. The teacher checking the students attendance so after that the teacher starting giving subject matter, the teacher never forget asked students to check of classroom cleanliness. Teacher was teaching the students about introduction self, the teacher asked students to practice how to introduce them self in front of

class, but before the students starting teacher giving instruction for students and the teacher practice before it. After that the teacher was practice the manner to introduction self .

In end of learning, teacher giving motivation to students so that students always study hard to get their ambition, and the teacher tries to giving homework for students as evaluation and addition value. Teacher sometimes late to leaves class although when class has done teacher still in classroom (Interviews on Sunday 24 of July 2022).

2) Teaching Method or Instructional Strategies by English Teacher

In this part, to make learning delivered well, the teacher uses several methods in teaching. First, the teacher asks about the previous lesson with the aim that students remember the material and then proceeds with giving new material.

According to ustadzah Elta, *"To teach miss using direct and group teaching methods, because miss teaches in first class (7) where the children are in the transition from elementary to MTs so there are lots of things that must be considered and paid attention to, starting from those before do not know English and also those who already know more or less about English. So to teach a class of students with different knowledge of English and who are still young students, miss uses the direct teaching method".*

Based on interviews and observations of the teaching methods in learning process, the teacher has compiled a learning plan and used it as a reference in implementing learning. Teachers carry out learning activities in accordance with the design that has been arranged. The teacher uses media and learning resources that are relevant to the characteristics of students and subjects that are able to achieve the full learning objectives. The teacher is able to increase student attention, have skills in the use of instructional media, a variety of activity and questioning techniques are used. When the researcher makes observations, the teacher uses the direct teaching method and class discussion in the

learning process. Then after a study of learning documentation, namely the lesson plan and syllabus, the teacher lists learning resources / learning media (Interviews on Sunday 24 of July 2022).

3) Learning Environments

In this stage, so that while studying students do not feel bored, the study room should be comfortable as much as possible. Based on observations, the classrooms have classroom equipment and are easy to access, have decent tables and chairs, whiteboards and posters that make the classroom atmosphere less boring.

According to ustadzah Elta, "*a comfortable learning environment will make students happy and that way it will be easier for them to understand the subject matter. such as, clean, tidy, organized, and many others".*

With this tool students can learn comfortably in the study room. So that during learning a conducive classroom is created because students interact with each other and the teacher also conveys the subject matter well

and provides examples of objectives related to the subject matter presented (Interviews on Sunday 24 of July 2022).

4) Classroom Assessment used by English Teacher

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

Based on the results of interview made on mastering English topics, the teacher consists of out an evaluation of the getting to know procedure and gaining knowledge of results. System assessment may be seen from the teacher monitoring of pupil getting to know progress during the gaining knowledge of technique by means of giving inquiries to students. Evaluation of learning effects is

performed on the closing meeting of the delivery of subject matter. The assessment was performed with the aid of giving taks about the subject matter that were discussed at that time and the preceding week. According to Ustadzah Elta, *"the evaluation was carried out with practice. Practice are based on material that has been taught" (Interviews on Sunday 24 of July 2022).*

5) Understanding Students Characteristics by English Teacher

Mastery and understanding of student characteristics may be seen while the teacher incorporates out gaining knowledge of activities. Based on the observations of learning English topics, the teacher can recognize the traits of students and understand the emotional and ethical of students, which is seen at some point of the learning manner the teacher takes the attention and concentration of students if the magnificence has started out to make noise or now not follow the lesson well, then supply questions related to the subject matter being conveyed.

Further, teachers also are capable of apprehend the characteristics of students from the intellectual component of drawing close college students who are rather less capable of apprehend the subject matter. The teacher provides knowledge, emphasizes the student associated concern count within the hope that the student can recognize the subject matter.

The results of these observations are then deepened with interviews. *At the time of the Ustadzah Elta Ade Putri interview revealed that in order to find out the characteristics of students, the first thing to do was to get to know students, both from the personality of the students, the intelligence of the students, and also the students' understanding. Thus the teacher will know the potential of each student. Then if there are students who have difficulty learning, the teacher provides guidance and students can ask the teacher.* Besides in the class it is very necessary to approach students, because here students are required to live in dormitories, so getting to know the

characteristics of students can not only be done in class, but also through an approach in the dormitory. So from there the teacher will easily understand the character of each of our students (Interviews on Sunday 24 of July 2022).

b. Content Knowledge

1) Mastery of Subject Matter by English Teacher

The teacher has decided a gaining knowledge of method that is accordance to the students' capability in order that the subject matter provided is without difficulty understood. Teacher frequently asking the students to repeat what was defined in front of class so that students can effortlessly keep in mind the subject matter that has been defined. The teacher is a very mastered the getting to know subject matter due to the fact while magnificence dialogue which be held teacher help the student to reply the questions from some other group when students can't to answer them.

According to ustadzah Elta, *"in mastering the subject matter the teacher has learn the subject matter*

which would like brought earlier than teaching, because teacher very understood the subject matter then teacher instruction to the students to did class discussion so that the students free in expression their opinion and easy to understand the content their delivered in elegance discussion".

From the facts above, display the teacher capability in mastered the subject matter and tough to students. Teacher was giving a chance for students with opening class discussion because teacher hopefully the student active and brave to conveyed opinion in following teacher class (Interviews on Sunday 24 of July 2022).

c. Pedagogical Content Knowledge

1) Representations transformed to teach

In the process of delivering subject matter, teachers use media such as books, print out content learning and also occasionally use pictures.

According to ustadzah Elta, *"teacher usually use books and also print pictures. Because here for the use of media such as infocus it is still very minimal, so in order to make it easier for students to learn teacher provide print images related to the material that I will convey later or also print text as an example of the content delivered or as their reference".*

By using media such as pictures and print outs of content learning, it will make it easier for students to understand the subject matter being taught. With the lack of media, teachers are demanded to be more active in teaching, such as paying more attention to what students actually need when learning. The teacher also encourages students to ask questions about what they do not understand so that there are no mistakes in understanding the subject matter presented or even not understanding the content learning at all (Interviews on Sunday 24 of July 2022).

C. Research Discussions

This section presented the discussion based on the finding of the study, the result of this research dealt with answer of the problem statement which aimed to analysis teacher pedagogical competence in teaching English at the first grade at one of MTsS in Kepahiang. The data was collect by using observation checklist and interview.

Based on the researcher finding presented by the researcher above, there are several categories discussed in the research findings. in the first step of this research, the researcher asked one question that link with the teacher pedagogy competence indicators. The indicators that include: management classroom, teaching methods, learning environment, classroom assessment, understanding learners characteristics, representations used in the content domain, and representations transformed to teach. The next step is obervation that do by researcher with based on observational checklist. During the observation the researcher only focused on the teacher who taught in the class with the aim that the researcher really found the extent of the pedagogic competence of the English teacher. Researchers conducted observations for several days until it was thought that the results of these observations were truly valid. and during these few days the researchers observed the teacher's activities from starting to teach until the end of learning. From what was obtained through interview and observations

made by reearchers, it turned out same result of both. the researcher found the seven indictors with good persentage result 95% categories on observation that is mean the teacher has pedagogy competence with very good category.

When conducting interviews about the management classroom, the teacher explained what he did in an effort to manage the class so that the learning process went well, starting from how he opened the class, gave material and closed the lesson. and the same thing was also found by researchers during observation. so based on these two statements the teacher has the ability to manage the class well.

The result of the interview about the teaching method, the teacher answered that she used direct method and class discussion in teaching, and the same as before during the observation, the researcher found that the teacher actually applied the two methods alternately with the aim that students could understand the material easily clear. And this method is also used because the teacher adjusts from the level of understanding of the students where they are in the transition

from elementary to mts with different learning experiences and different knowledge. based on these results it can be said that the teacher has the ability to use teaching methods well.

The result of the interview about the learning environment, the teacher said that the teacher really tried to make the learning atmosphere comfortable and not boring, as for the efforts made by the teacher such as, directing students to keep the classroom clean during learning, the teacher giving a little ice breaking to raise enthusiasm student learning and also use building interactions with students so that learning becomes enthusiastic. and during observation, the researcher found 1 indicator that was not met, namely the teacher did not use a group discussion table, but this was because the study room was not possible to arrange a table with this shape because of the minimal class capacity. But based on the results of these studies, teachers still have the ability to make the learning atmosphere comfortable.

The result of interview about classroom assessment, the teacher said that the assessment was usually carried out at the

end of the material chapter in the form of an evaluation such as practice in front of the class. and during observations the researchers found that the teacher met all the indicators of the classroom assessment such as encouraging students to ask questions about the material presented, conducting pre-tests, and also conducting final assessments. Based on this, it can be said that the teacher has the ability to make a good assessment.

The result of the interview about understanding learner characteristic, the teacher said that in understanding the characteristics of students the teacher was not only in the classroom, but because they lived in the dormitory, even when in the dormitory the teacher could understand the students. And during observation the researcher found that the teacher really understood the character of the students in the class well. So based on the results of the study it can be said that the teacher understands the characteristics of students well.

TAHUN 2023

The result of the interview about teacher mastery of the subject matter, the teacher said that before teaching the teacher had prepared a lesson plan in which the lesson plan

was used as a guide when teaching in class and the teacher had also studied the material as much as possible so that later it could be well received by students. And based on observations, the researchers found that the teacher mastered the material he taught and also had maximum teaching futility which can be seen from the teacher mastering the indicators of the mastery subject matter well.

The last is the result of interviews about representation transformed when teaching, in this case the teacher said that using teaching media when teaching in class really helps students understand the lesson. And during observation, the researchers found that teachers teach by using teaching media such as books and print outs of material and do not use infocus. This is not because the teacher cannot understand the use of these tools, because indeed in the school there is very little use of these tools because of school regulations. but the teacher is able to meet other indicators which means he is able to use teaching intermediaries well when teaching.

So based on the results of the observations and interviews above, the researcher can conclude that the English teacher at

one of the MTs in Kepahiang has pedagogical competence with a very good category.

FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions about the research. The conclusion summarize the findings of the discussion based on the research problem. So, this summarizes the English Teacher has been a very good cetegory of pedagogical competence in teaching English. In comparison, the suggestions contain recomendations of researchers based on result.

A. CONCLUSION

Based on the finding and discussion above, it can be concluded that, the teacher pedagogical competence in teaching English at the first grade students at one of MTsS in Kepahiang was very good, because the English teacher fulfilled all indicators with a goog persentage that is on 95%. It mean that the teacher have a skills how to opening classroom, management classroom, teacher can understanding students characteristics, and the teacher has ability in mastered the

method very well, then, the teacher was giving materials are easy to understand of students because the teacher has mastered the material before did in teaching, and then the teacher was very good in managed classroom before starting the material, and also the teacher have skills in closing classroom because the teacher always given motivation in last meeting.

In addition, teachers can also adjust the learning they do in the class of students who are categorized as young learners, because as we know that it is not easy to understand the characteristics and potential of students, but here the teachers at one of MTsS in Kepahiang are able to overcome these difficulties. So with these data, the researcher concludes that the English teacher at at one of MTsS in Kepahiang already has pedagogic competence with a very good category.

B. SUGGESTION

Based on the findings, is necessary to give valuable suggestion for the teacher, this suggestion hopefully will become consideration for them to develop the quality

of the teacher about pedagogical competence in teaching English. Based on the result of data analysis and conclusion, the researcher proposes some suggestion as follow:

1. The English teacher should master more of aspects in pedagogical competence.
2. The English teacher should increase students' motivation and learning interest with given a similar chance to students.
3. The English teacher should give or prepare good material to make the students more interested in learning, because the teaching materials give influence to students understanding. The teacher also has to know what students difficulties to learn English is, and help to solve their problem.
4. The English teachers can also use technology as much as possible so that new information related to learning in general can be conveyed to students.

REFERENCES

Cameron, L. (2001). *Teaching Languages to Young Learners* (1st ed). United Kigdom: Cambridge University Press.

Cresswell, jhon w. (2012). *Educational Research : planning, conducting and evaluating quantitative and qualitative research*(4th ed). Boston: Pearson Education.

Diyanti, B. Y. (2016). Teaching English to Young Learners : Learning Materials. *Journal Of English And Education (JEE).* 4(1), 64-81. Retrieved from https://journal.uii.ac.id/JEE/article/view/6498

Emiliasari, R. N. (2018). An Analysis Of Teachers' Pedagogical Competence In Lesson Study Of MGMP SMP Majalengka. *ELTIN Journal, 6 (1)*, 22–33.

Fajariah, N. (2021). *An Analysis of Teacher's Pedagogical Competence In Teaching English At The MTs N 3 Luwu*. Thesis. State Islmic Institute Of Polopo.http://repository.iainpalopo.ac.id/id/eprint/3413/1/.20%. Pdf

Guskey, T. R. (2014). Professional Development and Teacher Change. *Teachers and Teaching: Theory and Practice*. *8*(4), 1–12. https://doi.org/10.1080/1354060021000005 12

Habibi, A., & Sofwan, M. (2015). Teachers of English for Young Learners : An Analysis on Their English Proficiency and Profile. *English Education Study Program-National Seminar, Faculty of Teacher Training and Education*, 3(2), 1–9.

Hakim, L. (2017). Development Strategy of Pedagogical Competence Improve Professionalism of Islamic Education Teacher. *Jurnal Pendidikan Islam*, *3*(2), 207–220. https://doi.org/10.15575/jpi.v3i2.1406

Hardani, A.H. et. all. (2020). Metode Penelitian Kualitatif&

Kuantitatif. Yogyakarta: Pustaka Ilmu.

Harmer, J. (2012). *The Practice of English Language Teaching*. United Kingdom: Longman Press.

Hashweh, M. Z. (2016). Teacher Pedagogical Constructions : A reconfiguration of pedagogical content knowledge. Teachers and Teaching : Theory and Practice , 11 , Teacher pedagogical constructions : a reconfiguration of pedagogical content knowledge. *Teachers and Teaching: Theory and Practice*. *11 (03),* 273–292. https://doi.org/10.1080/13450600500105502

Hawa, A. M.et. all. (2020). Evaluation of Teachers Skills in Opening and Closing Lessons. *Advances in Social Science, Education and Humanities Research*, 574(4), 221–225. https://dx.doi.org/10.2991/assehr.k.211125.041

Kultsum, U. (2017). The Concept of Pedagogical Content Knowledge (PCK): Recognizing the English Teachers' Competences in Indonesia. *Advances in Social Science, Education and Humanities Research,* 134(3), 55–59. https://dx.doi.org/10.2991/icirad-17.2017.11

Kusunastuti, A., & Khoiron, A. M. (2019). *Metode Penelitian Kualitatif.* Semarang. Lembaga Pendidikan Sukarno Pressindo (LPSP).

Ma'mun, N. (2016). Pembelajaran bahasa inggris bagi anak sekolah dasarlewat lagu dan permainan. *Publikasi Ilmiah*, 5(4), 95–108.

Ma'rifatullah. (2019). Teachers' Pedagogic Competence In Teaching English At SMAN 1 Sanggar In Bima. *Exposure Journal, 8(1)*, 90–100.

Nurahmah. (2020). Teachers' Pedagogic Competence in Teaching English At Smpn 1 Lambu. In *Paper Knowledge . Toward a Media History of Documents*. Thesis. University Muhammadiyah Of Makassar.

Putri, A. (2016). EFL Teachers' Understanding In Developing

Lesson Plan. *Indonesian EFL Journal, 2 (1))*, 1–11.

Qodriyah, W. R. (2016). *An Analysis of Teacher's Pedagogical Competence In Teaching English For Young Learners*. Thesis. Syekh Nurjati State Islamic Institute Cirebon.

Rachmijati, C., & Resti, &. (2020). Analysis The Use Of Instructional Media On Teaching Englih To Young learners. *Professional Journal Of English Education, 3 (4)*, 453–458.

Ramlah. (2019). *An Analysis of Teachers' Pedagogical Competence To Teach Reading Comprehension At The Secong Grade Students Of SMPN 2 Pinrang*. Thesis. IAIN PAREPARE.

Roinah. (2019). Problematika dalam pembelajaran bahasa inggris di stain bengkalis. *Journal Of Empirical Research In Islamic Education*, *7*(1), 153–166. http://dx.doi.org/10.21043/quality.v7i1.4966

Rosdiana. (2020). The Analysis of Pedagogical Competence of The English Teachers ' of The Third Grade Students at SMA Negeri 3 Banda Aceh. *Edunesia: Jurnal Ilmiah Pendidikan, 1(2)*, 1–5. https://doi.org/10.51276/edu.v1i2.30

Saragih, F. H. (2020). *Testing and Assessment in English Language Instruction*.Thesis. Universitas Negeri Medan.

Sari, N. N. S. P. (2020). *An Analysis of Teacher's Pedagogical Competence In Teaching English At Madrasah Aliyah Laboratorium Kota Jambi*. Thesis. UIN SULTHAN THAHA SAIFUDDIN JAMBI.

Setyaningsih, E. K., & Ahmad. (2012). Teacher Professionalism : A Study on Teachers ' Professional and Pedagogic Competence at Junior , Senior , and Vocational High Schools in Banyumas Regency , Central Java , Indonesia. *Sosiohumanika, 5 (1)*, 93–106.

Shelly, C. S., Nuraida, I., & Oktaviana, F. (2020). An Analysis of Teacher pedagogical competence in Teaching English at SMK PGRI 3 Kota Serang. Journal Of English Language

Teaching And Literature (JELTL), *3(1)*, 54–66.

Sukarno. (2008). Teaching English To Young Learners And Factors To Consider In Designing The Materials. *Ekonomi Dan Pendidikan*, *05*(1), 57–73.

Syahrul, M. (2016). *The Analysis Of Pedagogical Competence of Englsh Teacher's of The Second Grade Students at MTs Negeri 1 Jeneponto In Teaching English*. Thesis. UIN ALAUDDIN MAKASSSAR.

Tanggoro, U. (2015). The Use of Instructional Media to Improve Students' Motivation in Learning English. *Dialektika*, *3*(1), 100–107.

Timostsuk, I. (2015). Domains of science pedagogical content knowledge in primary student teachers practice experiences. *Procedia - Social and Behavioral Sciences*, *197(2015)*, 1665–1671. https://doi.org/10.1016/j.sbspro.2015.07.217

Tsagari, D., Vogt, K., Froehlich, V., Green, A., Hamp-lyons, L., Sifakis, N., & Kordia, S. (2015). *Handbook of Assessment for Language Teachers*. https://doi.org/10.1177/0265532208090158

BENGKULU

TAHUN 2023

APPENDICES

DOCUMENTATIONS

P1.Interview with the principle of MTsS

P2. Interview with the curriculum section of MTsS

P3. observation at MTsS in class of boy students

P4. observation at MTsS in girls class of students (7f)

P5. observation at MTsS in girls class of students (7g)

P6. observation at MTsS in girls class of students (7h)

P7. observation at MTsS in girls class of students (7g) day 2

P8. observation at MTsS in girls class of students (7g) day3

P9. staff TU giving a letter of completion of research

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
TAHUN 2023

INDEPTH INTERVIEW

Name of Teacher : Elta Ade Putri, S.Pd

Topic :

Class :

Date of Interview :

This theory based on adapted of shulman's theory (2004).

N	Aspects	Indicators
1	Pedagogical Knowledge	a. General Strategies 1) Knowledge of classroom management and discipline. g. teacher have a lesson plan for teaching in the class h. teacher open the class by greets to the students and checking the students attendance list i. teacher giving learning material structurally j. the creation of a conducive, orderly, disciplined and passionate learning environment k. there is a good relationship between students and teachers as well as teachers and students interpersonally l. teacher closed the class and giving a clue for the next material 2) Knowledge of teaching method or instructional strategies m. the lesson is link to previous teaching or learning n. the ideas and experiences of the students are drawn upon o. a variety of activity and questioning techniques are used p. instructions and explanations are clear and spesifict q. the teacher involves all the students, listen to them and responds appropriately

		3) Knowledge of learning environments. • learning tools are available but safely displayed and easyly accessible • equal access to classroom materials and reseources are smooth • room has students resources neatly and intentionally placed to support learning • room has desks or tables arranged for collaborative and cooerative grouping • academic supports (ex: wall posters) are clearly displays and / or charted • students interact with others and discuss content • content of lesson is interesting and relevant to students. • students desks are arranged in groups • student help each other with procedures as well as content • studensts work exemplars are posted and ar objective driven and aligned to what is being currently taught 4) Knowledge of classroom assessment. implemented and used results of pre-assessment to adjust the lesson e. implemented assessment during lesson to gauge understanding (pre-test) f. attended to students question/comments during lesson g. implemented assessment at the end of lesson to gauge students learning b. Understanding General Learner Characteristic • etnic (the teacher used a formal language in teching to make all of students understand of the material) • cutural (teacher are able to address the cultural diversity of students in the class) • interest (the teacher motivate students before starting learning in order to foster students enthusiasm in learning)

2	Content Knowledge	a. Representations used in the content domain • mastery of subject matter brodly and deeply in accordance of the educational unit program, and subect. • teacher link the teching method that can overshadow the learning material • the subject matter clearly transfer to the learners • teacher give a motivation to students for growing up their spirit in learning
3	Pedagogical Content Knowledge	a. Representations transformed to teach • the teacher use learning media in teaching (ex: book, white board, etc) • the teacher used electronic device (infocus) • the teacher discuss or addressed student misconception of the subject matter • used an available resources to support teaching • used an objective example that highlights a subject matter

Pertanyaan:

1. bagaimanakah persiapan guru sebelum mengajar di kelas?
2. bagaimanakah proses belajar mengajar berlangsung?
3. bagaimana agar kekondusifan suasana kelas tetap terjaga saat proses belajar berlangsung?
4. metode mengajar apa yang digunakan guru dalam mentransfer pembelajaran?
5. apakah metode yang di gunakan tersebut dapat membantu siswa memahami materi pelajaran dengan baik?
6. bagaimana interaksi yang terjadi antara guru dan siswa, serta siswa dan siswa lainya saat belajar?
7. sistem penilaian seperti apakah yang di gunkan guru untuk mengetahui keberhasilan siswa saat belajar?
8. bagaimanakah cara guru untuk memahami karakteristik siswa di kelas?
9. media pembelajaran apa saja yang guru gunakan saat mengajar di kelas?apakah media yang guru gunakan efektif dalam membantu siswa saat belajar?

Questions:

1. how is the preparation of the teacher before teaching in class?
2. How does the teaching and learning process take place?
3. how to maintain the conduciveness of the classroom atmosphere during the learning process?
4. What teaching methods does teacher use in transferring learning?
5. Can the method used help all students understand the subject matter well?
6. How are the interactions that occur between teacher and students, as well as students and other students while studying?
7. What kind of assessment system does the teacher use to determine student success in learning?
8. How does the teacher understand the characteristics and potency of students in the class?
9. What learning media does the teacher use when teaching in class? Is the media that the teacher uses effective in helping students while learning?

Responds:

1. As a teacher, of course there is a lot that must be prepared before teaching, starting from making lesson plans even to how the concepts will be used when teaching by choosing the right method. here the most important thing for me is to make lesson plans and also understand the material that will be taught well, because after all the role of a teacher is very important in the learning process in the classroom.
2. Regarding how the learning process takes place, I usually start by directing students to check the cleanliness of the classroom again, then I give them a little brainstorming as a means for them to remember the material taught before and find out what material will be delivered that day. after they have focused on learning, I will then provide the subject matter that I have previously prepared. and usually I also encourage students to

ask a few things that they may not understand from my presentation. and lastly, when closing the meeting that day, I gave them a little motivation so they could stay enthusiastic during the next lesson.

3. To keep the class conducive while studying, the teacher is usually always on time in teaching because a lot of times to clean the class and then the teacher asks students to be prepared to achieve the subject matter that the teacher would like to teach. The teacher checks the attendance of students so after the teacher starts giving the subject matter, the teacher never forgets to ask students to check class cleanliness. then give enough time for students to understand the material that has been presented.
4. To teach miss using direct and group teaching methods, because miss teaches in grade 7 where the children are in the transition from elementary to MTs so there are lots of things that must be considered and paid attention to, starting from those before do not know English and also those who already know more or less about English. So to teach a class of students with different knowledge of English and who are still young students, miss uses the direct teaching method.
5. For all students I can't say that all of them understand the material well because the students in each class consist of 28 people, not all of them understand English, which as we know today is very rare for elementary school children who at school learn English.
6. when talking about interactions between teachers and students as well as students and students, of course, during the learning

process in class interaction is well established which can be seen from how students can understand what is conveyed by the teacher properly, if only the teacher does not interact well with students then it is very likely for these students not to understand what the teacher is conveying, as well as their fellow students if there is no interaction between them then their comfort when studying will also be a little not good especially when they are doing group-based work.

7. the evaluation was carried out with practice. Practice is based on material that has been taught. The assessment system may be seen from the teacher monitoring of pupils getting to know progress during the gaining knowledge of technique by means of giving inquiries to students. Evaluation of learning effects is performed at the closing meeting of the delivery of the subject matter
8. In understanding the characteristics of students, it can be through communication between students and students every day, and the teacher also looks at the student's expressions, such as how they look on their faces and also sees their responses to what we convey. So in my opinion it includes in the feedback how we can understand the characteristics of these students, and physically of course it will be seen when we are interacting with them for example with them who look lethargic, so that's when we can ask about their condition or anything that made them like that. To find out the characteristics of students, an approach to students is really needed, because here students are required to live in a dormitory, so getting to know the characteristics of students

can not only be done in class, but can also be done through an approach in the hostel. So from there the teacher will easily understand the character of each of our students. And if we talk about the potential of students, of course this is an opportunity for us to contribute and participate or even facilitate what students really need in order to actualize the potential they have, for example in the field of English, to provide or eliminate boredom. students whose hobbies are singing, for example, how can we facilitate by providing musical chants because indeed they are not allowed to bring communication tools, so contributing by facilitating these students is very helpful for students to be able to develop their potential

9. The teacher usually uses books and also prints pictures. Because here the use of media such as the focus is still very minimal, so in order to make it easier for students to learn teachers provide print images related to the material that I will convey later or also print text as an example of the content delivered or as their reference.

TAHUN 2023

Observational Checklist

Observer : IIS Siti Nurjana

Name of Teacher : Elta Ade putri

Topic : Introduction Self

Class : VII f

Date of Observation : 25 Juli 2022

This is observation checklist. Please put thick (√) to yes, netral or no if the kinds of project are found during observation. This theory based on adapted of shulman's theory (2004).

No	Aspects	Indicators	Observational Result		Skor
			yes	No	
1.	Pedagogical Knowledge	a. General Strategies 1) Knowledge of classroom management and discipline.			
		• teacher have a lesson plan for teaching in the class	√		
		• teacher open the class by greets to the students and checking the students attendance list	√		
		• teacher giving learning material structurally	√		
		• the creation of a conducive, orderly, disciplined and passionate learning environment	√		
		• there is a good relationship between students and teachers as well as teachers and students interpersonally	√		
		• teacher closed the class and giving a clue for the next material	√		
		2) Knowledge of teaching method or instructional strategies			
		• the lesson is link to previous teaching or learning	√		
		• the ideas and experiences of the students are drawn upon	√		

		• a variety of activity and questioning techniques are used	✓		
		• instructions and explanations are clear and spesifict	✓		
		• the teacher involves all the students, listen to them and responds appropriately	✓		
		3) Knowledge of learning environments.			
		• learning tools are available and also safely displayed and easyly accessible		✓	
		• equal access to classroom materials and reseources	✓		
		• room has students resources neatly and intentionally placed to support learning	✓		
		• room has desks or tables arranged for collaborative and cooerative grouping	✓		
		• academic supports (ex: wall posters) are clearly displays	✓		
		• students interact with others and discuss content	✓		
		• content of lesson is interesting and relevant to students.	✓		
		• students desks are arranged in groups	✓		
		• student help each other with procedures as well as content	✓		
		• work exemplars are posted and objective driven and aligned to what is being currently taught for students	✓		
		4) Knowledge of classroom assessment. implemented and used results of pre-assessment to adjust the lesson			
		• implemented assessment before learning to gauge understanding (pre-test)	✓		
		• attended to students question/comments during lesson	✓		
		• implemented assessment at the end of lesson to gauge students learning	✓		
		b. Understanding General Learner Characteristic			
		• etnic (the teacher used a formal language in teching to make all of	✓		

		students understand of the material) • cutural (teacher are able to address the cultural diversity of students in the class) • interest (the teacher motivate students before starting learning in order to foster students enthusiasm in learning)	✓ ✓		
2.	Content Knowledge	a. Representations used in the content domain • mastery of subject matter brodly and deeply in accordance of the educational unit program, and subect. • teacher link the teching method that can overshadow the learning material • the subject matter clearly transfer to the learners • teacher give a motivation to students for growing up their spirit in learning	✓ ✓ ✓ ✓		
3.	Pedagogical Content Knowledge	a. Representations transformed to teach • the teacher use learning media in teaching (ex: book, white board, etc) • the teacher used electronic device (ex: infocus) • the teacher discuss or addressed student misconception of the subject matter • used an available resources to support teaching • used an objective example that highlights a subject matter	✓ ✓ ✓ ✓	 ✓	

Observational Checklist

Observer : Iis Siti Mulyana

Name of Teacher : Ella Ade putri

Topic : Introduction self

Class : VII 9

Date of Observation : 08 Juli 2022

This is observation checklist. Please put thick (√) to yes, netral or no if the kinds of project are found during observation. This theory based on adapted of shulman's theory (2004).

No	Aspects	Indicators	Observational Result		Skor
			yes	No	
1.	Pedagogical Knowledge	a. General Strategies 1) Knowledge of classroom management and discipline.			
		• teacher have a lesson plan for teaching in the class	√		
		• teacher open the class by greets to the students and checking the students attendance list	√		
		• teacher giving learning material structurally	√		
		• the creation of a conducive, orderly, disciplined and passionate learning environment	√		
		• there is a good relationship between students and teachers as well as teachers and students interpersonally	√		
		• teacher closed the class and giving a clue for the next material	√		
		2) Knowledge of teaching method or instructional strategies			
		• the lesson is link to previous teaching or learning	√		
		• the ideas and experiences of the students are drawn upon	√		

		• a variety of activity and questioning techniques are used	✓	
		• instructions and explanations are clear and spesifict	✓	
		• the teacher involves all the students, listen to them and responds appropriately	✓	
		3) Knowledge of learning environments.		
		• learning tools are available and also safely displayed and easyly accessible	✓	
		• equal access to classroom materials and reseources	✓	
		• room has students resources neatly and intentionally placed to support learning	✓	
		• room has desks or tables arranged for collaborative and cooerative grouping	✓	
		• academic supports (ex: wall posters) are clearly displays		✓
		• students interact with others and discuss content	✓	
		• content of lesson is interesting and relevant to students.	✓	
		• students desks are arranged in groups	✓	
		• student help each other with procedures as well as content	✓	
		• work exemplars are posted and objective driven and aligned to what is being currently taught for students	✓	
		4) Knowledge of classroom assessment. implemented and used results of pre-assessment to adjust the lesson		
		• implemented assessment before learning to gauge understanding (pre-test)	✓	
		• attended to students question/comments during lesson	✓	
		• implemented assessment at the end of lesson to gauge students learning	✓	
		b. Understanding General Learner Characteristic		
		• etnic (the teacher used a formal language in teching to make all of	✓	

		students understand of the material) • cutural (teacher are able to address the cultural diversity of students in the class) • interest (the teacher motivate students before starting learning in order to foster students enthusiasm in learning)	✓ ✓		
2.	Content Knowledge	a. Representations used in the content domain • mastery of subject matter brodly and deeply in accordance of the educational unit program, and subect. • teacher link the teching method that can overshadow the learning material • the subject matter clearly transfer to the learners • teacher give a motivation to students for growing up their spirit in learning	✓ ✓ ✓ ✓		
3.	Pedagogical Content Knowledge	a. Representations transformed to teach • the teacher use learning media in teaching (ex: book, white board, etc) • the teacher used electronic device (ex: infocus) • the teacher discuss or addressed student misconception of the subject matter • used an available resources to support teaching • used an objective example that highlights a subject matter	✓ ✓ ✓ ✓	 ✓	

Observational Checklist

Observer : IIS SITI NURSANA

Name of Teacher : Elfa Ade Putri

Topic : Introduction Self

Class : VIIA (putra)

Date of Observation : 26 Juli 2022

This is observation checklist. Please put thick (√) to yes, netral or no if the kinds of project are found during observation. This theory based on adapted of shulman's theory (2004).

No	Aspects	Indicators	Observational Result		Skor
			yes	No	
1.	Pedagogical Knowledge	a. General Strategies 1) Knowledge of classroom management and discipline.			100%
		• teacher have a lesson plan for teaching in the class	✓		
		• teacher open the class by greets to the students and checking the students attendance list	✓		
		• teacher giving learning material structurally	✓		
		• the creation of a conducive, orderly, disciplined and passionate learning environment	✓		
		• there is a good relationship between students and teachers as well as teachers and students interpersonally	✓		
		• teacher closed the class and giving a clue for the next material	✓		
		2) Knowledge of teaching method or instructional strategies			100%
		• the lesson is link to previous teaching or learning	✓		
		• the ideas and experiences of the students are drawn upon	✓		

		• a variety of activity and questioning techniques are used	✓		
		• instructions and explanations are clear and spesifict	✓		
		• the teacher involves all the students, listen to them and responds appropriately	✓		
		3) Knowledge of learning environments.			
		• learning tools are available and also safely displayed and easyly accessible	✓		
		• equal access to classroom materials and reseources	✓		
		• room has students resources neatly and intentionally placed to support learning	✓		
		• room has desks or tables arranged for collaborative and cooerative grouping	✓		90%
		• academic supports (ex: wall posters) are clearly displays	✓		
		• students interact with others and discuss content	✓		
		• content of lesson is interesting and relevant to students.	✓		
		• students desks are arranged in groups		✓	
		• student help each other with procedures as well as content	✓		
		• work exemplars are posted and objective driven and aligned to what is being currently taught for students	✓		
		4) Knowledge of classroom assessment. implemented and used results of pre-assessment to adjust the lesson			
		• implemented assessment before learning to gauge understanding (pre-test)	✓		100%
		• attended to students question/comments during lesson	✓		
		• implemented assessment at the end of lesson to gauge students learning	✓		
		b. Understanding General Learner Characteristic			
		• etnic (the teacher used a formal language in teching to make all of	✓		

		students understand of the material) • cutural (teacher are able to address the cultural diversity of students in the class) • interest (the teacher motivate students before starting learning in order to foster students enthusiasm in learning)	✓ ✓		100%
2.	Content Knowledge	a. Representations used in the content domain • mastery of subject matter brodly and deeply in accordance of the educational unit program, and subect. • teacher link the teching method that can overshadow the learning material • the subject matter clearly transfer to the learners • teacher give a motivation to students for growing up their spirit in learning	✓ ✓ ✓ ✓		100%
3.	Pedagogical Content Knowledge	a. Representations transformed to teach • the teacher use learning media in teaching (ex: book, white board, etc) • the teacher used electronic device (ex: infocus) • the teacher discuss or addressed student misconception of the subject matter • used an available resources to support teaching • used an objective example that highlights a subject matter	✓ ✓ ✓ ✓	✓	80%

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 4154 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Feny Martina, M.Pd. 198703242015032002	P I	Iis Siti Nurjana 1811230029	TBI	An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Case Study Qualitative of English Teacher at MTs 01 Darussalam Kepahiang)
2	Andri Saputra, M.Sc. 19910626201903101 4	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : 08 November 2021
Pl. Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

KepadaYth. Ketua Jurusan Tadris Bahasa Inggris UIN FAS Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:

Nama : Iis Siti Nurjana
NIM : 1811230029
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **"An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Descriptive Qualitative of English Teacher at MTs S 01 Darussalam Kepahiang)"**

Menjadi : **"An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Descriptive Qualitative Study of English Teacher at One of MTsS in Kepahiang)"**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 2022

Disetujui oleh,

Pembimbing I

Feny Martina, M.Pd
NIP.198703242015032002

Pembimbing II

Andri Saputra, M.Sc
NIP.199106262019031014

Diketahui oleh,
Ketua Jurusan Bahasa

Rismawati, M.Pd
NIP. 197405231999032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Iis Siti Nurjana, NIM :1811230029yang berjudul **"An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Descriptive Qualitatif of English Teacher at MTsS 01 Darussalam Kepahiang)".** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : 16 Juni 2022

Pukul : 14.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian)

Bengkulu, 20 Juni 2022

Penyeminar I	Penyeminar II
Reko Serasi, M.A	**Zelvia Liska Afriani, M.Pd**
NIP.198711092018011002	**NIP.199404202018012003**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT KETERANGAN

Bengkulu, 13 Juli 2022

Nomor : -

Lampiran : 1 (satu) Exp Proposal

Perihal : **Surat Pengantar Permohonan Izin Penelitian**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama	: Feny Martina, M.Pd
NIP	: 198703242015032002
Pangkat Golongan	: Lektor (III/c)
Jabatan	: Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama	: Iis Siti Nurjana
NIM	: 1811230029
Asal Perguruan Tinggi	: UIN Fatmawati Sukarno Bengkulu
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris

Dengan ini mengajukan permohonan agar dibuatkan Surat Pengantar /Izin Penilitian ke MTsS 01 Darussalam Kepahiang mulai 15 Juli s/d 26 Agustus 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul ***"An Analysis of Teacher Pedagogical Competence In Teaching English For Young Learners*** *(A Descriptive Qualitative Of English Teacher At Mtss 01 Darussalam Kepahiang)"*.Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,
Koordinator Prodi TBI

Feny Martina, M.Pd
NIP 198703242015032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 3015 / Un.23/F.II/TL.00/07/2022 — 14 Juli 2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala MTsS 01 Darussalam Kepahiang
Di –
Kabupaten Kepahiang

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***AN ANALYSIS OF TEACHER PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH FOR YOUNG LEARNERS (A Descriptive Qualitative Of English Teacher At MtsS 01 Darussalam Kepahiang)".***

Nama	:	Iis SIti Nurjana
NIM	:	1811230029
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	MTsS 01 Darussalam Kabupaten Kepahiang
Waktu Penelitian	:	15 Juli s/d 26 Agustus 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

YAYASAN AL-AKHSYAR
PONDOK PESANTREN MODERN DARUSSALAM KEPAHIANG
MADRASAH TSANAWIYAH 01 DARUSSALAM KEPAHANG
Jl. Merdeka Kel. Dusun Kepahiang Kec. Kepahiang
Kab. Kepahiang Prop. Bengkulu 39172 Telp/Fax (0732) 392387

Nomor : 1608/YA/KMTs/Kph/VII/2022 Kepahiang, 11 Juli 2022
Lamp : -
Prihal : **Pemberian Izin Penelitian**

Kepada
Sdri. Iis Siti Nurjana
Mahasiswi UIN Fatmawati Sukarno Bengkulu
Di
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Permohonan Izin Penelitian saudari Tanggal 28 Juni 2022, maka kami memberikan izin kepada saudari untuk melakukan penelitian di MTsS 01 Darussalam Kepahiang sesuai dengan waktu yang ditentukan.

Demikian Surat ini disampaikan, untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Kepala Madrasah

H. Ahmad Nurhayani, S. Pd. I

YAYASAN AL-AKHSYAR
معهد دار السلام للتربية الإسلامية الحديثة
MADRASAH TSANAWIYAH 01 DARUSSALAM KEPAHIANG
Jl. Merdeka Kel. Dusun Kepahiang Kec. Kepahiang Kab. Kepahiang Prov. Bengkulu 39272

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 1624/YA/KMTs/Kph/VIII/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Swasta 01 Darussalam Kepahiang, menerangkan bahwa:

Nama :**Iis Siti Nurjana**

NIM : 1811230029

Fakultas : Tarbiyah dan Ilmu Pendidikan

Prodi : Tadris Bahasa Inggris (TBI)

Yang bersangkutan telah mengadakan penelitian (*Research*) di MTsS 01 Darussalam Kepahiang, terhitung pada tanggal 15 Juli s/d 5 Agustus 2022 guna penulisan skripsi yang berjudul **"AN ANALYSIS OF TEACHER PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH FOR YOUNG LEARNERS (A Descriptive Qualitative of English Teacher At MtsS 01 Darussalam Kepahiang)** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepahiang, 6 Agustus 2022
Kepala Madrasah

Adi Dwi Suhartono,M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 2551 /Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal: Ujian Komprehensif

Kepada Yth.
1. Dr.Samsudin, M.Pd
(kompetensi UIN)

2. Pebri Prandika Putra, M.Hum
(kompetensi jurusan/Prodi)

3. Zelvia Liska Afriani, M.Pd
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Rabu, 08 Juni 2022

Waktu :08.00 -12.00 WIB

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Iis Siti Nurjana	1811230029
2	Shella Vionita	1811230017
3	Devi Indah Permata Sari	1811230019
4	Anisa Menti Ulan Dari	1811230056
5	Saryono	1811230118
6	Ayu Mayang Sari	1611230034

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 03 Juni 2022
Dekan,

Mus Mulyadi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 740/Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Reko Serasi,M.A (Penyeminar I)
2. Zelvia Liska Afriani,M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 16 Juni 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Iis Siti Nurjanah 1811230029	14.00-14.40 WIB	An analysis of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study of English Teacher At MTS 01 Darussalam Kepahiang
2.	Anisa Menti Ulan Dari 1811230056	14.40-15.20 WIB	Organization Learning of Listening Class Pasca Pandemic Covid 19 At SMPN 8 Kaur (A Descriptive Qualitative Study At Junior High School)
3.	Nanda Nur Asa Hariswa 1811230065	15.20-16.00 WIB	A Survey On Rural School Students' Attitudes Toward EFL Learning (A Descriptive Quantitative Study At Seventh Grade Students Of SMPN 28 Seluma In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 15 Juni 2022
An. Dekan,
Wakil Dekan I,

Edi Ansyah

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faxsimli: (0736) 51171-51172
website: www.uinfasbengkulu.ac.id

Bengkulu, 28 Desember 2022

Nomor : Cuj /Un.23/F.II/PP.00.9/12/2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
1. Dr. Irwan Satria,M.Pd (Ketua)
2. Revola Yashori,M.Pd (Sekretaris)
3. Fera Zasrianita,M.Pd (Penguji I)
4. Pebri Prandika Putra,M.Hum (Penguji II)

Assalamu`alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : 30 Desember 2022
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Aleka Suryati 1811230007	08.00-09.00	Boosting Students' Reading Comprehension Via Collaborative Strategic Reading (CSR) Strategy At SMP N 03 Bengkulu Tengah
2.	Iis Siti Nurjana 1811230029	09.00-10.00	An Analysis of Teacher Pedagogical Competence In Teaching English For Young Learners (A Descriptive Qualitative Study Of English Teacher At One Of MTsS In Kepahiang)
3.	Rahma Dinda 1811230005	10.00-11.00	Teachers' Cognition On Teacher-Students Interaction In Engliah Class (A Descriptive Qualitative Study On English Teacher At Vocational High School 2 Bengkulu City In The Academic Year 2021/2022)
4.	Friska Cindy Attiyah 1811230030	11.00-12.00	Comparative Study On Questioning Strategies Used By Veteran VS Novice Teachers In SMK N 2 Kota Bengkulu (A Descriptive Qualitative Study Of English Teacher Of SMK N 2 Kota Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,

Kus Mulyadi

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iis Siti Nurjana
NIM : 1811230029
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd

Judul Skripsi : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (*case study Qualitative of English Teacher at MTs S 01 Darussalam*)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Senin, 10-01-22	Bab II (Chapter II)	- Menambahkan teori dari shulman tentang teacher pedagogical competence	
2.	Jumat, 25 Maret 2022	Bab II (chapter II)	- Indicator of knowledge - Indicator of PCK - Indicator of CK - Indicator of ~~indicator~~ knowledge Indicator.	
3.	Senin, 11 April 2022	Bab II Chapter II	- Bagan of PC - Chapter III	

Bengkulu, 30 April 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Feny Martina, M.Pd
NIP. 198703242015032002

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iis Siti Nurjana
NIM : 1811230029
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd

Judul Skripsi : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (*case study Qualitative of English Teacher at MTs S 01 Darussalam*)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
4.	Kamis, 28 April 2022	Bab II Chapter II	Bab 3 Chapter 3	
5.	Selasa, 26 April 2022	Chapter III	- Observational Checklist. - Indepth Interview	
6.		Acc Seminar	Acc Seminar	

Bengkulu, 30 April 2022

Mengetahui,
Dekan

Dr. Musmulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Feny Martina, M.Pd
NIP. 198703242015032002

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iis Siti Nurjana
NIM : 1811230029
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd

Judul Skripsi : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Descriptive *Qualitative* study of *English Teacher at* one of MTs S in Kepahiang)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Jum'at, 19 Agustus 2022	Bab 4	-Tabel => Cukup di deskripsikan saja. - perbanyak bagian hasil penelitian	
2.	Kamis, 25 Agustus 2022	Bab 4	- tambahkan keterangan sesuai aspek pedagogik - tata bahasa	
3.	Senin, 1 September 2022	Bab 4	- tambahkan penjelasan di bagian diskusi hasil penelitian dan evaluasi.	
4.	Kamis, 10 November 2022	Bab 4 n5	- Bab 5 -tambahkan Result - Deskripsikan hasil wawan cara	
5.				
6.		Ace Muryadi		

Bengkulu,

Mengetahui,
Dekan

Pembimbing I

Dr. MusMulyadi, M.Pd
NIP. 197005142000031004

Feny Martina, M.Pd
NIP. 198703242015032002

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iis Siti Nurjana
NIM : 1811230029
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Andri Saputra, M.Sc.

Judul Skripsi : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (*case study Qualitative of English Teacher at MTs S 01 Darussalam*)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Selasa, 8 Februari 2022	BAB I (Chapter 1)	Indicators of Teacher's Pedagogical Competence	
2.	Selasa, 15 Februari 2022	Bab 1 (Chapter 1)	- Perbaiki Study background - Perjelas Gap Problemnya	
3.	Rabu, 9 Maret 2022	Bab 1 (Chapter 1)	- Grammar error - Proofreader	
4.	Selasa, 14 Maret 2022	Bab 1 Chapter 1	- Perbaiki Research Question	
5.	Rabu, 15 Maret 2022	Bab 1 Chapter 1	- Perbaiki Research background - Sesuaikan Research Question.	

Bengkulu, 30 April 2022

Mengetahui,
Dekan

Dr. Muslimulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Andri Saputra, M.Sc.
NIP. 199106262019031014

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iis Siti Nurjana
NIM : 1811230029
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Andri Saputra, M.Sc.

Judul Skripsi : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (*case study Qualitative of English Teacher at MTs S 01 Darussalam*)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
6.	Senin, 23 April 2022	Bab (I, II, III)	Perbaiki penulisan body note	
7.	Senin, 30 April 2022	Bab III	Acc Seminar	

Bengkulu, 30 April 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Andri Saputra, M.Sc.
NIP. 199106262019031014

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iis Siti Nurjana
NIM : 1811230029
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Andri Saputra, M.Sc.

Judul Skripsi : An Analysis of Teacher Pedagogical Competence in Teaching English for Young Learners (A Descriptive *Qualitative of English Teacher at one of* MTsS *in* Kepahiang)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	Senin, 8 Agustus 2022	Bab 4	Tambahkan penjelasan disetiap jawaban pertanyaan interview	
2	Senin, 15 Agustus 2022	Bab 4 n 5	Perbaiki struktur penulisan	
3	Selasa, 16 Agustus 2022	Bab 4 n 5	Acc	

Bengkulu,

Mengetahui,
Dekan

Dr. MusMulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Andri Saputra, M.Sc.
NIP. 19910626201903101 4

06/12 2022

Hanura Febriani

Cek turnitiin Iis Siti_TBI

ORIGINALITY REPORT

26%	23%	3%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainbengkulu.ac.id Internet Source	5%
2	digilibadmin.unismuh.ac.id Internet Source	5%
3	hdl.handle.net Internet Source	2%
4	repository.unja.ac.id Internet Source	2%
5	download.atlantis-press.com Internet Source	1%
6	repository.syekhnurjati.ac.id Internet Source	1%
7	docplayer.net Internet Source	1%
8	repository.uinjambi.ac.id Internet Source	1%
9	Submitted to University of Nottingham Student Paper	<1%